

School Board of Clay County

Teacher Inservice Center, 2233 Village Square Parkway, Fleming Island, FL

September 3, 2026 - Regular School Board Meeting

Date: Sep 03 2026 (6:00 p.m.)

Student Showcase (Oakleaf High School)

Invocation

Pledge of Allegiance

Call to Order

Recognitions and Awards

[1. Ceremonial Signing of the Ratified Clay County Education Association Contract](#)

Presenters

[2. Florida Safe School Assessment Tool Findings](#)

School Showcase (Oakleaf High School, Principal, Justin Fluent)

Student Speaker

[3. Student Speaker](#)

Presentations from the Audience (Public Comment on Specific Agenda Items)

[4. Public Comment on Specific Agenda Items](#)

Discussion Agenda

School Board Member

[5. D1 - Public Hearing to Adopt Proposed Revisions as Advertised to School Board Policies 1430.03, 3430.03, 4430.03 and 7540.02; Rescind Policy 9200; and Adopt New Policies 1430.031 and 9200](#)

[☞ Notice of Public Hearing on 9-3-26 Revisions to SB Policies.pdf](#)

[☞ 7-policies-for-approval-on-9-3-2026 \(1\).pdf](#)

Human Resources

[6. D2 - Human Resources Special Action A](#)

[7. D3 - Human Resources Special Action B](#)

Operations-Facilities

[8. D4 - Resolution for the Purchase of 0.91 Acres of Land Located Adjacent to the Transportation Yard in Green Cove Springs, Florida](#)

☉ [Purchase and Sales Agreement - 0 Center St.pdf](#)

Consent Agenda

Superintendent

[9. C1 - Minutes of School Board Special Meeting on July 23, 2026; Workshop on July 23, 2026; Special Meeting on July 30, 2026; and Regular Meeting on August 6, 2026](#)

☉ [July 23, 2026 - School Board Special Meeting.pdf](#)

☉ [July 23, 2026 - School Board Workshop.pdf](#)

☉ [July 30, 2026 - School Board Special Meeting \(Public Hearing on the 2026-2027 Tentative Budget\).pdf](#)

Human Resources

[10. C2 - Personnel Consent Agenda](#)

☉ [9_3_26 Personnel Consent Agenda.pdf](#)

[11. C3 - Ratification of the 2026-2027 through 2028-2029 Master Contract between the Clay Education Support Professional Association Local 7409 and the Clay County School Board.](#)

Instruction-Academic Services

[12. C4 - K-12 Academic Services Out of State and Overnight Student Travel](#)

☉ [Student Travel- September 2026.pdf](#)

[13. C5 - Independent Contractor Service Agreement between the School Board of Clay County and the Boys and Girls Club of Northeast Florida \(BGCNF\)](#)

☉ [BGCNF #260088 \(2\).pdf](#)

Instruction-Professional Development

[14. C6 - 2026-2027 School Improvement Plan Approval](#)

☉ [2026-2027 School Improvement Plans.pdf](#)

[15. C7 - Affiliation Agreement between Clay County District Schools and Southeastern University.](#)

☉ [260097 Southeastern University & Clay Student Teaching Agreement.pdf](#)

[16. C8 - Memorandum of Understanding for Resident Clinical Faculty between Clay County District Schools and the University of North Florida](#)

☉ [260096 UNF Resident Clinical Faculty MOU with compensation \(2\).pdf](#)

[17. C9 - Memorandum of Understanding between Clay County District Schools and Georgia Southern University.](#)

☉ [270005 Georgia Southern University and Clay MOU.pdf](#)

Business Affairs

[18. C10 - Proposed Allocation Changes for 2026-2027](#)

☉ [9.3.26 - 26-27 Allocation Summary.pdf](#)

Business Affairs-Property

[19. C11 - Deletion of Certain Items Report - September 2026](#)

Business Affairs-Purchasing

[20. C12 - Managed Printing Services Contract Renewal](#)

[21. C13 - BID Award](#)

Operations

[22. C14 - Approval of the CCDS Active Assailant Plan \(CONFIDENTIAL\) for the 2026/27 School Year](#)

[23. C15 - Heating, Ventilation, and Air Conditioning \(HVAC\) Maintenance Service Agreement for Thirty Schools per Master Contract with Omnia Partners # 3341 \(IFB #RC2022-1001,Racine Co. WI\)](#)

[☞ Trane HVAC Maintenance Service Contract](#)

Operations-Facilities

[24. C16 - Change Order #1 \(Direct Purchasing\) for Coppergate Elementary School HVAC Repair/Replacement \(C-69-25/26\)](#)

[☞ JM-C-69-2526 Coppergate Elem. HVAC R-R CO#1-20260903.pdf](#)

[25. C17 - Change Order #1 \(Direct Purchasing\) for Thunderbolt Elementary School HVAC Repair/Replacement \(C-81-25/26\)](#)

[☞ JM C-81-2526-TBE HVAC R-R CO#1 DP 20260903.pdf](#)

[26. C18 - Change Order #1 \(Direct Purchasing\) for Keystone Heights High School HVAC Repair/Replacement \(C-35-24/25\)](#)

[☞ JM-c-35-2425-KHH HVAC R-R CO#1 DP-20260903.pdf](#)

[27. C19 - Schematic/Preliminary/Final \(Phase I, II, & III\) plans and specifications for Ridgeview High School Security Lighting Repair/Replacement \(C-51-25/26\)](#)

[28. C20 - Change Order #2 \(Direct Purchasing\) for Shadowlawn Elementary School Fire Alarm Repair/Replacement \(C-61-25/26\)](#)

[☞ RB-C-61-2526 SLE Fire Alarm R-R CO#2 DP-20260903.pdf](#)

[29. C21 - Change Order #3 for Rideout Elementary School Fire Alarm Repair/Replacement \(C-76-25/26\)](#)

[☞ RB C-76-2526 ROE Fire Alarm R-R CO#3 20260903.pdf](#)

[30. C22 - Change Order #2 for Ridgeview High School Fire Alarm Repair/Replacement \(C-52-25/26\)](#)

[☞ RB-C-52-2526-CO#2-RHS Fire Alarm R-R-20260903.pdf](#)

[31. C23 - Final Completion of Rideout Elementary School Classroom Addition-Building \(C-43-23/24\)](#)

[☞ RB ROE Classroom Addition Building Final Comp. 20260903.pdf](#)

[32. C24 - Substantial Completion of Rideout Elementary School Classroom Addition \(Site\) \(C-43-23/24\)](#)

[☞ RB ROE Classroom Addition Site-Sub Comp. 20260903.pdf](#)

[33. C25 - Change Order #3 for Lakeside Junior High School HVAC and Roof Repair/Replacement \(C-72-24/25\)](#)

[☞ RB C-72-2425 LJH HVAC Roof R-R CO#3-20260903 Signed.pdf](#)

[34. C26 - Substantial Completion of Doctors Inlet Elementary School Fire Alarm Repair/Replacement \(C-57-25/26\)](#)

🔗 [RB C-57-2526 DIS Fire Alarm R-R Sub Comp. 20260903.pdf](#)

[35. C27 - Resolution to Dispose of One Relocatable Building at Clay Hill Elementary](#)

🔗 [che_resolution_to_dispose_of_portables-1-20260903.pdf](#)

[36. C28 - Resolution to Dispose of Thirteen Relocatable Buildings at Fleming Island Elementary](#)

🔗 [FIE_Resolution_to_Dispose_of_Portables 20260903.docx.pdf](#)

[37. C29 - Resolution to Dispose of Five Relocatable Buildings at Lake Asbury Junior High](#)

🔗 [laj_resolution_to_dispose_of_portables-20260903.pdf](#)

[38. C30 - Resolution to Dispose of One Relocatable Building at Lakeside Junior High](#)

🔗 [LJH_Resolution_to_Dispose_of_Portables 20260903.pdf](#)

[39. C31 - Resolution to Dispose of One Relocatable Building at Oakleaf Junior High School](#)

🔗 [olj_resolution_to_dispose_of_portables 20260903.pdf](#)

[40. C32 - Resolution to Dispose of Eleven Relocatable Buildings at Robert M. Paterson Elementary](#)

🔗 [PES_Resolution_to_Dispose_of_Portables \(2\).pdf](#)

[41. C33 - Resolution to Dispose of Seventeen Relocatable Buildings at Thunderbolt Elementary](#)

🔗 [tbe_resolution_to_dispose_of_portables 20260903 docx.pdf](#)

[42. C34 - Resolution Declaring Six \(6\) Sets of Aluminum Ramps and Stairs as Surplus Property and Authorizing Disposal](#)

🔗 [resolution-to-dispose-of-portable-ramps-and-stairsdocx.pdf](#)

[43. C35 - Interlocal Agreement to Sell Low-Priced Diesel Fuel to the Clay County Board of County Commissioners for Use of Fire and Rescue Vehicles in the Keystone Heights Area](#)

🔗 [270016 Contract Review_KHILA_ Low Priced Diesel_30 Sept 2026_Binder.pdf](#)

[44. C36 - Prequalification of Contractors](#)

🔗 [September 3, 2026 Contractor Prequalification List.pdf](#)

Adoption of Consent Agenda

[45. Adoption of Consent Agenda](#)

Presentations from the Audience (Public Comment on Non-Specific Agenda Items)

[46. Public Comment on Non-Specific Agenda Items](#)

CCEA Update (Victoria Kidwell)

CESPA Update (Dianna Boase)

Superintendent's Update and Presentations

[47. Superintendent's Update and Presentations](#)

School Board Attorney Remarks

School Board Member Remarks

Adjournment

DRAFT

School Board of Clay County

September 3, 2026 - Regular School Board Meeting

Title

Ceremonial Signing of the Ratified Clay County Education Association Contract

Description

Ceremonial signing of the fully ratified contract between the Clay County Education Association and the Clay County School Board.

Gap Analysis**Previous Outcomes****Expected Outcomes****Strategic Plan Goal****Recommendation**

Ceremonial signing of contract by Vicki Kidwell, (President of CCEA) and Chairperson of the Clay County School Board.

Contact

Brenda G. Troutman, Assistant Superintendent of Human Resources, (904) 336-6701, brenda.troutman@myoneclay.net

Financial Impact**Review Comments****Attachments**

School Board of Clay County

September 3, 2026 - Regular School Board Meeting

Title

Florida Safe School Assessment Tool Findings

Description

Clay County District Schools, Safety and Security team must present their Florida Safe Schools Assessment findings and recommendations to the District School Superintendent and the District School Board which identify strategies and activities that the District School Board should implement in order to address the findings and improve school safety and security.

Gap Analysis

N/A

Previous Outcomes

The Safety & Security Department has previously presented non-specific findings at a school board meeting.

Expected Outcomes

During a School Board Meeting on August 25, 2026 (closed to the public), Matthew Boyack, Director of Safety & Security, will present findings from the Florida Safe School Assessments to the school board members.

During a Regular School Board Meeting on September 3, 2026, Matthew Boyack, Director of Safety & Security, will present to the public and board members a broad overview of the assessment findings. No specifics will be disclosed during the public meeting.

Strategic Plan Goal

Ensure effective management of the organization, operations, and facilities to maximize the use of resources and promote a safe, efficient, and effective learning environment for Clay County students.

Recommendation

Presentation only.

Contact

Bryce Ellis, Assistant Superintendent for Operations (904) 336-6853, bryce.ellis@myoneclay.net

Matthew Boyack, Director of Safety and Security, 904-336-6846, matthew.boyack@myoneclay.net

Financial Impact

None

Review Comments**Attachments**

School Board of Clay County

September 3, 2026 - Regular School Board Meeting

Title

Student Speaker

Description

Kendall Jackson from Fleming Island High School

Gap Analysis

N/A

Previous Outcomes

Students have always been invited to speak during public comment. Starting in June 2026, the agenda will include a dedicated time for a student speaker to share their perspectives on a topic of their choosing.

Expected Outcomes

To receive firsthand student perspectives in order to enhance board awareness and ensure student-centered decision-making.

Strategic Plan Goal

Student Success (Goal #1): Engage all students to attain the necessary skills and knowledge to be future-ready graduates.

Family and Community Engagement (Goal #3): Engage families and the community in the educational process to create robust learning opportunities and partnerships that support and prepare students to be successful throughout the K-12 educational experiences, leading to graduation and beyond.

Recommendation

Presentation only

Contact

Kelly Watt, Chief of Staff, kelly.watt@myoneclay.net

Financial Impact

None

Review Comments**Attachments**

School Board of Clay County

September 3, 2026 - Regular School Board Meeting

Title

Public Comment on Specific Agenda Items

Description

Gap Analysis

Previous Outcomes

Expected Outcomes

Strategic Plan Goal

Recommendation

Contact

Misty M. Massey, Board Assistant, misty.massey@myoneclay.net

Financial Impact

Review Comments

Attachments

DRAFT

School Board of Clay County

September 3, 2026 - Regular School Board Meeting

Title

D1 - Public Hearing to Adopt Proposed Revisions as Advertised to School Board Policies 1430.03, 3430.03, 4430.03 and 7540.02; Rescind Policy 9200; and Adopt New Policies 1430.031 and 9200

Description

School board policies outline rules to ensure the efficient operation of the school district, providing the framework to support educational programs, school finance, staff recruitment, administration of student services, employee-related rules, and the construction and maintenance of facilities.

The proposed revisions and adoptions are intended to update and ensure alignment of school board policies with state law, federal law, State Board of Education Rules, and other applicable rules and regulations. The Board is authorized to adopt and revise policies under sections 120.54, 1001.31, and 1001.32 of the Florida Statutes.

- 1430.03 - Administration Sick Leave
- 1430.031 - Administration Sick Leave Bank
- 3430.03 - Instructional Staff Sick Leave
- 4430.03 - Support Staff Sick Leave
- 7540.02 - Digital Content and Accessibility
- 9200 - Volunteers

Gap Analysis

All board policies are reviewed periodically to ensure they are up to date and compliant with current applicable laws and regulations.

Previous Outcomes

Revisions to board policies have been adopted by the Board as needed and/or required in the past.

Expected Outcomes

The proposed revisions to board policies will be adopted by the Board and implemented appropriately.

Strategic Plan Goal

- Goal 1: Student Success
- Goal 2: Talent Recruitment, Development, and Retention
- Goal 3: Family and Community Engagement
- Goal 4: Safe and Positive Learning Environment
- Goal 5: Fiscal and Operational Efficiency

Recommendation

Approve the proposed revisions to Board policies following the public hearing on September 3, 2026.

Contact

Erin Skipper, Board Chair, erin.skipper@myoneclay.net
Jeremiah Blocker, School Board Attorney, jeremiah.blocker@myoneclay.net

Financial Impact

Review Comments

Attachments

- 🔗 [Notice of Public Hearing on 9-3-26 Revisions to SB Policies.pdf](#)
- 🔗 [7-policies-for-approval-on-9-3-2026 \(1\).pdf](#)

SCHOOL BOARD OF CLAY COUNTY, FLORIDA

APPROVAL TO REVISIONS TO 4 SB POLICIES

APPROVAL TO ADOPT TWO SB POLICIES

APPROVAL TO RESCIND ONE POLICY

Approval to Advertise: The School Board of Clay County, Florida ("the Board"), approves the advertisement of proposed revisions to School Board Policies 1430.03, 3430.03, 4430.03 and 7540.02; rescind School Board Policy 9200; and adopt new School Board Policies 1430.031 and 9200.

Purpose & Effect: The proposed amendments are intended to simplify, update, and ensure alignment of School Board Policies with state law, federal law, State Board of Education Rules, and other applicable rules and regulations.

Access to Text of Proposed Amendments: The full text of the proposed revisions to School Board Policies 1430.03, 3430.03, 4430.03 and 7540.02; rescind School Board Policy 9200; and adopt new School Board Policies 1430.031 and 9200 is available for inspection and copying by the public in the Office of the Superintendent for Clay County District Schools, located at 900 Walnut Street, Green Cove Springs, Florida 32043. The full text is also available via the School District's website at www.oneclay.net under the School Board Meeting Links, School Board Agendas - August 6, 2026. The Superintendent is authorized to correct technical errors in grammar, numbering, section designations, and cross-references as may be necessary to reflect the intention of such Policy amendments.

Rule-Making Authority: The Board is authorized to adopt and modify School Board Policies under sections 120.54, 120.81, 1001.32, 1001.41, and 1001.43 of the Florida Statutes.

Laws Implemented: As listed in each proposed rule. The laws implemented by the above-referenced policy revisions are noted under each section of the Policy.

No statement or estimated regulatory costs has been prepared. Any person who wishes to provide information regarding the statement of estimated regulatory costs, or to provide a proposal for a lower regulatory alternative, must do so in writing within 21 days of this notice.

Person(s) Originating Policy Changes: The proposed policy was originated by the Superintendent and School Board in collaboration with the School Board Attorney.

Public Hearing: The Board intends to formally adopt revisions to School Board Policies 1430.03, 3430.03, 4430.03 and 7540.02; rescind School Board Policy 9200; and adopt new School Board Policies 1430.031 and 9200 following a public hearing. ***The public hearing shall be held on Thursday, September 3, 2026***, during the course of a Regular School Board meeting, which begins ***at 6:00 pm*** and takes place in the Boardroom at the Teacher In-service Training Center at Fleming Island High School, 2233 Village Square Parkway, Orange Park, Florida.

Any person requiring special accommodations to attend or participate in public meetings should advise the School District at least 48 hours before the meeting by contacting the Superintendent's Office at (904) 336-6508. If you are hearing or speech impaired, you may contact the District by email addressed to misty.massey@myoneclay.net or by calling (904) 336-6584 (TDD).

If a person decides to appeal any decision made by the Board with respect to any matter considered at the meeting, he or she will need a record of the proceedings, and, for such purpose, he or she may need to ensure that a verbatim record of the proceedings is made, which record includes the testimony and evidence upon which the appeal is to be based.

ADMINISTRATION

po1430.03

SICK LEAVE

ADOPTED Jun 5, 2025

1430.03 - SICK LEAVE

Administrators who are appointed to work half-time or more shall earn one (1) day of paid sick leave for each full month of employment. Earned sick leave shall be pro-rated in proportion to the number of hours employed per day. Sick leave may not be used before it is earned and credited.

A. Accrual

1. Four (4) days of sick leave credit shall be annually advanced at the end of the first month of employment of each contract year, and thereafter one (1) day of sick leave will be credited at the end of each month in which it is earned. However, each employee is entitled to earn no more than one (1) day of sick leave times the number of months of employment during the year of employment.
2. An employee who is in an active pay status, including leave with pay, shall earn sick leave for each month in which s/he receives pay for one (1) day more than half the number of work days during that month.
3. An employee who is on leave without pay during a month shall earn sick leave for that month if s/he has worked one (1) day more than half the number of work days during that month.
4. If the employee terminates his or her employment and has not accrued the four (4) days of sick leave available to him/her, the School Board may withhold the average daily amount for the days of sick leave used but unearned by the employee.
5. Sick leave shall be cumulative from year to year.

B. Use

1. An employee taking sick leave shall notify the appropriate supervisor and file a certificate of absence before beginning the leave, if possible. In an emergency, the certificate of absence may be filed immediately following return to duty.

2. Sick leave may be taken for the following reasons:

- a. when the employee is unable to perform his/her duty in the school on account of personal sickness, accident, disability, or extended personal illness, and consequently has to be absent from his/her work;
- b. for the illness or death of the employee's spouse, child, father, mother, brother, sister, other close relative, or member of the employee's own household;
- c. as personal leave with pay for up to six (6) days per fiscal year; and
- d. for the maternity or paternity of the employee or the employee's spouse, child, other close relative, or member of the employee's own household.

C. Transfer

1. From Other Public Schools

Sick leave may be transferred from other public schools in Florida funded through the Florida Education Finance Program. Transferred days may only be credited in a number equal to the number of days earned in this District.

2. From Department of Children and Family Services (DCF)

Educational personnel in DCF residential care facilities who are employed by the Board under the provisions of F.S. 402.22(1)(d) may request, and the Board shall accept, a lump sum transfer of accumulated sick leave for such person employed by the Board in a position that is eligible to accrue sick leave under policies of the Board.

3. To Family Members

~~An employee may authorize transfer of accrued sick leave to his/her~~

spouse, child, parent, or sibling, who is also a District employee, provided that the transfer relates to one of the reasons set forth in Paragraph (B)(2) herein.

The personnel administrator approving the leave may require documentation of the recipient's relationship to the authorizing employee.

(F.S. 1012.61(2)(e)1)

4. 3. To ~~Other~~ Board Employees

An employee may donate (i.e., authorize transfer of) his/her accrued sick leave to another Board employee, provided that the transfer relates to one of the reasons set forth in Paragraph (B)(2) herein. The authorizing employee must retain at least ten (10) days of sick leave, as of the time of donation under this policy.

The recipient must provide documentation from the treating physician of the illness, accident, or injury for which leave is needed.

Any transferred sick leave that is not used as anticipated shall be returned to the authorizing administrator, upon the recipient's return to work. In the case of multiple donors, the unused leave will be returned pro-rata to each donor.

The person receiving the transfer may not use the donated sick leave until s/he has exhausted all of his/her own accrued k leave, excluding sick leave from a sick leave bank, if the recipient participated in a sick leave bank.

Donated sick leave shall have no value for terminal pay.

(F.S. 1012.61(2)(e)2)

D. Terminal Pay for Sick Leave

1. Leave Accumulated While Employed by the District (Sick Leave not Transferred in from Prior Employment Outside the District)

At the employee's option and upon written request by the employee at the time of separation, s/he will be paid for sick leave accumulated

through the end of the last full month worked, but not including the last partial month worked.

Sick leave accrued after June 30, 2004 shall be compensated at no more than the daily rate of pay applicable at the time the sick leave was earned; sick leave accrued before June 30, 2004 shall be compensated at the daily rate of pay applicable at the time of separation. Terminal pay shall not exceed 120 days.

Terminal pay may not exceed an amount determined as follows:

- a. during the first three (3) years of service, the daily rate of pay multiplied by thirty-five percent (35%) times the number of days of accumulated sick leave
- b. during the next three (3) years of service, the daily rate of pay multiplied by forty percent (40%) times the number of days of accumulated sick leave
- c. during the next three (3) years of service, the daily rate of pay multiplied by forty-five percent (45%) times the number of days of accumulated sick leave
- d. during the next three (3) years of service, the daily rate of pay multiplied by fifty percent (50%) times the number of days of accumulated sick leave
- e. during and after the 13th year of service, the daily rate of pay multiplied by 100% times the number of days of accumulated sick leave.

2. Sick Leave Transferred in from Outside the District

Upon the retirement or death of an employee, unused sick leave transferred in from outside the District will be compensated in the same manner as sick leave accumulated while employed through the District.

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Legal

F.S. 402.22

F.S. 1001.41

1 F.S. 1001.42(5)
2 F.S. 1001.43(11)
3 F.S. 1012.22
4 F.S. 1012.23
5 F.S. 1012.61
6 F.S. 1012.62
7 F.S. 1012.66

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2
3 ADMINISTRATION

4 SICK LEAVE BANK

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6 1430.031

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10 ADMINISTRATIVE/CONFIDENTIAL EMPLOYEE SICK LEAVE BANK

11
12 A. Committee

13 A sick leave bank shall be established for participating employees paid on the
14 Administrative/Managerial/Confidential salary grades/schedules. Such bank shall be
15 administered by a committee composed of three (3) persons selected by the
16 Superintendent,
17 which shall adhere to all rules, laws, and regulations in effect.

18
19 B. Membership

20 1. Any administrator or confidential employee who has been employed a minimum of
21 one
22 (1) year in Clay County and who has an accumulation of a minimum of ten (10) days of
23 sick leave on record shall be eligible for membership in the bank. Such membership
24 and
25 participation shall, at all time, be voluntary. Each participating employee shall
26 contribute
27 three (3) days of earned sick leave during the first thirty (30) working days of the fiscal
28 year. These days shall not be returned to the employee unless the bank fails to come
29 into existence in accordance with the following rules. No further contributions to the
30 bank shall be necessary except as provided below for the replenishment of the bank.

31
32 2. Members who are retiring shall be permitted to donate any portion of their unused
33 sick
34 leave days beyond the maximum accumulated days established for terminal pay.

35
36 C. Procedures and Audit

37 The sick leave bank committee shall consult with, and comply with, procedures
38 developed by
39 the Human Resources Division and the Business Affairs Division regarding the
40 identification and
41 recording of contributions. Such record keeping and procedures shall be audited by
42 these

Divisions to ensure compliance with regulations.

D. Bank Rules

1. The sick leave bank shall have a minimum of one hundred fifty (150) days on deposit before being activated. At no time shall the balance of the days on deposit fall below zero (0).

2. In the event the balance of days on deposit falls below seventy-five (75) days during a fiscal year, all participating members shall contribute two (2) additional days during the first thirty (30) working days of the next fiscal year in order to replenish the bank to the level established in D.1 above for reactivation. Any employee not contributing under this provision shall be considered to have dropped his/her membership and shall not have his/her previously contributed days returned. The two (2) days contributed under this section shall not be returned to the employee unless the bank fails to be reactivated.

3. Use and Application

a. Sick leave drawn from the bank by participating members must be used for said members' prolonged personal illness, accident, or injury.

b. No member shall be eligible to use the bank until he/she has exhausted all accumulated sick leave and annual leave on record.

c. Any member wishing to use the bank must have been a member of the bank for at least thirty (30) working days before contraction of the illness unless waived in the case of extreme emergency by the committee. In addition, the member must have been absent for a minimum of fifteen (15) consecutive workdays, of which five (5) have been without pay.

d. No member shall be eligible to draw more than thirty (30) days from the bank during any school year.

e. Any member applying for days from the sick leave bank must file with the committee an application. This application must be accompanied by a doctor's statement certifying the illness or disability and the necessity for the extended leave. The member must certify in the application the date leave began, the date leave will be exhausted, and the date on which the sick leave bank is requested. The committee reserves the right to request a second medical opinion at the cost of the applicant.

f. No member shall be permitted to use the sick leave bank if he/she is on injury or illness in the line of duty or drawing workers' compensation.

1 4. Abuse

2 If a member is found to have abused the use of the sick leave bank, he/she shall repay
3 the days drawn from the bank and be subject to such other disciplinary action as
4 determined by the School Board.

5
6 5. Withdrawal from Sick Leave Bank

7 Employees wishing to withdraw membership in the bank shall not have their
8 contributed sick leave days returned.

9
10 E. Hold Harmless

11 Employees shall indemnify and save the Board harmless against and from any and all
12 claims,
13 demands, suits, or other forms of liability that may arise out of or by reason of action
14 taken, or
15 not taken, by the Board for the purpose of granting this procedure for
16 Administrative/Managerial/Confidential employees to use this sick leave bank.

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18 (Ref. F.S. 1012.61)
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INSTRUCTIONAL STAFF

po3430.03

SICK LEAVE

ADOPTED Jun 5, 2025

3430.03 - SICK LEAVE

Instructional staff members who are appointed to work full-time shall earn one (1) day of paid sick leave for each full month of employment. Earned sick leave shall be pro-rated in proportion to the number of hours employed per day. Sick leave may not be used before it is earned and credited.

A. Accrual

1. Four (4) days of sick leave credit shall be annually advanced as of the first day of employment each contract year, and thereafter one (1) day of sick leave will be credited at the end of each month in which it is earned. However, each employee is entitled to earn no more than one (1) day of sick leave times the number of months of employment during the year of employment.
2. An employee who is in an active pay status, including leave with pay, shall earn sick leave for each month in which s/he receives pay for one (1) day more than half the number of work days during that month.
3. An employee who is on leave without pay during a month shall earn sick leave for that month if s/he has worked one (1) day more than half the number of work days during that month.
4. If the employee terminates his or her employment and has not accrued the four (4) days of sick leave available to him/her, the School Board may withhold the average daily amount for the days of sick leave used but unearned by the employee.
5. Sick leave shall be cumulative from year to year.

B. Use

1. An employee taking sick leave shall notify the appropriate supervisor and file a certificate of absence before beginning the leave, if possible. In an emergency, the certificate of absence may be filed immediately following return to duty.

2. Sick leave may be taken for the following reasons:

- a. when the employee is unable to perform his/her duty in the school on account of personal sickness, accident, disability, or extended personal illness, and consequently has to be absent from his/her work;
- b. for the illness or death of the employee's spouse, child, father, mother, brother, sister, other close relative, or member of the employee's own household;
- c. as personal leave with pay for up to six (6) days per fiscal year; and
- d. for the maternity or paternity of the employee or the employee's spouse, child, other close relative, or member of the employee's own household.

C. Transfer

1. From Other Public Schools

Sick leave may be transferred from other public schools in Florida funded through the Florida Education Finance Program. Transferred days may only be credited in a number equal to the number of days earned in this District.

2. From Department of Children and Family Services (DCF)

Educational personnel in DCF residential care facilities who are employed by the Board under the provisions of F.S. 402.22(1)(d) may request, and the Board shall accept, a lump sum transfer of accumulated sick leave for such person employed by the Board in a position that is eligible to accrue sick leave under policies of the Board.

3. To Family Members

~~An employee may authorize transfer of accrued sick leave to his/her~~

spouse, child, parent, or sibling, who is also a District employee, provided that the transfer relates to one of the reasons set forth in Paragraph (B)(2) herein.

The personnel administrator approving the leave may require documentation of the recipient's relationship to the authorizing employee.

(F.S. 1012.61(2)(e)1)

4. 3. To Other Board Employees

An employee may donate (i.e., authorize transfer of) his/her accrued sick leave to another Board employee, provided that the transfer relates to one of the reasons set forth in Paragraph (B)(2) herein. The authorizing employee must retain at least ten (10) days of sick leave, as of the time of donation under this policy.

The recipient must provide documentation from the treating physician of the illness, accident, or injury for which leave is needed.

Any transferred sick leave that is not used as anticipated shall be returned to the authorizing administrator, upon the recipient's return to work. In the case of multiple donors, the unused leave will be returned pro-rata to each donor.

The person receiving the transfer may not use the donated sick leave until s/he has exhausted all of his/her own accrued leave, excluding sick leave from a sick leave bank, if the recipient participated in a sick leave bank.

Donated sick leave shall have no value for terminal pay.

(F.S. 1012.61(2)(e)2)

D. Terminal Pay for Sick Leave

1. Leave Accumulated While Employed by the District (Sick Leave not Transferred in from Prior Employment Outside the District)

At the employee's option and upon request by the employee at the time of separation, s/he will be paid for sick leave accumulated through the end of the last full month worked, but not including the last partial month

worked. Such terminal pay shall not exceed 120 days and shall be compensated at the daily rate of pay applicable at the time the sick leave was earned.

Terminal pay may not exceed an amount determined as follows:

- a. during the first three (3) years of service, the daily rate of pay multiplied by thirty-five percent (35%) times the number of days of accumulated sick leave
- b. during the next three (3) years of service, the daily rate of pay multiplied by forty percent (40%) times the number of days of accumulated sick leave
- c. during the next three (3) years of service, the daily rate of pay multiplied by forty-five percent (45%) times the number of days of accumulated sick leave
- d. during the next three (3) years of service, the daily rate of pay multiplied by fifty percent (50%) times the number of days of accumulated sick leave
- e. during and after the 13th year of service, the daily rate of pay multiplied by 100% times the number of days of accumulated sick leave

2. Sick Leave Transferred in from Outside the District

Subject to the provisions of any applicable collective bargaining agreement, upon the retirement or death of an employee, unused sick leave transferred in from outside the District will be compensated in the same manner as sick leave accumulated while employed through the District.

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Legal

F.S. 402.22

F.S. 1001.41

F.S. 1001.42(5)

F.S. 1001.43(11)

F.S. 1012.22

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F.S. 1012.23
F.S. 1012.61
F.S. 1012.62
F.S. 1012.66

DRAFT

SUPPORT STAFF

po4430.03

SICK LEAVE

ADOPTED Jun 5, 2025

4430.03 - SICK LEAVE

Support staff members who are appointed to work full-time shall earn one (1) day of paid sick leave for each full month of employment. Earned sick leave shall be pro-rated in proportion to the number of hours employed per day. Sick leave may not be used before it is earned and credited.

A. Accrual

1. Four (4) days of sick leave credit shall be annually advanced at the end of the first month of employment each contract year, and thereafter one (1) day of sick leave will be credited at the end of each month in which it is earned. However, each employee is entitled to earn no more than one (1) day of sick leave times the number of months of employment during the year of employment.
2. An employee who is in an active pay status, including leave with pay, shall earn sick leave for each month in which s/he receives pay for one (1) day more than half the number of work days during that month.
3. An employee who is on leave without pay during a month shall earn sick leave for that month if s/he has worked one (1) day more than half the number of work days during that month.
4. If the employee terminates his/her employment and has not accrued the four (4) days of sick leave available to him/her, the School Board may withhold the average daily amount for the days of sick leave used but unearned by the employee.
5. Sick leave shall be cumulative from year to year.

B. Use

1. An employee taking sick leave shall notify the appropriate supervisor and file a certificate of absence before beginning the leave, if possible. In an emergency, the certificate of absence may be filed immediately following return to duty.

2. Sick leave may be taken for the following reasons:

- a. when the employee is unable to perform his/her duty on account of personal sickness, accident, disability, or extended personal illness, and consequently has to be absent from his/her work;
- b. for the illness or death of the employee's spouse, child, father, mother, brother, sister, other close relative, or member of the employee's own household;
- c. as personal leave with pay for up to six (6) days per fiscal year; and
- d. for the maternity or paternity of the employee or the employee's spouse, child, other close relative, or member of the employee's own household.

C. Transfer

1. From Other Public Schools

Sick leave may be transferred from other public schools in Florida funded through the Florida Education Finance Program. Transferred days may only be credited in a number equal to the number of days earned in this District.

2. From Department of Children and Family Services (DCF)

Educational personnel in DCF residential care facilities who are employed by the Board under the provisions of F.S. 402.22(1)(d) may request, and the Board shall accept, a lump sum transfer of accumulated sick leave for such person employed by the Board in a position that is eligible to accrue sick leave under policies of the Board.

(F.S. 1012.62)

3. To Family Members

1 An employee may authorize transfer of accrued sick leave to his/her
2 spouse, child, parent, or sibling, who is also a District employee, provided
3 that the transfer relates to one of the reasons set forth in Paragraph (B)(2)
4 herein.

5
6 The personnel administrator approving the leave may require
7 documentation of the recipient's relationship to the authorizing
8 employee.

9
10 (F.S. 1012.61(2)(e)1)

11
12 4. 3. To ~~Other~~ Board Employees

13
14 An employee may donate (i.e., authorize transfer of) his/her accrued sick
15 leave to another Board employee, provided that the transfer relates to
16 one of the reasons set forth in Paragraph (B)(2) herein. The authorizing
17 employee must retain at least ten (10) days of sick leave, as of the time of
18 donation under this policy.

19
20 The recipient must provide documentation from the treating physician of
21 the illness, accident, or injury for which leave is needed.

22
23 Any transferred sick leave that is not used as anticipated shall be returned
24 to the authorizing administrator, upon the recipient's return to work. In
25 the case of multiple donors, the unused leave will be returned pro-rata to
26 each donor.

27
28 The person receiving the transfer may not use the donated sick leave until
29 s/he has exhausted all of his/her own accrued leave, excluding sick leave
30 from a sick leave bank, if the recipient participated in a sick leave bank.

31
32 Donated sick leave shall have no value for terminal pay.

33
34 (F.S. 1012.61(2)(e)2)

35
36 D. Terminal Pay for Sick Leave

37
38 1. Leave Accumulated While Employed by the District (Sick Leave not
39 Transferred in from Prior Employment Outside the District)

40
41 At the employee's option and upon written request by the employee at
42 the time of separation, s/he will be paid for sick leave accumulated

through the end of the last full month worked, but not including the last partial month worked. Such terminal pay shall not exceed 120 days and shall be compensated at the daily rate of pay applicable at the time the sick leave was earned.

Terminal pay may not exceed an amount determined as follows:

- a. during the first three (3) years of service, the daily rate of pay multiplied by thirty-five percent (35%) times the number of days of accumulated sick leave
- b. during the next three (3) years of service, the daily rate of pay multiplied by forty percent (40%) times the number of days of accumulated sick leave
- c. during the next three (3) years of service, the daily rate of pay multiplied by forty-five percent (45%) times the number of days of accumulated sick leave
- d. during the next three (3) years of service, the daily rate of pay multiplied by fifty percent (50%) times the number of days of accumulated sick leave
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2. Sick Leave Transferred in from Outside the District

Subject to the provisions of any applicable collective bargaining agreement, upon the retirement or death or an employee, unused sick leave transferred in from outside the District will be compensated in the same manner as sick leave accumulated while employed through the District.

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F.S. 402.22

F.S. 1001.41

F.S. 1001.42(5)

F.S. 1001.43(11)

1 F.S. 1012.22
2 F.S. 1012.23
3 F.S. 1012.61
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DRAFT

Revised Policy - Vol. 26, No. 2, Jan. 2026 - DIGITAL CONTENT AND ACCESSIBILITY

ADOPTED Jun 5, 2025 · REVISED Nov 6, 2025

Revised Policy - Vol. 26, No. 2

7540.02 - ~~WEB CONTENT, APPS, AND SERVICES~~ **DIGITAL CONTENT AND ACCESSIBILITY**

A. ~~Creation of Content for Web Pages/Sites, Apps, and Services~~ **Creating Digital Content**

The School Board authorizes staff members [] and students **[END OF
OPTION]** to create content, ~~apps, and services~~ **for the District's website and
District-approved/affiliated apps and services** (see Bylaw 0100, *Definitions*) ~~that
will be hosted by the Board on its servers or District-affiliated servers and/or
published on the Internet ("digital content")~~.

~~The content, apps, and services~~ **District-generated and school-related digital
content** must comply with all applicable Board policies, applicable State and
Federal laws (e.g., copyright laws, Children's Internet Protection Act (CIPA),
Section 504 of the Rehabilitation Act of 1973 (Section 504), Americans with
Disabilities Act (ADA), and Children's Online Privacy Protection Act (COPPA)), and
reflect the professional image/brand of the District, its employees, and students.
~~Content, apps, and services~~ **District-generated digital content** must be
consistent with the Board's Mission Statement and ~~staff-created web content,
services, and apps are~~ **is** subject to prior review and approval of the
Superintendent before being published on the ~~Internet and/or used with
students~~ **District's website or District-approved/affiliated apps and services**.

In accordance with Florida law, no prohibited application as identified by the
Florida Department of Management Services (DMS) shall be installed or utilized
on a Board-owned WCD. Upon notice of any changes to DMS's list of prohibited
applications, District employees shall have fifteen (15) calendar days to remove
such applications.

[NOTE: CHOOSE ONE, BOTH, OR NONE OF THE FOLLOWING OPTIONS.]

[X] ~~Student~~ School-related student-created content ~~, apps, and services~~ for the Board's website or District-approved/affiliated apps and services are subject to Policy 5722 - *School-Sponsored Student Publications and Productions*.

[X] ~~The creation of content, apps, and services~~ Creation of school-related content by students for the Board's website or District-approved/affiliated apps and services must be done under the supervision of a ~~professional~~ District staff member.

[END OF OPTIONS]

B. Purpose of Digital Content ~~of District Web Pages/Sites, Apps, and Service~~

The purpose of digital content ~~, apps, and services hosted by the Board on its servers or District-affiliated servers~~ covered by this policy is to educate, inform, and communicate. The following criteria shall ~~be used to~~ guide the development of ~~such~~ District-general digital content ~~, apps, and services~~:

1. Educate

~~Content~~ Digital content should be suitable for and usable by students and teachers to support the curriculum and the Board's objectives as listed in the Board's strategic plan.

2. Inform

~~Content~~ Digital content may inform the community about the school, teachers, students, or departments, including information about curriculum, events, class projects, student activities, and departmental policies.

3. Communicate

~~Content~~ Digital content may communicate information about the plans, policies, and operations of the District to members of the public and other persons who may be affected by District matters.

The information ~~contained~~ published on the Board's ~~website(s)~~ website and District-approved/affiliated apps/services should reflect and support the Board's mission statement, educational philosophy, and the school improvement process.

When the digital content includes a photograph or personally identifiable information relating to a student, the Board will abide by the provisions of Policy 8330 - *Student Records*.

Under no circumstances ~~shall is~~ District-created digital content, ~~apps, and services~~ to be used for commercial purposes, advertising, political lobbying or to provide financial gains for any individual. Included in this prohibition is the fact no digital content contained on the District's website may:

1. include statements or other items that support or oppose a candidate for public office, the investigation, prosecution or recall of a public official, or passage of a tax levy or bond issue;
2. link to a website of another organization if the other website includes such a message; or
3. communicate information that supports or opposes any labor organization or any action by, on behalf of, or against any labor organization.

[X] Under no circumstances ~~is shall a~~ staff member ~~created content, apps, and services, including personal web pages/sites, to be used to~~ post on their personal web pages/websites or private digital accounts (i.e., non-District-approved/affiliated apps/services) student progress reports, grades, class assignments, or any other similar class-related material. Employees are required to use the ~~Board specified Board's~~ website, ~~app, or service~~ or District-approved/affiliated apps/services (e.g., ~~Progressbook, Apptegy's "Rooms" —~~) for the purpose of conveying information to students and/or parents. **[END OF OPTION]**

[X] Staff members are prohibited from requiring students to go to the staff member's personal web pages/sites and/or private digital accounts (i.e., non-District-approved/affiliated apps/services) (including, but not limited to, ~~their the~~ staff member's personal accounts on Facebook, Instagram, Pinterest, YouTube Channel(s), or TikTok site(s) ~~pages~~) to check grades, obtain class assignments and/or class-related materials, and/or to turn in assignments.

[END OF OPTION]

[X] If a staff member creates digital content, ~~apps, and services~~ related to ~~his/her~~ the staff member's class, it must be hosted on the Board's ~~server~~ website or a District approved/ affiliated ~~server~~ app/service. **[END OF OPTION]**

1
2 **[X]** Unless the content, apps, and services contains student personally-
3 identifiable information, Board websites, apps, and web services that are created
4 by students and/or staff members that are posted on the Internet should not be
5 password protected or otherwise contain restricted access features, whereby only
6 employees, student(s), or other limited groups of people can access the site.
7 Community members, parents, employees, staff, students, and other website
8 users will generally be given full access to the Board's website(s), apps, and
9 services. The Board's website, including school-specific websites, shall be
10 generally open/available to the public unless specific digital content is unique to a
11 specific child and/or includes student personally identifiable information, in
12 which case the information must be password-protected or access to it must be
13 otherwise restricted. When digital content involving student personally
14 identifiable information or information concerning coursework particular to a
15 specific student's classes/assignments is password-protected/access is otherwise
16 restricted, the student's parent(s)/guardian(s) will continue to have access to that
17 digital content.[END OF OPTION]

18 Web Digital content, apps, and services published on the Board's website
19 should reflect an understanding that both internal and external audiences will be
20 viewing the information.
21

22 School web pages/sites, apps, and services must be located on Board-owned or
23 District-affiliated servers.
24

25 The Superintendent shall prepare administrative procedures defining the rules
26 and standards applicable to staff (.) and students [END OF OPTION] the use of
27 the Board's website and the creation of web who publish digital content;
28 apps, and services by staff [-] and students- [END OF OPTION] on the Board's
29 website and District-approved/affiliated apps/services.
30

31 The Board retains all proprietary rights related to the design of web and content,
32 apps, and services that are hosted on Board-owned or District-affiliated
33 servers; for its website(s) and any apps/services it operates and/or is affiliated
34 with absent written agreement to the contrary.
35

36 Students who want their class work (i.e., work that is created in or for a class, or
37 is part of a school-sponsored extra-curricular activity) to be displayed on the
38 Board's website must have written parent permission and expressly license its
39 display without cost to the Board.
40
41
42

Prior written parent permission is necessary for a student to be identified by name on the Board's website.

C. ~~Website~~ Accessibility of Web Content and Mobile Apps

The District is committed to providing persons with disabilities an opportunity equal to that of persons without disabilities to participate in the District's programs, benefits, and services, including those delivered through electronic and information technology, except where doing so would impose an undue burden or create a fundamental alteration. The District is further committed to ensuring persons with disabilities are able to acquire the same information, engage in the same interactions, and enjoy the same benefits and services within the same timeframe as persons without a disability, with substantially equivalent ease of use; that they are not excluded from participation in, denied the benefits of, or otherwise subjected to discrimination in any District programs, services, and activities delivered online through the web or a mobile app, as required by Section 504 and Title II of the ADA and their implementing regulations; and that they receive effective communication of the District's programs, services, and activities delivered in person or online.

~~The District adopts this~~ This policy reflects the Board's ~~to fulfill this~~ commitment and ~~affirm its~~ intention to comply with the requirements of Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794, 34 C.F.R. Part 104, and Title II of the Americans With Disabilities Act of 1990, 42 U.S.C. 12131 and 28 C.F.R. Part 35 in all respects. For purposes of this policy, "web content" means "information and sensory experience to be communicated to the user by means of a user agent, including code or markup that defines the content's structure, presentation, and interactions". Examples of web content include text, images, sounds, videos, controls, animations, and conventional electronic documents (e.g., content in the following electronic file formats: portable document formats ("PDF"), word processor file formats, presentation file formats, and spreadsheet file formats). Additionally, "mobile applications" ("mobile apps") means "software applications that are downloaded and designed to run on mobile devices, such as smartphones and tablets".

1. Technical Standards

~~The District will adhere to the technical standards of compliance identified at _____ [INSERT link to District website] : The District measures the accessibility of online content and functionality according to the World Wide Web Consortium's Web Content Accessibility Guidelines (WCAG) 2.0 Level _____, and the Web~~

Accessibility Initiative - Accessible Rich Internet Applications Suite (WAI-ARIA 1.1) for web content. (-) _____
[insert another acceptable standard selected by the District].

[DRAFTING NOTE: OCR recommends WCAG 2.0 Level AA.] Web content and mobile apps that the District provides and/or makes available, directly or through contractual, licensing or other arrangements, shall comply with the World Wide Web Consortium's Web Content Accessibility Guidelines (WCAG) 2.1, Level AA standards, unless the Board can demonstrate that such compliance would result in a fundamental alteration in the nature of its programs, services, or activities, or an undue financial and administrative burden.

[DRAFTING NOTES:

- a. **~~Districts with a population of 50,000 or more residents must fully comply with WCAG 2.1, Level AA standards by April 24, 2026; Districts with fewer than 50,000 residents must fully comply with WCAG 2.1, Level AA standards by April 26, 2027.~~**
- b. **~~While the Department of Justice's Final Rule allows public entities to employ alternative designs, methods, or techniques if they provide equivalent or greater accessibility and usability, Neola does not recommend that approach. If a board wants to consider an alternative technical standard, it should consult with its legal counsel.~~**

[END OF DRAFTING NOTES]

Notwithstanding the preceding, Federal regulations provide for the following content types to have limited exemption from the WCAG 2.1, Level AA requirements:

- a. Archived web content (provided all four (4) Federal criteria are met).
- b. Preexisting conventional electronic documents (with specific restrictions).
- c. Third party content that is not created pursuant to a contract between the Board and a third party.
- d. Password-protected documents pertaining to a specific student or account.

1 e. Preexisting social media posts.

2
3 Even when the preceding exceptions apply, the District, however, will still
4 provide effective communication and reasonable modifications in
5 accordance with the ADA.

6
7 In addition, documents currently used for accessing District programs,
8 services, programs, and/or activities do not qualify for the above
9 exceptions, regardless of creation date.

10
11 When a person with a disability cannot access District-generated or
12 affiliated web content or mobile apps that meet WCAG 2.1, Level AA
13 standards, the District will: (1) provide alternate means of access to the
14 same information and functionality; (2) make reasonable modifications to
15 policies, practices, or procedures; (3) ensure effective communication
16 through appropriate auxiliary aids and services; and (4) respond to
17 accommodation requests within 5 business days, not including weekends
18 or holidays. _____ (---) [INSERT TIMEFRAME] - business days. Such
19 accommodations may include: (a) alternative document formats (large print,
20 Braille, audio); (b) telephone or in-person assistance for online services; or
21 (c) email or mail delivery of information typically accessed online.

22
23 2. Web Digital Accessibility Coordinator

24
25 The Board designates its ~~() - Section 504/ADA Compliance Coordinator(s) - ()~~
26 ~~Technology Director () - Chief Technology Officer _____ - [END OF~~
27 **OPTIONS]** as the District's ~~web accessibility coordinator(s)~~ Digital Accessibility
28 Coordinator(s). That individual(s) is responsible for coordinating and
29 implementing this policy.

30 **[Select Option 1 or 2]**

31
32 **[] [OPTION 1]**

33
34 ~~See Board Policy 2260.01 for the Section 504/ADA Compliance Coordinator(s)~~
35 ~~contact information.~~

36
37 **[X] [OPTION 2]**

38
39 The District's Web Digital Accessibility Coordinator(s) can be reached at
40 _____ **[Insert name or title, address, e-mail, phone].**
41 Chief Technology Officer, 900 Walnut Street, Green Cove Springs, FL 32043;
42

904-336-6500

[End of Option 1 & 2]

3. Third Party Content

Links included on the Board's website(s), ~~services, and apps that pertain to its programs, benefits, and/or services~~ and District-approved/affiliated mobile apps that pertain to its programs, activities, and/or services must also meet the above criteria and comply with State and Federal law (e.g., copyright laws, CIPA, Section 504, ADA, and COPPA). ~~While the District strives to provide access through its website to online content provided or developed by third parties (including vendors, video-sharing websites, and other sources of online content) that is in an accessible format, that is not always feasible. The District's administrators and staff, however, are aware of this requirement with respect to the selection of online content provided to students. The District's web accessibility coordinator or his/her designees will vet online content available on its website that is related to the District's programs, benefits, and/or services for compliance with these criteria for all new content placed on the District's website after the adoption of this policy. The District's Digital Accessibility Coordinator(s) or designee(s) will vet online content available on the Board's website and through District-approved/affiliated mobile apps that are related to the District's programs, activities, and/or services for compliance with this criteria for all new content published on the District's website and mobile apps after adoption of this policy.~~

Content posted by third parties (e.g., members of the public) on District platforms is exempt from the WCAG 2.1, Level AA requirements. Those platforms, however, along with content posted by the District staff or contractors, must be fully compliant.

~~Nothing in the preceding paragraph, however,~~ Additionally, nothing herein shall prevent the District from including links on ~~the Board's website(s) its~~ website(s) and apps/services to:

- a. recognized news/media outlets (e.g., local newspapers' websites, local television stations' websites), or
- b. websites, services, and/or apps that are developed and hosted by outside vendors or organizations that are not part of the District's program, benefits, or services.

The Board recognizes that such third party websites may not contain age appropriate advertisements that are consistent with the requirements of Policy 9700.01, AP 9700B, and State and Federal law.

4. Regular Audits Vendor Accessibility

~~The District, under the direction of the web accessibility coordinator(s) Digital Accessibility Coordinator(s) or their designees, will, at regular intervals, audit the District's online content and measure this content against the technical standards adopted above digital content to ensure it meets the required technical standard : () This audit will occur no less than once every two (2) years. This audit will occur () quarterly () semi-annually () at least annually () with quarterly monitoring of high-priority content and newly published materials [OR] () annually () , with quarterly monitoring of high-priority content and newly published materials [END OF INTERNAL OPTIONS] : [END OF OPTION]~~

[SELECT OPTION 1 OR OPTION 2]

[] [OPTION 1]

~~[] The audit must be documented () and include compliance assessment reports, identified accessibility barriers, remediation plans with specific timelines, vendor compliance status, and user complaint tracking and resolution. [END OF INTERNAL OPTION] [END OF OPTION 1]~~

~~[] [OPTION 2] [] - If problems are identified through the audit, such problems will be documented, evaluated, and, if necessary, remediated within a reasonable period of time.~~

[END OF OPTION 2]

[END OF OPTIONS]

The District will require vendors to certify accessibility at the point of purchase.

5. Reporting Concerns or Possible Violations

~~If any student, prospective student, employee, guest, or visitor believes that the District has violated the technical standards in its online content, the individual may contact the web accessibility coordinator with any accessibility concerns.~~ If a person accessing the District's web content and/or District-approved/affiliated mobile apps (e.g., a student, prospective student,

employee, guest, or visitor) ("user") believes that specific web content and/or a mobile app has violated the WCAG 2.1, Level AA standards, the user may contact the Digital Accessibility Coordinator with any accessibility concerns.

The individual may also file a formal complaint utilizing the procedures set out in Board Policy 2260 and Policy 2260.01 relating to Section 504 and Title II.

D. Instructional Use of Apps ~~and Web~~ / Services

The Board authorizes the use of apps and services to supplement and enhance learning opportunities for students either in the classroom or for extended learning outside the classroom. Students are prohibited from accessing social media platforms through the use of Internet access provided by the District unless expressly directed by a teacher solely for educational purposes.

[SELECT OPTION #1 OR #2]

[] [OPTION #1]

The Board requires the ~~() Superintendent~~ (☒) Chief Technology Officer _____ [END OF OPTIONS] pre-approve each app ~~and/or~~ / service that a teacher intends to use to supplement and enhance student learning. To be approved, the app ~~and/or~~ / service must have a FERPA-compliant privacy policy, as well as comply with all requirements of the Children's Online Privacy Protection Act (COPPA), ~~and~~ the Children's Internet Protection Act (CIPA), ~~()~~ and Section 504 and the ADA including the WCAG 2.1, Level AA accessibility standards [END OF OPTION].

[] [OPTION #2]

A teacher who elects to supplement and enhance student learning through the use of apps ~~and/or~~ / services is responsible for verifying/certifying to the () Superintendent () _____ [END OF OPTION] that the app ~~and/or~~ / service has a FERPA compliant privacy policy, and it complies with all requirements of the Children's Online Privacy Protection Act (COPPA), ~~and~~ the Children's Internet Protection Act (CIPA), ~~()~~ and Section 504 and the ADA, including the WCAG 2.1, Level AA accessibility standards [END OF OPTION].

[END OF OPTIONS]

The Board further requires

(☒) the use of a Board-issued e-mail address in the login process for District-approved/affiliated apps/services.

~~() prior written parental permission to use a student's personal e-mail address in the login process for District-approved/affiliated apps/services : [END OF OPTIONS]~~

E. ~~Annual~~ Training

The District will provide ~~() annual~~ (X) periodic [END OF OPTION] training for its employees who ~~are responsible for creating or distributing information with online content so that these employees are aware of this policy and understand their roles and responsibilities with respect to web design, documents, and multimedia content.~~

1. create web content, documents, or multimedia materials;
2. manage the Board's website and digital services;
3. select and contract with technology vendors; and
4. work on online communications. The training should cover:

[CHOOSE OPTION 1 OR OPTION 2]

~~[] [OPTION 1]~~

- a. ~~WCAG 2.1, Level AA guidelines and success criteria;~~
- b. ~~accessible document creation (PDFs, Word, PowerPoint);~~
- c. ~~alternative text requirements for images and media;~~
- d. ~~video captioning and audio description requirements;~~
- e. ~~accessible form and navigation design;~~
- f. ~~color contrast and visual design standards;~~
- g. ~~vendor accessibility evaluation criteria; and~~
- h. ~~the District's responsibilities under Title II of the ADA, including its grievance procedures.~~

~~[END OF OPTION 1]~~

[X] [OPTION 2]

this Policy and responsibilities associated with the specified staff members' roles related to implementation of this policy and ensuring the District's digital content is appropriate and accessible.

1 [END OF OPTION 2]

2
3 [END OF OPTIONS]

4
5 [.] Such training shall be facilitated by qualified individuals with demonstrated
6 knowledge, skill, and experience concerning the accessibility standards and ADA
7 compliance. [END OF OPTION]

8
9 [.] New employees in covered positions must complete accessibility training
10 within [INSERT TIMEFRAME] of hire. [END OF OPTION]

11
12 F. One-Way Communication Using the District ~~Web Content, Apps, and~~
13 ~~Services~~ Website and/or District-Approved/Affiliated Apps/Services

14
15 The District is authorized to use ~~web pages/sites, apps, and services~~ its
16 website(s) and District-approved/affiliated apps/services to promote school
17 activities and inform stakeholders and the general public about District news
18 and operations.

19
20 However, the use of TikTok or any successor platform is prohibited on District-
21 owned devices, through Internet access provided by the District, or as a platform
22 to communicate or promote any District school, school-sponsored club, extra-
23 curricular organization, or athletic team.

24
25 Such communications constitute public records that will be archived.

26
27 When the Board or Superintendent designates communications distributed via
28 the District ~~web pages/sites, apps, and services~~ website(s) and/or District-
29 approved/affiliated apps/services to be one-way communication, public
30 comments are not solicited or desired, and the ~~website, app, or~~
31 ~~service~~ website(s) or app/service is to be considered a nonpublic forum.

32
33 If the District uses an app ~~and/or web~~ / service that does not allow the District
34 to block or deactivate public comments (e.g., Facebook, which does not allow
35 comments to be turned off, or X (formerly Twitter), which does not permit users
36 to disable private messages or mentions/replies), the District's use of that apps
37 ~~and web~~ / service will be subject to Policy 7544 – *Use of Social Media*, unless the
38 District is able to automatically withhold all public comments.

39
40 If unsolicited public comments can be automatically withheld, the District will
41 retain the comments in accordance with its adopted record retention schedule
42 (see AP 8310A – *Requests for Public Records*), but it will not review or consider

those comments.

[DRAFTING NOTE: Districts are advised to adopt a new category of records that covers such “hidden public comments” on social media. Unless dictated by State law, retention periods established by the district for such unsolicited communications should be limited.]

F.S. 104.31(1)(a)

F.S. 110.233(2)

F.S. 110.233(4)

F.S. 112.313(6)

F.S. 1001.32(2)

F.S. 1001.42

H.R. 4577

P.L. 106-554, Children's Internet Protection Act of 2000

People Against Tax Revenue Mismanagement v. County of Leon, 583 So. 2d 1373 (Fla. 1991); Commission on Ethics: In Re: Patty Lynch, Case No. 2068EC (1994)

28 C.F.R. Part 35, Subpart H (Nondiscrimination on the Basis of Disability; Accessibility of Web Information and Services of State and Local Government Entities – Effective 6/24/2024)

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Legal

F.S. 104.31(1)(a)

F.S. 110.233(2)

F.S. 110.233(4)

F.S. 112.313(6)

F.S. 1001.32(2)

F.S. 1001.42

H.R. 4577

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28 C.F.R. Part 35, Subpart H (Nondiscrimination on the Basis of Disability; Accessibility of Web Information and Services of State and Local Government Entities Effective 6/24/2024)

COMMUNITY RELATIONS

po9200

VOLUNTEERS (To Rescind)

ADOPTED Jun 5, 2025 · REVISED Nov 6, 2025

9200-- **VOLUNTEERS**

The School Board recognizes that certain programs and activities can be enhanced through the use of volunteers who have particular knowledge or skills that will be helpful to members of the school staff who are responsible for the conduct of those programs and activities. School volunteers may include, but are not limited to, parents, senior citizens, students, and others who assist the teacher or other members of the school staff.

Application and Background Check

Prospective volunteers must complete an application and background check in accordance with Florida law. The Board is a registered employer with the Care Provider Background Screening Clearinghouse. Criminal history checks through the Care Provider Background Screening will be conducted before referring an employee or potential employee or a person with a current or potential affiliation with the District for electronic fingerprint submission to the Florida Department of Law Enforcement. For purposes of this policy, "affiliation" means the status of a person employed or serving as a volunteer or contractor, or seeking to be employed or to serve as a volunteer or contractor, with the District in a position for which screening is not required by law but is authorized under the National Child Protection Act. Initial status and any changes in status must be reported within five (5) business days after a person receives his/her initial status or after a change in the person's status has been made. Volunteer applicants are subject to a background check against the Florida Department of Law Enforcement (FDLE) sexual predator/sex offender registry.

Volunteer applicants who will work with students in an unsupervised manner are required to pass a Level 2 criminal background screening and screening pursuant to F.S. 435.12 and 943.0542.

The Superintendent may require a Level 2 criminal background screening and screening pursuant to F.S. 435.12 for any other situation or activity deemed appropriate.

If a criminal records check is conducted, it will be at the volunteer's expense.

The volunteer application shall require that the applicant disclose if s/he has ever been convicted or had adjudication withheld in a criminal offense, other than a minor traffic violation, or if any criminal charges are pending. For purposes of this policy, "convicted" means there has been a determination of guilt as a result of a trial or the entry of a plea of guilty or nolo contendere, regardless of whether adjudication is withheld. (F.S. 943.0435)

An applicant who is found through background screening to be included in the FDLE sexual offender/predator registry or who has been convicted of any crime involving moral turpitude,

as defined by rule of the State Board of Education, shall not be approved as a volunteer.

Duty to Report Known or Suspected Cases of Child Abuse, Abandonment, or Neglect

All volunteers must abide by Board Policy 8462 — *Student Abuse, Abandonment, and Neglect* and are required to review it during the application process. Each volunteer shall report to the proper legal authorities immediately any sign of suspected child abuse, abandonment, or neglect.

Duties

Duties assigned to school volunteers shall be consistent with Florida law and State Board of Education rules. Volunteers must agree to abide by all Board policies and District guidelines while on duty as a volunteer, including signing, if appropriate, the District's Technology Access Agreement Forms. The Principal shall be responsible for assigning duties of school volunteers.

The Superintendent shall inform all volunteers who work or apply to work with children on a regular basis of the need to display appropriate behavior at all times.

Volunteers shall not:

- A. establish instructional objectives.
- B. make decisions regarding the relevancy of certain activities or procedures to the attainment of instructional objectives.
- C. make decisions regarding the appropriateness of certain teaching materials for accomplishing instructional objectives.
- D. make judgments regarding the attainment of instructional objectives, unless these judgments are based upon clear and objective criteria (such as specific achievement standards on a true-false test).

Confidential Information

Volunteers shall maintain strict confidentiality of all school or classroom information to which they have access while performing their volunteer activities. Volunteers shall be allowed access to personally identifiable student information only with approval of the Principal and to the extent necessary to fulfill an assigned activity that would otherwise be performed by a District employee. Volunteers must have a legitimate educational interest in order to access student information.

Legal Protection

Pursuant to Florida law, a school volunteer who has been duly approved by the Superintendent shall incur no civil liability for any act or omission by the volunteer that results in personal injury or property damage if the volunteer was acting in good faith within the scope of the official duties performed under such volunteer service; the volunteer was acting as an ordinary reasonably prudent person would have acted under the same or similar circumstances; and the injury or damage was not caused by any wanton or willful misconduct on the part of the volunteer in the performance of their volunteer duties.

Removal of Volunteers

Volunteers are expected to conduct themselves in a professional manner. Volunteers who act unprofessionally, fail to abide by Florida law and/or Board policies, or otherwise act in a

manner contrary to the expectations of an employee of this District may be removed as an approved volunteer.

Workers' Compensation Coverage

Volunteers who are assigned to perform specific duties will be covered by the District's workers' compensation insurance policy. All volunteers must sign in when arriving on school grounds and sign out when leaving school grounds. Failure to do so may result in a denial of workers' compensation insurance coverage.

Records

The Superintendent will require that accurate records be maintained of volunteer hours of service, duties, and training.

Revised 11/6/25

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Legal

F.S. 121.091(15)

F.S. 435.04

F.S. 435.12

F.S. 768.1355

F.S. 943.0435

F.S. 1001.41

F.S. 1001.42

F.S. 1001.43(5)

F.S. 1002.23

F.S. 1012.01(5)

F.S. 1012.27

F.S. 1012.315

F.A.C. 6A-10.083, Standards Relating to Gross Immorality and Acts of Moral Turpitude

20 U.S.C. 1232g, Family Educational Rights and Privacy Act

26 C.F.R. 1.409A-1(1)(ii)

34 C.F.R. 99.31

COMMUNITY RELATIONS

9200

Volunteers

I. Purpose and Overview

The School Board of Clay County (SBCC) recognizes that certain programs and activities are greatly enhanced through the use of volunteers who possess particular knowledge, experiences, or skills that support District staff members responsible for the management of those programs.

School volunteers may include parents, legal guardians, senior citizens, students, and other community members who assist teachers or other members of the school staff without compensation or benefits from the District.

II. Volunteer Classifications and Scope of Contact

To safeguard the student body, the District classifies volunteers into two categories based on their level of student contact and the required degree of supervision.

A. Level 1 Volunteers

This category applies strictly to individuals who have direct contact with students only within the immediate, continuous presence and supervision of a District employee during the instructional day. The only Level 1 volunteers permitted to assist outside the regular school day are those serving in operational, public-facing roles where they have no unsupervised access to students. Examples include, but are not limited to, ticket takers, concession stand workers, and athletic chain crews.

B. Level 2 Volunteers

This status is mandatory for nearly all other volunteer activities. Level 2 clearance must be obtained by any individual volunteering outside of regular school hours, as well as any volunteer whose role creates the potential for direct contact with students outside the continuous supervision of a District employee.

Scope of Application: Pursuant to Florida Statutes §§ 1012.32, 1012.465, and Chapter 435, this requirement explicitly applies to—but is not restricted to—volunteer athletic coaches, club sponsors, program assistants, fine arts assistants or helpers, individuals driving students, and chaperones for school-sponsored trips, athletic events, fine arts programs, and extracurricular activities. No individual shall be permitted to serve until full clearance is issued through the District's background screening process.

C. "Direct Contact with Students" Defined

Includes any situation in which a volunteer or non-district personnel interacts with, supervises, instructs, or is otherwise responsible for students in a school-sponsored activity, whether on or off a school campus.

III. Application and Background Screening Framework

A. General Requirements

In accordance with Florida law, all prospective volunteers must complete an application and the background check required for their classification level prior to performing services, with the exception of currently enrolled District students serving as student volunteers (as outlined in Section IV.C). The Board maintains registration as an employer with the Care Provider Background Screening Clearinghouse. Screening against the state and national sexual offender and predator registries will be conducted prior to referring an individual for electronic fingerprint submission to the Care Provider Background Screening Clearinghouse. This applies to any person with a current or potential "affiliation" with the District.

Definition of "Affiliation": Status as an employee, volunteer, or contractor (or applicant for these roles) in a position where screening is authorized under the National Child Protection Act.

B. Screening Protocols

Level 1 Volunteers: Subject to screening against the state and national sexual offender and predator registries.

Level 2 Volunteers: Required to pass a Level 2 criminal background screening pursuant to Florida Statutes §§ 435.12 and 943.0542.

1 Superintendent Authority: The Superintendent may require a Level 2 screening
2 (pursuant to F.S. § 435.12) for any other volunteer situation or activity deemed
3 appropriate. If a criminal records check is conducted under this discretionary
4 authority, it will be executed at the volunteer's expense. The Superintendent may
5 also require additional screening and standards above and beyond the
6 standards listed above.

7 8 **C. Disclosures and Automatic Disqualification**

9
10 The volunteer application requires applicants to disclose pending criminal
11 charges, past convictions, or withheld adjudications (excluding minor traffic
12 violations).

13
14 Definition of "Convicted": A determination of guilt resulting from a trial, a plea of
15 guilty, or a plea of nolo contendere, regardless of whether adjudication was
16 withheld (F.S. § 943.0435).

17
18 Automatic Disqualification: An applicant **shall not** be approved as a volunteer if
19 background screening reveals they have been:

- 20
21 1. Included in the FDLE sexual offender/predator registry.
22 2. Arrested or convicted of any crime involving Florida Statutes §§ 1012.32,
23 1012.465, and Chapter 435, as defined by rule of the State Board of Education.

24 25 **D. Terms of Volunteer Service Acknowledgement**

26
27 As part of the application process, all prospective volunteers must execute a
28 Statement of Volunteer Service establishing the legal parameters of their
29 relationship with the District. School volunteers:

- 30 1. Are not employees of the School Board and have no expectation of future
31 employment with the District.
32 2. Provide services entirely without wages or compensation, and are ineligible for
33 unemployment compensation benefits.
34 3. Are not entitled to District-provided health benefits or medical coverage
35 4. Acknowledge and consent to Level 1 and/or Level 2 background screenings as
36 dictated by role, including specialized FDLE screenings required for individuals
37 serving as student mentors.
38

39 40 **IV. Special Categories: Guest Speakers, Clinicians, and Student Volunteers**

41
42

A. Definition and Clearance

Guest speakers, clinicians, or instructors visiting a campus to provide short-term assistance, instruction, or demonstrations are eligible for Level 1 volunteer status, provided their service is limited to a short-term, single-event basis as defined by District administrative procedures. These individuals must remain under the immediate, continuous supervision of a District employee at all times. Any guest exceeding these limits or returning regularly must obtain Level 2 clearance.

B. Parental Permission

Documented parental permission is strictly required for any student to participate in or attend a guest speaker presentation or activity.

C. Student Volunteers

Current students of the District who serve as volunteers are exempt from the standard volunteer application and background screening protocols detailed in Section III. Student volunteers shall remain under the direct, continuous supervision of a District employee at all times.

V. Volunteer Duties, Restrictions, and Responsibilities

Duties assigned to school volunteers shall be consistent with Florida law and State Board of Education rules. Volunteers must agree to abide by all Board policies and District guidelines while on duty, including executing the District's Technology Access Agreement Forms, if applicable. The Principal shall be responsible for assigning the duties of school volunteers.

A. Instructional Restrictions

The Superintendent shall inform all volunteers who work or apply to work with children on a regular basis of the need to display appropriate behavior at all times.

Volunteers shall not:

1. establish instructional objectives.
2. make decisions regarding the relevancy of certain activities or procedures to the attainment of instructional objectives.

3. make decisions regarding the appropriateness of certain teaching materials for accomplishing instructional objectives.
4. make judgments regarding the attainment of instructional objectives, unless these judgments are based upon clear and objective criteria (such as specific achievement standards on a true-false test).

B. Media and Communication Restrictions

To protect student privacy and maintain professional boundaries, volunteers shall not:

1. Take photographs, audio recordings, or video recordings of students on school grounds or during school-sponsored activities, unless explicitly authorized in writing by the Principal or Superintendent for an official school-approved purpose.
2. Contact or communicate with students through personal channels, including but not limited to personal phone calls, text messaging, personal email accounts, or private social media platforms. All electronic communication with students must occur exclusively through Board-approved communication platforms and must relate directly to the volunteer's officially assigned duties.

C. Confidential Information

Volunteers shall maintain strict confidentiality of all school or classroom information to which they have access while performing their volunteer activities. Volunteers shall be allowed access to personally identifiable student information only with approval of the Principal and to the extent necessary to fulfill an assigned activity that would otherwise be performed by a District employee. Volunteers must have a legitimate educational interest in order to access student information.

VI. Legal Protection, Duty to Report, and Removal

A. Legal Protection

Pursuant to Florida law, a school volunteer who has been duly approved by the Superintendent shall incur no civil liability for any act or omission by the volunteer that results in personal injury or property damage if the volunteer was acting in good faith within the scope of the official duties performed under such volunteer service; the volunteer was acting as an ordinary reasonably prudent person would have acted under the same or similar circumstances; and the injury or damage was not caused by

any wanton or willful misconduct on the part of the volunteer in the performance of their volunteer duties.

B. Continuous Duty to Report Criminal History Changes

1. Criminal History Changes - It is the personal responsibility of the volunteer to immediately notify the Assistant Superintendent of Human Resources if the status of their criminal history changes in any way after the date of clearance. Volunteers are required to self-report, within 48 hours to the Assistant Superintendent of Human Resources, any arrests/charges involving the abuse of a child, the sale and/or possession of a controlled substance, or any other arrest for offenses listed under Florida Statute 435.04 (2).

2. Known or Suspected Cases of Child Abuse, Abandonment or Neglect: All volunteers must abide by Board Policy 8462 - *Student Abuse, Abandonment and Neglect* - and are required to review it during the application process. Each volunteer shall report to the proper legal authorities immediately any sign of suspected child abuse, abandonment, or neglect.

C. Removal of Volunteers

Volunteers are expected to conduct themselves in a professional manner. Volunteers who act unprofessionally, fail to abide by Florida law and/or Board policies, or otherwise act in a manner contrary to the expectations of an employee of this District may be removed as an approved volunteer.

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Legal

F.S. 121.091(15)

F.S. 435.04

F.S. 435.12

F.S. 768.1355

F.S. 943.0435

F.S. 1001.41

F.S. 1001.42

F.S. 1001.43(5)

F.S. 1002.23

F.S. 1012.01(5)

F.S. 1012.27

F.S. 1012.315

1 F.A.C. 6A-10.083, Standards Relating to Gross Immorality and Acts of Moral Turpitude
2 20 U.S.C. 1232g, Family Educational Rights and Privacy Act
3 26 C.F.R. 1.409A-1(1)(ii)
4 34 C.F.R. 99.31
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DRAFT

School Board of Clay County

September 3, 2026 - Regular School Board Meeting

Title

D2 - Human Resources Special Action A

Description

Florida Statutes (F.S. 1012.22(1)(9f), State Board Rules and Clay County School Board Policies require Board notification and/or action regarding decisions and recommendations of the Superintendent related to Personnel matters.

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

N/A

Strategic Plan Goal

Goal 2: Enact a highly effective recruitment and professional development plan along with opportunities for growth and career development to ensure all students have access to a world class education to become life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

Strategy 2.1.1 Develop strategic partnerships with organizations and universities to source new talent for a diverse workforce that is effective and highly-qualified for non-instructional, instructional, and administrative positions throughout CCDS.

Strategy 2.1.3 Expand involvement in community-sponsored career fairs, providing the opportunity to recruit a diverse population to the multiple career paths within CCDS.

Strategy 2.1.4 Continue to streamline the application and onboarding process to successfully engage and hire quality applicants.

Strategy 2.1.5 Collaborate to strengthen CCDS' branding and marketing to increase the awareness and presence of career opportunities.

Recommendation

Approve the action as presented.

Contact

Brenda G. Troutman, Assistant Superintendent for Human Resources (904) 336 6701 Brenda.Troutman@myoneclay.net

Financial Impact

None

Review Comments**Attachments**

School Board of Clay County

September 3, 2026 - Regular School Board Meeting

Title

D3 - Human Resources Special Action B

Description

Florida Statutes (F.S. 1012.22(1)(9f), State Board Rules and Clay County School Board Policies require Board notification and/or action regarding decisions and recommendations of the Superintendent related to Personnel matters.

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

N/A

Strategic Plan Goal

Goal 2: Enact a highly effective recruitment and professional development plan along with opportunities for growth and career development to ensure all students have access to a world class education to become life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

Strategy 2.1.1 Develop strategic partnerships with organizations and universities to source new talent for a diverse workforce that is effective and highly-qualified for non-instructional, instructional, and administrative positions throughout CCDS.

Strategy 2.1.3 Expand involvement in community-sponsored career fairs, providing the opportunity to recruit a diverse population to the multiple career paths within CCDS.

Strategy 2.1.4 Continue to streamline the application and onboarding process to successfully engage and hire quality applicants.

Strategy 2.1.5 Collaborate to strengthen CCDS' branding and marketing to increase the awareness and presence of career opportunities.

Recommendation

Approve the action as presented.

Contact

Brenda G. Troutman, Assistant Superintendent for Human Resources (904) 336 6701 Brenda.Troutman@myoneclay.net

Financial Impact

None

Review Comments**Attachments**

School Board of Clay County

September 3, 2026 - Regular School Board Meeting

Title

D4 - Resolution for the Purchase of 0.91 Acres of Land Located Adjacent to the Transportation Yard in Green Cove Springs, Florida

Description

On June 4, 2026, the School Board authorized the resolution to notice its intent to acquire approximately .91 acres at 0 Center Street. Pursuant to the provisions of Florida Statute 1013.14 and the aforementioned resolution, a public hearing is required following a thirty-day advertisement period for the purchase of real property.

Gap Analysis

Should no action be taken, the School Board will violate the requirements outlined in FS 1013.14.

Previous Outcomes

The School Board has held public hearings for the purchase of land in the past.

Expected Outcomes

It is expected that the School Board will hold, as advertised, a public hearing for the purchase of 0 Center Street.

Strategic Plan Goal

Ensure fiscal responsibility through the effective management of district operations in an effort to maximize available resources necessary to provide an environment that is safe, efficient, and conducive to learning.

Recommendation

Hold a public hearing as advertised.

Contact

Bryce Ellis, Assistant Superintendent for Operations, (904)336-6853, bryce.ellis@myoneclay.net

Lance Addison, Director of Facility Planning & Construction, (904)336-6852, lance.addison@myoneclay.net

Paul Bement, Supervisor of Planning and Intergovernmental Relations, (904)336-6829, paul.bement@myoneclay.net

Financial Impact

The purchase price is \$215,000.00. Funds are available and budgeted in the Educational Facilities Work Plan.

Review Comments

Attachments

🔗 [Purchase and Sales Agreement - 0 Center St.pdf](#)

FOLLOW ALL PROCEDURES ON BACK OF THIS FORM

Contract # 260110

Number Assigned by Purchasing Dept.



CONTRACT REVIEW

BOARD MEETING DATE:

WHEN BOARD APPROVAL IS REQUIRED DO
NOT PLACE ITEM ON AGENDA UNTIL
REVIEW IS COMPLETED

☐ Must Have Board Approval over \$100,000.00

Date Submitted: 7/10/2025

Name of Contract Initiator: Paul Bement

Telephone #: 336-66829

School/Dept Submitting Contract: Operations

Cost Center # 9023

Vendor Name: Amerigas Propane, L.P.

Contract Title: PURCHASE AND SALE AGREEMENT NATIONAL PROPANE, L. P., AS SELLER, AND THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA, AS PURCHASER

Contract Type: New ☒ Renewal ☐ Amendment ☐ Extension ☐ Previous Year Contract #

Contract Term: Land purchase contract

Renewal Option(s):

Contract Cost: Land purchase price of \$215,000.00

☐ BUDGETED FUNDS – SEND CONTRACT PACKAGE DIRECTLY TO PURCHASING DEPT

Funding Source: Budget Line #

Funding Source: Budget Line #

☐ NO COST MASTER (COUNTY WIDE) CONTRACT - SEND CONTRACT PACKAGE DIRECTLY TO PURCHASING DEPT

☐ INTERNAL ACCOUNT - IF FUNDED FROM SCHOOL IA FUNDS – SEND CONTRACT PACKAGE DIRECTLY TO SBAO

REQUIRED DOCUMENTS FOR CONTRACT REVIEW PACKAGE (when applicable):

____ Completed Contract Review Form

____ SBAO Template Contract or other Contract (NOT SIGNED by District / School)

____ SIGNED Addendum A (if not an SBAO Template Contract)*

***This Statement MUST BE included in the body of the Contract:**

"The terms and conditions of Addendum A are hereby incorporated into this Agreement and the same shall govern and prevail over any conflicting terms and/or conditions herein stated."

____ Certificate of Insurance (COI) for General Liability & Workers' Compensation that meet these requirements:

COI must list the School Board of Clay County, Florida as an Additional Insured and Certificate Holder. Insurer must be rated as A- or better.

General Liability = \$1,000,000 Each Occurrence & \$2,000,000 General Aggregate.

Auto Liability = \$1,000,000 Combined Single Limit (\$5,000,000 for Charter Buses).

Workers' Compensation = \$100,000 Minimum

[If exempt from Workers' Compensation Insurance, vendor/contractor must sign a Release and Hold Harmless Form. If not exempt, vendor/contractor must provide Workers' Compensation coverage].

____ State of Florida Workers Comp Exemption (<https://apps.fldfs.com/bocexempt/>) (If Applicable)

____ COVID-19 Waiver (If Applicable)

____ Release and Hold Harmless (If Applicable)

RECEIVED

By Megan Robiou at 10:40 am, Jun 22, 2026

**AREA BELOW FOR DISTRICT PERSONNEL ONLY **

CONTRACT REVIEWED BY:	COMMENTS BELOW BY REVIEWING DEPARTMENT
Purchasing Department REVIEWED By bfstaefe at 8:22 am, Jun 23, 2026	Land Purchase so defer to Attorney & Department for contract Terms & Conditions.
School Board Attorney JPS 7/17 Review Date	Legally sufficient
Other Dept. as Necessary Review Date	
PENDING STATUS: ☐ YES ☐ NO	IF YES, HIGHLIGHTED COMMENTS ABOVE MUST BE CORRECTED BY INITIATOR
FINAL STATUS	DATE: _____

CONTRACT REVIEW PROCESS FOR "ALL" CONTRACTS

A contract is defined as an agreement between two or more parties that is intended to have legal effect. This may include MOUs, Interlocal Agreements, Service Agreements and Contracts. Contracts document the mutual understanding between the parties as to the terms and conditions of their agreement, contain mutual obligations, and clearly state the agreement's consideration. The term consideration includes the cost of the services and/or products to be provided by second party (vendor or service provider) and any non-monetary performance. No school, department, or other organizational unit has authority to contract in its own name. All Board contracts must be made in the legal name of the Board, "The School Board of Clay County, Florida". The School or Department may extend this name to include the school or department as follows, "The School Board of Clay County, Florida o/b/o _____ (insert the school or department name)" where o/b/o means "on behalf of".

All contracts shall be reviewed and approved by the School Board Attorney and/or the Supervisor of Purchasing to ensure legality, compliance with Board policy, and to ensure the Board interests are protected before the authorized signatory may execute the contract.

All contracts having a value of \$100,000 or more shall be authorized by the Board at a regular or special meeting and signed by the Board Chairman. All approved contracts having a value of less than \$100,000 may be executed by the Superintendent or appropriate District administrator based on the value of the contract.

1. All approved contracts having a value of \$50,000 or more, but less than \$100,000 shall be signed by the Superintendent, or the person who has been designated, in writing by the Superintendent, as the Superintendent's Designee at the time of the contract signing. All contracts executed pursuant to this subparagraph shall be reported to the School Board in a separate entry as part of the monthly financial report.
2. All approved contracts having a value of \$25,000 or more, but less than \$50,000, shall be signed by the Superintendent, or the Assistant Superintendent for Business Affairs.
3. All approved contracts having a value of less than \$25,000 and contracts of any value described in Board Authorized Contracts above that are exempt from the requirement for Board approval, may be signed by the Superintendent, or the Assistant Superintendent for their Division, or Chief Officers, or Directors, or Principals.
4. The Superintendent is authorized to approve contract amendments or change orders for the purchase of commodities and services up to the amount of ten (10) percent or \$50,000, whichever is less, of the original contract amount that was previously approved by the Board.

Employees who enter into agreements without authority may be personally liable for such agreements, whether oral or written.

Step 1: Contract Initiator and Vendor prepare draft contract
(School Board Attorney Office (SBAO) Template Contracts available on SBAO webpage are strongly encouraged)

Step 2: Complete Contract Review Form, attach Required Documents to include the UNSIGNED Contract by the District / School.

For Contracts using Budgeted Funds or For No Cost / Master (County Wide) Contracts:
Initiator submits Contract Review Package to Purchasing Department - See Step 3

For Contracts using Internal Funds Individual to each School:
Initiator submits Contract Review Package direct to SBAO - See Step 4

IMPORTANT

Step 3: If Funded by Budgeted Funds, submit the Contract Review Package to the Purchasing Department. Purchasing will begin the contract review process and submit the contract to the SBAO for review. SBAO may reach out to Initiator and/or other Departments (Risk, IT,) with questions or concerns and will assist with contract revisions. SBAO will send the Contract Review Package back to the Purchasing Department for final processing and the return to Initiator.

Purchasing will log "District" Contracts (Cost/No Cost) on Contract Review Log and save copy of the Contract Review Package PLUS the Final Signed Contract you've return to Purchasing in the Contract Review Team Drive.

Step 4: If Funded by Internal Account (IA), submit the Contract Review Package directly to SBAO.
Email: contractreview@myoneclay.net
The SBAO will begin the contract review process and return it directly to Initiator

Step 5: The Initiator is responsible for finalizing the Contract which includes:
Addressing Comments/Revisions, Obtaining Required Signatures, Send District Final Signed Contract to Purchasing OR Retain Internal Accounts Final Signed Contract at School per School Board Record Policy.
If there is a Cost associated with Contract, the Initiator must work with their Bookkeeper to finalize the Purchasing Process.
Budgeted Funds require a District Purchase Order. Internal Accounts require an IA Purchase Order.

For assistance with legal-related matters, please visit the [School Board Attorney's Office \("SBAO"\) webpage](#) or call 904-336-6507
For assistance with insurance-related matters, please visit the [Business Affairs - Risk Management webpage](#) or call 904-336-6745
For assistance with District Purchasing, please visit the [Business Affairs - Purchasing webpage](#) or call 904-336-6736

PURCHASE AND SALE AGREEMENT
NATIONAL PROPANE, L. P., AS SELLER, AND THE SCHOOL BOARD OF
CLAY COUNTY, FLORIDA, AS PURCHASER

THIS PURCHASE AND SALE AGREEMENT (this "Agreement") is made this 3rd day of September, 2026, by and between **AMERIGAS PROPANE, L.P.**, a Delaware limited partnership, doing business in the State of Florida as AmeriGas Propane, Limited Partnership, successor by name change and merger to National Propane, L.P., a Delaware limited partnership (hereinafter referred to as the "AmeriGas" or "Seller"), having a mailing address at 500 North Gulph Road, King of Prussia, PA 19406, and **THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA**, a Florida public body corporate and politic (hereinafter referred to as the "Purchaser"), having a mailing address at 900 Walnut Street, Green Cove Springs, FL 32043.

WITNESSETH

WHEREAS, Seller and Purchaser desire to set forth in writing the terms and conditions under which Seller would sell, and Purchaser would buy, the Property, as that term is defined below in this Agreement.

NOW, THEREFORE, in consideration of the premises, covenants, terms and conditions set forth in this Agreement, and for other good and valuable consideration, the receipt and sufficiency is hereby acknowledged, Seller and Purchaser, intending to be legally bound, hereby agree as follows:

1. **Premises.** Subject to the terms and conditions set forth in this Agreement, Purchaser agrees to buy, and Seller agrees to sell, all that tract or parcel of land, with such improvements as are located thereon and generally described as follows:

Center Street, City of Green Cove Springs, Clay County, Florida 32043
PARCEL - 38-06-26-017175-000-00

(together with all plants, trees, and shrubbery now a part thereof and all appurtenances thereto, including any and all fencing, existing buildings, sheds or warehouses, concrete piers (or piers made of other materials) that support large propane storage tanks and all related above-ground and below-ground piping, loading docks, heating, plumbing and wiring systems, if any, currently on said parcel or attached to said buildings), bearing the legal description set forth on **Exhibit A** hereto (hereinafter collectively referred to as the "Property"). Unless set forth otherwise herein, any propane tank(s) located on the Property that are utilized solely to provide heat to any structures on the Property ("Propane Heating Tank(s)") are not part of the sale and shall remain the property of AmeriGas after the Closing and Purchaser shall have the option, upon written notice to AmeriGas prior to Closing, to either: a) enter into a propane service agreement with AmeriGas for the provision of propane to the Heating Tank(s) after Closing or b) decline to enter into such an agreement in which event, AmeriGas will remove the Heating Tank(s) prior to Closing. In the event AmeriGas and the Purchaser agree that AmeriGas will sell the Heating Tank(s) to the

Purchaser at the time of Closing, a Bill of Sale will be executed between the Seller and Purchaser to convey the Heating Tank(s) at Closing and the parties hereby agree to pro-rate the value of any propane remaining in the Heating Tank(s) at Closing. Additionally, specifically excluded from the term "Property" and the scope of this Agreement, however, is the following: (a) personal property of Seller consisting of all above ground liquefied petroleum gas ("LP Gas") tanks, cylinders, parts and fittings and related equipment, and all other personal property presently or as of the Closing Date located on the Property; (b) any property tax refunds or rebates for periods accruing prior to the Closing; (c) insurance claims existing as of the Closing Date; and (d) any claims against tenants of the Property existing as of the Closing Date.

2. **Purchase Price, Method of Payment and Escrow.**

(a) **Purchase Price and Method of Payment and Escrow.** The purchase price for the Property is **TWO HUNDRED FIFTEEN THOUSAND AND NO/100 U.S. DOLLARS (\$215,000.00) (the "Purchase Price")**. Purchaser's obligation to close shall not be contingent upon Purchaser's ability to obtain financing. Purchaser will pay the Purchase Price to Seller as follows:

(i) **Deposits and Escrow.** Within **three (3) business days** of the execution of this Agreement by both parties, Purchaser and Seller shall open an escrow with the Escrow Holder and Purchaser will deposit with the Escrow Holder a sum of **ZERO AND NO/100 U.S. DOLLARS (\$00.00)** referred to herein as the "Deposit". The Deposit, and all accrued interest thereon, shall be applicable to the Purchase Price and remain in escrow until the Close of Escrow. Time is of the essence for making of the Deposit and, if the Deposit is not timely deposited with Escrow Holder, Seller may terminate this Agreement upon notice to Purchaser.

(ii) **Disposition of Deposit.** Upon the expiration of the Feasibility Period, the Deposit shall be deemed non-refundable to the Purchaser (except in the event of a Seller default) but shall be applicable to the Purchase Price.

(iii) **Balance of Purchase Price.** At Closing, the Purchaser shall pay the balance of the Purchase Price, adjusted for closing costs, recording fees, taxes and any other closing expenses, in readily available funds to the Title Company or Settlement Agent.

(b) **Escrow Holder.** The escrow holder for this transaction shall be Escrow has been waived ("Escrow Holder" and "Title Company") at their offices located at _____,

_____ being the escrow officer.

3. **Close of Escrow and Possession.**

(a) **The close of escrow (the "Close of Escrow" or "Closing") shall occur Ten (10) days following the expiration of the Feasibility Period.** Seller shall close the transaction via overnight courier and e-mail.

(b) Except with regard to the Title Policy (as defined in Section 5 below), or as otherwise provided in this Agreement, Purchaser and Seller shall pay closing costs and escrow fees in accordance with the custom of the county in which the Property is located, as reasonably determined by the Escrow Holder. Notwithstanding the foregoing, closing costs and transfer taxes to be paid by Purchaser. Seller and Purchaser shall each pay their own legal fees.

(c) Real estate taxes assessed on said Property for any prior fiscal tax year and remaining unpaid shall be paid by Seller. All real estate taxes and assessments, municipal, county or otherwise, for the current fiscal or calendar tax year in which the sale is closed shall be prorated as of the date of the Close of Escrow.

(d) Purchaser and Seller agree (1) to comply with, and (2) to execute and deliver such certifications, affidavits, and statements as are required at the Close of Escrow to meet the requirements of Internal Revenue Code Section 1445 (Foreign/Non-Foreign Sellers).

(e) Possession of the Property shall be delivered to Purchaser at the Close of Escrow.

(f) In the event Seller requires additional time after the Close of Escrow to complete its removal of its propane storage tanks and related equipment and personal property, Seller and Purchase agree to enter into a post-closing Site Access Agreement substantially in the form attached hereto as **Exhibit C**.

4. **Title**. At the Closing, Seller agrees to convey to Purchaser any right, title, or interest it has or may have to said Property. Conveyance shall be by special/limited warranty deed (the "Deed") free of liens made by Seller and in a form acceptable for recording with the appropriate county office. Purchaser agrees to accept conveyance of the Property and the Deed subject to all standard ALTA title insurance policy exceptions, any and all recorded or unrecorded easements, encroachments, zoning and land use restrictions and ordinances, restrictions, covenants, conditions, leases or other encumbrances (the "Permitted Exceptions"), unless Purchaser determines, and gives Seller timely notice of objection as required by Section 5 below that such easements, encroachments, zoning and land use restrictions and ordinances, restrictions, covenants, conditions, leases or encumbrances materially, adversely affect the Purchaser's intended use of the Property. Purchaser's intended use of the Property shall be for educational and school district purposes (the "Project").

It is expressly understood that the deed to the Property shall also contain a restriction that shall run with the land, and bind Purchaser and all successive owners of the Property, prohibiting the operation of a LP-Gas sales, storage and/or distribution facility on the Property in the following form:

"The above-described property is further subject to a restrictive covenant that shall run with the land prohibiting the operation of a liquefied petroleum gas sales, storage and/or distribution facility on said property in perpetuity, or in the alternative for the maximum period of time permissible by applicable law. The foregoing restrictive covenant shall not, however, prohibit or restrict the use or

storage of liquefied petroleum gas for the sole consumption by the owner or individual in possession of said property”.

5. **Title Examination.** Upon the opening of Escrow, the Title Company shall prepare a preliminary report of title (“Preliminary Title Report”) and send the Preliminary Title Report to both Purchaser and Seller along with full copies of all exceptions listed in Schedule B of the Preliminary Title Report. Within ten (10) days after receipt of said Preliminary Title Report, Purchaser shall furnish to the Seller a written statement of objections, if any, affecting the insurability of title to the Property at regular title company rates. Seller may undertake within the Feasibility Period to satisfy all valid objections; however, Seller shall not be required to take any actions or incur any costs to cure such objections. If Seller fails to satisfy such valid objections during the Feasibility Period, then, at the option of Purchaser evidenced by written notice to Seller, this Agreement shall be terminated, and Purchaser shall be entitled to the return of the Deposit held in escrow as its sole remedy. If Purchaser fails to terminate this Agreement prior to the expiration of the Feasibility Period or within ten (10) days after Seller notifies Purchaser that Seller cannot or will not satisfy the objections, whichever is earlier, then Purchaser shall be deemed to have waived any and all title objections. **Purchaser** will pay for the Title Company to issue a standard coverage ALTA policy of title insurance in the amount of the Purchase Price. Purchaser may obtain extended coverage or endorsements to the ALTA policy so long as Purchaser pays the additional title premium, or all other costs associated with the issuance of the extended policy coverage (including the survey and any endorsements as may be desired by Purchaser). The title insurance policy will be subject only to those matters and Permitted Exceptions approved by the Purchaser during the Feasibility Period (the “Title Policy”).

6. **Feasibility Period.** The feasibility period shall begin on the date on which this Agreement is fully executed by both parties and delivered to each party via e-mail, certified mail, or overnight courier (the “Execution Date”) and shall end on the date that is **Thirty (30) days thereafter (the “Feasibility Period”).** Purchaser shall have until the end of the Feasibility Period to approve or disapprove all matters relating to the Property. At any time during the Feasibility Period, Purchaser may terminate this Agreement and, in that event, Purchaser will have no further obligation to make any deposits or proceed any further with the purchase of the Property, but Purchaser shall remain obligated for those obligations that survive the termination of this Agreement.

(a) **Delivery of Documents.** Within **ten (10) business days after the Execution Date of this Agreement**, Seller shall deliver to Purchaser complete, accurate and legible electronic copies of documents concerning the Property that are in Seller’s possession or control, including, deeds, prior title policies and/or searches, maps, drawings, surveys, environmental, geotechnical or other studies, investigations or reports, if any, as applicable (collectively, the “Documents”). Purchaser acknowledges that many of the Documents were prepared by or obtained from third parties, and therefore, Seller makes no representations or warranties of any kind regarding the accuracy, thoroughness or completeness of, or conclusions drawn in or the information contained in such third party Documents, if any, relating to the Property. Purchaser hereby waives any and all claims against Seller arising out of the accuracy, completeness, conclusions or statements expressed in such third-party Documents so furnished. Notwithstanding the above definition of Documents, Seller shall not be required to deliver or make

available to Purchaser Seller's internal memoranda, attorney-client privileged materials, appraisals and economic evaluations of the Property, and reports regarding the Property prepared by Seller or its affiliates solely for internal use. Purchaser acknowledges that any and all of the Documents that are not otherwise known by or available to the public are proprietary and confidential in nature and will be delivered to Purchaser solely to assist Purchaser in determining the feasibility of purchasing the Property. Unless and until the Closing occurs, Purchaser agrees not to disclose such non-public Documents, or any of the provisions, terms, or conditions thereof, to any party outside of Purchaser's organization other than its agents, consultants, representatives, lenders and financial partners and their agents, consultants, and representatives. Purchaser shall return or destroy all the Documents, on or before three (3) business days after the first to occur of (i) such time as Purchaser notifies Seller in writing that it shall not acquire the Property, or (ii) such time as this Agreement is terminated for any reason. This Subsection 6(a) shall survive any termination of this Agreement. Subject to Section 22 below, Purchaser may contact local agencies to confirm issues pertaining to the Property, but Purchaser and Purchaser's Agents shall afford a representative of Seller the opportunity to be present at any meetings with public officials regarding the Project and shall copy Seller on all correspondence with local agencies and authorities pertaining to the Project.

(b) **Property Studies.** During the Feasibility Period, Purchaser and its employees, agents, contractors, consultants, surveyors and inspectors (the "Purchaser's Agents"), at Purchaser's sole risk and expense shall have the right to enter the Property, upon prior notice to the Seller and at reasonable times during normal business hours, to conduct physical inspections, survey, and studies of the Property (including, but not limited to, geotechnical studies and non-invasive Phase I environmental assessments) to determine the physical condition of the Property, and to conduct economic feasibility and cost studies and any other studies considered appropriate by the Purchaser as well as for the purpose of evaluating the Property's suitability for Purchaser's intended use (the "Work"). Purchaser shall not conduct any environmental assessments, soil studies, or invasive testing, including any Phase II environmental assessment, without the prior consent of the Seller. In connection therewith, Purchaser must submit a plan of work for such assessments, testing, studies, or Phase II environmental assessment ("Plan of Work") for Seller's approval, such approval not to be unreasonably withheld, conditioned, or delayed. The Plan of Work shall include the requirements as listed on Exhibit B attached hereto and the work conducted on such Plan of Work shall be included in the "Work" as defined in this section. Seller shall have the right, in its discretion, to accompany Purchaser or Purchaser's Agents during any entry upon the Property.

Prior to entering the Property to conduct any inspections or tests, Purchaser shall obtain and maintain, at Purchaser's sole cost and expense, and shall deliver to Seller evidence of, Worker's Compensation insurance in compliance with the appropriate state and federal laws and regulations in which Purchaser or Purchaser's agent operate; Employers Liability insurance with limits of \$1,000,000 per occurrence; and Commercial General Liability insurance from an insurer reasonably acceptable to Seller, in the amount of Two Million and No/100 Dollars (\$2,000,000.00) combined single limit for personal injury and property damage per occurrence, such policy to name Seller as an additional insured party, which insurance shall provide coverage against any claim for personal liability or property damage caused by Purchaser or Purchaser's Agents in connection

with such inspections and tests. Purchaser shall grant Seller a waiver of subrogation on all policies required herein.

Purchaser and Purchaser's Agents will abide by all applicable safety rules and will ensure that any Work conducted at the Property will be done in strict compliance with any plans approved by Seller and in a manner that minimizes any disruption to Seller's business activities.

Purchaser represents and warrants that Purchaser and Purchaser's Agents shall perform all Work in accordance with any and all applicable federal, state and local laws and regulations. All Work shall be performed by personnel qualified to perform the Work and in accordance with accepted practices. Purchaser shall promptly pay when due the costs of all Work done regarding the Property and not permit any liens to attach to the Property by reason of the Work.

Purchaser shall repair any damage caused by the Work and restore the Property to its pre-Work condition. Purchaser shall, and does hereby agree to indemnify, defend and hold Seller and Seller's partners, officers, directors, employees, agents, attorneys and their respective successors and assigns, harmless from and against any and all claims, demands, suits, obligations, payments, damages, losses, penalties, liabilities, costs and expenses (including but not limited to reasonable attorneys' fees) relating to death or injury to any person or loss or damage to any property (including the Property) arising out of the Work and Purchaser's or Purchaser's Agents' actions taken in, on or about the Property. Purchaser's indemnity obligations shall survive the Closing or the termination of this Agreement.

Purchaser shall provide Seller with a copy of any and all surveys, appraisals and reports produced by Purchaser or Purchaser's Agents, including but not limited to Purchaser's environmental consultant, that relate to the Work. Where the Deposit is to be returned to Purchaser, the Escrow Holder shall not return the Deposit until Purchaser has delivered to Seller all such materials relating to the Work, together with a certification signed by Purchaser's officer that all such materials have been delivered to Seller and that Purchaser has returned or destroyed all of the Documents, in each case as required by this Agreement.

Except as required by law, Purchaser agrees that neither it nor Purchaser's Agents will, without the prior written consent of Seller, disclose or permit any director, officer, employee, agent or representative to disclose, to any person other than to the then present directors, officers or employees of Seller, or any parent corporation thereof, the existence, nature or results of the Work conducted hereunder. If required to disclose such information by law, Purchaser will provide Seller with immediate notice of the disclosure, copies of all information disclosed in writing and a report of all information disclosed orally.

In the event that the inspection(s) or investigation(s) reveal a condition on, upon, under or in the Property, or with regard to Purchaser's intended use, which is unacceptable to Purchaser, Purchaser shall provide Seller with a copy of the inspection(s) or investigations(s) report(s) and provide written notice of such condition within ten (10) days of the receipt of the results or report or before expiration of the Feasibility Period, whichever is earlier. Upon such notice, either Purchaser or Seller may elect to terminate this Agreement by notice to the other, and

in such event Purchaser's Deposit shall be returned to Purchaser as Purchaser's sole remedy. In the absence of written notice from the Purchaser as to an unacceptable condition regarding the Property but upon receipt of a copy of the inspection(s) or investigations(s), Seller may elect to terminate this Agreement by notice to the Purchaser and in such event, Purchaser's Deposit shall be returned to Purchaser as Purchaser's sole remedy. In the event that this Agreement is terminated pursuant to the terms hereunder, neither Seller nor Purchaser shall have any continuing obligations thereunder, except as provided for herein with regard to restoration of the Property, the non-disclosure obligations, and any other obligations that specifically survive termination of this Agreement. Seller shall not be obligated for purposes of this transaction to cure or remediate any unacceptable condition on or in the Property.

7. **Condition of Property.** It is understood and agreed that the Property is offered, and at Closing will be transferred and conveyed by Seller, and accepted by Purchaser, in "AS IS, WHERE IS, WITH ALL FAULTS" condition. It is expressly agreed that Seller has not made and makes no representations or warranties, nor is any agent or broker authorized to make any representations or warranties, regarding the condition of the Property, fitness for a particular use, or that the Property complies with federal, state or local governmental laws or regulations, including, but not limited to environmental laws and regulations applicable to the Property or its uses. Purchaser hereby acknowledges that Purchaser has agreed to inspect the Property and has agreed to purchase it in its present condition as a result of such inspection and not because of or in reliance upon any statements made by Seller, or any other officer, partner, employee or agent of Seller. Purchaser, by closing on the Property shall be deemed to have accepted the Property in its "AS IS, WHERE IS, WITH ALL FAULTS" condition. As of the Closing Date, Purchaser on behalf of itself and its successors and assigns waives its right to recover from, and forever releases and discharges, Seller, Seller's affiliates, Seller's property manager, the beneficiaries of the trust of which Seller is trustee, and Seller's employees, attorneys and agents, of each of them, and their respective heirs, successors, personal representatives and assigns, from any and all demands, claims, legal or administrative proceedings, losses, liabilities, damages, penalties, fines, liens, judgments, costs or expenses known or unknown, foreseen or unforeseen, that may arise on account of or in any way be connected with (i) the physical condition of the Property, (ii) the condition of title to the Property, (iii) the presence on, under or about the Property of any hazardous substances, toxic wastes, or undesirable substances, (iv) the Property's compliance with any applicable federal, state or local law, rule or regulation, or (v) any other aspect of the Property. This Section 7 shall survive Closing or termination of this Agreement.

8. **Disclaimer.**

(a) Purchaser acknowledges that Purchaser has not relied upon the advice or representations, if any, of Seller or any of Seller's advisors or representatives, relative to the legal and tax consequences of this Agreement in the sale of the Property; the terms and conditions of the financing; the purchase and ownership of the Property; the availability of utilities to the Property; the investment potential or resale value of the Property; the availability and ownership of any amenity package, if applicable; restrictive covenants and architectural controls; or any other system or condition. Purchaser acknowledges that if such matters have been of concern, Purchaser has sought and obtained independent advice relative thereto.

(b) Purchaser acknowledges that various substances used in the construction of the improvements on the Property or otherwise located on the Property may now or in the future be determined to be toxic, hazardous, or undesirable and may need to be specially treated, handled and/or removed from the Property. Persons who have an interest in the Property may be required by law to undertake the clean-up of such substances. Purchaser acknowledges (1) that Seller has no expertise with respect to toxic wastes, hazardous waste or substances (as defined under the Comprehensive Environmental Response, Compensation and Liability Act of 1980, as amended, or in the Resource Conservation and Recovery Act of 1976, as amended) or undesirable substances, (2) that such substances can be extremely costly to correct and remove, (3) that Seller has made no investigations or representations with respect to such substances, and, (4) that Seller shall have no liability to Purchaser regarding the presence of said substances on the Property. Purchaser's waiver and release of Seller under Section 7 above extend to any claim, rights of action or suits relating to the presence of any hazardous substances, toxic wastes, or undesirable substances on the Property, and survive the termination of this Agreement or the Closing irrespective of the passage of time.

9. **Seller's Representations and Warranties.**

(a) As of the date hereof, Seller represents and warrants to, and covenants with, Purchaser as follows:

(1) Seller has no actual knowledge of any litigation, proceeding or other action pending or threatened against or relating to the Property. Except as otherwise disclosed by Seller in written notice to Purchaser within seven (7) business days following the full execution of this Agreement by Purchaser and Seller pursuant to Subsection 6(a) above, Seller has no actual knowledge of receipt from any governmental authority of written notice that the Property is now (A) in violation of any applicable federal, state or local law, code or other requirement, or (B) in default with respect to any judgment or decree, at law or in equity, in any court or before any governmental department, commission, board, bureau, agency or instrumentality.

(2) Seller has no actual knowledge of any material inaccuracies contained within the Documents delivered to Purchaser pursuant to Section 6 above.

(3) To Seller's actual knowledge, except as disclosed to Purchaser pursuant to Section 6 above, at the time of the Close of Escrow there will be no outstanding written or oral contracts made by Seller for any improvements to the Property which have not been fully paid for and Seller shall cause to be discharged all mechanics' and materialmen's liens arising from any labor or materials furnished to the Property at Seller's request prior to the time of the Close of Escrow.

(4) To Seller's actual knowledge, (i) there are no condemnation, zoning or other land-use regulation proceedings either instituted or to be instituted, which would detrimentally affect the Property; and (ii) there is no litigation pending or threatened against Seller that arises out of the ownership of the Property or that might detrimentally affect the value, ownership, use or operation of the Property or the ability of Seller to perform its obligations under

this Agreement. Seller shall notify Purchaser promptly of any such proceedings or litigation of which Seller becomes aware.

(5) To Seller's actual knowledge, there are no obligations in connection with the Property which will be binding upon Purchaser or will affect the Property after the Close of Escrow, and there are no assessments or bonds assessed or proposed to be assessed, against the Property, except matters which are set forth in the Preliminary Title Report and/or the real property tax bills for the Property. To Seller's actual knowledge, there are no existing or proposed easements, covenants, restrictions, agreements, or other documents which affect title to the Property, and which are not disclosed by the Preliminary Title Report.

(6) Seller is a limited partnership, duly organized, validly existing and in good standing under the laws of the State of Delaware and authorized to do business in the State of Florida. This Agreement and all documents executed by Seller which are to be delivered to Purchaser at the Closing are and at the time of Closing will be duly authorized, executed and delivered by Seller, are and at the time of Closing will be legal, valid and binding obligations of Seller enforceable against Seller in accordance with their respective terms, are and at the time of Closing will be sufficient to convey title (if they purport to do so), and do not and at the time of Closing will not to the best of Seller's knowledge violate any provision of any agreement or judicial order to which Seller or the Property is subject. Seller has obtained all necessary authorizations, approvals and consents to the execution and delivery of this Agreement and the consummation of the transactions contemplated hereby.

(7) Seller has not granted any option or right of first refusal or first opportunity to any party to acquire any interest in any of the Property.

(8) No tenants, occupants, or any other party (other than Seller) are entitled to possession or occupancy of the Property. From and after the Effective Date, Seller shall not enter into any agreement regarding the occupancy or use of the Property without first obtaining Purchaser's consent, which consent may be withheld in Purchaser's sole and absolute discretion.

(9) Seller is not: (i) listed on the Specially Designated Nationals and Blocked Persons List maintained by the Office of Foreign Asset Control, Department of the Treasury ("OFAC") pursuant to Executive Order No. 13224, 66 Fed. Reg. 49079 (Sept. 25, 2001) ("Order") and all applicable provisions of Title III of the USA Patriot Act (Public Law No. 107-56 (October 26, 2001)); (ii) listed on the Denied Persons List and Entity List maintained by the United States Department of Commerce; (iii) listed on the List of Terrorists and List of Disbarred Parties maintained by the United States Department of State, (iv) listed on any list or qualification of "Designated Nationals" as defined in the Cuban Assets Control Regulations 31 C.F.R. Part 515; (v) listed on any other publicly available list of terrorists, terrorist organizations or narcotics traffickers maintained by the United States Department of State, the United States Department of Commerce or any other governmental authority or pursuant to the Order, the rules and regulations of OFAC (including without limitation the Trading with the Enemy Act, 50 U.S.C. App. 1-44; the International Emergency Economic Powers Act, 50 U.S.C. §§ 1701-06; the unrepealed provision of the Iraq Sanctions Act, Publ.L. No. 101-513; the United Nations Participation Act, 22 U.S.C. § 2349 as-9; The Cuban Democracy Act, 22 U.S.C. §§ 60-01-10; The Cuban Liberty and

Democratic Solidarity Act, 18 U.S.C. §§ 2332d and 233; and The Foreign Narcotic Kingpin Designation Act, Publ. L. No. 106-120 and 107-108, all as may be amended from time to time); or any other applicable requirements contained in any enabling legislation or other Executive Orders in respect of the Order (the Order and such other rules, regulations, legislation or orders are collectively called the "Orders"); (vi) engaged in activities prohibited in the Orders; or (vii) (and has not been) convicted, pleaded nolo contendere, indicted, arraigned or custodially detained on charges involving money laundering or predicate crimes to money laundering, drug trafficking, terrorist-related activities or other money laundering predicate crimes or in connection with the Bank Secrecy Act (31 U.S.C. §§ 5311 et. seq.).

(b) Seller shall promptly notify Purchaser in writing, if, after the Execution Date and prior to the Closing, any event occurs or condition exists which renders any of Seller's representations and warranties untrue or misleading (the "Representation Notice"); and if such Representation Notice is delivered prior to the expiration of the Feasibility Period, Purchaser may extend the Feasibility Period in accordance with Section 12 below. If Seller elects to do so (which election shall be stated in the Representation Notice), Seller shall have a period of five (5) business days from the date of the Representation Notice to cure such changed circumstances (and the Closing Date shall, to the extent applicable, be extended to accommodate such cure period). If Purchaser determines (through a Representation Notice or otherwise) prior to Closing that there is a breach of or change in condition with respect to any of the representations and warranties made by Seller above that is unacceptable to the Purchaser, then Purchaser may, at its option, by delivering to Seller written notice of its election either (1) terminate this Agreement or (2) waive such breach or changed condition and proceed to Closing with no adjustment in the Purchase Price and Seller shall have no further liability as to such matter. If Purchaser terminates this Agreement under clause (1) of the preceding sentence where the breach of any of Seller's representations and warranties are due to the fault of Seller, the Deposit shall be refunded to Purchaser and Purchaser shall have the remedies under Section 14 below; and in all other cases of termination under such clause (1) the Deposit shall be refunded to Purchaser and neither Purchaser nor Seller shall thereafter have any other rights to purchase or sell the Property. In furtherance thereof, subject to the requirements of this Subsection 9(b), Seller shall have no liability with respect to any of the foregoing representations and warranties or any representations and warranties made in any other document executed and delivered by Seller to Purchaser, to the extent that, prior to the Closing, Purchaser discovers or learns of information (from whatever source, including, without limitation the property manager, as a result of Purchaser's due diligence tests, investigations and inspections of the Property, or disclosure by Seller or Seller's agents and employees) that contradicts any such representations and warranties, or renders any such representations and warranties untrue or incorrect, and Purchaser nevertheless consummates the transaction contemplated by this Agreement.

(c) All representations, warranties and covenants by the Seller contained herein or made in writing pursuant to this Agreement are intended to and shall be deemed made as of the date of this Agreement or such writing and, subject to Subsection 9(b) above, again at the Close of Escrow, shall be deemed to be material, and shall survive the Closing for a period of twelve (12) months. However, any action, suit or proceeding with respect to the truth, accuracy or completeness of the representations and warranties must be commenced, if at all, within twelve

(12) months after Closing, and, if not commenced by such date, thereafter such representations and warranties shall be void and of no force or effect.

(d) For purposes of this Agreement and any document delivered at Closing, whenever the phrase "to Seller's knowledge", or words of similar import are used, they shall be deemed to refer to the current, actual, conscious knowledge only of Jonathan King (the "Knowledge Person(s)"), and not any implied, imputed or constructive knowledge, without any independent investigation having been made or any implied duty to investigate, of the Knowledge Person(s). The Knowledge Person(s) are identified as such only because they are the persons in Seller's organization who are most knowledgeable about the Property, and they shall have no liability whatsoever under this Agreement.

10. **Purchaser's Representations and Warranties.**

(a) As of the date hereof, Purchaser represents and warrants to, and covenants with, the Seller as follows:

(1) Purchaser has been duly organized, is validly existing or qualified to do business in and is in good standing under the laws of the State of Florida. Purchaser has the full right, power and authority to purchase the Property as provided in this Agreement and to carry out Purchaser's obligations hereunder, and all requisite action necessary to authorize Purchaser to enter into this Agreement and to carry out its obligations hereunder have been, or by the Close of Escrow will have been, taken. The person signing this Agreement on behalf of Purchaser is authorized to do so.

(2) The execution and delivery of this Agreement, the consummation of the transactions herein contemplated, and compliance with the terms of this Agreement will not conflict with or, with or without notice or the passage of time or both, result in a breach of any of the terms or provisions of, or constitute a default under any written document, instrument or agreement to which Purchaser is a party or to Purchaser's knowledge by which Purchaser is bound.

(3) Purchaser is not: (i) listed on the Specially Designated Nationals and Blocked Persons List maintained by the Office of Foreign Asset Control, Department of the Treasury ("OFAC") pursuant to Executive Order No. 13224, 66 Fed. Reg. 49079 (Sept. 25, 2001) ("Order") and all applicable provisions of Title III of the USA Patriot Act (Public Law No. 107-56 (October 26, 2001)); (ii) listed on the Denied Persons List and Entity List maintained by the United States Department of Commerce; (iii) listed on the List of Terrorists and List of Disbarred Parties maintained by the United States Department of State, (iv) listed on any list or qualification of "Designated Nationals" as defined in the Cuban Assets Control Regulations 31 C.F.R. Part 515; (v) listed on any other publicly available list of terrorists, terrorist organizations or narcotics traffickers maintained by the United States Department of State, the United States Department of Commerce or any other governmental authority or pursuant to the Order, the rules and regulations of OFAC (including without limitation the Trading with the Enemy Act, 50 U.S.C. App. 1-44; the International Emergency Economic Powers Act, 50 U.S.C. §§ 1701-06; the unrepealed provision of the Iraq Sanctions Act, Publ.L. No. 101-513; the United Nations Participation Act, 22 U.S.C. § 2349 as-9; The Cuban Democracy Act, 22 U.S.C. §§ 60-01-10; The Cuban Liberty and

Democratic Solidarity Act, 18 U.S.C. §§ 2332d and 233; and The Foreign Narcotic Kingpin Designation Act, Publ. L. No. 106-120 and 107-108, all as may be amended from time to time); or any other applicable requirements contained in any enabling legislation or other Executive Orders in respect of the Order (the Order and such other rules, regulations, legislation or orders are collectively called the "Orders"); (vi) engaged in activities prohibited in the Orders; or (vii) (and has not been) convicted, pleaded nolo contendere, indicted, arraigned or custodially detained on charges involving money laundering or predicate crimes to money laundering, drug trafficking, terrorist-related activities or other money laundering predicate crimes or in connection with the Bank Secrecy Act (31 U.S.C. §§ 5311 et. seq.).

(4) Purchaser is not a "plan" nor a plan "fiduciary" nor an entity holding "plan assets" (as those terms are defined under the Employee Retirement Income Security Act of 1974, as amended, and its applicable regulations as issued by the Department of Labor and the Internal Revenue Service, "ERISA") nor an entity whose assets are deemed to be plan assets under ERISA and that Purchaser is acquiring the Property for Purchaser's own personal account and that the Property shall not constitute plan assets subject to ERISA upon conveyance of the Property by Seller and the closing of this Agreement between Purchaser and Seller. Seller shall not have any obligation to close the transaction contemplated by this Agreement if the transaction for any reason constitutes a prohibited transaction under ERISA or if Purchaser's representation is found to be false or misleading in any respect.

(b) All representations, warranties and covenants by the Purchaser contained herein or made in writing pursuant to this Agreement are intended to and shall be deemed made as of the date of this Agreement or such writing and again at the Close of Escrow, shall be deemed to be material, and shall survive the Closing.

11. **Conditions Precedent to Close of Escrow.** The following are conditions precedent to Purchaser's obligation to purchase the Property (each, a "Condition Precedent", and collectively, the "Conditions Precedent"). The Conditions Precedent are intended solely for the benefit of Purchaser and may be waived only by Purchaser in writing. In the event of the failure of the satisfaction of any Condition Precedent prior to or at the Close of Escrow, Purchaser shall have the right, but not the obligation, to terminate this Agreement; and, in the event of which termination, the Deposit shall be returned to Purchaser and neither party shall have any further rights or obligations under this Agreement, except under provisions of this Agreement expressly stated to survive the termination of this Agreement.

(a) Except as may be disclosed to or otherwise discovered by Purchaser during the Feasibility Period, the Property does not contain any environmental contamination.

(b) Except as may be disclosed to or otherwise discovered by Purchaser during the Feasibility Period, the existing structure on the Property complies with all city and county codes necessary to allow Seller's current use.

(c) Other than the other Conditions Precedent stated herein, there are no other factors that could materially impact the economic feasibility or economic value of the Project that

were not known to or reasonably discoverable by Purchaser before the end of the Feasibility Period.

(d) It shall be a condition to the Close of Escrow in favor of the Purchaser that no lawsuit, administrative appeal, judicial challenge, or filing of application for referendum of any approval necessary for Purchaser's development of the Project (collectively "Challenge") shall have been initiated, be in effect, or be pending as of the Close of Escrow, and that no moratoriums imposed or announced by any governmental entity or authority having jurisdiction over the Property or Purchaser's development thereof, or utility provider that would result in restricting, delaying or denying permits necessary for the development, construction, use or occupancy of the Property (collectively "Moratorium"). If there is a Moratorium or Challenge in effect or pending on the date of the scheduled Close of Escrow, Seller shall have the option of extending the Close of Escrow date until ten (10) days after the Moratorium is terminated and any Challenge is fully and finally resolved without further ability to appeal, as reasonably determined by the Purchaser.

(e) All of Seller's representations and warranties contained in or made pursuant to this Agreement shall have been true and correct in all material respects when made and shall be true and correct as of the Close of Escrow.

(f) Seller shall have complied with all of Seller's duties and obligations contained in this Agreement.

(g) Purchaser shall have received the unconditional commitment of the Title Company to issue a title policy upon the Close of Escrow in the form approved by Purchaser prior to the expiration of the Feasibility Period.

(h) After the expiration of the Feasibility Period and prior to the Close of Escrow, there shall be no material adverse change in the physical condition of the Property, or the matters reviewed and approved by Purchaser during the Feasibility Period.

12. **New Information.** If, prior to the expiration of the Feasibility Period, the parties discover information that was not previously revealed in the Documents or that is inconsistent with the Conditions Precedent, then the Feasibility Period shall, at Purchaser's election, be extended for an additional thirty (30) day period, during which time Purchaser shall evaluate such new information impacting such Conditions Precedent.

13. **Destruction of Property and Insurance.** Should the Property be destroyed or substantially damaged before time of the Close of Escrow, Seller shall, after learning of such destruction or substantial damage, promptly notify the Purchaser or Broker, if any. At the election of Purchaser (a) this Agreement may be terminated, and the Deposit held in escrow returned to Purchaser as its sole remedy, or (b) Purchaser may consummate this Agreement and receive the proceeds of any insurance, if any, as and when such proceeds are paid on the claim of loss relating to said damage or destruction up to the amount of the Purchase Price. This election is to be exercised within ten (10) days after Purchaser has been notified in writing by Seller of the amount of insurance proceeds, if any, Seller expects to receive on the claim of loss; provided, however, that the parties hereto acknowledge and agree that Seller shall not, by the delivery of such a writing,

be (x) deemed to be representing or warranting to Purchaser that amount of proceeds actually paid with respect to said claim of loss will be commensurate with or equal to the amount of proceeds estimated in said writing or (y) liable to Purchaser in the event that the amount of proceeds actually paid with respect to said claim of loss is less than the amount of proceeds estimated in said writing. If Purchaser fails to make such election within the time period provided herein, Seller, at its sole option, may terminate this Agreement or proceed to the Close of Escrow. In the event Seller elects the latter, Purchaser shall accept the Property without abatement of the Purchase Price, but Purchaser shall be entitled to any and all insurance proceeds payable on such claim of loss up to the amount of the Purchase Price.

14. **Default.**

(a) In the event of a default by Seller, this Agreement shall not be terminated automatically, but only upon delivery to the Escrow Holder and Seller of written notice of termination by the Purchaser. Upon notice to the Escrow Holder and Seller from Purchaser terminating this Agreement: (i) Escrow Holder shall immediately return to Purchaser the Deposit as Purchaser's sole and exclusive remedy, and neither party shall have any further liability or obligation under this Agreement except for those provisions that are stated herein to survive termination of the Agreement, or (ii) Purchaser shall be entitled to pursue judicial action seeking specific performance.

(b) In the event of a default by Purchaser, this Agreement shall not be terminated automatically, but only upon delivery to the Escrow Holder and Purchaser of written notice of termination by Seller. Upon notice to the Escrow Holder and Purchaser from Seller terminating this Agreement: (i) Escrow Holder shall immediately pay to Seller the Deposit as liquidated damages and as Seller's sole and exclusive remedy, and neither party shall have any further liability or obligation under this Agreement except for those provisions that are stated herein to survive termination of the Agreement, or (ii) Seller shall be entitled to pursue any rights or remedies under law or in equity.

15. **Interpretation and Time is of the Essence.** This Agreement shall not be construed more strictly against one party than against the other merely by virtue of the fact that it may have been prepared by counsel for one of the parties, it being recognized that both Seller and Purchaser have contributed substantially and materially to the preparation of this Agreement. Time is of the essence in each provision of this Agreement in which time is an element.

16. **Successors and Assigns.** Subject to Section 17 below, this Agreement shall inure to the benefit of, and be binding upon, the parties hereto, their heirs, successors, administrators, executors and permitted assigns.

17. **Transfer or Assignment.** Seller may assign or transfer this Agreement to any parent, subsidiary, or affiliate, or to any person or entity acquiring all or substantially all of its stock, partnership units or assets without the prior written consent of Purchaser. Seller may also collaterally assign this Agreement for security purposes without the consent of the Purchaser. Purchaser may assign its rights under this Agreement to an entity affiliated with the Purchaser upon not less than ten (10) days prior written notice to Seller or, with the written approval of the

Seller, to an unaffiliated third party with the financial strength equal to or greater than Purchaser's and which has the financial capability to satisfy the obligations of this transaction. For purposes of the preceding sentence, an "affiliate" of Purchaser must be (and until Closing remain) an entity that controls Purchaser, is controlled by Purchaser or is under common control with Purchaser. No assignment or other transfer will relieve Seller or Purchaser of its primary responsibility for performance under this Agreement, and any assignee or transferee shall be deemed to have assumed and agreed to fully perform all obligations of the assignor or transferor.

18. **Terminology and Captions.** All pronouns, singular or plural, masculine, feminine or neuter, shall mean and include the person, entity, firm or corporation to which they relate as the context may require. Wherever the context may require, the singular shall mean and include the plural and the plural shall mean and include the singular. The term "Agreement" as used herein, as well as the terms "herein", "hereof", "hereunder", "hereinafter", and the like mean this Agreement in its entirety and all exhibits, amendments and addenda attached hereto and made a part hereof. The captions and paragraph headings hereof are for reference and convenience only and do not enter into or become a part of the context.

19. **Notice.** All notices and other communications required or permitted herein shall be in writing and delivered personally or by overnight courier or mailed by registered or certified mail (with copies sent by facsimile or e-mail) to the respective party's address as set forth herein below, or at such other address as either Party shall hereafter designate by like notice, which notices shall be deemed to have been given on the date of delivery thereof:

To Seller: AmeriGas Propane, L.P.
500 North Gulph Road
King of Prussia, PA 19406
Attn: Jonathan King, Manager of Real Estate Sales
Telephone: 610-337-7000 ext 3605
Fax: 610-992-3253
e-mail: Jonathan.King@amerigas.com

With a copy to: AmeriGas Propane, L.P.
500 North Gulph Road
King of Prussia, PA 19406
Attn: Sharon McGrenrey, Law Department
Telephone: 610-768-3626
Fax: 610-992-3258
e-mail: mcgrenreys@ugicorp.com

To Purchaser: The School Board of Clay County, Florida
900 Walnut Street
Green Cove Springs, FL 32043
Attn: Paul Bement
Telephone: 904-336-6829
Fax: _____
e-mail: paul.bement@myoneclay.net

With a copy to: _____

Attn: _____
Telephone: _____
Fax: _____
e-mail: _____

To Escrow Holder: waived _____

Attn: _____
Telephone: _____
Fax: _____
e-mail: _____

To Title Company: Head, Moss, Fulton, & Griffin
1530 Business Center Dr
Suite 4
Fleming Island, FL 32003
Attn: Erin Sullivan, Esq.
Telephone: (904) 278-8200
e-mail: _____

To Direct Referring Broker: CBRE, Inc.
555 Lancaster Ave, Ste. 120
Radnor, PA 19087
Attn: Scott Gabrielson
Cell: 610-308-5141
e-mail: scott.gabrielsen@cbre.com
Attn: Thomas F. Stone
Cell: 717-439-6561
e-mail: Thomas.Stone@cbre.com

To Local Receiving Seller's Broker: _____

Attn: _____
Telephone: _____
Fax: _____
e-mail: _____

To Purchaser's Broker: Coldwell Banker Vanguard Realty/
The Foreman Team
4371 U.S. Highway 17, Suite 101

Fleming Island, FL 32003

Attn: Deanna Foerman

Telephone: 904-707-0564

Fax: _____

e-mail: deanna@cbvfl.com

20. **Entire Agreement; Governing Law.** This Agreement constitutes the sole and entire agreement between the parties hereto and no amendment or modification of this Agreement shall be binding unless signed by all parties to this Agreement. No representation, promise, or inducement not included in this Agreement shall be binding upon any party hereto. This Agreement shall be governed by, and construed in accordance with, the laws of the State of Florida, excluding the application of any of its conflicts of laws provisions.

21. **Commissions.** Seller warrants and represents to Purchaser, and Purchaser represents and warrants to Seller, that they have not dealt with any real estate broker, sales person, finder or other person entitled to a commission or fee in connection with the purchase and sale transaction contemplated by this Agreement except CBRE and Coldwell Banker Vanguard Realty/The Foreman Team, and each agrees to hold the other harmless from, and indemnify the other against, all damages, claims, losses and liabilities, including reasonable legal fees, broker's commissions or fees, and finder's fees payable in connection with this transaction incurred by the other, arising out of or resulting from the failure of its representation and warranty set forth in this Section.

22. **Confidentiality.** The parties acknowledge that the transaction contemplated herein, including the terms of the transaction and the identity of the parties, is confidential and shall not be disclosed to any person other than to Purchaser's Agents engaged in performing the Work set forth in the Feasibility Period. Purchaser shall inform all of Purchaser's Agents of the confidentiality restrictions imposed by this Agreement and require that they be bound to observe them both before, during, and after the Feasibility Period.

23. **Counterparts.** This Agreement may be executed in any number of counterparts, each of which shall be deemed an original, and all of which taken together shall constitute but one and the same instrument. Counterparts may be delivered by fax or e-mail provided they are followed by the original counterpart pages sent to the other party by regular mail, personal delivery, overnight courier or by registered or certified mail. This Agreement shall become binding only when each party has executed and delivered to the other party(ies) one or more counterparts.

24. **Business Days.** If any date herein set forth for the performance of any obligations of Seller or Purchaser or for the delivery of any instrument or notice as herein provided should be on a Saturday, Sunday or legal holiday, the compliance with such obligations or delivery shall be deemed acceptable on the next business day following such Saturday, Sunday, or legal holiday. As used herein, the term "legal holiday" means any state or Federal holiday for which financial institutions or post offices are generally closed in the state where the Property is located.

25. **Acceptance and Execution of this Agreement.** This instrument shall become a binding Agreement when the written acceptance or a facsimile (FAX) transmission of such acceptance is actually received from the second party executing this Agreement by the first party executing this Agreement.

This Agreement is accepted this 3rd day of September, 2026 (the “Acceptance Date” or “Execution Date”).

[Remainder of Page Intentionally Left Blank]

DRAFT

SELLER:

AMERIGAS PROPANE, L.P.

By: AmeriGas Propane GP, LLC
as its General Partner

By: _____

Name: _____

Title: _____

Legal Approval: _____

Date: _____

PURCHASER:

THE SCHOOL BOARD OF CLAY
COUNTY, FLORIDA

By: _____

Name: Erin Skipper

Title: School Board Chair

Date: September 3, 2026

Legal Approval: _____

EXHIBIT A

LEGAL DESCRIPTION OF THE PROPERTY

Lots 1, 2 and 3, of ALDEA PARK, Green Cove Springs, according to plat of P.B. Hamilton Subdivision, recorded in Plat Book 1, page 36, public records of Clay County, Florida; also recorded in Plat Book 6, page 37, of said public records.

BEING the same premises granted and conveyed by National Propane Corporation, a Delaware corporation, as successor by merger to the interest of Good Housekeeping Gas Company of Florida, a Florida corporation, as grantor, to National Propane, L.P., a Delaware limited partnership, as grantee, by deed dated June 24, 1996 and recorded July 1, 1996 with the Clay County Clerk of Courts at Book 1609, Page 0952.

AND on August 17, 1999, a Certificate of Amendment was filed with the Delaware Secretary of State changing the name of National Propane, L. P. to Columbia Propane, L. P.

AND on August 22, 2001, a Certificate of Amendment was filed with the Delaware Secretary of State changing the name of Columbia Propane, L.P. to AmeriGas Eagle Propane, L. P.

AND on September 28, 2010, effective on October 1, 2010, a Certificate of Merger was filed with the Delaware Secretary of State merging AmeriGas Eagle Propane, L.P. with and into AmeriGas Propane, L.P.

EXHIBIT B

REQUIREMENTS FOR ENVIRONMENTAL PLAN OF WORK

If Seller permits the Purchaser to conduct a Phase II environmental site assessment (“Phase II Assessment”) during the Inspection Period, it shall be subject to the condition that prior to the Purchaser conducting a Phase II Assessment, Purchaser shall submit to Seller for Seller’s approval, an environmental plan of work (the “Plan of Work”) in connection with the Purchaser’s Phase II Assessment. The said Plan of Work shall include the following requirements:

- (i) The starting and ending date of the work to be completed;
- (ii) The substances that the Phase II Assessment will be testing for;
- (iii) Whether soil samples will be collected and if so, the number of samples;
- (iv) Whether water samples will be collected and if so, the number of samples;
- (v) The parameters that the soil and water samples will be analyzed for;
- (vi) A map of the proposed sample locations;
- (vii) A limitation of no more than eight (8) boring locations;
- (viii) Soil and water samples will be split between Seller and Purchaser;
- (ix) Purchaser or the Purchaser’s consultant shall have public and private underground utilities located prior to commencing and subsurface exploration activities. Costs to perform underground utility locating shall be the responsibility of Purchaser or Purchaser’s consultant;
- (x) The requirement that the Seller and/or its environmental consultant shall have the right to be present during all proposed field activities;
- (xi) The requirement that the Seller shall be added as an additional insured, to a minimum of \$3,000,000.00, on the Purchaser’s or the Purchaser’s consultant’s insurance policy and proof of this requirement to be provided to the Seller prior to the commencement of any work under the Plan of Work;
- (xii) Purchaser shall provide Seller with a copy of any and all draft and final versions of any written reports prepared by Purchaser or Purchaser’s consultant relating to the Phase II Assessment and Plan of Work;
- (xiii) Purchaser or Purchaser’s consultant shall restore the property to its original condition upon completion of the work under the Plan of Work.

EXHIBIT C

FORM OF POST-CLOSING SITE ACCESS AGREEMENT

(See Attached)

DRAFT

SITE ACCESS AGREEMENT

THIS SITE ACCESS AGREEMENT (the "Agreement") made this 3rd day of September, 2026, and effective on _____, 202_, between AMERIGAS PROPANE, L.P., a Delaware limited partnership, ("AmeriGas") and THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA, a Florida public body corporate and politic ("Owner");

WHEREAS, AmeriGas sold the property located at Center Street, City of Green Cove Springs, Clay County, Florida 32043, also known as Parcel 38-06-26-017175-000-00 (the "Property") to Owner on _____, 20__ (the "Closing Date"); and

WHEREAS, AmeriGas needs to gain access to the Property for the purpose of completing its required removal of its propane storage tanks and related equipment and its other personal property from the Property; and

WHEREAS, Owner grants AmeriGas access to the Property to complete its required post-sale Work as defined herein.

NOW THEREFORE, AmeriGas and Owner, for good and valuable consideration, and intending to be legally bound, agree as follows:

1. Owner represents and warrants that it has the authority to enter into this Agreement and grant access rights to the Property as provided herein.
2. Under the Purchase and Sale Agreement dated September 3, 2026, as amended on NA, 20__ (collectively, the "Agreement") for the sale of the Property to Owner, AmeriGas agreed and is required to remove its propane tanks and related equipment and personal property from the Property.
3. As AmeriGas did not complete removal of the above-listed items prior to Closing, Owner hereby grants access to the Property to AmeriGas and its employees, agents, subcontractors, or representatives during normal business hours for the purpose of completing the removal of the propane storage tanks and related equipment and personal property from the Property (the "Work") for a period commencing on the Closing Date and ending no later than NINETY (90) DAYS thereafter.
4. Owner and its employees, agents and representatives shall cooperate with AmeriGas and its employees, agents, subcontractors, and representatives to affect the rights herein granted. AmeriGas and its employees, agents, subcontractors, or representatives shall abide by all Owner safety rules and shall use best efforts to minimize disruption of the Owner's business activities at the Property.
5. AmeriGas represents and warrants that, it will use its best efforts to ensure its employees, agents, subcontractors, independent contractors, and representatives shall perform all Work in accordance with any and all applicable federal, state and local laws; and shall obtain all

required permits, licenses or governmental approvals in connection with such Work. All Work shall be performed by personnel qualified to perform the Work and in accordance with accepted practices, environmental and otherwise.

6. If AmeriGas, during the course of performing the Work, causes debris during removal, it agrees to fully remove the debris from the Property, at its sole cost and expense.

7. AmeriGas shall indemnify and hold Owner harmless for all claims, liabilities, obligations, damages, costs or expenses related to the Work or caused by the acts or omissions of AmeriGas, its agents, servants, contractors, or employees or any other party over whom AmeriGas has control or the right to control except any claims, liabilities, obligations, damages, costs or expenses arising solely from Owner's acts or omissions.

8. AmeriGas has obtained and maintains, at AmeriGas' sole cost and expense, and shall deliver to Seller's attorney evidence of, commercial general liability insurance from an insurer reasonably acceptable to Owner, in the amount of Two Million and No/100 Dollars (\$2,000,000.00) combined single limit for personal injury and property damage per occurrence, such policy to name Owner as an additional insured party, which insurance shall provide coverage against any claim for personal liability or property damage caused by AmeriGas or AmeriGas' employees, agents, independent contractors or representatives in connection with the Work.

9. AmeriGas shall arrange and coordinate all site access to the Property with:
The School Board of Clay County, Florida
900 Walnut Street
Green Cove Springs, FL 32043
Attn: Paul Bement
Telephone: 904-336-6829
e-mail: paul.bement@myoneclay.net

10. This Agreement shall inure to the benefit of, and be binding upon, the parties hereto, their heirs, successors, administrators, executors and permitted assigns.

11. This Agreement constitutes the sole and entire agreement between the parties hereto and no amendment or modification of this Agreement shall be binding unless signed by all parties to this Agreement. No representation, promise, or inducement not included in this Agreement shall be binding upon any party hereto. This Agreement shall be governed by, and construed in accordance with, the laws of the State of Florida, excluding the application of any of its conflicts of laws provisions.

12. This Agreement may be executed in any number of counterparts, each of which shall be deemed an original, and all of which taken together shall constitute but one and the same instrument. Counterparts may be delivered by fax or e-mail provided they are followed by the original counterpart pages sent to the other party by regular mail, personal delivery, overnight

courier or by registered or certified mail. This Agreement shall become binding only when each party has executed and delivered to the other party(ies) one or more counterparts.

[Remainder of page intentionally left blank]

DRAFT

EXECUTED AND DELIVERED the date set forth above.

AMERIGAS:

AMERIGAS PROPANE, L.P.

By: AmeriGas Propane GP, LLC,
Its General Partner

By: _____

Name: _____

Title: _____

Legal Approval: _____

Date: _____

OWNER:

THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA

By: _____

Name: Erin Skipper

Title: School Board Chair

Date: September 3, 2026

Legal Approval: _____

School Board of Clay County

September 3, 2026 - Regular School Board Meeting

Title

C1 - Minutes of School Board Special Meeting on July 23, 2026; Workshop on July 23, 2026; Special Meeting on July 30, 2026; and Regular Meeting on August 6, 2026

Description

Florida Statute 1001.42(1) requires the superintendent, as secretary, to keep such minutes and records as are necessary to set forth clearly all actions and proceedings of the school board. The minutes of each meeting shall be reviewed, corrected if necessary, and approved at the next regular meeting; provided that this action may be taken at an intervening special meeting if the board desires.

Gap Analysis

Previous Outcomes

Expected Outcomes

Strategic Plan Goal

Recommendation

Approve minutes as submitted.

Contact

David S. Broskie, Superintendent of Schools, david.broskie@myoneclay.net

Financial Impact

None

Review Comments

Attachments

- 🔗 [July 23, 2026 - School Board Special Meeting.pdf](#)
- 🔗 [July 23, 2026 - School Board Workshop.pdf](#)
- 🔗 [July 30, 2026 - School Board Special Meeting \(Public Hearing on the 2026-2027 Tentative Budget\).pdf](#)

District Multi-Purpose Center, Corner of Walnut Street and Gratio Place, Green Cove Springs FL

July 23, 2026 - School Board Special Meeting

Date: Jul 23 2026 (9:00 a.m.)

Invocation (Erin Skipper)

Call to Order (Present: Erin Skipper, District 1; Robert Alvero, District 2; Beth Clark, District 3; Michele Hanson, District 4; Ashley Gilhousen (attended via teleconferencing), District 5; and Superintendent David S. Broskie)

Agenda Items

1. 2026-2027 Mental Health Assistance Allocation Plan

[clay-2026-27-mha.pdf](#)

[MHAA Plan - Planned Funds and Expenditures form 2026-2027.pdf](#)

Motion

Motion to Approve 2026-2027 Mental Health Assistance Allocation Plan

Vote Results (*Approved*)

Motion: Beth Clark

Second: Michele Hanson

Ashley Gilhousen

Beth Clark

Michele Hanson

Erin Skipper

Robert Alvero

- Aye

- Aye

- Aye

- Aye

- Aye

2. Public Hearing to Approve as Advertised Revisions to School Board Policies and Bylaws

[Legal Adv Notice of PH for Revisions to SB Policies and Bylaws.pdf](#)

[proposed-sb-policy-revisions_spring-2026 \(1\).pdf](#)

Minutes:

Chair Skipper opened the public hearing. With no one coming forward to speak to the item, the public hearing was closed.

Motion

Motion to Approve as Advertised Revisions ... to School Board Policies and Bylaws

Vote Results (*Approved*)

Motion: Michele Hanson

Second: Robert Alvero

Ashley Gilhousen

Beth Clark

Michele Hanson

- Aye

- Aye

- Aye

Erin Skipper
Robert Alvero

- Aye
- Aye

3. Dual Enrollment Articulation Agreement Between Santa Fe College and School Board of Clay County.

[Santa Fe.pdf](#)

[Executed Santa Fe Contract.pdf](#)

Motion

Motion to Approve Dual Enrollment Articulation Agreement Between Santa Fe College and School Board of Clay County

Vote Results (Approved)

Motion: Robert Alvero
Second: Michele Hanson
Ashley Gilhousen
Beth Clark
Michele Hanson
Erin Skipper
Robert Alvero

- Aye
- Aye
- Aye
- Aye
- Aye
- Aye

4. Preferred Physical Therapy Contract

[260108 Preferred Physical Therapy - Board Agenda.pdf](#)

[Executed Contract - Preferred Physical Therapy.pdf](#)

Motion

Motion to Approve Preferred Physical Therapy Contract

Vote Results (Approved)

Motion: Michele Hanson
Second: Beth Clark
Ashley Gilhousen
Beth Clark
Michele Hanson
Erin Skipper
Robert Alvero

- Aye
- Aye
- Aye
- Aye
- Aye

5. Revised Interlocal Agreement Between The School Board of Clay County, Florida and Rolling Hills Community Development District Regarding Usage of District Recreational Facilities.

[Agenda Item 260072 Clay High School & Middleburg High School Swim Teams Pool Use Agreement \(2026\) - Rolling Hills.pdf](#)

Motion

Motion to Approve Revised Interlocal Agreement Between The School Board of Clay County, Florida and Rolling Hills Community Development District Regarding Usage of District Recreational Facilities

Vote Results (Approved)

Motion: Michele Hanson
Second: Beth Clark
Ashley Gilhousen
Beth Clark
Michele Hanson
Erin Skipper
Robert Alvero

- Aye
- Aye
- Aye
- Aye
- Aye

6. Review 2026-2027 TRIM advertisements for the Tentative Millage and Budget

[Budget Presentation 2026-2027.pdf](#)

Minutes:

Dawn Posey, Assistant Superintendent for Business Affairs, presented the tentative budget for the 2026 through 2027 fiscal year (copy of presentation attached to the agenda item). She reported that the required local effort rate to be levied exceeds the rolled-back rate computed pursuant to Section 200.065(1), F.S. by 6.129%, so the district will be required to advertise a tax increase. The district's total tentative budget (all funds) for the fiscal year 2026-2027 is \$665,704,298. The required local effort rate is provided by the Florida Department of Education, and the rolled-back rate is based on property values. The Clay County School Board has no authority nor responsibility for any tax increase. The first public hearing on the millage rates and the tentative budget will be on July 30, 2026.

7. Approve TRIM Advertisement for the 2026-2027 Tentative Budget and Millages

[NOTICE OF PROPOSED TAX INCREASE 2026.pdf](#)

[2026-27 Budget Summary Ad.pdf](#)

[CAPITAL TRIM AD 2026-2027.pdf](#)

[TrimCalendar_2026-2027.pdf](#)

Motion

Motion to Approve TRIM Advertisement for the 2026-2027 Tentative Budget and Millages

Vote Results (Approved)

Motion: Beth Clark

Second: Michele Hanson

Ashley Gilhousen

Beth Clark

Michele Hanson

Erin Skipper

Robert Alvero

- Aye

- Aye

- Aye

- Aye

- Aye

Presentations from the Audience

Superintendent Comments

School Board Attorney Comments

School Board Comments

Adjournment (9:33 a.m.)

Superintendent of Schools

School Board Chair



School Board of Clay County

July 23, 2026 - School Board Workshop

Date: Jul 23 2026 (10:00 a.m.)

Invocation (Erin Skipper)

Pledge of Allegiance

Call to Order (Present: Erin Skipper, District 1; Robert Alvero, District 2; Beth Clark, District 3; Michele Hanson, District 4; Ashley Gilhousen (attended via teleconferencing), District 5; and Superintendent David S. Broskie)

Workshop Items

1. Volunteer Presentation

[Volunteer Board Workshop Presentation.pdf](#)

Minutes:

Matt Boyak, Director of Safety and Security, reviewed current volunteer screening processes and recommended updates to policies and procedures to improve school safety. Key points included clarifying volunteer levels, strengthening background checks, updating handbooks and applications, and increasing employee training and accountability. *The presentation is attached to the agenda and incorporated into the record.*

Board members discussed the proposed volunteer procedures, requesting clarification regarding volunteer classifications, parent communication, volunteer eligibility, training, and implementation. Additional direction included developing a volunteer level graphic and clarifying that individuals participating in athletics or coaching activities would require Level II screening.

2. Policy Review

Minutes:

The Board reviewed proposed revisions, adoptions, and rescissions to multiple School Board Policies, including policies related to administration sick leave, administration sick leave bank, instructional staff sick leave, support staff sick leave, digital content and accessibility, and volunteers (*policies reviewed listed below*). Discussion included the upcoming advertising and public hearing requirements prior to the policies becoming effective. Board members expressed appreciation for the review of the sick leave policies and recognized the work of staff in developing these updates.

1430.03, Administration Sick Leave
1430.031, Administration Sick Leave Bank
3430.03, Instructional Staff Sick Leave
4430.03, Support Staff Sick Leave
7540.02, Digital Content and Accessibility
9200, Volunteers

3. Review Draft Agenda for Regular School Board Meeting on August 6, 2026

[DRAFT Agenda Packet - August 6, 2026.pdf](#)

Minutes:

The Board reviewed the upcoming School Board meeting agenda for August 6, 2026. No concerns or discussion items were identified. Superintendent Broskie expressed enthusiasm for the start of the new school year, highlighting the District's highest academic performance in its history and sharing his optimism for a successful opening while acknowledging the responsibility of ensuring a positive experience for students, families, and staff.

[4. *Executive Session \(closed to the public\)](#)

Minutes:

Following all meeting business, a recess was taken at 10:50 a.m., and an executive session (closed to the public) was convened. The meeting was adjourned following the executive session.

Questions from the Audience

Superintendent Comments

School Board Attorney Comments

School Board Comments

Adjournment (10:50 a.m.)

Superintendent of Schools

School Board Chair

DRAFT



School Board of Clay County

Teacher Inservice Center, 2233 Village Square Parkway, Fleming Island FL

July 30, 2026 - School Board Special Meeting (Public Hearing on the 2026-2027 Tentative Budget)

Date: Jul 30 2026 (5:05 p.m.)

Invocation (Erin Skipper)

Call to Order (Present: Erin Skipper, District 1; Robert Alvero, District 2; Beth Clark, District 3; Michele Hanson, District 4; Ashley Gilhousen, District 5; and Superintendent David S. Broskie)

Agenda Items

1. Public Hearing for Comments on the 2026-2027 Budget and Millages

Minutes:

Dawn Posey, Assistant Superintendent of Business Affairs, provided the attached visual presentation of the 2026-2027 tentative budget that included the proposed millages, rolled-back rate calculation, and proposed revenues and expenditures for all funds. The total millage to be levied is more than the rolled-back rate by 6.129 so the district is required to advertise a tax increase. The district's total tentative budget (all funds) for the fiscal year 2026-2027 is \$665,704,298. The final public hearing to adopt the final millage and budget for 2026-2027 will be held on September 10, 2026 at 5:05 p.m.

Chair Skipper opened the public hearing. Public speakers addressing the budget:

- Richard Arnold

Seeing no further requests to speak, the Chair declared the public hearing closed.

2. Adopt the 2026-2027 Tentative Budget (All Funds) and set the Public Hearing for the 2026-2027 Final Budget for Thursday, September 10, 2026 at 5:05 p.m.

Motion

Motion to Adopt the 2026-2027 Tentative Budget (All Funds) and set the Public Hearing for the 2026-2027 Final Budget for Thursday, September 10, 2026 at 5:05 p.m.

Vote Results (Approved)

Motion: Ashley Gilhousen

Second: Robert Alvero

Ashley Gilhousen

Beth Clark

Michele Hanson

Erin Skipper

Robert Alvero

- Aye

- Aye

- Aye

- Aye

- Aye

3. Adopt Resolution 27-01 Request for Adoption of the 2026-2027 CCDS Tentative Millages for Required Local Effort, Basic Discretionary, Capital Improvement, and Additional Voted Millage

[Resolution 27-01.pdf](#)

[Executed Resolution 27-01.pdf](#)

Motion

Motion to Adopt Resolution 27-01 Request for Adoption of the 2026-2027 CCDS Tentative Millages for Required Local Effort, Basic Discretionary, Capital Improvement, and Additional Voted Millage

Vote Results (Approved)

Motion: Ashley Gilhousen

Second: Beth Clark

Ashley Gilhousen

- Aye

Beth Clark

- Aye

Michele Hanson

- Aye

Erin Skipper

- Aye

Robert Alvero

- Aye

4. Adopt Resolution 27-02 Request for the Adoption of the 2026-2027 CCDS Tentative Budget

[Resolution 27-02.pdf](#)

[Executed Resolution 27-02.pdf](#)

Motion

Motion to Adopt Resolution 27-02 Request for the Adoption of the 2026-2027 CCDS Tentative Budget

Vote Results (Approved)

Motion: Michele Hanson

Second: Robert Alvero

Ashley Gilhousen

- Aye

Beth Clark

- Aye

Michele Hanson

- Aye

Erin Skipper

- Aye

Robert Alvero

- Aye

5. Adopt Tentative 2026/27 – 2030/31 Educational Facilities Plan

[Tentative EFP 2026-2031 Document \(1\).pdf](#)

Minutes:

Bryce Ellis, Assistant Superintendent of Operations, shared the attached presentation highlighting the following:

- Planning
- Maintenance, Transportation and Technology
- Capital Outlay Plan
- Financially Feasible Work Program

Lance Addison, Director of Facility Planning and Construction highlighted the following:

- Completed Projects 2025/2026
- Upcoming Projects for 2026/2027

Motion

Motion to Adopt Tentative 2026/27 – 2030/31 Educational Facilities Plan

Vote Results (Approved)

Motion: Michele Hanson

Second: Beth Clark

Ashley Gilhousen

- Aye

Beth Clark

- Aye

Michele Hanson

- Aye

Erin Skipper

- Aye

Robert Alvero

- Aye

6. Proposed Allocation Changes for 2026-2027

Motion

Motion to Approve Proposed Allocation Changes for 2026-2027

Vote Results (*Approved*)

Motion: Ashley Gilhousen

Second: Robert Alvero

Ashley Gilhousen

Beth Clark

Michele Hanson

Erin Skipper

Robert Alvero

- Aye

- Aye

- Aye

- Aye

- Aye

Presentations from the Audience (None)

Superintendent Comments

School Board Attorney Comments

School Board Comments

Adjournment (5:56 p.m.)

Superintendent of Schools

School Board Chair

School Board of Clay County

September 3, 2026 - Regular School Board Meeting

Title

C2 - Personnel Consent Agenda

Description

Florida Statutes, State Board Rules and Clay County School Board Policies require Board notification and/or action regarding decisions and recommendations of the Superintendent related to Personnel matters. Actions regarding personnel have been recommended by Supervisors, approved by the Superintendent and are being forwarded to the Board for action or, if appropriate, for information. Personnel Actions, Transfer Requests, Pre-employments, Leave Forms or Directives from the Superintendent are available for review in the Human Resources Division.

Gap Analysis

These personnel actions are necessary for the effective operation of the school district.

Previous Outcomes

The Clay County School Board has approved each month a Personnel Consent Agenda which contains appointments, re-appointments, transfers, redesignations, retirements, resignations, and conclude employments.

Expected Outcomes

Approval of the Personnel Consent Agenda.

Strategic Plan Goal

Goal 2: Enact a highly effective recruitment and professional development plan along with opportunities for growth and career development to ensure all students have access to a world class education to become life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

Strategy 2.1.1 Develop strategic partnerships with organizations and universities to source new talent for a diverse workforce that is effective and highly-qualified for non-instructional, instructional, and administrative positions throughout CCDS.

Strategy 2.1.3 Expand involvement in community-sponsored career fairs, providing the opportunity to recruit a diverse population to the multiple career paths within CCDS.

Strategy 2.1.4 Continue to streamline the application and onboarding process to successfully engage and hire quality applicants.

Strategy 2.1.5 Collaborate to strengthen CCDS' branding and marketing to increase the awareness and presence of career opportunities.

Recommendation

To approve the Personnel Consent Agenda.

Contact

Brenda G. Troutman, Assistant Superintendent for Human Resources. (904) 336-6701 Brenda.Troutman@myoneclay.net

Financial Impact

Personnel changes involving already-allocated positions will result in salary impact per the current Board-approved Salary Schedule. This also includes supplemental positions. See current backup for allocation changes for impact of new positions.

Review Comments

Attachments

 [9_3_26 Personnel Consent Agenda.pdf](#)

**DIVISION OF HUMAN RESOURCES
PERSONNEL CONSENT AGENDA**

September 3, 2026

TABLE OF CONTENTS

I. Administrative Actions

A. 2025-2026	Appointments	I-A, p. 1
B. 2025-2026	Re-Appointments	I-B, p. 1
C. 2025-2026	Redesignations	I-C, p. 1
D. 2025-2026	Transfers	I-D, p. 1
E. 2025-2026	Resignations, Retirements, Conclude Employment	I-E, p. 1
F. 2025-2026	Supplements	I-F, p. 1
A. 2026-2027	Appointments	I-A, p. 1
B. 2026-2027	Re-Appointments	I-B, p. 1
C. 2026-2027	Redesignations	I-C, p. 1
D. 2026-2027	Transfers	I-D, p. 1
E. 2026-2027	Resignations, Retirements, Conclude Employment	I-E, p. 1
F. 2026-2027	Supplements	I-F, p. 1

II. Professional Managerial Actions

A. 2025-2026	Appointments	I-A, p. 1
B. 2025-2026	Re-Appointments	I-B, p. 1
C. 2025-2026	Redesignations	I-C, p. 1
D. 2025-2026	Transfers	I-D, p. 1
E. 2025-2026	Resignations, Retirements, Conclude Employment	I-E, p. 1
F. 2025-2026	Supplements	I-F, p. 1
A. 2026-2027	Appointments	I-A, p. 1
B. 2026-2027	Re-Appointments	I-B, p. 1
C. 2026-2027	Redesignations	I-C, p. 1
D. 2026-2027	Transfers	I-D, p. 1
E. 2026-2027	Resignations, Retirements, Conclude Employment	I-E, p. 1
F. 2026-2027	Supplements	I-F, p. 1

III. Instructional Actions

A. 2025-2026	Appointments	III-A, p. 1
B. 2025-2026	Reappointments	III-B, p. 1
C. 2025-2026	Redesignations	III-C, p. 1
D. 2025-2026	Transfers	III-D, p. 1
E. 2025-2026	Resignations/Retirements/Conclude Employment	III-E, p. 1
F. 2025-2026	Supplements	III-F, p. 1
G. 2025-2026	Pending Appointments	III-G, p. 1
H. 2025-2026	Out of Field	III-H, p. 1
A. 2026-2027	Appointments	III-A, p. 1-4

B. 2026-2027 Reappointments	III-B, p. 1
C. 2026-2027 Redesignations	III-C, p. 1
D. 2026-2027 Transfers	III-D, p. 1
E. 2025-2026 Resignations/Retirements/Conclude Employment	III-E, p. 1
F. 2026-2027 Supplements	III-F, p. 1-11
G. 2026-2027 Pending Appointments	III-G, p. 1
H. 2026-2027 Out of Field	III-H, p. 1

IV. Instructional Miscellaneous Actions

A. 2025-2026 Summer School	IV-A. p. 1
B. 2025-2026 Community Education	IV-B. p. 1
C. 2025-2026 Adult Education	IV-C. p. 1
A. 2026-2027 Summer School	IV-A. p. 1
B. 2026-2027 Community Education	IV-B. p. 1
C. 2026-2027 Adult Education	IV-C. p. 1

V. Support Actions

A. 2025-2026 Appointments	V-A, p. 1
B. 2025-2026 Reappointments	V-B, p. 1
C. 2025-2026 Redesignations	V-C, p. 1
D. 2025-2026 Transfers	V-D, p. 1
E. 2025-2026 Resignations/Retirements/Conclude Employment	V-E, p. 1-3
F. 2025-2026 Supplements	V-F, p. 1
A. 2026-2027 Appointments	V-A, p. 1
B. 2026-2027 Reappointments	V-B, p. 1-3
C. 2026-2027 Redesignations	V-C, p. 1
D. 2026-2027 Transfers	V-D, p. 1-3
E. 2026-2027 Resignations/Retirements/Conclude Employment	V-E, p. 1
F. 2026-2027 Supplements	V-F, p. 1

VI. Job Descriptions and Supporting Documents

A. Administrative	VI-A, p. 1-14
B. Support	VI-B, p. 1-31
C. Professional/Managerial	VI-C, p. 1-3

I. Administrative Actions

A. APPOINTMENT

Name/Assignment	Site	Contract
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I. Administrative Actions**B. RE-APPOINTMENT**

Name/Assignment	Site	Contract
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I. Administrative Actions

C. RE-DESIGNATION

<u>Name/Assignment</u>	<u>Site</u>	<u>Previous Assignments</u>
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I. Administrative Actions

D. TRANSFER

	<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
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I. Administrative Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Effective/Action</u>
SALEM, JAMISON REBECCA LJH TEACHER, SUPP FACIL 10 MONTH	W.E. Cherry Elementary	Effective 2026-06-01 RESIGNATION

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I. Administrative Actions

F. SUPPLEMENT

	Name/Assignment	Site	
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I. Administrative Actions**A. APPOINTMENT**

<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
SALEM, JAMISON REBECCA WEC ASST PRINCIPAL EL 12 MO 12 MONTH	W.E. Cherry Elementary	Effective 2026-08-03 12 MONTH / Annual

I. Administrative Actions**B. RE-APPOINTMENT**

<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
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I. Administrative Actions

C. RE-DESIGNATION

<u>Name/Assignment</u>	<u>Site</u>	<u>Previous Assignments</u>
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I. Administrative Actions**D. TRANSFER**

<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
DYSART, KEVIN ESTELL TRN SUPV TRANSPORTATION 12 MONTH	Transportation	Effective 2026-08-03 /transfer from / AREA MANAGER, TRANSPORTATION

I. Administrative Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Effective/Action</u>
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I. Administrative Actions**F. SUPPLEMENT**

	<u>Name/Assignment</u>	<u>Site</u>	
	DAILEY, ROGER J FIH SOCCER HEAD SH SUPPLEME	CURRICULUM AND INSTRUCTION	Appointment
	HAYWARD, MICHAEL A FIH BASKETBALL HD SH SUPPLEME	Fleming Island High School	Appointment
0.5	ROCKWELL, JESSICA L WJH DEPT HEAD (6-10) SUPPLEME	Wilkinson Jr High	Resignation
	ROCKWELL, JESSICA L WJH TT1 SUP ED SUPPLEME	Wilkinson Jr High	Resignation

II. Professional Managerial Actions

A. APPOINTMENT

Name/Assignment	Site	
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II. Professional Managerial Actions

B. RE-APPOINTMENT

<u>Name/Assignment</u>	<u>Site</u>
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II. Professional Managerial Actions

C. RE-DESIGNATION

<u>Name/Assignment</u>	<u>Site</u>	
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II. Professional Managerial Actions

D. TRANSFER

Name/Assignment	Site	
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DRAFT

II. Professional Managerial Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

Name/Assignment	Site	
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DRAFT

II. Professional Managerial Actions

F. SUPPLEMENT

Name/Assignment	Site	
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DRAFT

II. Professional Managerial Actions

A. APPOINTMENT

Name/Assignment	Site	
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DRAFT

II. Professional Managerial Actions

B. RE-APPOINTMENT

Name/Assignment	Site	
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DRAFT

II. Professional Managerial Actions

C. RE-DESIGNATION

Name/Assignment	Site	
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DRAFT

II. Professional Managerial Actions

D. TRANSFER

Name/Assignment	Site	
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II. Professional Managerial Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

Name/Assignment	Site	
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DRAFT

II. Professional Managerial Actions

F. SUPPLEMENT

Name/Assignment	Site	
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III. Instructional Actions

A. APPOINTMENT

Name/Assignment	Site	Contract
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DRAFT

III. Instructional Actions

B. RE-APPOINTMENT

Name/Assignment	Site	Contract
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III. Instructional Actions

C. RE-DESIGNATION

Name/Assignment	Site	Effective/Action
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III. Instructional Actions

D. TRANSFER

Name/Assignment	Site	Previous Assignment
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III. Instructional Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Effective/Action</u>
	CASTLE, CORTNEY ANN POE TEACHER, VE/INCLUSION 10 MONTH	Plantation Oaks Elementary	Effective 2026-06-01 RESIGNATION
	CORDOBA, ERLEY RVE TEACHER ENGLISH LANG DEV. 10 MONTH	Ridgeview Elementary	Effective 2026-06-01 CONCLUDE EMPLOYMENT
	GLOVER, KERKRECHA LA TOYA OLJ TEACHER, SUPP FACIL 10 MONTH	Oakleaf Junior High School	Effective 2026-06-01 RESIGNATION
	GRILLO, MARGARET E DOE TEACHER, VE/INCLUSION 10 MONTH	Discovery Oaks Elementary	Effective 2026-06-01 RESIGNATION
	JONES, ASHLEY NICOLE MBE TEACHER ENGLISH LANG DEV. 10 MONTH	Middleburg Elementary	Effective 2026-06-01 RESIGNATION
	JORDAN, JEFFREY FRANK LJH TEACHER, VE/INCLUSION 10 MONTH	Lakeside Junior High	Effective 2026-06-01 RESIGNATION
0.9	NELSON, AMBER NICOLE SUPPORT - CWL 9 M0 188 LNG TRM	Coppergate Elementary	Effective 2026-05-29 RESIGNATION
	PARKER, CHAD JOSEPH OPH TEACHER, BEHAVIOR MGMT 10 MONTH	Orange Park High	Effective 2026-06-01 RESIGNATION
0.9	ROBINSON, KIMBERLY DIANE TBE GENERAL HEALTH ASSISTA 9 MON SU	Thunderbolt Elementary	Effective 2026-05-29 RESIGNATION
	SARVIS, DEBORAH KAY MBE TEACHER, SC, KINDERGARTEN 10 MONTH	Middleburg Elementary	Effective 2026-06-01 RESIGNATION
	TEEMER, DANIELLE NICOLE RVE TEACHER, VE/INCLUSION 10 MONTH	Ridgeview Elementary	Effective 2026-06-01 RESIGNATION
0.9	WILLIAMS, MICHAEL DOE GENERAL HEALTH ASSISTA 9 MON SU	Coppergate Elementary	Effective 2026-05-29 RESIGNATION
	WILLIAMS, TARICO DEVONNE OLJ TEACHER, BUSINESS ED 10 MONTH	Oakleaf Junior High School	Effective 2026-06-01 CONCLUDE EMPLOYMENT

III. Instructional Actions

F. SUPPLEMENT

Name/Assignment	Site	Supplement Action
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III. INSTRUCTIONAL ACTIONS 2025-2026

G. PENDING APPOINTMENTS

<u>Last Name</u>	<u>First Name</u>	<u>Site</u>	<u>Subject</u>	<u>OOF Subject</u>
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NONE

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III. INSTRUCTIONAL ACTIONS 2025-2026

H. OUT OF FIELD

<u>Last Name</u>	<u>First Name</u>	<u>Site</u>	<u>Subject</u>	<u>OOF Subject</u>
NONE				

DRAFT

III. Instructional Actions

A. APPOINTMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
0.4	ADAMS, ALICIA ABIGAIL ESE TEACHER, SPEECH CLINICIAN SPECIAL	Lake Asbury Junior High School	Effective 2026-08-03 SPECIAL / Annual
	ALBA, CASSIE JAYNE MBE VE SELF-CONTAINED-ASD 10 MONTH	Middleburg Elementary	Effective 2026-08-06 10 MONTH / Instructional Probationary Annual
	BALDWIN, FOX ALEXANDER OHS TEACHER, ORTHOPED IMPAIR 10 MONTH	Oakleaf High School	Effective 2026-08-10 10 MONTH / Instructional Probationary Annual
	BELL, KERRI A MRE TEACHER, GIFTED 10 MONTH	Mcrae Elementary	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
	BOGAR, APRIL RENAE POE TEACHER, SC, THIRD GR 10 MONTH	Plantation Oaks Elementary	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
	BOONE, JOHN FITZGERALD OPJ TEACHER, MATHEMATICS, JH 10 MONTH	Orange Park Jr High	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
	CARPER, SARAH E OVE TEACHER, COMPU ED-E 10 MONTH	Oakleaf Village Elementary	Effective 2026-08-04 10 MONTH / Instructional Probationary Annual
	CLAMP, LILLIAN PAIGE GPE TEACHER, SC, SECOND GR 10 MONTH	Grove Park Elementary	Effective 2026-08-04 10 MONTH / Instructional Probationary Annual
	COLLINS, BIANCA TILNAY OPH TEACHER, SUPP FACIL 10 MONTH	Orange Park High	Effective 2026-08-06 10 MONTH / Instructional Probationary Annual
	COUREY, NICHOLE LEE MHS TEACHER, SCIENCE, SH 10 MONTH	Middleburg High	Effective 2026-08-04 10 MONTH / Instructional Probationary Annual
	DEMER, JOCELYN MARIE SIP CURRICULUM COACH/TRAINER 10 MONTH	PROFESSIONAL DEVELOPMENT	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
	DIAZ ROSADO, PEDRO WJH TEACHER, TECHNOLOGY ED 10 MONTH	Wilkinson Jr High	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
	FARLEY, KRISTA CRUISE FIE VE SELF-CONTAINED-ASD 10 MONTH	Fleming Island Elementary	Effective 2026-08-07 10 MONTH / Annual
	FIELDS, RILEY ALYSE MHS VE SELF-CONTAINED-IND 10 MONTH	Middleburg High	Effective 2026-08-06 10 MONTH / Instructional Probationary Annual
	GRAHAM, JOSLYN LEANN DEAN -SH 10 MONTH	Orange Park High	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
	HAVEY, DANA ROSEANN CHS TEACHER, SCIENCE, SH 10 MONTH	Clay High	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
	HEATH, JAYNE A POE VE SELF-CONTAINED-ASD 10 MONTH	Plantation Oaks Elementary	Effective 2026-08-05 10 MONTH / Instructional Probationary Annual

III. Instructional Actions

A. APPOINTMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
	HENRY, JACK TODD OHS TEACHER, LANGUAGE ARTS, SH 10 MONTH	Oakleaf High School	Effective 2026-08-13 10 MONTH / Instructional Probationary Annual
	HOLMES, MICHELLE LAVETTE OVE TEACHER, SC, SECOND GR 10 MONTH	Oakleaf Village Elementary	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
	HUNTER, MISTY LYNN KHH TEACHER, DROPOUT PREV SH 10 MONTH	Keystone Heights High School	Effective 2026-08-04 10 MONTH / Instructional Probationary Annual
0.5	JOHNSON, JOHN EDWARD BLC TEACHER, AGRICULTURE 10 MO SPECIAL	Bannerman Learning Center	Effective 2026-08-17 SPECIAL / Instructional Probationary Annual
	KATRINIC, RACHEL MARY MRE TEACHER, MUSIC, ELEM 10 MONTH	Mcrae Elementary	Effective 2026-08-06 10 MONTH / Instructional Probationary Annual
	LABARRIE, NATASHA S WJH TEACHER, LANGUAGE ARTS, JH 10 MONTH	Wilkinson Jr High	Effective 2026-08-10 10 MONTH / Instructional Probationary Annual
	LANGSTON, ALLISON JEANINE KHE TEACHER, SC, KINDERGARTEN 10 MONTH	Keystone Heights Elementary	Effective 2026-08-06 10 MONTH / Instructional Probationary Annual
	LAYT, EMILY LOUISE OHS TEACHER, DRAMA, SH 10 MONTH	Oakleaf High School	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
	LEE, CHRISTOPHER ANDREW LAJ TEACHER, SOC STUD, JH 10 MONTH	Lake Asbury Junior High School	Effective 2026-08-12 10 MONTH / Instructional Probationary Annual
	LEVENS-BROWN, AARON MICHAEL OLJ TEACHER, SOC STUD, JH 10 MONTH	Oakleaf Junior High School	Effective 2026-08-05 10 MONTH / Instructional Probationary Annual
	LEYIMU, AYOMIDE A CHS TEACHER, SOC STUD, SH 10 MONTH	Clay High	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
	MACKIN, TIMOTHY SHAWN GCJ TEACHER, SUPP FACIL 10 MONTH	Green Cove Springs Junior High	Effective 2026-08-07 10 MONTH / Annual
	MARASCIULLO, KATHERINE ROSELLA DOE TEACHER, SC, SECOND GR 10 MONTH	Discovery Oaks Elementary	Effective 2026-08-04 10 MONTH / Instructional Probationary Annual
	MATHEWSON, KATLYN NICHOLE WJH TEACHER, SCIENCE, JH 10 MONTH	Wilkinson Jr High	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
	MCGEE, SCOTTY NICHOLAS OHS TEACHER, PHYSICAL ED SH 10 MONTH	Oakleaf High School	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
	MITCHELL, GRACE ELIZABETH CEB TEACHER, SC, FOURTH	Charles E. Bennett Elementary	Effective 2026-08-03 10 MONTH / Instructional

III. Instructional Actions

A. APPOINTMENT

	Name/Assignment	Site	Contract
	GR 10 MONTH		Probationary Annual
	NELSON, AMBER NICOLE CGE VE SELF-CONTAINED-EBD 10 MONTH	Coppergate Elementary	Effective 2026-08-06 10 MONTH / Instructional Probationary Annual
	O'CONNELL, KATHERINE MEGAN MBE TEACHER, SC, SECOND GR 10 MONTH	Middleburg Elementary	Effective 2026-08-05 10 MONTH / Instructional Probationary Annual
	OCASIO NEGRON, CLARIE ANN STS STUD SERV PSYCH 11 MO 11 MONTH	Exceptional Student Education	Effective 2026-08-05 11 MONTH / Instructional Probationary Annual
	OTTO, KATHERINE E OLJ TEACHER, SUPP FACIL 10 MONTH	Oakleaf Junior High School	Effective 2026-08-06 10 MONTH / Instructional Probationary Annual
	PENTON, REBECCA JOYCE RHS TEACHER, LANGUAGE ARTS, SH 10 MONTH	Ridgeview High School	Effective 2026-08-04 10 MONTH / Instructional Probationary Annual
0.5	PILGRIM, AMBER JULIA FIE TEACHER, PRE-K 10 MONTH	Fleming Island Elementary	Effective 2026-08-11 10 MONTH / Instructional Probationary Annual
0.5	PILGRIM, AMBER JULIA FIE TEACHER, PRE-KDG ESE 10 MONTH	Fleming Island Elementary	Effective 2026-08-11 10 MONTH / Instructional Probationary Annual
	REED, WARREN JAMAAL WJH TEACHER, MATHEMATICS, JH 10 MONTH	Wilkinson Jr High	Effective 2026-08-10 10 MONTH / Instructional Probationary Annual
	RIVERA, CHRISTOPHER MICHAEL RHS TEACHER, INDUSTRIAL ED 10 MONTH	Ridgeview High School	Effective 2026-08-12 10 MONTH / Instructional Probationary Annual
	ROBINSON, KIMBERLY DIANE TBE VE SELF-CONTAINED-IND 10 MONTH	Thunderbolt Elementary	Effective 2026-08-06 10 MONTH / Instructional Probationary Annual
	ROBINSON, KYA REGINE RHS TEACHER, MATHEMATICS, SR 10 MONTH	Ridgeview High School	Effective 2026-08-11 10 MONTH / Instructional Probationary Annual
	SAUNDERS, SUSAN RAYE POE MEDIA SPECIALIST, ELEM 10 MONTH	Plantation Oaks Elementary	Effective 2026-08-04 10 MONTH / Instructional Probationary Annual
	SCOTT, RHUDOLPH D OLJ TEACHER, SCIENCE, JH 10 MONTH	Oakleaf Junior High School	Effective 2026-08-11 10 MONTH / Instructional Probationary Annual
	STONE, LIANA LAE TEACHER, SC, KINDERGARTEN 10 MONTH	Lake Asbury Elementary	Effective 2026-08-13 10 MONTH / Instructional Probationary Annual
	SUMMERSON, JASMINE T TES TEACHER, PRE-KG/KG ASD ESE 10 MONTH	Tynes Elementary	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
	TERRY, LUCINDA WILLIAMS POE VE SELF-CONTAINED-ASD	Plantation Oaks Elementary	Effective 2026-08-11 10 MONTH / Instructional

III. Instructional Actions

A. APPOINTMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
10 MONTH		Probationary Annual
WAND, SADIE OLIVIA ESE TEACHER, SPEECH CLINICIAN 10 MONTH	Oakleaf Village Elementary	Effective 2026-08-12 10 MONTH / Instructional Probationary Annual
WOOD, TERRI L WJH TEACHER, SCIENCE, JH 10 MONTH	Wilkinson Jr High	Effective 2026-08-04 10 MONTH / Instructional Probationary Annual
WORMAN, TROY LAVERNE OPJ TEACHER, LANGUAGE ARTS, JH 10 MONTH	Orange Park Jr High	Effective 2026-08-05 10 MONTH / Instructional Probationary Annual

III. Instructional Actions

B. RE-APPOINTMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
BOX, AALIYAH PORCHEE OLJ COUNSELOR, JH 10 MONTHS 10 MONTH	Oakleaf Junior High School	10 MONTH / Annual
CRUZEN, CORY MICHAEL FIE TEACHER, PRE-KG/KG ASD ESE 10 MONTH	Fleming Island Elementary	10 MONTH / Annual
GIBSON, HANNAH GRACE LAJ TEACHER, VE/INCLUSION 10 MONTH	Lake Asbury Junior High School	10 MONTH / Annual
SAMPSEL, KHELA D MBE TEACHER, SC, SECOND GR 10 MONTH	Middleburg Elementary	10 MONTH / Professional Services

III. Instructional Actions

C. RE-DESIGNATION

	Name/Assignment	Site	Previous Assignment
	DURBAN, JODY ELDER SLE VE SELF-CONTAINED-EBD 10 MONTH	Shadowlawn Elementary	EFFECTIVE 08/03/2026 / REDESIGNATE FROM VE SELF- CONTAINED PBS / 10 MONTH
0.5	HUSKEY, AIMEE LEANNE BLC TEACHER, AGRICULTURE 10 MO SPECIAL	Bannerman Learning Center	Effective 2026-08-16 / redesignated from / BLC TEACHER, AGRICULTURE 10 MO / 10 MONTH
	MILLER, MARK THOMAS OLJ VE SELF-CONTAINED-IND 10 MONTH	Oakleaf Junior High School	EFFECTIVE 08/03/2026 / REDESIGNATE FROM OLJ TEACHER, SOC STUD, JH / 10 MONTH
	SWACKHAMMER, JOAN MICHELE ESE TEACHER, SPEECH CLINICIAN 10 MONTH	Tynes Elementary	EFFECTIVE 08/03/2026 / REDESIGNATE FROM .6 ESE TEACHER, SPEECH CLINICIAN / 10 MONTH

III. Instructional Actions

D. TRANSFER

<u>Name/Assignment</u>	<u>Site</u>	<u>Previous Assignment</u>
BARENGO, RACHEL E OHS TEACHER, VE/INCLUSION 10 MONTH	Oakleaf High School	EFFECTIVE 08/03/2026 / TRANSFER FROM DOE TEACHER, VE/INCLUSION / 10 MONTH
GELLER, TARA LEE STS SCHOOL SOCIAL WORKER 12 MO 12 MONTH	Exceptional Student Education	EFFECTIVE 08/03/2026 / TRANSFER FROM CGE MENTAL HEALTH COUNS 10 MO / 10 MONTH
SCHOENTHALER, BRITTANY MICHELLE ESE SCHOOL SITE SPECIALIST 10M 10 MONTH	Exceptional Student Education	EFFECTIVE 08/03/2026 / TRANSFER FROM FIE TEACHER, VE/INCLUSION / 10 MONTH
WILLIAMS, JENNIFER LYNNE OHS TEACHER, MATHEMATICS, SR 10 MONTH	Oakleaf High School	EFFECTIVE 08/03/2026 / TRANSFER FROM LJH TEACHER, MATHEMATICS, JH / 10 MONTH

III. Instructional Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Effective/Action</u>
	ABRAHAM, DANIELLE NICOLE SBJ TEACHER, SC, SIXTH GR 10 MONTH	S. Bryan Jennings Elementary	Effective 2026-08-06 RESIGNATION
	CARLSON, JENNY KATHLEEN SIP CURRICULUM COACH/TRAINER 10 MONTH	PROFESSIONAL DEVELOPMENT	Effective 2026-08-20 RESIGNATION
	GUILFOYLE, PAMELA KELLIE ESE BEHAVIOR SITE COACH 10 MONTH	Exceptional Student Education	Effective 2026-08-06 RESIGNATION
	JOHNSON, TERRENCE ONEIL MBE TEACHER, PHYSICAL ED EL 10 MONTH	Middleburg Elementary	Effective 2026-08-21 RESIGNATION
	KATRINIC, RACHEL MARY MRE TEACHER, MUSIC, ELEM 10 MONTH	Mcrae Elementary	Effective 2026-08-06 RESIGNATION
0.2	ROBINSON, GOLDIE BROOKE FIH TEACHER, DROPOUT PREV SH 10 MONTH	Fleming Island High School	Effective 2026-08-11 RESIGNATION
0.8	ROBINSON, GOLDIE BROOKE FIH TEACHER, SCIENCE, SH 10 MONTH	Fleming Island High School	Effective 2026-08-11 RESIGNATION
	WILSON, GRACE LEANN MRE TEACHER, SC, THIRD GR 10 MONTH	Mcrae Elementary	Effective 2026-08-07 RESIGNATION

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	ABRAHAM, DANIELLE NICOLE SBJ DEPT HD (3-5) SUPPLEME	S. Bryan Jennings Elementary	Resignation
	ADDISON, IVONNE MARIELY CHS FRESHMAN CLASS SPONSOR SUPPLEME	Clay High	Appointment
0.5	ADMIRE, CHRISTY LEIGH RVE SAFETY PATROL SUPPLEME	Ridgeview Elementary	Appointment
	AFLLEJE, ELIZABETH ANN LJH VOLLEYBALL HD JH SUPPLEME	Exceptional Student Education	Resignation
0.5	AMIDON, SARA LAUREN WES DEPT HEAD (6-10) SUPPLEME	Wilkinson Elementary	Appointment
	ANDERSON, ANTON MHS FOOTBALL ASST HS 25% SUPPLEME	Bannerman Learning Center	Appointment
	ANDERSON, ANTON MHS FOOTBALL ASST SH 75% SUPPLEME	Bannerman Learning Center	Appointment
	ANDRADE, MICHELLE C MHS ESE INTERVENTION FAC. SUPPLEME	Middleburg High	Appointment
	BARENGO, RACHEL E DOE DEPT HEAD (11-16) SUPPLEME	Oakleaf High School	Resignation
0.5	BASSLER III, ROBERT THEODORE MHS BASEBALL JV HD SH SUPPLEME	Middleburg High	Appointment
	BASSLER, LARAMIE RICHELLE MHS TRACK ASST SH SUPPLEME	Bannerman Learning Center	Appointment
0.5	BENDIG, MICHELLE LYNN PES DEPT HD (3-5) SUPPLEME	Robert M. Paterson Elementary	Appointment
	BERRY, TAYLOR NICOLE FIH SOCCER HEAD SH SUPPLEME	Fleming Island High School	Appointment
	BILELLO, ROBYN ELYSE WJH BASKETBALL HD JH SUPPLEME	Wilkinson Jr High	Appointment
	BILELLO, ROBYN ELYSE WJH SOCCER HEAD JH SUPPLEME	Wilkinson Jr High	Resignation
	BINGEL, HEATHER MICHELLE RVE DEPT HD (3-5) SUPPLEME	Ridgeview Elementary	Appointment
	BLACK, JAMES JOHN MHS FLAG FOOTBALL HD SH/JH SUPPLEME	Lake Asbury Junior High School	Appointment
	BLACKWOOD, KASEY R LJH FOOTBALL ASST JH 25%	Lakeside Junior High	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SUPPLEME		
	BLACKWOOD, KASEY R LJH FOOTBALL ASST JH 75% SUPPLEME	Lakeside Junior High	Appointment
0.5	BOCOOK, BETHANY MARIE FIH SWIMMING HD SH SUPPLEME	Fleming Island High School	Appointment
	BRIDGES, AARON JASON MHS BASKETBALL ASST SH SUPPLEME	Wilkinson Jr High	Appointment
	BROWN, CANDICE LACHELLE OLJ DISCRETIONARY SUPPLEME	Oakleaf Junior High School	Appointment
0.5	BUCCI, AMY LEANN MHS JUNIOR CLASS SPONSOR SUPPLEME	Middleburg High	Appointment
	BUCK, COURTNEY MICHELLE INST APPLICATION FACILITATOR SUPPLEME	Oakleaf Village Elementary	Appointment
	BUCKLEW, BAIRE J FIH SOFTBALL FP HD JV SUPPLEME	Fleming Island High School	Appointment
	BUONOPANE, KAREN MICHELLE RHS JUNIOR CLASS SPONSOR SUPPLEME	Ridgeview High School	Resignation
	BURNSED, ALAN PHILLIP MHS BASEBALL HEAD SH SUPPLEME	Middleburg High	Appointment
0.5	CABALLERO, KYLE R ELE TRACK ELEM COOR SUPPLEME	Discovery Oaks Elementary	Appointment
0.5	CAMERON, MEGAN MICHELLE MHS BASKETBALL ASST SH SUPPLEME	Middleburg High	Appointment
	CANNON, BURT M MHS BASKETBALL HD SH SUPPLEME	Middleburg High	Appointment
	CHANDLER, CAROLINE BIZIER OPH ESE INTERVENTION FAC. SUPPLEME	Exceptional Student Education	Appointment
	CHANDLER, TRAAVIS T FIH BASKETBALL HD SH SUPPLEME	Fleming Island High School	Appointment
	COSTELLO, CARRIE ANNE HOYLE GCJ ESE INTERVENTION FAC. SUPPLEME	Green Cove Springs Junior High	Appointment
	COULTIS, SEAN P FIH WEIGHTLIFTING HD SH SUPPLEME	Fleming Island High School	Appointment
	COX, KELSEA TAYLOR KHH CHEERLEADING JH SUPPLEME	Keystone Heights High School	Appointment
0.5	CRESWELL, JENNIFER ANN	Robert M. Paterson Elementary	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	PES DEPT HD (3-5) SUPPLEME		
	CROSBY, CARRIE SUE GCJ ESE INTERVENTION FAC. SUPPLEME	Green Cove Springs Junior High	Resignation
	DAILEY, LOGAN WAYNE FIH SOCCER HEAD JV SUPPLEME	Clay High	Appointment
0.5	DAMES, TIMOTHY L MHS WRESTLING ASST SH SUPPLEME	Middleburg High	Appointment
	DANNEMANN, JENNIFER COLLEEN ESE DEPT HEAD 6-10 SUPPLEME	Lake Asbury Junior High School	Appointment
	DICKEY, SHERI LYNN RHS DISCRETIONARY SUPPLEME	Ridgeview High School	Resignation
	DICKEY, SHERI LYNN RHS SENIOR CLASS SPONSOR SUPPLEME	Ridgeview High School	Resignation
0.5	DOUKMAK, MELISSA CHASE RVE SAFETY PATROL SUPPLEME	Ridgeview Elementary	Appointment
	DUNN, FRANK J CHS DEPT HD (3-5) SUPPLEME	Clay High	Appointment
	EATON, SAMANTHA JO WJH SOCCER HEAD JH SUPPLEME	Wilkinson Jr High	Appointment
	EATON, SAMANTHA JO WJH TRACK HD JH SUPPLEME	Wilkinson Jr High	Resignation
	ELMORE, KEVIN BIELTIA OPH FOOTBALL ASST SH 75% SUPPLEME	Ridgeview High School	Appointment
0.5	ERVIN, MEGAN BLAKELY PES SAFETY PATROL SUPPLEME	Robert M. Paterson Elementary	Appointment
	FAGAN, TARA WISSING ESE DEPT HEAD 11-16 SUPPLEME	Ridgeview Elementary	Appointment
	FLOYD, ERIC PAUL LJH FOOTBALL HD JH 25% SUPPLEME	Lakeside Junior High	Appointment
	FLOYD, ERIC PAUL LJH FOOTBALL HD JH 75% SUPPLEME	Lakeside Junior High	Appointment
	FOGLE, LEAH MICHELLE WJH TRACK HD JH SUPPLEME	Wilkinson Jr High	Appointment
	FORKUM, MEREDITH ADRIENNE MHS VOLLEYBALL HD SH SUPPLEME	Middleburg High	Appointment
0.5	FRIER, AMY DARLENE	Oakleaf Junior High School	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	OLJ DEPT HEAD (11-16) SUPPLEME		
0.5	GANEY, MATTHEW THOMAS ELE TRACK ELEM COOR SUPPLEME	Grove Park Elementary	Appointment
	GARZA, JAYDYNN MICHELLE MHS CHEERLEADING VARSITY SUPPLEME	Middleburg High	Appointment
	GAY, DELISHA DAWN LJH DEPT HEAD (6-10) SUPPLEME	Lakeside Junior High	Appointment
0.5	GELINAS, CRYSTAL LEE LAE DEPT HD (3-5) SUPPLEME	Lake Asbury Elementary	Appointment
0.3	GLAZENER, SYDNEY M CHS SENIOR CLASS SPONSOR SUPPLEME	Clay High	Appointment
	GRACE, ADRIENNE B FIH CHEERLEADING VARSITY SUPPLEME	Fleming Island High School	Appointment
	GRAHAM, CLARISSA BERNADETTE OPJ SOFTBALL FP ASST JH SUPPLEME	Orange Park Jr High	Resignation
	GRYBB, MEGHAN EILEEN ESE DEPT HEAD 21+ SUPPLEME	Exceptional Student Education	Appointment
	GRYBB, PAUL A MHS CROSS COUNTRY HD SH SUPPLEME	Middleburg High	Appointment
	GRYBB, PAUL A MHS TRACK HD SH SUPPLEME	Middleburg High	Appointment
	HAGGARD, BRIAN NEIL FIH WRESTLING ASST SH SUPPLEME	Fleming Island High School	Appointment
	HALLBERG, JOSHUA D KHH SOCCER HEAD SH SUPPLEME	Keystone Heights High School	Appointment
	HARTSHORN, BRENDA J MCE DEPT HD (3-5) SUPPLEME	Montclair Elementary	Appointment
0.5	HAVENER, BRIA NOEL CHS DEPT HEAD (6-10) SUPPLEME	Clay High	Appointment
	HAWKINS, COREY D RHS FOOTBALL ASST SH 75% SUPPLEME	Ridgeview High School	Appointment
	HAYNES, TENISE CAPRI MHS BASKETBALL HD SH SUPPLEME	Middleburg High	Appointment
	HERBST, EMMA NICOLE FIH CROSS COUNTRY HD SH SUPPLEME	Fleming Island High School	Appointment
0.1	HERMES, STEPHEN C CVA (.128) SIXTH PERIOD	Clay Virtual Academy	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SUPPLEME		
	HILLYER, ASHLEY MIKAEL MHS CHEERLEADING JV SUPPLEME	Middleburg High	Appointment
	HINTON, TAYLOR N WJH ACTIVITY PROG CO JH SUPPLEME	Wilkinson Jr High	Appointment
0.5	HOLLINGER, LORRAINE PARETTI PES DEPT HD (3-5) SUPPLEME	Robert M. Paterson Elementary	Appointment
	HOUSTON, ASHLEY NICHOLE MHS SOFTBALL FP HD SH SUPPLEME	Middleburg High	Appointment
	IVEY, KELSEY ANN SPELLING BEE COOR SUPPLEME	READING AND EARLY LITERACY	Appointment
0.5	JACKSON, SALLY ANN KHH SENIOR CLASS SPONSOR SUPPLEME	Keystone Heights High School	Appointment
0.5	JACKSON, TROY ALAN MHS BASEBALL JV HD SH SUPPLEME	Middleburg High	Appointment
	JENNINGS, KORI TAYLOR KHH VOLLEYBALL HD JV SUPPLEME	Keystone Heights High School	Appointment
0.5	JETT, AIMEE ELLEN WES DEPT HEAD (6-10) SUPPLEME	Wilkinson Elementary	Appointment
0.5	JOYCE, JULIE WJH MATH TEAM SPONSOR SUPPLEME	Wilkinson Jr High	Appointment
	JOYCE, JULIE WJH TRACK ASST JH SUPPLEME	Wilkinson Jr High	Appointment
0.1	JUSTINO, ROBERT E MHS (.128) SIXTH PERIOD SUPPLEME	Middleburg High	Appointment
	JUSTINO, ROBERT E MHS GOLF HD SH SUPPLEME	Middleburg High	Appointment
0.5	KENNARD, WHITNEY BROOKE PES DEPT HD (3-5) SUPPLEME	Robert M. Paterson Elementary	Appointment
	KERSTEN, KODY RICHARD FIH WRESTLING HD SH SUPPLEME	Fleming Island High School	Appointment
	KIEM, ANDREA NICOLE OPJ DISCRETIONARY SUPPLEME	Orange Park Jr High	Appointment
0.5	KILCOIN, SARAH CLAIRE PES SAFETY PATROL SUPPLEME	Robert M. Paterson Elementary	Appointment
	KING, MALLORY ANNE ESE DEPT HEAD 11-16 SUPPLEME	Rideout Elementary	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
0.5	LACKEY, MOLLIE AMANDA LAE DEPT HD (3-5) SUPPLEME	Lake Asbury Elementary	Appointment
0.5	LASSITER, RENARDO DEVON MHS BASKETBALL ASST SH SUPPLEME	Middleburg High	Appointment
	LEININGER, VICTORIA A WJH ACADEMIC COACH, LOCAL SUPPLEME	Wilkinson Jr High	Appointment
	LINDQUIST, ANGELA K KHH ESE INTERVENTION FAC. SUPPLEME	Keystone Heights High School	Resignation
0.5	LISGARIS, COURTNEY D PES DEPT HD (3-5) SUPPLEME	Robert M. Paterson Elementary	Appointment
	LOKEINSKY, KARA E FIH SOFTBALL FP ASST SH SUPPLEME	Coppergate Elementary	Appointment
	LONG, DAVID ANDREW KHH FOOTBALL ASST JH 75% SUPPLEME	Keystone Heights High School	Appointment
	LOONEY, KERRI RENEE CHS DEPT HD (3-5) SUPPLEME	Clay High	Appointment
0.3	LOONEY, KERRI RENEE CHS SENIOR CLASS SPONSOR SUPPLEME	Clay High	Appointment
	LYONS, CLINTON D FIH FLAG FOOTBALL HD SH/JH SUPPLEME	Fleming Island High School	Appointment
	MACKENZIE, BARBARA LYNN WJH DEPT HEAD (6-10) SUPPLEME	Wilkinson Jr High	Appointment
	MACPHERSON, THOMAS KENNETH FIH FOOTBALL HD SH 75% SUPPLEME	Fleming Island High School	Appointment
	MACPHERSON, THOMAS KENNETH FIH WEIGHTLIFTING HD SH SUPPLEME	Fleming Island High School	Appointment
	MAGLOFF, KATHRYN CHRISTINE RHS ESE INTERVENTION FAC. SUPPLEME	Ridgeview High School	Resignation
0.5	MAHONEY, REBEKAH ELIZABETH OHS SCI FAIR COOR LOCAL SUPPLEME	Oakleaf High School	Appointment
0.5	MALUCCI, COLLEEN ELIZABETH MHS DEPT HEAD (11-16) SUPPLEME	Middleburg High	Appointment
	MARTIN, ELIAS WILLIAM MHS SOCCER HEAD SH SUPPLEME	Middleburg High	Appointment
	MARTINO, MICHAEL P	Fleming Island High School	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	FIH BASEBALL HEAD SH SUPPLEME		
	MARX, ISABELLA FAY FIH LACROSSE HEAD SH SUPPLEME	Fleming Island High School	Appointment
	MCLENDON III, JOE EDWARD LAMAR OPH FOOTBALL ASST SH 75% SUPPLEME	Orange Park High	Appointment
0.2	MCEACHIN, SEAN PATRICK LAJ DEPT HEAD (11-16 SUPPLEME	Lake Asbury Junior High School	Appointment
	MCKENZIE, BETSY MARY ESE DEPT HEAD 21+ SUPPLEME	Exceptional Student Education	Appointment
0.5	MESCALL, CARRIE C MHS DEPT HEAD (11-16 SUPPLEME	Middleburg High	Appointment
	MESSER, ADAM LEE LJH FOOTBALL ASST JH 25% SUPPLEME	Lakeside Junior High	Appointment
	MESSER, ADAM LEE LJH FOOTBALL ASST JH 75% SUPPLEME	Lakeside Junior High	Appointment
	MILLER, VICTORIA LIEN CHS DEPT HEAD (11-16 SUPPLEME	Clay High	Appointment
	MILLIGAN, CALEB MARK KHH FRESHMAN CLASS SPONSOR SUPPLEME	Keystone Heights High School	Appointment
0.5	MITCHELL, JORDAN MADISON SPS ESE INTERVENTION FAC. SUPPLEME	SPRING PARK ELEMENTARY SCHOOL	Appointment
	MOORE, JAMES E FIH TRACK ASST SH SUPPLEME	Fleming Island High School	Appointment
	MOSLEY, JESSICA DANIELLE WJH DEPT HEAD (6-10) SUPPLEME	Wilkinson Jr High	Appointment
0.5	MULLINS, GENE MICHAEL MHS FOOTBALL ASST HS 25% SUPPLEME	Middleburg High	Appointment
0.5	MULLINS, GENE MICHAEL MHS FOOTBALL ASST SH 75% SUPPLEME	Middleburg High	Appointment
	NEDRICH, BRIAN WILLIAM FIH GOLF HD SH SUPPLEME	Fleming Island High School	Appointment
0.5	NOONEY, CHRISTOPHER A GCJ DEPT HD (3-5) SUPPLEME	Green Cove Springs Junior High	Appointment
	OLIVER II, GLEN JOSEPH MCE DEPT HD (3-5) SUPPLEME	Montclair Elementary	Appointment
	OTERO, CHRISTOPHER	Fleming Island High School	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	JOSEPH FIH TRACK HD SH SUPPLEME		
	PEARCE, DANIEL A MHS BASEBALL ASST SH SUPPLEME	Middleburg High	Appointment
0.5	PELLEGRIN, APRIL MARIE OLJ DEPT HEAD (11-16 SUPPLEME	Oakleaf Junior High School	Appointment
0.5	PEREZ, TERESA MAE PES DEPT HD (3-5) SUPPLEME	Robert M. Paterson Elementary	Appointment
	PERSINGER, JOSHUA W CHS DISCRETIONARY SUPPLEME	Clay High	Appointment
	POOLE, JASON THOMAS FIH CROSS COUNTRY HD SH SUPPLEME	Fleming Island High School	Appointment
	PORTOBANCO, GIORGIO MHS FOOTBALL ASST HS 25% SUPPLEME	Middleburg High	Appointment
	PORTOBANCO, GIORGIO MHS FOOTBALL ASST SH 75% SUPPLEME	Middleburg High	Appointment
	QUIROS GAETAN, EDIELY MARIE WJH DEPT HEAD (6-10) SUPPLEME	Wilkinson Jr High	Appointment
0.5	QUIROS GAETAN, EDIELY MARIE WJH MATH TEAM SPONSOR SUPPLEME	Wilkinson Jr High	Appointment
0.2	RANDALL, KIMBERLY M LAJ DEPT HEAD (11-16 SUPPLEME	Lake Asbury Junior High School	Resignation
	RAY, MORGAN ELIJAH FIH SWIMMING HD SH SUPPLEME	Fleming Island High School	Appointment
	REPLOGLE, SUMMER RAYNE MHS VOLLEYBALL ASST SH SUPPLEME	Middleburg High	Appointment
	REYNOLDS, ELAINA RENEE FIH VOLLEYBALL ASST SH SUPPLEME	Fleming Island High School	Appointment
	RIPLEY, ROBERT L MHS FOOTBALL ASST HS 25% SUPPLEME	Middleburg High	Appointment
	RIPLEY, ROBERT L MHS FOOTBALL ASST SH 75% SUPPLEME	Middleburg High	Appointment
	RIX, CHADWICK E MHS SWIMMING HD SH SUPPLEME	Middleburg High	Appointment
	ROBERTSON, COLL RYAN MHS WRESTLING HD SH SUPPLEME	Middleburg High	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
0.5	RODRIGUEZ, MIRANDA LANE MHS TENNIS HD SH SUPPLEME	Middleburg High	Appointment
	ROMERO, REINALDO LJH VOLLEYBALL HD JH SUPPLEME	Lakeside Junior High	Appointment
	ROSANO, JOY E MHS SOCCER HEAD SH SUPPLEME	Middleburg High	Appointment
	ROSENBAUM, TANNER NICOLE WJH DEPT HD (3-5) SUPPLEME	Wilkinson Jr High	Appointment
	SAUER, JEREMIAH K FIH GOLF HD SH SUPPLEME	Fleming Island High School	Appointment
	SCAMAHORN, ALEXANDRA VIRGINIA MRE ESE INTERVENTION FAC. SUPPLEME	Mcrae Elementary	Appointment
0.5	SCHAEFER, MELISSA D PES DEPT HD (3-5) SUPPLEME	Exceptional Student Education	Appointment
	SCHERMERHORN, AMY MARIE FIH VOLLEYBALL HD SH SUPPLEME	Fleming Island High School	Appointment
	SCHLOFMAN, DANIELLE LITTELL WJH FLAG FOOTBALL HD SH/JH SUPPLEME	Wilkinson Elementary	Appointment
	SCOTT, AMY NICOLE KHH SOPHMORE CLASS SPON SUPPLEME	Keystone Heights High School	Appointment
0.5	SHAW, JAMI LEEANN GCJ DEPT HD (3-5) SUPPLEME	Green Cove Springs Junior High	Appointment
0.5	SHAW, JAMI LEEANN GCJ SCI FAIR COOR LOCAL SUPPLEME	Green Cove Springs Junior High	Appointment
	SHIELDS, DENNIS CRAIG THOMPSON MHS SOCCER HEAD JV SUPPLEME	Middleburg High	Appointment
0.5	SHIPP, HILARY LEE PES DEPT HD (3-5) SUPPLEME	Robert M. Paterson Elementary	Appointment
	SNOW, BRITTANY NICOLE KHH FRESHMAN CLASS SPONSOR SUPPLEME	Keystone Heights High School	Resignation
0.5	SNOW, BRITTANY NICOLE KHH SENIOR CLASS SPONSOR SUPPLEME	Keystone Heights High School	Appointment
	SNOW, SHAQUITA D.L. OPH BASKETBALL HD SH SUPPLEME	Orange Park High	Appointment
0.5	STEINHOOR, KELCI JO	SPRING PARK ELEMENTARY	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SPS DEPT HEAD (6-10) SUPPLEME	SCHOOL	
0.5	STEVENS-ALT, MONICA LISA MHS JUNIOR CLASS SPONSOR SUPPLEME	Middleburg High	Appointment
	STILIANOU, JOHN WILLARD MHS FOOTBALL HD JV 25% SUPPLEME	Middleburg High	Appointment
	STILIANOU, JOHN WILLARD MHS FOOTBALL HD JV 75% SUPPLEME	Middleburg High	Appointment
	STILIANOU, JOHN WILLARD MHS WEIGHTLIFTING HD SH SUPPLEME	Middleburg High	Appointment
	STRAYER II, WILLIAM DALE INST APPLICATION FACILITATOR SUPPLEME	Wilkinson Jr High	Appointment
	SUTTON, RACHEL DANIELLE FIH CHEERLEADING JV SUPPLEME	Fleming Island Elementary	Appointment
0.3	SWEAT, OLIVIA S CHS SENIOR CLASS SPONSOR SUPPLEME	Clay High	Appointment
	THOMAS, LAUREN N OPH SOFTBALL FP ASST SH SUPPLEME	Orange Park High	Appointment
	THORNTON-NUGENT, CONNOR SULLIVAN OPJ TRACK ASST JH SUPPLEME	Orange Park Jr High	Appointment
	TOMPKINS, VICTORIA A RVE ELEM PERF/PROD SUPPLEME	Ridgeview Elementary	Appointment
	TRAUTMAN, SHELLY MARTIN ESE DEPT HEAD 11-16 SUPPLEME	Exceptional Student Education	Appointment
	TRAYWICK, BENJAMIN D MHS FOOTBALL ASST HS 25% SUPPLEME	Middleburg High	Appointment
	TRAYWICK, BENJAMIN D MHS FOOTBALL ASST SH 75% SUPPLEME	Middleburg High	Appointment
	TRIPLETT, REBECCA JOANN MHS GOLF HD SH SUPPLEME	Middleburg High	Appointment
0.5	VESTRI, CARLY KRYSTYNA SPS ESE INTERVENTION FAC. SUPPLEME	SPRING PARK ELEMENTARY SCHOOL	Appointment
0.5	WAUGH, STEPHANIE ANN CHS DEPT HEAD (6-10) SUPPLEME	Clay High	Appointment
	WHETSTONE, DAVID A FIH BASEBALL ASST SH SUPPLEME	Fleming Island High School	Appointment
	WILHITE, ANDREA ADAIR	Middleburg High	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	MHS SWIMMING HD SH SUPPLEME		
0.5	WILLIAMS, JENNIFER LYNNE LJH DEPT HEAD (6-10) SUPPLEME	Oakleaf High School	Resignation
0.5	WILLIS, JESSICA DAWN SPS DEPT HEAD (6-10) SUPPLEME	SPRING PARK ELEMENTARY SCHOOL	Appointment
0.5	WILLS, AIDAN MACKENZIE MHS FOOTBALL ASST HS 25% SUPPLEME	Middleburg High	Appointment
0.5	WILLS, AIDAN MACKENZIE MHS FOOTBALL ASST SH 75% SUPPLEME	Middleburg High	Appointment
0.5	WILSON, GRACE LEANN MRE ESE INTERVENTION FAC. SUPPLEME	Mcrae Elementary	Resignation
	WOLFE, RYAN MICHAEL MHS FOOTBALL HD HS 25% SUPPLEME	Middleburg High	Appointment
	WOLFE, RYAN MICHAEL MHS FOOTBALL HD SH 75% SUPPLEME	Middleburg High	Appointment
	YANCEY, KENNETH EARL MHS CROSS COUNTRY HD SH SUPPLEME	Middleburg High	Appointment
	YANCEY, KENNETH EARL MHS TRACK HD SH SUPPLEME	Middleburg High	Appointment
0.5	YARBROUGH SR, CORBETT E FIH SWIMMING HD SH SUPPLEME	Fleming Island High School	Appointment

III. INSTRUCTIONAL ACTIONS 2026-2027

G. PENDING APPOINTMENTS

<u>Last Name</u>	<u>First Name</u>	<u>Site</u>	<u>Subject</u>	<u>OOF Subject</u>
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NONE

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III. INSTRUCTIONAL ACTIONS 2026-2027

H. OUT OF FIELD

<u>Last Name</u>	<u>First Name</u>	<u>Site</u>	<u>Subject</u>	<u>OOF Subject</u>
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NONE

DRAFT

A. SUMMER SCHOOL

<u>Name/Assignment</u>	<u>Site</u>	<u>Effective Dates</u>
NONE		

DRAFT

IV. INSTRUCTIONAL MISCELLANEOUS ACTIONS 2025-2026

B. COMMUNITY EDUCATION

Appointments

NONE

DRAFT

IV. INSTRUCTIONAL MISCELLANEOUS ACTIONS 2025-2026

C. ADULT EDUCATION

Appointments

NONE

DRAFT

A. SUMMER SCHOOL

<u>Name/Assignment</u>	<u>Site</u>	<u>Effective Dates</u>
NONE		

DRAFT

IV. INSTRUCTIONAL MISCELLANEOUS ACTIONS 2026-2027

B. COMMUNITY EDUCATION

Appointments

NONE

DRAFT

V. Support Actions

A. APPOINTMENT

Name/Assignment	Site	Action/Effective
CRUZ, RYANE NICOLE DOE PRINCIPAL SECRETARY 12 MO SU	Discovery Oaks Elementary	Effective 2026-06-24 12 MO SU / Annual
ROBBINS, KRISTINA ROSE MCE CUSTODIAN 12 MO SU	Montclair Elementary	Effective 2026-06-23 12 MO SU / Annual

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V. Support Actions

B. RE-APPOINTMENT

Name/Assignment	Site	
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V. Support Actions

C. RE-DESIGNATION

Name/Assignment	Site	
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V. Support Actions**D. TRANSFER**

<u>Name/Assignment</u>	<u>Site</u>	<u>Previous</u>
ROBERTS, REBECCA LEIGH OPH BOOKKEEPER 12 MO SU	Orange Park High	Effective 2026-06-22 /transfer from / LJH SECRETARY 11 MO
SINKOVICH, SHARI LYN BAF POSITION CONTROL/ALLOC SP CONFIDEN	BAF BUDGET	EFFECTIVE 2026-7-1 TRANSFER FROM BAF POSITION CONTROL/ALLOC SP

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V. Support Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Action/Effective</u>
0.9	ABRAHAM, CODI ADELAIDE WEC BEHAVIORAL HEALTH ASST 9 MON SU	W.E. Cherry Elementary	Effective 2026-05-29 RESIGNATION
	ANDERSON, DEBORAH KAY TRN ESE ASST/BUS MONITOR TRANSPOR	Transportation	Effective 2026-05-29 RESIGNATION
	BAINE, CARMAN JETT TRN ESE ASST/BUS MONITOR TRANSPOR	Transportation	Effective 2026-05-29 RESIGNATION
0.9	BARTHEL, VICTORIA MAE GCJ BEHAVIORAL HEALTH ASST 9 MON SU	Green Cove Springs Junior High	Effective 2026-05-29 RESIGNATION
0.9	BIGHAM, NICOLE MARIE MCE BEHAVIORAL HEALTH ASST 9 MON SU	Montclair Elementary	Effective 2026-05-29 RESIGNATION
	BUSSEY, LUTHER ANTONIO OHS CUSTODIAN 12 MO SU	Oakleaf High School	Effective 2026-06-29 CONCLUDE EMPLOYMENT
	CALDWELL, KEVIN SCOTT TRN BUS DRIVER TRANSPOR	Transportation	Effective 2026-05-29 RESIGNATION
0.9	CHACO, JUNE ANN B CGE GENERAL ASSISTANT 9 MON SU	Coppergate Elementary	Effective 2026-05-29 CONCLUDE EMPLOYMENT
0.9	CHAMPNEY, SUMMER ANN MCE BEHAVIORAL HEALTH ASST 9 MON SU	Montclair Elementary	Effective 2026-05-29 RESIGNATION
0.9	CRIST, MARGARET COMPTON WEC BEHAVIORAL HEALTH ASST 9 MON SU	W.E. Cherry Elementary	Effective 2026-05-29 RESIGNATION
	DAVIS, TAMIKA M OLJ TEACHER, SOC STUD, JH 10 MONTH	Oakleaf Junior High School	Effective 2026-06-01 RESIGNATION
0.9	DEAN, JAY ANTHONY JAMES MCE BEHAVIORAL HEALTH ASST 9 MON SU	Montclair Elementary	Effective 2026-05-29 RESIGNATION
	DELIA, RUTHLEY GPE TITLE I ASSISTANT 9 MON SU	Grove Park Elementary	Effective 2026-05-29 CONCLUDE EMPLOYMENT
	E0207202 SCHOOL SAFETY OFFICER 9 MON SU	SAFETY AND SECURITY	Effective 2026-05-29 RESIGNATION
	FAGAN, LORI ANGENETTE TRN BUS DRIVER LNG TRM	Transportation	Effective 2026-05-29 RESIGNATION
	FOSBENNER, SAUNDRA PETERSEN BAF ACCOUNTING ASSISTANT 12 MO SU	BAF BUDGET	Effective 2026-06-30 RETIREMENT
0.9	GELINAS, HARTSON LUKE RHS BEHAVIORAL HEALTH	Ridgeview High School	Effective 2026-05-29 RESIGNATION

V. Support Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Action/Effective</u>
	ASST 9 MON SU		
	GONZALEZ, REYNALDO REGGIE OHS CUSTODIAN 12 MO SU	Oakleaf High School	Effective 2026-06-25 RESIGNATION
0.8	HERRINGTON, CARMEN RENEE OVE HEALTH ASSISTANT 9 MON SU	Wilkinson Jr High	Effective 2026-05-29 RESIGNATION
0.9	KUSIAK, CHRISTYANN MARIE OHS GENERAL HEALTH ASSISTA 9 MON SU	Oakleaf High School	Effective 2026-05-29 RESIGNATION
0.9	LUEDERS, SHIRENE RENE TES BEHAVIORAL HEALTH ASST 9 MON SU	Tynes Elementary	Effective 2026-05-29 RESIGNATION
0.9	MALONE, GLORIA JIOVANI POE BEHAVIORAL HEALTH ASST 9 MON SU	Plantation Oaks Elementary	Effective 2026-05-29 RESIGNATION
0.9	MCNABB, TARA ANN BLC CHILD CARE ASSISTANT 9 MON SU	Bannerman Learning Center	Effective 2026-05-28 RESIGNATION
	MEDELLIN, LISA A FIE LICENSED PRAC NURSE 10 MONTH	Fleming Island Elementary	Effective 2026-06-01 RESIGNATION
	MIMS, MOLLY BETH POE CAFE ASSISTANT 6 HOURS 9 MON SU	Plantation Oaks Elementary	Effective 2026-05-29 RESIGNATION
	MORRIS, TERRY LYNN TRN ESE ASST/BUS MONITOR TRANSPOR	Transportation	Effective 2026-05-29 RESIGNATION
	O BRIEN, SCOTT A WES ST RECORD SEC 12 MO 12 MO SU	Wilkinson Elementary	Effective 2026-06-30 CONCLUDE EMPLOYMENT
0.9	PARRISH, KOURTNEY VICTORIA OPJ TITLE 1 ASSISTANT LNG TRM	Orange Park Jr High	Effective 2026-05-29 RESIGNATION
0.8	PERKINS, ALEXIS JANEL OPH IN SCHOOL SUSPENSION 9 MON SU	SAFETY AND SECURITY	Effective 2026-05-29 RESIGNATION
0.9	POPE, AMY D RVE GENERAL HEALTH ASSISTA 9 MON SU	Ridgeview Elementary	Effective 2026-05-29 RETIREMENT
0.9	RIGGS, JESSICA LAUREN RVE GENERAL HEALTH ASSISTA 9 MON SU	Ridgeview Elementary	Effective 2026-05-29 RESIGNATION
	SAMPSON, SANDRA BERNADETTE ROE TEACHER, VE/INCLUSION 10 MONTH	Coppergate Elementary	Effective 2026-06-01 CONCLUDE EMPLOYMENT
	SENER, LENVIL LAMAR	Transportation	Effective 2026-05-29

V. Support Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Action/Effective</u>
	TRN FUEL ATTENDANT 9 MON SU		RESIGNATION
0.9	SMITH, ROBYN ANN LAJ COMPUTER LAB ASSISTANT 9 MON SU	Lake Asbury Junior High School	Effective 2026-05-29 RESIGNATION
	SNEDEN, STEPHANIE RENEA WJH CAFE ASSISTANT 5.25 HOURS 9 MON SU	Wilkinson Jr High	Effective 2026-05-28 RESIGNATION
0.8	SNYDER, TRICIA AILEEN DIS TITLE I ASSISTANT 9 MON SU	Doctors Inlet Elementary	Effective 2026-05-29 RESIGNATION
	STRICKLAND, PRISCILLA LEA MRE TITLE I ASSISTANT 9 MON SU	Mcrae Elementary	Effective 2026-05-29 RESIGNATION
0.1	STRICKLAND, TYSON W GPE TITLE I ASSISTANT 9 MON SU	Grove Park Elementary	Effective 2026-05-29 RESIGNATION
0.9	STURDIVANT, JOI ASHANTI LES GENERAL ASSISTANT 9 MON SU	Lakeside Elementary	Effective 2026-05-29 CONCLUDE EMPLOYMENT
0.9	TILLMAN, SHAWN COX LAE BEHAVIORAL HEALTH ASST 9 MON SU	Lake Asbury Elementary	Effective 2026-05-29 RESIGNATION
	VAN GINKEL, GINA E DIS SECRETARY 11 MO 11 MONTH	Doctors Inlet Elementary	Effective 2026-06-09 RESIGNATION
0.9	WEEKS, DALTON RIEDOUT CHS GENERAL HEALTH ASSISTA 9 MON SU	Clay High	Effective 2026-05-29 RESIGNATION
0.9	WEST, AMBER B KHE GENERAL ASSISTANT 9 MON SU	Keystone Heights Elementary	Effective 2026-05-29 RESIGNATION
	WINTERS, MARY KATHLEEN RVE REGISTERED NURSE 10 MONTH	Ridgeview Elementary	Effective 2026-06-01 RESIGNATION
	WRIGHT, JAMIE ANTONETTE FIE MEDIA TECHNICAL ASST 10 MONTH	Fleming Island Elementary	Effective 2026-06-01 RESIGNATION

VI. Support Actions

F. SUPPLEMENT

Name/Assignment	Site	
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V. Support Actions

A. APPOINTMENT

Name/Assignment	Site	Action/Effective
BLAISDELL JR, DONALD R GCJ CUSTODIAN 12 MO SU	Green Cove Springs Junior High	Effective 2026-07-22 12 MO SU / Annual
BURKE, CRYSTAL GAYLE OPH PRINCIPAL SECRETARY 12 MO SU	Orange Park High	Effective 2026-07-01 12 MO SU / Annual
DAVIS, TAMIKA M OLJ BOOKKEEPER 12 MO SU	Oakleaf Junior High School	Effective 2026-07-13 12 MO SU / Annual
HAROLD, AYDEN CHEYENNE SPS CUSTODIAN 12 MO SU	SPRING PARK ELEMENTARY SCHOOL	Effective 2026-07-01 12 MO SU / Annual
HICKMAN, ROBIN LYNN LES ST RECORD SEC 12 MO 12 MO SU	Lakeside Elementary	Effective 2026-07-06 12 MO SU / Annual
HILL, DAMIAN JONATHAN RHS CUSTODIAN 12 MO SU	Ridgeview High School	Effective 2026-07-01 12 MO SU / Annual
KENNEDY, CHASE KENNETH PES CUSTODIAN 12 MO SU	Robert M. Paterson Elementary	Effective 2026-07-01 12 MO SU / Annual
MARQUEZ, JAMES LAJ CUSTODIAN 12 MO SU	Lake Asbury Junior High School	Effective 2026-07-07 12 MO SU / Annual
MCCURRY, TIMOTHY SCOTT MNT ELECTRONICS TECH 12 MO SU	Division of Support Svcs	Effective 2026-07-27 12 MO SU / Annual
SAYAGO, JONATHAN TRAVIS OHS CUSTODIAN 12 MO SU	Oakleaf High School	Effective 2026-07-13 12 MO SU / Annual
SIMMONS JR, CLARENCE OPH CUSTODIAN 12 MO SU	Orange Park High	Effective 2026-07-08 12 MO SU / Annual
VAUGHAN, JESSICA LEANN TBE CUSTODIAN 12 MO SU	Thunderbolt Elementary	Effective 2026-07-06 12 MO SU / Annual

V. Support Actions**B. RE-APPOINTMENT**

	Name/Assignment	Site	Contract
0.9	ATKINSON, STEPHANIE DAWN CHS BEHAVIORAL HEALTH ASST 9 MON SU	Clay High	9 MON SU / Multi-Year Conditional
0.9	BAGASAN, CRISTINA N KHH BEHAVIORAL HEALTH ASST 9 MON SU	Keystone Heights High School	9 MON SU / Multi-Year Conditional
	BATESON, JENNIFER LYNN TRN BUS DRIVER TRANSPOR	Transportation	TRANSPOR / Multi-Year Conditional
	BELL, SUMMER VICTORIA TRN ESE ASST/BUS MONITOR TRANSPOR	Transportation	TRANSPOR / Annual
0.9	BLUE, ALLYSON MAREE BLC BEHAVIORAL HEALTH ASST 9 MON SU	Bannerman Learning Center	9 MON SU / Annual
	BOASE, DIANNA LYNN TRN BUS DRIVER TRANSPOR	Transportation	TRANSPOR / Multi-Year Conditional
	BRISBANE, DEANA SUZANNE TRN BUS DRIVER TRANSPOR	Transportation	TRANSPOR / Multi-Year Conditional
	BUSBEE, MARGARET JUNE TRN BUS DRIVER TRANSPOR	Transportation	TRANSPOR / Multi-Year Conditional
0.9	CHANEY, NELLIE LEONE FIE BEHAVIORAL HEALTH ASST 9 MON SU	Fleming Island Elementary	9 MON SU / Multi-Year Conditional
	CLAY, GEORGE S TRN BUS DRIVER TRANSPOR	Transportation	TRANSPOR / Multi-Year Conditional
0.9	CLELAND, SABRA SHYANNE LAJ BEHAVIORAL HEALTH ASST 9 MON SU	Lake Asbury Junior High School	9 MON SU / Multi-Year Conditional
	CRUZ, RYANE NICOLE DOE PRINCIPAL SECRETARY 12 MO SU	Discovery Oaks Elementary	12 MO SU / Annual
	DANIELS, ANGELA M TRN BUS DRIVER TRANSPOR	Transportation	TRANSPOR / Multi-Year Conditional
0.9	EDENFIELD, DEBRA K KHE BEHAVIORAL HEALTH ASST 9 MON SU	Keystone Heights Elementary	9 MON SU / Multi-Year Conditional
	FRANCIS, ALEXIS EVE TBE REGISTERED NURSE 10 MONTH	Thunderbolt Elementary	10 MONTH / Multi-Year Conditional
0.9	GIVENS, ANGELA M KHE BEHAVIORAL HEALTH ASST 9 MON SU	Keystone Heights Elementary	9 MON SU / Multi-Year Conditional
0.9	GOMEZ CHECO, CAROLINA OVE BEHAVIORAL HEALTH ASST	Oakleaf Village Elementary	9 MON SU / Multi-Year Conditional

V. Support Actions

B. RE-APPOINTMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
	9 MON SU GREEN, CAROL SUE TRN BUS DRIVER TRANSPOR	Transportation	TRANSPOR / Multi-Year Conditional
	GREEN, REBECCA MICHELLE TRN BUS DRIVER TRANSPOR	Transportation	TRANSPOR / Multi-Year Conditional
0.8	HALL, MARY GRACE LAJ REGISTERED NURSE 10 MONTH	Lake Asbury Junior High School	10 MONTH / Multi-Year Conditional
	HATTABAUGH, TERRI JO TRN BUS DRIVER TRANSPOR	Transportation	TRANSPOR / Multi-Year Conditional
	JONES, SHIRLEY JEAN TRN BUS DRIVER TRANSPOR	Transportation	TRANSPOR / Multi-Year Conditional
	KYLER, MOLLIE LENORA SPS REGISTERED NURSE 10 MONTH	SPRING PARK ELEMENTARY SCHOOL	10 MONTH / Annual
	LEACH, SANDRA JEAN OPJ REGISTERED NURSE 10 MONTH	Orange Park Jr High	10 MONTH / Annual
	LEE, ROBERT E TRN BUS DRIVER TRANSPOR	Transportation	TRANSPOR / Multi-Year Conditional
	LIBERT, LAURA J TRN BUS DRIVER TRANSPOR	Transportation	TRANSPOR / Multi-Year Conditional
	LITTLE, CHARLES EDWARD TRN BUS DRIVER TRANSPOR	Transportation	TRANSPOR / Multi-Year Conditional
	MANIRE, SHARON LEE TRN BUS DRIVER TRANSPOR	Transportation	TRANSPOR / Multi-Year Conditional
	MCFARLAND, GLORIA MARY TRN BUS DRIVER TRANSPOR	Transportation	TRANSPOR / Multi-Year Conditional
0.9	MISHOE, AMIE MICHELLE MRE BEHAVIORAL HEALTH ASST 9 MON SU	Mcrae Elementary	9 MON SU / Multi-Year Conditional
	NOBLES, SABRINA S TRN BUS DRIVER TRANSPOR	Transportation	TRANSPOR / Multi-Year Conditional
0.9	PARALES, AIMEE SIDES KHE BEHAVIORAL HEALTH ASST 9 MON SU	Keystone Heights Elementary	9 MON SU / Multi-Year Conditional
0.9	RAMOS, BRITTANY MARIE FIE BEHAVIORAL HEALTH ASST 9 MON SU	Fleming Island Elementary	9 MON SU / Multi-Year Conditional
0.9	RAYSIN, TIFFANY LAUREN MRE BEHAVIORAL HEALTH ASST 9 MON SU	Mcrae Elementary	9 MON SU /
0.9	REESE, CIERRA ANGEL	Fleming Island Elementary	9 MON SU / Multi-Year

V. Support Actions

B. RE-APPOINTMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
	FIE BEHAVIORAL HEALTH ASST 9 MON SU		Conditional
	REWINKEL, ROBERT EDWARD TRN BUS DRIVER TRANSPOR	Transportation	TRANSPOR / Multi-Year Conditional
	ROBBINS, KRISTINA ROSE MCE CUSTODIAN 12 MO SU	Montclair Elementary	12 MO SU / Annual
	ROBERTS, REBECCA LEIGH OPH BOOKKEEPER 12 MO SU	Orange Park High	12 MO SU / Multi-Year Conditional
0.9	ROSADO, JESSICA MARIE KHH BEHAVIORAL HEALTH ASST 9 MON SU	Keystone Heights High School	9 MON SU / Multi-Year Conditional
	ROWAND, LISA WILKINSON DOE REGISTERED NURSE 10 MONTH	Discovery Oaks Elementary	10 MONTH / Multi-Year Conditional
0.9	SABLE, TANIA SABINE RHS BEHAVIORAL HEALTH ASST 9 MON SU	Ridgeview High School	9 MON SU / Multi-Year Conditional
	SHIPLEY, AMY JEAN TRN BUS DRIVER TRANSPOR	Transportation	TRANSPOR / Multi-Year Conditional
	SINGLETARY, ASHLEY ROBIN ROE REGISTERED NURSE 10 MONTH	Rideout Elementary	10 MONTH / Multi-Year Conditional
	SPIVEY, BRENDA LYNN TRN BUS DRIVER TRANSPOR	Transportation	TRANSPOR / Multi-Year Conditional
0.9	STEINER, REBEKAH LYNN FIE BEHAVIORAL HEALTH ASST 9 MON SU	Fleming Island Elementary	9 MON SU / Multi-Year Conditional
	TENNANT, EUGENE WALLACE TRN MECHANIC 12 MO SU	Transportation	12 MO SU / Annual
0.9	THRASHER, MILAGROS FIE BEHAVIORAL HEALTH ASST 9 MON SU	Fleming Island Elementary	9 MON SU / Multi-Year Conditional
0.9	TILLMAN, ASHLIE NICOLE MRE BEHAVIORAL HEALTH ASST 9 MON SU	Mcrae Elementary	9 MON SU / Multi-Year Conditional
	TRIPP, VALERIE J TRN BUS DRIVER TRANSPOR	Transportation	TRANSPOR / Multi-Year Conditional
	TURNER, SUSAN MAY TRN BUS DRIVER TRANSPOR	Transportation	TRANSPOR / Multi-Year Conditional
	WILLIAMSON, ELTON LARRY WAYNE TRN MECHANIC 12 MO SU	Transportation	12 MO SU / Annual

V. Support Actions

C. RE-DESIGNATION

	<u>Name/Assignment</u>	<u>Site</u>	<u>Previous</u>
	CAMBRON, KRISTINE L MRE CAFE ASSISTANT 4.75 HOURS 9 MON SU	Mcrae Elementary	EFFECTIVE 2026-08-10 REDESIGNATED FROM MRE CAFE ASST 4.5 HOURS TO MRE CAFE ASST 4.75 HOURS
0.9	HALL, LESLIE R CHS GENERAL HEALTH ASSISTA 9 MON SU	Clay High	EFFECTIVE 2026-08-7 REDESIGNATED FROM CEB .9 TITLE ONE ASST TO CHS .9 ESE GENERAL HEALTH ASST
	MOSLEY, JESSICA NICHOLE SUPPORT - CWL 12 M0 LNG TRM	Middleburg High	EFFECTIVE 2026-8-10 TRANSFER FROM CWL
	ROBINSON, JESSICA MARIE MRE CAFE ASSISTANT 5.5 HOURS 9 MON SU	Mcrae Elementary	EFFECTIVE 2026-08-10 REDESIGNATED FROM MRE CAFE ASST 5.0 HOURS TO MRE CAFE ASST 5.5 HOURS
	THEODORE, JONEZE MRE CAFE ASSISTANT 5.75 HOURS 9 MON SU	Mcrae Elementary	EFFECTIVE 2026-08-10 REDESIGNATED FROM MRE CAFE ASST 5.5 HOURS TO MRE CAFE ASST 5.75 HOURS

V. Support Actions

D. TRANSFER

	<u>Name/Assignment</u>	<u>Site</u>	<u>Previous</u>
	ABATE, MARY JOSEPHINE LJH SECRETARY 11 MO 11 MONTH	Lakeside Junior High	EFFECTIVE 2026-07-20 TRANSFER FROM LJH SECRETARY 10 MO
	ASBELL, SHANNON LEON LAE HEAD CUSTODIAN 12 MO SU	Lake Asbury Elementary	EFFECTIVE 2026-07-01 TRANSFER FROM MNT CUSTODIAN
0.9	BLANKENSHIP, STACI LEE LES GENERAL ASSISTANT 9 MON SU	Lakeside Elementary	EFFECTIVE 2026-8-7 TRANSFER FROM LJH CAFE ASSISTANT 7 HOURS
0.9	CANALES, ALBA MARGARITA LES GENERAL ASSISTANT 9 MON SU	Lakeside Elementary	EFFECTIVE 2026-8-7 TRANSFER FROM SBJ CAFE ASSISTANT 4.5 HOURS
	CASANOVA FIGUEROA, JOSELYNE D GCJ CAFE ASSISTANT 6 HOURS 9 MON SU	Green Cove Springs Junior High	EFFECTIVE 2026-08-10 TRANSFER FROM GCJ CAFE 4.5 HOURS
	DAVIS, SHYKELA MARIE ROE HEAD CUSTODIAN 12 MO SU	Rideout Elementary	EFFECTIVE 2026-08-03 TRANSFER FROM SPC CUSTODIAN
0.8	DAVIS, STEFANI MARIE ROE GENERIC CLASSROOM ASSISTAN 9 MON SU	Rideout Elementary	EFFECTIVE 2026-8-7 TRANSFER FROM ROE BEHAVIORAL HEALTH ASST
	EDMONSON, LINDSEY E BAF ACCOUNTING SUPPORT ASST 12 MO SU	BAF PURCHASING	EFFECTIVE 2026-7-1 TRANSFER FROM SLE MEDIA TECH ASSISTANT 10 MO
	ELLISON, CYNTHIA D AES CAFE ASSISTANT 5.5 HOURS 9 MON SU	Argyle Elementary	EFFECTIVE 2026-8-10 TRANSFER FROM FIE CAFE ASSISTANT 3.75 HOURS
	FORGACH, BRITTANY DOWNEND LAJ TESTING/ADMIN SUPPORT ASST 10 MONTH	Lake Asbury Junior High School	EFFECTIVE 2026-8-3 TRANSFER FROM MBE TITLE ONE ASST
0.9	HARRIS-HAYDEN, PAULA ANN CEB GENERAL ASSISTANT 9 MON SU	Charles E. Bennett Elementary	EFFECTIVE 2026-8-7 TRANSFER FROM GPE BEHAVIORAL HEALTH ASST
	HERKO, KAREN ANN CHE CUSTODIAN 12 MO SU	Rideout Elementary	Effective 2026-08-03 /transfer from / ROE HEAD CUSTODIAN
	HILL, CRYSTEL ANN DIS ST RECORD SEC 12 MO 12 MO SU	Doctors Inlet Elementary	EFFECTIVE 2026-7-27 TRANSFER FROM LAJ SCHOOL SEC 10 MO
0.9	HUSKEY, JOSHUA DANIEL LAE BEHAVIORAL HEALTH ASST 9 MON SU	Lake Asbury Elementary	EFFECTIVE 2026-8-7 TRANSFER FROM LJH BEHAVIORAL HEALTH ASST
	KEENEY, CAROLINE ANDREA FNS ADMINISTRATIVE SECRETARY 12 MO SU	Food & Nutrition Srvc	Effective 2026-08-03 /transfer from / FNS ADMINISTRATIVE SUP ASST
0.9	KUMPF, LISA IRENE	Lakeside Junior High	EFFECTIVE 2026-8-7 TRANSFER

V. Support Actions

D. TRANSFER

	<u>Name/Assignment</u>	<u>Site</u>	<u>Previous</u>
	LJH GENERAL HEALTH ASSISTA 9 MON SU		FROM LES GENERAL HEALTH ASST
	LAIDLER, MARK E TRN ESE ASST/BUS MONITOR TRANSPOR	Transportation	EFFECTIVE 2026-7-28 TRANSFER FROM TRANSPORTATION BUS DRIVER
0.9	MALTAGLIATI, BRIANNA MARIE ROE BEHAVIORAL HEALTH ASST 9 MON SU	Rideout Elementary	EFFECTIVE 2026-8-7 TRANSFER FROM SPS BEHAVIORAL HEALTH ASST
0.9	MARLES, SYDNEY ELIZABETH AES BEHAVIORAL HEALTH ASST 9 MON SU	Argyle Elementary	EFFECTIVE 2026-8-7 TRANSFER FROM TRANSPORTATION BUS MONITOR
	MEAKINS, MIA CAROL WJH TESTING/ADMIN SUPPORT ASST 10 MONTH	Wilkinson Jr High	EFFECTIVE 2026-8-3 TRANSFER FROM WJH GENERAL ASST
	MERCADO RAMOS, SYLVIA SPC GENERIC CLASSROOM ASSISTAN 9 MON SU	Swimming Pen Creek Elem	EFFECTIVE 2026-8-7 TRANSFER FROM SPC GENERIC CLASSROOM ASST
	MOLINARO, BRIANA JUSTINE KHE CUSTODIAN 12 MO SU	Keystone Heights Elementary	Effective 2026-07-20 /transfer from / CHE CUSTODIAN
0.9	MORRIS, TAMARA LEE MYREE CGE BEHAVIORAL HEALTH ASST 9 MON SU	Coppergate Elementary	EFFECTIVE 2026-8-7 TRANSFER FROM CGE CAFE 3.75 HOURS
	NIEVES, XIOMARA J DIS SECRETARY 11 MO 11 MONTH	Doctors Inlet Elementary	EFFECTIVE 2026-7-20 TRANSFER FROM DIS 10 MO SCHOOL SECRETARY
0.9	NUNNERY, KELLY L LAJ GENERAL HEALTH ASSISTA 9 MON SU	Lake Asbury Junior High School	EFFECTIVE 2026-8-7 TRANSFER FROM TES BEHAVIORAL HEALTH ASST
0.9	ORTIZ-GRACIA, WALESKA WEC BEHAVIORAL HEALTH ASST 9 MON SU	W.E. Cherry Elementary	EFFECTIVE 2026-8-7 TRANSFER FROM WEC GENERAL HEALTH ASST
0.9	PALMER, EARLENE L DIS BEHAVIORAL HEALTH ASST 9 MON SU	Doctors Inlet Elementary	EFFECTIVE 2026-8-7 TRANSFER FROM DIS GENERAL ASST
0.9	PIERCE, JENA MICHELE LAE GENERAL ASSISTANT 9 MON SU	Lake Asbury Elementary	EFFECTIVE 2026-8-7 TRANSFER FROM LAJ GENERAL HEALTH ASST
	PIERCE, SHELLY ANN FIH CHILD CARE ASSISTANT 10 MONTH	Fleming Island High School	EFFECTIVE 2026-8-3 TRANSFER FROM FIH CHILD CARE ASST .6
0.9	ROLDAN, PEGGY LYNN MBE BEHAVIORAL HEALTH ASST 9 MON SU	Middleburg Elementary	EFFECTIVE 2026-8-7 TRANSFER FROM CEB GENERAL ASST
0.9	SAMUELS, KENDALL MICHAEL GCJ BEHAVIORAL HEALTH ASST 9 MON SU	Green Cove Springs Junior High	EFFECTIVE 2026-8-7 TRANSFER FROM OPJ ESE GENERAL HEALTH ASST

V. Support Actions**D. TRANSFER**

	Name/Assignment	Site	Previous
	SINKOVICH, SHARI LYN SPEC, INT ACCTS 12 MO SU	BAF BUDGET	EFFECTIVE 2026-7-1 TRANSFER FROM BAF POSITION CONTROL/ALLOC SP
0.9	TAYLOR, DAWN MARIE DIS TITLE I ASSISTANT 9 MON SU	Doctors Inlet Elementary	EFFECTIVE 2026-8-7 TRANSFER FROM RVE ESE GENERAL HEALTH ASST
	THOMAS, DUANE ALLEN MBE CAFE ASSISTANT 7.25 HOURS 9 MON SU	Middleburg Elementary	EFFECTIVE 2026-8-10 TRANSFER FROM FNS CAFE VAN DRIVER 7.5 HOURS
	THOMAS, JAMIE LYNN RHS LICENSED PRAC NURSE 10 MONTH	Ridgeview High School	EFFECTIVE 2026-8-3 TRANSFER FROM GPE LICENSED PRAC NURSE
0.9	THOMPSON, MICHELE L DIS GENERAL ASSISTANT 9 MON SU	Doctors Inlet Elementary	EFFECTIVE 2026-8-7 TRANSFER FROM LES GENERAL ASST
0.9	TOLBERT, SHEILA COUNCIL GPE BEHAVIORAL HEALTH ASST 9 MON SU	Grove Park Elementary	EFFECTIVE 2026-8-7 TRANSFER FROM RVE ESE BEHAVIORAL HEALTH ASST
	WHITE, MARY R BAF POSITION CONTROL/ALLOC SP CONFIDEN	BAF BUDGET	EFFECTIVE 2026-7-1 TRANSFER FROM CTE ADMINISTRATIVE SECRETARY
	YOUNG, CORINNE DIS SCHOOL SECRETARY 10 MONTH 9 MON SU	Doctors Inlet Elementary	EFFECTIVE 2026-8-3 TRANSFER FROM DIS TITLE ONE ASST
	ZATEEYA, WEERASAK SPS CUSTODIAN 12 MO SU	SPRING PARK ELEMENTARY SCHOOL	Effective 2026-08-03 /transfer from / GPE CUSTODIAN
	ZAYAS, DENISE E SPC ST RECORD SEC 12 MO 12 MO SU	Swimming Pen Creek Elem	EFFECTIVE 2026-7-1 TRANSFER FROM BAF INT ACCTS

V. Support Actions**E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT**

<u>Name/Assignment</u>	<u>Site</u>	<u>Action/Effective</u>
ADAMS III, WILLIAM D MNT GENERAL MAINT WORKER 12 MO SU	Division of Support Svcs	Effective 2026-07-23 RESIGNATION
BARKER, STEPHEN LEE ITS PROGRAMMER/ANALYST 12 MO SU	INFORMATION AND TECH SERVICES	Effective 2026-08-18 RESIGNATION
DARR, AUBREY LYNN KHE CUSTODIAN 12 MO SU	Keystone Heights Elementary	Effective 2026-07-07 RESIGNATION
MOODY, BEVERLY L SUPPORT - CWL 12 MO 12 MO SU	COUNTY-WIDE LEAVE	Effective 2026-09-30 RETIREMENT
WARFORD, RICHARD K MNT CARPENTER 12 MO SU	Division of Support Svcs	Effective 2026-07-14 RESIGNATION

VI. Support Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Previous</u>
0.3	ALEXANDER, MARY ELIZABETH MHS SENIOR CLASS SPONSOR SUPPLEME	Middleburg High	Appointment
	BUCKLEW, JENNIFER ANN FIH SOFTBALL FP HD SH SUPPLEME	Fleming Island High School	Appointment
	CHAPMAN, KIMBERLY D ESE SPECIAL OLYMPICS SUPPLEME	Exceptional Student Education	Appointment
	CLINE, JACOB PAUL MHS SOCCER HEAD JV SUPPLEME	Middleburg High	Appointment
0.5	COLE, STEPHANIE ELIZABETH MHS TENNIS HD SH SUPPLEME	Middleburg High	Appointment
	COOK, KELLY J KHH STUDENT COUNCIL SH SUPPLEME	Keystone Heights High School	Appointment
	HERSEY, MELISSA DANIELLE KHH CHEERLEADING JV SUPPLEME	Keystone Heights High School	Appointment
0.3	MARTINEZ, MELISSA ELLEN MHS SENIOR CLASS SPONSOR SUPPLEME	Middleburg High	Appointment
2.0	MCNEILL, MOLLY DIANE FIH TENNIS HD SH SUPPLEME	Fleming Island High School	Appointment
	THOMPSON, DARRELL FIH TRACK HD SH SUPPLEME	Exceptional Student Education	Appointment
	TRIMBLE III, RAYMOND EARNEST KHH FOOTBALL ASST SH 75% SUPPLEME	Keystone Heights High School	Appointment
0.3	WEISKOPF, RHIANNON M MHS SENIOR CLASS SPONSOR SUPPLEME	Middleburg High	Appointment
	WEISKOPF, RHIANNON M MHS WEIGHTLIFTING HD SH SUPPLEME	Middleburg High	Appointment

II. JOB DESCRIPTION ACTIONS

A. Administration - Approve the following job descriptions:

REVISED:

The following Transportation job description was updated for grammar. This does not change pay classifications.

- **Supervisor of Transportation**

REVIEWED:

The following Transportation job descriptions were reviewed and no changes were needed.

- **Director of Transportation**
- **Assistant Director of Transportation**
- **Coordinator of Shop Operations**
- **Transportation Specialist**
- **Area Manager**
- **Coordinator of Routing**

Job Locator: O-1.2.40
Title: Supervisor of Transportation
Position Grade: Supervisor III
Evaluated By: Director of Transportation

Job Description:

The Supervisor of Transportation is responsible for supervising the daily operations of the transportation department. To ~~assure~~ **ensure** safe and efficient pupil transportation and route scheduling. Follow up on daily department and parent concerns.

Responsibilities and duties of this position include:

1. Provide daily supervision of all bus transportation operations, including home-to-school and school-to-home transportation of all students, extracurricular bus trips, and bus driver assignments.
2. Supervise and evaluate Operation employees. (Routing, Dispatching, Area Manager, Technology, Training)
3. Supervise Routing, Dispatching, Area Manager Personnel and monitor the utilization of the computerized Bus Routing Program to ~~assure~~ **ensure** safe, efficient and effective use of personnel and equipment.
4. Coordinate training for bus drivers and bus monitors.
5. Assist the Director in investigating and responding to requests from parents, school-based personnel and others as appropriate regarding bus routing, bus drivers, bus monitors and District transportation needs.
6. Assist in completion of required District, State and Federal reports.
7. Be knowledgeable of County, State and/or Federal laws and Department of Education rules and regulations pertaining to traffic and pupil transportation.
8. Assist in the investigation of school bus accidents.
9. Supervise the assignment of buses to drivers and the rotation of buses as appropriate to maximize longevity and efficiency of bus fleet.
10. Assist Director in employee performance evaluations for bus drivers and bus monitors. Assist with bus stop and bus loading zone observations and safety checks.
11. Perform other duties as assigned by the Director.

Required Qualifications:

1. Graduate from an accredited college or university with a Bachelor's degree or an Associate's Degree and five (5) years administrative experience in a Transportation-related field, or ten (10) years administrative experience in a Transportation-related field.
2. Must have a safe driving history prior to employment. Safe driving history shall be interpreted as follows: On a record search, no accumulation of points totaling 8 or more in any 12-month period within the three (3) years immediately preceding the record search; and no conviction for DUI within the seven (7) years immediately preceding the record search. A no-contest plea shall be considered the same as a conviction.

3. Must maintain a safe driving record during employment.
4. Must have the ability to work in harmony with other School Board employees and the general public.
5. Must be skilled in written and oral communication.

Desired Qualifications:

1. At least 5 years experience as an Operations Supervisor at another school district.

Effective: 04/10/1986

Revised: 08/13/1987, 01/19/1989, 04/23/1992, 04/21/1994, 06/22/1995, 06/30/1999, 08/19/1999, 08/16/2007, 09/16/2010, 02/21/2013, 02/10/2014, 01/07/2021, 09/02/2021, 09/03/2026

Revised: ~~01/19/1989~~

Revised: ~~04/23/1992~~

Revised: ~~04/21/1994~~

Revised: ~~06/22/1995~~

Revised: ~~06/30/1999~~

Revised: ~~08/19/1999~~

Revised: ~~08/16/2007~~

Revised: ~~10/18/2007~~

Revised: ~~09/16/2010~~

Revised: ~~02/21/2013~~

Revised: ~~02/10/2014~~

Revised: ~~01/07/2021~~

Revised: ~~09/02/2021~~

Job Locator: 0-1.1.24

Title: Director of Transportation

Position Grade: Director 1

Evaluated By: Assistant Superintendent of Operations

Job Description:

The Director of Transportation is responsible for managing a budget that covers equipment, maintenance, vehicle and school bus purchases, and all personnel. Responds to media requests. Communicates to parents and school district staff that the safety of their children is the first priority of the Transportation Department.

Responsibilities and duties of this position include:

1. Provide direction and supervision to the Transportation Department employees.
2. Ensure that all laws, regulations, and policies governing the transportation of students are observed.
3. Provide for the training and development of all Transportation Department employees.
4. Provide for the proper maintenance and prompt submission of all required records and reports for Transportation.
5. Provide for the planning and implementation of school bus routes and schedules.
6. Assist in the development of the Annual and Long Range Comprehensive Plan and Budget on all transportation-related needs.
7. Provide leadership in developing and implementing a transportation safety program.
8. Perform other duties as assigned by the Assistant Superintendent of Operations or designee.

Required Qualifications:

1. Graduate from an accredited college or university with a Bachelor's degree or an Associate's Degree and five (5) years management experience in a Transportation-related field.
2. Must have a safe driving history prior to employment. Safe driving history shall be interpreted as follows: On a record search, no accumulation of points totaling 8 or more in any 12-month period within the three (3) years immediately preceding the record search; and no conviction for DUI within the seven (7) years immediately preceding the record search. A no-contest plea shall be considered the same as a conviction.
3. Must maintain a safe driving record while employed.
4. Must have the ability to work in harmony with other School Board employees and general public

Desired Qualifications:

1. At least 5 years experience as a Transportation Director at another school district

Revised: 08/13/1987, 05/20/1993, 03/16/2006, 02/10/2014, 01/07/2021

Revised: ~~05/20/1993~~

Revised: ~~03/16/2006~~

Revised: ~~02/10/2014~~

Revised: ~~01/07/2021~~

Reviewed: 09/03/2026

Personnel Consent Agenda - Job Description Actions VI, A, p. 4 - 09/03/2026

Job Locator: O-1.1.25

Title: Assistant Director of Transportation

Position Grade: Supervisor I

Evaluated By: Director of Transportation

Job Description:

This position assists the Director in providing safe, efficient, and effective student transportation by managing key departmental functions. Responsibilities include overseeing daily operations, process and quality control, safety, and staff training. The role also assists with administering the department's budget, payroll, and purchasing; supervises the Transportation Human Resources department and associated staff; and ensures prompt and effective responses to parent concerns, all while exercising discretion and independent judgment.

Responsibilities and Duties of this Position:

1. Assists with leading, directing, and managing the Routing/Dispatch Supervisor and the Operations/Area Managers.
2. Oversee assigned personnel, conduct annual performance appraisals, and make recommendations for employment actions.
3. Plans for and effectively conducts staff meetings.
4. Manage the Transportation HR Department by evaluating job applicants and conducting or assigning interviews to management. Review qualifications of candidates for Bus Drivers and Bus Monitors, and oversee the entire hiring process to ensure applicants successfully navigate the HR process.
5. Assists with managing all Compound operations, coordinating consistency and ensuring the effectiveness of each transportation compound.
6. Keep the Director informed of potential problems or unusual events.
7. Demonstrate initiative in the performance of assigned responsibilities.
8. Develop, implement, monitor, and report progress to coordinate the work of various groups within the Transportation Department. This includes but is not limited to: route planning for the regular school year, extended school year, student census and reporting associated with the Florida Education Finance Plan (FEFP), annual evaluations, and school opening activities.
9. Assists the Director in developing and maintaining records necessary for the efficient and cost-effective management of the Transportation Department.
10. Maintain expertise in assigned areas to achieve project goals and objectives by attending training sessions, conferences, and workshops.
11. Provide guidance and support to all team members, with a focus on developing new employees.
12. Promote a culture focused on safety and quality customer service.
13. Assist in developing and implementing short- and long-term plans to accomplish the department's vision.
14. Improve workflow processes where applicable.
15. Works with diverse groups in a professional and courteous manner and communicates effectively both verbally and in writing.
16. Performs the duties of the Transportation Director when the Transportation Director is absent from the office.
17. Perform other duties as assigned by the Director of Transportation or the Assistant Superintendent of Operations.

Required Qualifications:

- Graduate from an accredited college or university with a Bachelor's degree or an Associate's Degree and five (5) years management experience in a Transportation-related field.
- Must have a safe driving history prior to employment. Safe driving history shall be interpreted as follows: On a record search, no accumulation of points totaling 8 or more in any 12-month period within the three (3) years immediately preceding the record search; and no conviction for DUI within the seven (7) years immediately preceding the record search. A no-contest plea shall be considered the same as a conviction.
- Must maintain a safe driving record while employed.
- Must have the ability to work in harmony with other School Board employees and the general public.

Desired Qualifications:

- At least 5 years of experience in Pupil Transportation management experience at another school district.

Board Approved: 9/4/2025

Reviewed: 09/03/2026

Job Locator: O-1.1.48

Job Title: Coordinator of Shop Operations

Position Grade: Coordinator I

Evaluated By: Director of Transportation

Job Description:

Supervises the Transportation Shop facilities to ensure the maintenance of District vehicles. The Coordinator of Shop Operations is responsible to the Director of Transportation.

Responsibilities and duties of this position include:

1. Assume overall supervisor/management responsibilities for the District's vehicle maintenance program.
2. Supervise all shop personnel to include evaluations, planning, developing, and managing shop personnel schedules.
3. Manage and oversee the day-to-day operations of the fleet services, record keeping, and preparation of detailed reports for the district's review.
4. Recommend the procurement/replacement of vehicles in use throughout the District.
5. Implement preventive maintenance protocols, vehicle maintenance protocols, and inspection protocols for all vehicles district-wide. Develop and maintain a bus inspection schedule to meet current state standards.
6. Coordinate the appropriate rotation of buses to ensure maximum efficiency/life of each vehicle.
7. Manage budget/purchasing for all of the shop operations. Assist with vendor procurement, assigning/maintaining contracts, and bid specifications for needed items.
8. Oversee our county-wide fuel program. Oversee inspections of fuel storage, fuel leak detection, and delivery systems.
9. Monitor security of the garage shop and District transportation vehicles.
10. Work in conjunction with the Transportation Supervisors in recommending guidelines and policies for transportation services.
11. Assist in the investigation of all school bus accidents.
12. Coordinate after-hour breakdowns.
13. Perform other duties as assigned by the Director.

Required Qualifications:

1. Graduate from an accredited college or university with a Bachelor's degree in a business related field, or a high school diploma and 15 (fifteen) years of management experience in a transportation or shop related field.
2. Must be skilled in written and oral communications.
3. Must have the ability to work in harmony with other School Board employees and the general public.
4. Must have the ability to organize and plan stockroom requirements and workload.
5. Must have the ability to use automotive catalogs and identify parts.
6. Must have a valid driver's license and must maintain a safe driving record during employment.
7. Knowledge of computer usage and operating systems.
8. Possess outstanding people skills and leadership qualities.

9. Must successfully have or obtain a valid Florida Class B Commercial Driver's License with Air Brakes, Passenger (P) and School Bus (S) Endorsements appropriate for the vehicle/equipment assigned, and any other Florida License as required within the first 6 months of employment.

Desired Qualifications:

1. Considerable knowledge of school bus mechanical operations and pupil transportation rules as defined by School Board Policy and Chapter 6A-3 of Florida State Board Rules.
2. Experience in school transportation or credentials in related fields.

Approved: 02/18/2010

Reviewed: 01/07/2021, 09/03/2026

Revised: 03/06/2025

DRAFT

Job Locator: O-1.2.44
Title: Transportation Specialist
Position Grade: Coordinator III
Evaluated By: Director of Transportation

Job Description:

The Transportation Specialist is responsible for the classroom training for new and existing bus drivers and bus monitors. Provides ESE training as needed. Address parent complaints with follow up.

Responsibilities and duties of this position include:

1. Develop and conduct pre-service and in-service training programs for bus drivers, bus monitors, and substitute drivers, including State of Florida required training.
2. Conduct an investigation and submit written analysis on all school bus accidents for management review and further appropriate action.
3. Maintain individual bus driver files which indicate dates of training and dates of accident involvement when applicable.
4. Perform "behind-the-wheel" observation of bus drivers to ensure drivers are following the methods taught in training, and are adhering to State and local guidelines.
5. Provide state of Florida required training for transportation staff.
6. Responsible for conducting Department safety meetings, maintaining safety records, assisting schools with their State mandated student safety programs, and overseeing the Driver Safety Committee.
7. Perform safety checks of school loading zones and bus stops.
8. Maintain the District's Safe Driver Program and all documentation required for this program.
9. Be knowledgeable of County, State and/or Federal laws and Department of Education rules and regulations pertaining to traffic and pupil transportation.
10. Perform other duties that may be assigned by the Director of Transportation or his/her designee.

Required Qualifications:

1. Graduate from an accredited college or university with an Associate degree and five (5) years-experience in a Transportation related field or have ten (10) years experience in a Transportation related field, with a minimum of five (5) of those years as a school bus driver.
2. Must have a valid Florida Class B Commercial Driver's License with Air Brakes, Passenger (P) and School Bus (S) Endorsements
3. Must have a safe driving history prior to employment. Safe driving history shall be interpreted as follows: On a record search, no accumulation of points totaling 8 or more in any 12-month period within the three (3) years immediately preceding the record search; and no conviction for DUI within the seven (7) years immediately preceding the record search. A no-contest plea shall be considered the same as a conviction.
4. Must maintain a safe driving record during employment.

Personnel Consent Agenda - Job Description Actions VI, A, p. 9 - 09/03/2026

5. Must have the ability to work in harmony with other School Board employees and the general public.
6. Must be skilled in written and oral communications.

Desired Qualifications:

1. Graduate from an accredited college or university with a Bachelor's Degree.
2. Experience in school transportation or credentials in related field.
3. Possess previous supervisory or administrative experience.

Approved: 06/30/1999

Revised: 08/19/1999, 01/20/2005, 01/07/2021, 10/06/2022

~~Revised: 01/20/2005~~

Reviewed: 02/10/2014, 09/03/2026

~~Revised: 01/07/2021~~

~~Revised: 10/06/2022~~

DRAFT

Job Locator: O-1.4.30
Title: Area Manager
Position Grade: Coordinator IV
Evaluated By: Supervisor of Transportation Services

Job Description:

The Area Manager is responsible for conducting various technical and administrative duties in supporting daily transportation activities. Responding to complaints and inquiries from the public, tracking and monitoring route efficiency. Manages transportation employees in the assigned area of responsibility.

Responsibilities and duties of this position include:

1. Supervise school bus drivers and monitors within the assigned area.
2. Attend parent conferences at schools, addressing students, drivers, and monitor issues.
3. Responsible for receiving and taking appropriate action on complaints, issues or concerns from drivers and monitors.
4. Perform driver and monitor yearly observations.
5. Assist with drivers and monitor yearly evaluations.
6. Work in conjunction with the Transportation Team on accurately updating the Florida Department of Education required documentation. (DMV, DOT physical, etc)
7. Be knowledgeable of County, State and/or Federal laws and Department of Education rules and regulations pertaining to pupil transportation.
8. Assist in the investigation of school bus accidents.
9. Perform all other duties that may be assigned by the Supervisor of Transportation or the Director of Transportation.
10. Drives bus when needed to ensure transportation coverage of students.

Required Qualifications:

1. Graduate from an accredited college or university with an Associates Degree or five (5) years experience in Transportation Management or have eight (8) years experience in a Transportation related field, with a minimum of five (5) of those years as a school bus driver.
2. Must have a safe driving history prior to employment. Safe driving history shall be interpreted as follows: On a record search, no accumulation of points totaling 8 or more in any 12-month period within the three (3) years immediately preceding the record search; and no conviction for DUI within the seven (7) years immediately preceding the record search. A no-contest plea shall be considered the same as a conviction.
3. Must maintain a safe driving record during employment.
4. Must have the ability to work in harmony with other School Board employees and the general public.
5. Must be skilled in written and oral communications.

6. Must possess outstanding people skills.
7. Must successfully have or obtain a valid Florida Class B Commercial Driver's License with Air Brakes, Passenger (P) and School Bus (S) Endorsements appropriate for the vehicle/equipment assigned, and any other Florida License as required within the first 6 months of employment.
8. Possess previous supervisory or leadership experience.

Desired Qualifications:

1. Graduate from an accredited college or university with a Bachelor's Degree.

Approved: 02/19/2004

Revised: 01/20/2005, 11/16/2010, 02/10/2014, 01/07/2021, 05/05/2022, 08/04/2022

~~Revised: 11/16/2010~~

~~Revised: 02/10/2014~~

~~Revised: 01/07/2021~~

~~Revised: 05/05/2022~~

~~Revised: 08/04/2022~~

Reviewed: 09/03/2026

DRAFT

Job Locator: O-1.4.06
Title: Coordinator of Routing
Position Grade: Coordinator IV
Evaluated by: Director of Transportation

Job Description:

Coordinates the routing and scheduling of bus transportation and ensures compliance of rules, regulations and District policies. He/she is responsible to the Director of Transportation and serves in a staff relationship with other Transportation Coordinators.

Responsibilities and duties of this position include:

1. Supervises and evaluates drivers assigned to their geographic area.
2. Supervises and evaluates Routing Specialists.
3. Works directly with assigned schools to coordinate bus services.
4. Establishes bus routes and schedules for the transportation of District students, evaluates distances, stop and start times in accordance with State and District policies/rules. Develops the construction of routes/stops through the MapNet Computer System for drivers, parents and schools.
5. Investigates the overall feasibility, associated costs or liabilities and governing rules or regulations to requested route or time changes; authors written decision to requesting party.
6. Supervises driver performance and compliance of District policies, communication between dispatcher and drivers; supervises dispatch during their response to unique or unusual situations (i.e. breakdowns or accidents); conducts behind-the-wheel evaluations and reviews vehicle inspection reports.
7. Coordinates and attends driver/parent conferences at school level regarding student behavioral problems, parent complaints, or special needs, etc.
8. Responsible for the preparation and final submission of the State FEFP report, which determines the state funding received by the District.
9. Reviews and maintains departmental records pertaining to driver/monitor absenteeism, discipline problems, late buses, etc.
10. Performs other duties of a similar nature or level.

Required Qualifications:

1. Graduate from an accredited college or university with an associate degree or have five (5) years experience in the transportation field.
2. Possess comprehensive knowledge of transportation rules and/or regulations, and maintain the same during employment.
3. Demonstrated abilities in written and oral communication skills.

4. Must have a safe driving history prior to employment. Safe driving history shall be interpreted as follows: On a license record search, no accumulation of points totaling 8 or more in any 12-month period within the three (3) years immediately preceding the record search, and no conviction for DUI within seven (7) years immediately preceding the record search. A no-contest plea shall be considered the same as a conviction.
- 5.
6. Must maintain a safe driving record during employment.
7. Work in harmony with other School Board employees and the general public.

Desired Qualifications:

1. Bachelor's degree from accredited college or university.
2. Possess previous supervisory experience in school administration or transportation.

Approved: 05/15/2003

Reviewed: 02/10/2014, 09/03/2026

Revised: 01/07/2021

DRAFT

II. JOB DESCRIPTION ACTIONS

B. Support - Approve the following job descriptions:

REVISED:

The following Transportation job descriptions have been updated to standardize formatting, grammar, accurately reflect current responsibilities, and correspond to the correct table in the salary schedule. There were no changes to position grades or pay classifications.

- **Bus Driver**
- **Bus Driver/Driver Trainer**
- **Mechanic**
- **Mechanic Assistant**
- **ESE Aide - Bus Monitor**
- **Fuel Attendant**
- **Parts Manager**
- **Routing Dispatcher**
- **Routing Specialist**
- **Shop Manager**
- **Transportation Technology Specialist**

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) CLASSROOM ASSISTANT

The ESOL Assistant job description needs to be updated to include a required qualification as outlined in FI Rule 6A-6.0904. Schools receiving an ESOL Assistant allocation have 15 or more students speaking the same language shall be provided an assistant who is proficient in that same language. The current job description does not require them to be proficient in the language of the students requiring an assistant.

REVIEWED:

The following Transportation job descriptions were reviewed and no changes were needed.

- **Transportation Payroll Secretary**

Job Locator: C-3.4.04

Title: Bus Driver

Position Grade: ~~Support Salary Schedule~~ Table II D: Special Compensation - Transportation Bus Drivers

Evaluated By: Director of Transportation or Assigned Administrator

Job Description:

Transports students to and from school following predetermined routes, stops and schedules, in accordance with traffic laws and safety regulations. Supervises students who ride the bus in order to maintain order, discipline and ensure the safety of all occupants. Inspects the bus prior to driving routes to identify any operational problems. Maintains information concerning all bus riders to determine their eligibility for service.

Responsibilities and duties of this position include:

1. Operate School buses following all state and local traffic regulations and School District policies and procedures as they relate to safe school bus operation.
2. Transports students to and from school following predetermined routes and schedules established by the routing specialist.
3. Collaborates with Routing Specialists to improve school bus routes, bus stop locations or loading/unloading zones at schools.
4. Interacts with students, parents, employees of the Clay County District Schools and other members of the community in a polite, professional manner using good judgment at all times.
5. Instructs students on safe school bus riding practices and emergency evacuation procedures.
6. Supervises students to maintain order within the bus in accordance with school policies and rules. ~~Reports disciplinary problems to school principals written on a conduct referral form.~~
7. Reports student misconduct to school principals via conduct referral forms and notifies transportation administration of all incidents.
8. Performs a pre- and post-trip inspection of assigned bus prior to driving morning routes, afternoon routes or field trips to ensure proper vehicle operation.
9. Maintains roster and information sheets of all students who ride the bus including name, address, phone number, age and grade to determine the eligibility of students to ride the bus.
10. Cleans the interior and exterior of the bus at the conclusion of routes by picking up trash, sweeping and/or mopping the floor, washing windows and body of the vehicle.
11. Organizes students into seating arrangements according to bus stops, age and student behavioral patterns.
12. Complete bi-annual Full-Time Equivalent student survey forms per Florida Education Finance Program guidelines per designated timelines and instructions provided.
13. Attend and participate in annual transportation inservice.
14. Performs other duties of similar nature or level.

Required Qualifications:

1. Must have a valid driver's license for at least five years.
2. Must have a valid Florida Class B Commercial Driver's License with Air Brakes, Passenger (P) and School Bus (S) Endorsements

3. Must have a safe driving history prior to employment. Safe driving history shall be interpreted as follows: On a record search, no accumulation of points totaling 8 or more in any 12-month period within the three (3) years immediately preceding the record search; and no conviction for DUI within the seven (7) years immediately preceding the record search. A no-contest plea shall be considered the same as a conviction.
4. Must maintain a safe driving record while employed and operate in compliance with the Safe Driver Plan at all times.
5. Must meet all requirements of Florida Administrative Code, Chapter 6A-3 Transportation.
6. Must have a satisfactory check for drug and alcohol violations within the Federal Motor Carrier Safety Administration Drug and Alcohol Clearinghouse and/or any Department of Transportation (DOT) sanctioned drug and/or alcohol tests from previous DOT-regulated employers within the past two years.
7. Must pass the annual physical examination as set by the Clay County School Board or the State of Florida.
8. Must demonstrate understanding of operational responsibilities as prescribed in Florida Administrative Code, the Florida Commercial Driver Handbook, local laws and Clay County District Schools Policy and Procedures
9. Must complete training in cardiopulmonary resuscitation (CPR), Automated External Defibrillator (AED), tourniquet and first aid prior to transporting students, and complete CPR and first aid refresher in-service training every other year.
10. Successfully complete all required ESE training upon hire and attend additional ESE and IEP specific medical training as needed during the school year.
11. Must be able to understand, verbally communicate and follow written and oral communications in English per Federal Motor Carrier Safety Administration (FMCSA) regulation 49 CFR §391.11(b)(2).

Preferred Qualifications:

1. High School Diploma or General Equivalency Diploma (GED)

PHYSICAL EFFORT	REGULARLY	FREQUENTLY	OCCASIONALLY	NEVER
Lifting/carrying objects under 20 pounds	X			
Lifting/carrying object between 21-50 pounds			X	
Standing for sustained period of time			X	
Stooping/bending		X		
Walking for sustained periods of time		X	X	
Climb steps, stools or ladders	X	X		
Kneeling/crouching		X		
Twisting		X		
Pushing/pulling carts or other such objects		X		
Reach above shoulders		X		
Repetitive motions of the wrists, hands and fingers		X		
Operation of power tools, mechanical equipment			X	X

WORKING CONDITIONS	REGULARLY	FREQUENTLY	OCCASIONALLY	NEVER
Working in a normal office environment with few physical discomforts.			X	
Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variations and other conditions.	X			
Working with equipment or performing procedures where carelessness could result in injury	X			
Work Conditions that may have a variety of physical conditions, such as proximity to moving mechanical parts, electrical current, working on scaffolding and high places, and exposure to heat or chemicals.			X	

Board Approved: 05/20/1993

Revised: 09/21/1995, 01/07/2021, 09/03/2026

DRAFT

Job Locator: C-3.4.59

Bus Driver/Driver Trainer

Position Grade: ~~Support Salary Schedule~~ Table II D: Special Compensation - Transportation Bus Drivers

Evaluated By: Assigned Administrator

Job Description:

Train new applicant school bus drivers for the Clay County Schools Transportation Department and conduct behind the wheel and in-service training for currently employed school bus drivers. Administer on-the-road driving examinations required by the Florida Department of Motor Vehicles & Highway Safety for new school bus drivers to obtain a commercial driver's license. Incumbents will also meet all requirements and perform duties of school bus drivers.

Transports students to and from school following predetermined bus routes, stops, and schedules, in accordance with traffic laws and safety regulations. Supervises students who ride the bus in order to maintain order, discipline and ensure the safety of all occupants. Inspects buses prior to driving routes to identify any operational problems. Maintains information concerning all bus riders to determine their eligibility for service.

Responsibilities and duties of this position include:

1. Trains new school bus drivers for the Clay County Schools Transportation Department in accordance with the requirements of the Florida Department of Education Basic School Bus Driver Training Curriculum.
2. Administers dexterity tests to applicants for school bus driver and monitor positions in accordance with the requirements of the Florida Department of Education.
3. Prepares school bus driver trainees to take the on-the-road driving examinations required in order to obtain a commercial driver's license (CDL) and administers the CDL Skill Tests to trainees in accordance with procedures and requirements of the Florida Department of Highway Safety & Motor Vehicles.
4. Conducts in-service training of current school bus drivers for annual re-certification to transport students as required by the Florida Department of Education: and for school bus monitors.
5. Conducts ~~in-service~~ reinforcement training for current school bus drivers when it has been determined they have been involved in an at-fault/preventable vehicle accident/crash, in accordance with the requirements of the Clay County School Board's Safe Driver Plan.
6. Performs "check rides" with all current school bus drivers to monitor driving skills and proficiency. Conducts follow-up in-service training to correct deficiencies noted through the "check ride" process.
7. Works closely with designated school bus drivers at the bus compounds who are assigned as trainers and monitors their work to ensure all standards and requirements are in compliance.
8. Transports students to and from school following predetermined routes and schedules established by the routing specialist.
9. Follows all traffic laws and safety regulations to ensure the safety of student passengers.
10. Supervises students to maintain order within the bus in accordance with school policies and rules.
11. Reports disciplinary problems to ~~the school principal~~ Transportation Administration.

12. Inspects bus prior to morning and afternoon routes and field trips to ensure proper operation.
13. Reports any vehicle problems to the mechanic to ensure the proper and safe operation of the vehicle.
14. Maintains roster and information sheets of all students who ride the bus including name, address, phone number, age, and grade to determine the eligibility of students to ride the bus.
15. Cleans the interior and exterior of the bus at the conclusion of routes by picking up trash, sweeping and/or mopping the floor, washing windows and body of the vehicle.
16. Organizes students into seating arrangements according to ~~bus stops~~ age and student behavioral patterns.
17. Completes required forms concerning students currently riding the bus in order to qualify for state funding.
18. Conducts refresher training for current school bus drivers and monitors as needed.
19. Performs other duties of similar nature or level.

Required Qualifications:

1. Must possess a valid driver's license for at least five years.
2. Must have a valid Florida Class B Commercial Driver's License with Air Brakes, Passenger (P) and School Bus (S) Endorsements.
3. Must have a safe driving history prior to employment. Safe driving history shall be interpreted as follows: On a record search, no accumulation of points totaling 8 or more in any 12-month period within the three (3) years immediately preceding the record search; and no conviction for DUI within the seven (7) years immediately preceding the record search. A no-contest plea shall be considered the same as a conviction.
4. Must maintain a safe driving record while employed and operate in compliance with the Safe Driver Plan at all times.
5. Must pass the annual physical examination as set by the Clay County School Board or the State of Florida.
6. Must meet all requirements of State Board Rule 6A-3.
7. Must be able to understand and follow written and oral communications.
8. Prior to appointment into this position the incumbent must have satisfactorily completed the School Bus Driver Trainer Certification Course conducted by the State Department of Education or must enroll in and satisfactorily complete the next available offering of this course. ~~and must satisfactorily complete the CDL Third Party Examiner Certification Course administered by the Florida Department of Highway Safety & Motor Vehicles and maintain while assigned to this position.~~
9. Completion of the CDL Third Party Examiner Certification Course administered by the Florida Department of Highway Safety and Motor Vehicles may be required based on departmental needs.

PHYSICAL EFFORT	REGULARLY	FREQUENTLY	OCCASIONALLY	NEVER
Lifting/carrying objects under 20 pounds		X	X	
Lifting/carrying object between 21-50 pounds			X	
Standing for sustained period of time		X	X	
Stooping/bending		X	X	
Walking for sustained periods of time			X	
Climb steps, stools or ladders	X		X	
Kneeling/crouching		X	X	
Twisting		X	X	
Pushing/pulling carts or other such objects		X	X	
Reach above shoulders		X	X	
Repetitive motions of the wrists, hands and fingers		X	X	
Operation of power tools, mechanical equipment			X	

WORKING CONDITIONS	REGULARLY	FREQUENTLY	OCCASIONALLY	NEVER
Working in normal office environment with few physical discomforts.	X			
Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variations and other conditions.	X		X	
Working with equipment or performing procedures where carelessness could result in injury	X		X	
Work Conditions that may have a variety of physical conditions, such as proximity to moving mechanical parts, electrical current, working on scaffolding and high places, and exposure to heat or chemicals.			X	

Approved: 11/2/2017

Revised: 01/07/2021, 09/03/2026

Job Locator C-3.4.36

Title: Mechanic

Position Grade: ~~Trade Skill~~ Salary Table II E: Special Compensation - Maintenance Trade Skill Workers

Evaluated By: Assigned Administrator

Job Description:

Diagnoses, troubleshoots and conducts both minor and major repairs to District vehicles and buses. Conducts preventive maintenance and scheduled service of District vehicles. Inspects vehicles to ensure conformance to safety regulations and requirements. May provide training and instruction to less experienced personnel, as required.

Responsibilities and duties of this position include:

1. Performs major and minor repair on district vehicles, buses, and small engines; troubleshoots repair needs.
2. Performs bus safety inspections to determine compliance or noncompliance within pre-established safety standards. Completes required forms.
3. Responds to "emergency" road breakdowns; visits breakdown site and determines immediate repair needs and carries out accordingly.
4. Records all work activities; logs time and materials used.
5. Maintains and cleans tools and equipment. Recommends replacement or repair.
6. Inspects District vehicles (other than buses) at specified miles markers or hours of use. Checks brakes, tunes engines, changes oil, etc.
7. Locks garage doors and secures the facility.
8. Assists in annual parts and tools inventory by counting items.
9. Organization and maintenance of furniture and equipment.
10. Dispenses fuel as needed.
11. Performs other duties of a similar nature.

Required Qualifications:

1. Requires three years of comprehensive automotive and vehicle repair/service experience; or vocational/technical certification in automotive repair or related area and one years previous experience; or a combination of previous education/training/experience which provides for an equivalent background necessary to perform the work.
2. Must ~~have~~ obtain a valid Florida Class B Commercial Driver's License with Air Brakes, and School Bus (S) Endorsements within 90 days of start date.
3. Must have a safe driving history prior to employment. Safe driving history shall be interpreted as follows: On a record search, no accumulation of points totaling 8 or more in any 12-month period within the three (3) years immediately preceding the record search; and no conviction for DUI within the seven (7) years immediately preceding the record search. A no-contest plea shall be considered the same as a conviction.
4. Must maintain a safe driving record during employment.
5. Must be able to understand and follow written and oral communications.

PHYSICAL EFFORT	REGULARLY	FREQUENTLY	OCCASIONALLY	NEVER
Lifting/carrying objects under 20 pounds		X		
Lifting/carrying object between 21-50 pounds		X		
Standing for sustained period of time	X			
Stooping/bending		X		
Walking for sustained periods of time		X		
Climb steps, stools or ladders		X		
Kneeling/crouching		X		
Twisting		X		
Pushing/pulling carts or other such objects		X		
Reach above shoulders		X		
Repetitive motions of the wrists, hands and fingers		X		
Operation of power tools, mechanical equipment		X		

WORKING CONDITIONS	REGULARLY	FREQUENTLY	OCCASIONALLY	NEVER
Working in normal office environment with few physical discomforts.			X	
Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variations and other conditions.	X			
Working with equipment or performing procedures where carelessness could result in injury	X			
Work Conditions that may have a variety of physical conditions, such as proximity to moving mechanical parts, electrical current, working on scaffolding and high places, and exposure to heat or chemicals.		X		

Approved: 05/20/1993

Revised: 09/21/1995, 01/07/2021, 09/03/2026

Revised: ~~01/07/2021~~

Job Locator: C-3.4.56

Title: Mechanic Assistant -~~Transportation~~

Position Grade: Trade Skill Salary Table II E: Special Compensation - Maintenance Trade Skill Workers

Evaluated By: Assigned Administrator

Job Description:

Performs repairs and maintenance work on ~~d~~District vehicle fleet in support of Mechanics. Acts as assistant to Mechanics in all areas of fleet maintenance.

Responsibilities and duties of this position include:

1. Responds to service/repair needs within the District's vehicle fleet as assigned.
2. Performs preventative maintenance inspections and related service/repairs, to include monitoring fuel oil, coolant levels, etc.
3. Dispenses fuel and maintains fueling records as needed.
4. Perform monthly EPA inspections on fuel pumps for all compounds.
5. Performs all levels of tire repairs and servicing, including use of tire mounting/dismounting machinery, tire balancer and safety inflating chamber.
6. Parks/moves vehicles, cleans vehicles and maintenance facilities or other areas as directed.
7. ~~Cleans employee portable break rooms as needed.~~ Assists custodian with cleaning or lawncare needs when custodian is absent.
8. Performs other duties of a similar nature or level.

Required Qualifications:

1. Requires a minimum of two-years' experience in automotive/vehicle repair; or a combination of previous education/training/experience which provides for an equivalent background necessary to perform the work.
2. Must ~~have~~ obtain a valid Florida Class B Commercial Driver's License with Air Brakes, and School Bus (S) Endorsements within 90 days of start date.
3. Must have a safe driving history prior to employment. Safe driving history shall be interpreted as follows: On a record search, no accumulation of points totaling 8 or more in any 12-month period within the three (3) years immediately preceding the record search; and no conviction for DUI within the seven (7) years immediately preceding the record search. A no-contest plea shall be considered the same as a conviction.
4. Must maintain a safe driving record during employment and operate in compliance with the Safe Driver Plan at all times.
5. Must be able to understand and follow written and oral communications.

PHYSICAL EFFORT	REGULARLY	FREQUENTLY	OCCASIONALLY	NEVER
Lifting/carrying objects under 20 pounds		X		
Lifting/carrying object between 21-50 pounds		X		
Standing for sustained period of time		X		
Stooping/bending		X		
Walking for sustained periods of time		X		
Climb steps, stools or ladders		X		
Kneeling/crouching		X		
Twisting		X		
Pushing/pulling carts or other such objects		X		
Reach above shoulders		X		
Repetitive motions of the wrists, hands and fingers		X		
Operation of power tools, mechanical equipment		X		

WORKING CONDITIONS	REGULARLY	FREQUENTLY	OCCASIONALLY	NEVER
Working in a normal office environment with few physical discomforts.			X	
Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variations and other conditions.		X		
Working with equipment or performing procedures where carelessness could result in injury		X		
Work Conditions that may have a variety of physical conditions, such as proximity to moving mechanical parts, electrical current, working on scaffolding and high places, and exposure to heat or chemicals.			X	

Board Approved: 03/21/1996

Revised: 10/17/1996, 01/07/2021, 09/03/2026

Revised: ~~01/07/2024~~

Job Locator: C-3.4.54

Title: ESE Aide - Bus Monitor

Position Grade: Support Salary Schedule

Evaluated By: Assigned Supervisor

Job Description:

Assists the bus driver regarding emergency operations, child care, first aid, and evacuation procedures. Provides assistance where necessary in completing required reports.

Responsibilities and duties of this position include:

1. Follows the instructions of the bus driver regarding emergency operations, child care, first aid, and evacuation procedures.
2. Displays knowledge on how to assist the special needs student transported on Clay County School Buses.
3. Monitors students and their needs during the transportation process.
4. Displays a positive attitude and promotes a safe, calm environment.
5. Develops a positive working relationship with parents. ~~Complies with requirements regarding confidentiality.~~
6. Assists in loading and unloading students in accordance with established procedures.
7. Secures students and equipment in keeping with safety requirements.
8. Supervises students if the driver must leave the bus.
9. Complies with all reporting requirements including accident/incident reports involving students and/or self.
10. Administer medication (e.g., epi-pens, inhalers, seizure medication) or interventions as trained and in accordance with student health plans.
11. Complies with the Family Education Rights and Privacy Act of 1974 (FERPA) to assure students records, behavior and ridership confidentiality.
12. Assist the driver with cleaning the interior of the bus at the conclusion of routes by picking up trash, sweeping and/or mopping the floor.
13. Performs other duties of a similar nature or level.

Required Qualifications:

1. Must be able to understand and follow written and oral communications.
2. Capable of loading and unloading students on and off the bus securing wheelchairs and other similar devices.
3. Must pass the agility test during pre-employment and thereafter annually.
4. Successfully complete all required ESE training upon hire and attend additional ESE and IEP specific medical training as needed during the school year.

PHYSICAL EFFORT	REGULARLY	FREQUENTLY	OCCASIONALLY	NEVER
Lifting/carrying objects under 20 pounds		X	X	
Lifting/carrying object between 21-50 pounds			X	
Standing for sustained period of time			X	
Stooping/bending		X	X	
Walking for sustained periods of time			X	
Climb steps, stools or ladders	X		X	
Kneeling/crouching		X	X	
Twisting		X	X	
Pushing/pulling carts or other such objects		X	X	
Reach above shoulders			X	
Repetitive motions of the wrists, hands and fingers	X		X	
Operation of power tools, mechanical equipment				X

WORKING CONDITIONS	REGULARLY	FREQUENTLY	OCCASIONALLY	NEVER
Working in normal office environment with few physical discomforts.			X	
Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variations and other conditions.	X		X	
Working with equipment or performing procedures where carelessness could result in injury	X			
Work Conditions that may have a variety of physical conditions, such as proximity to moving mechanical parts, electrical current, working on scaffolding and high places, and exposure to heat or chemicals.			X	

Board Approved: 11/13/1993

Revised: 05/20/2004, 01/07/2021, 09/03/2026

Revised: ~~01/07/2021~~

Job Locator: C-3.4.15

Title: Fuel Attendant

Position Grade: Support Salary Schedule

Evaluated by: Director of Transportation or Assigned Administrator

Job Description:

Pumps gas, checks oil and fluid levels of school vehicles and records according to District procedures; cleans office and shop area; picks up and delivers parts.

Responsibilities and duties of this position include:

1. Pumps fuel and checks oil and water levels for school vehicles.
2. Cleans transportation office shop and portable employee break areas (i.e. sweeps/vacuums floors, picks up tools, and delivers parts).
3. Records data on fuel and oil consumption, well check and fire extinguisher use and/or supply. Notifies appropriate individuals of issues and concerns.
4. Assists mechanic managers on monthly state required storage tank checks at both bus compounds. Record document status results in the assigned district database.
5. Performs other duties of a similar level or nature.
6. Stock supplies for Buses and Transportation shops and offices.

Required Qualifications:

1. Must be able to understand and follow written and oral communications.
2. Must be able to perform minor vehicle repairs.
3. Have a valid Florida Class B Commercial Driver's License with Air Brakes, and School Bus (S) Endorsements OR obtain within the first 90 days of employment.
4. Drive spare buses in assigned areas for emergency bus breakdowns or accidents.
5. Must have a safe driving history prior to employment. Safe driving history shall be interpreted as follows: On a record search, no accumulation of points totaling 8 or more in any 12-month period within the three (3) years immediately preceding the record search; and no conviction for DUI within the seven (7) years immediately preceding the record search. A no-contest plea shall be considered the same as a conviction.
6. Must maintain a safe driving record while employed.

PHYSICAL EFFORT	REGULARLY	FREQUENTLY	OCCASIONALLY	NEVER
Lifting/carrying objects under 20 pounds			X	
Lifting/carrying object between 21-50 pounds			X	
Standing for sustained period of time			X	
Stooping/bending			X	
Walking for sustained periods of time			X	
Climb steps, stools or ladders			X	
Kneeling/crouching			X	
Twisting			X	
Pushing/pulling carts or other such objects			X	
Reach above shoulders			X	
Repetitive motions of the wrists, hands and fingers			X	
Operation of power tools, mechanical equipment			X	

WORKING CONDITIONS	REGULARLY	FREQUENTLY	OCCASIONALLY	NEVER
Working in normal office environment with few physical discomforts.			X	
Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variations and other conditions.		X		
Working with equipment or performing procedures where carelessness could result in injury			X	
Work Conditions that may have a variety of physical conditions, such as proximity to moving mechanical parts, electrical current, working on scaffolding and high places, and exposure to heat or chemicals.			X	

Board Approved: 05/20/1993

Revised: 01/07/2021, 11/7/2024, 09/03/2026

Revised: ~~11/7/2024~~

Job Locator: C-3.4.39

Title: Parts Manager

Position Grade: ~~Support Salary Schedule~~ Confidential Salary Schedule

Evaluated By: Director of Transportation or Assigned Administrator

Job Description:

Responsible for School bus, automotive and service truck parts inventory for Clay County School District vehicles. Follows Transportation operating procedures. Leads Parts Department staff on department goals and initiatives. Supervises the Parts Department staff, takes inventory and prepares various efficiency reports.

Responsibilities and duties of this position include:

1. Operates parts department. Maintains parts inventory for buses, automotive and service trucks. Establishes and monitors issuance, charging, stocking, ordering, and record-keeping procedures. Completes requisitions and necessary paperwork to ensure ample stock.
2. Supervises parts staff; assigns work responsibilities; monitors, and evaluates work performances.
3. Supervises and/or enters and updates equipment and property information including fuel consumption, work orders, and inspection schedules; calculates costs, and prepares and runs various reports.
4. Conducts tool and part inventories; determines ordering needs; author's bid specifications or requisitions; and forwards for supervisory approval.
5. Performs other duties of a similar level or nature.

Required Qualifications:

1. Two to ~~F~~four years previous automotive and truck parts experience; mechanical experience, or a combination of education/training/experience which provides for an equivalent background necessary to perform the work.
2. Must have a safe driving history prior to employment. Safe driving history shall be interpreted as follows: On a license record search, no accumulation of points totaling 8 or more in any 12-month period within the three (3) years immediately preceding the record search; and no conviction for DUI within the seven (7) years immediately preceding the record search. A no-contest plea shall be considered the same as a conviction.
3. Maintain a safe driving record while employed.
4. Possess a valid Florida Driver's License appropriate for the vehicle/equipment assigned and maintain the same during employment.
5. Must be a high school graduate or have passed the G.E.D. equivalency examination.

PHYSICAL EFFORT	REGULARLY	FREQUENTLY	OCCASIONALLY	NEVER
Lifting/carrying objects under 20 pounds		X		
Lifting/carrying object between 21-50 pounds			X	
Standing for a sustained period of time			X	
Stooping/bending			X	
Walking for sustained periods of time			X	
Climb steps, stools or ladders			X	
Kneeling/crouching			X	
Twisting			X	
Pushing/pulling carts or other such objects			X	
Reach above shoulders			X	
Repetitive motions of the wrists, hands and fingers		X		
Operation of power tools, mechanical equipment				X

WORKING CONDITIONS	REGULARLY	FREQUENTLY	OCCASIONALLY	NEVER
Working in normal office environment with few physical discomforts.	X			
Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variations and other conditions.		X		
Working with equipment or performing procedures where carelessness could result in injury			X	
Work Conditions that may have a variety of physical conditions, such as proximity to moving mechanical parts, electrical current, working on scaffolding and high places, and exposure to heat or chemicals.			X	

Approved: 05/20/1993

Revised: 09/21/1995, 01/07/2021, 09/03/2026

Revised: 01/07/2021

Job Locator: C-3.4.45

Title: Routing Dispatcher

Position Grade: Support Salary Schedule

Evaluated By: Director of Transportation or Assigned Administrator

Job Description:

Receives and dispatches information regarding student transportation needs; assigns substitute bus driver to routes on an as needed basis; and maintains departmental logs.

Responsibilities and duties of this position include:

1. Assigns substitute drivers to cover regular bus routes in the event of an emergency, regular driver absence, or field trips; receives information and determines driver route coverage.
2. Provides information to students, staff and parents via phone calls, emails and other technology. Determines priority of calls and responds accordingly (i.e. accident and reports).
3. Communicates in a clear, concise, and courteous manner, via two-way radio and telephone.
4. Provide guidance and direction to school bus drivers on operating policies and procedures.
5. Maintains departmental records pertaining to transportation activities (i.e. log of breakdowns, time sheets or records, special transportation arrangements, etc.).
6. Maintains memos, correspondence, schedules, route information; ~~M~~makes copies when needed.
7. Respond to emergency requests in a calm manner while contacting the proper authorities and initiating emergency procedures.
8. Performs other duties of a similar nature or level.
9. ~~Drives bus when needed to ensure transportation coverage of students.~~

Required Qualifications:

1. Must be a high school graduate or have passed the G.E.D. equivalency examination.
2. Must have a safe driving history prior to employment. Safe driving history shall be interpreted as follows: On a license record search, no accumulation of points totaling 8 or more in any 12-month period within the three (3) years immediately preceding the record search; and no conviction for DUI within the seven (7) years immediately preceding the record search. A no-contest plea shall be considered the same as a conviction.
3. Must possess a valid Florida Driver's License appropriate for the vehicle assigned and maintain a safe driving record while employed.
4. Ability to effectively engage in the problem-solving process and analyze emergency situations to make quick effective decisions under extreme stress.

Desired Qualifications:

1. Have a valid Florida Class B Commercial Driver's License with Air Brakes, Passenger (P) and School Bus (S) Endorsements.
2. One year of successful experience as a school bus driver.

PHYSICAL EFFORT	REGULARLY	FREQUENTLY	OCCASIONALLY	NEVER
Lifting/carrying objects under 20 pounds			X	
Lifting/carrying object between 21-50 pounds			X	
Standing for sustained period of time			X	
Stooping/bending			X	
Walking for sustained periods of time			X	
Climb steps, stools or ladders			X	
Kneeling/crouching			X	
Twisting			X	
Pushing/pulling carts or other such objects			X	
Reach above shoulders			X	
Repetitive motions of the wrists, hands and fingers			X	
Operation of power tools, mechanical equipment			X	

WORKING CONDITIONS	REGULARLY	FREQUENTLY	OCCASIONALLY	NEVER
Working in normal office environment with few physical discomforts.	X			
Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variations and other conditions.		X		
Working with equipment or performing procedures where carelessness could result in injury			X	
Work Conditions that may have a variety of physical conditions, such as proximity to moving mechanical parts, electrical current, working on scaffolding and high places, and exposure to heat or chemicals.			X	

Desired Qualifications:

- ~~1. Have a valid Florida Class B Commercial Driver's License with Air Brakes, Passenger (P) and School Bus (S) Endorsements.~~
- ~~2. One year successful experience as a school bus driver.~~

Approved: 05/20/1993

Revised: 09/21/1995, 01/07/2021, 08/04/2022, 06/01/2023, 09/03/2026

Revised: ~~01/07/2021~~

Revised: ~~08/04/2022~~

Revised: ~~06/01/2023~~

Job Locator: C-3.4.46

Title: Routing Specialist

Position Grade: Support Salary Schedule

Evaluated By:Assigned Administrator

Job Description:

Coordinates the routing and scheduling of school bus transportation following District policies and ensuring compliance with the Florida Department of Transportation regulations, and guidelines. Utilizes the routing database to design, update, and monitor routes for accuracy, efficiency, and regulatory adherence.

Responsibilities and duties of this position include:

1. ~~Determines~~ Develops and manages bus routes and schedules the transportation of ~~D~~ district students; evaluates distances, stop and start times in accordance with State and District policies/rules. ~~Enters information into the computer and issues routes copies to the driver.~~
2. Updates and maintains routing data within the transportation database and distributes route copies to drivers.
3. Reviews and ~~R~~ responds to route or time change requests by investigating overall feasibility, the rationale of request, associated costs or liabilities and governing rules or regulations. Communicate change request decisions to all parties affected.
4. Drives bus when needed to ensure transportation coverage of students.
5. ~~Verification that route is driven in the most efficient manner. Make needed route adjustments in a timely manner~~ Monitors route efficiency through data review and field verification, making timely adjustments in the routing database to improve accuracy and performance.
6. Coordinates the gathering of data, reviews for accuracy, compiles and prepares required state/federal or District reports (i.e. number of students transported, etc.).
7. Maintains routing department ~~departmental~~ records. ~~pertaining to bus breakdown, discipline problems, late buses, etc.~~
8. Attend and participate in annual transportation inservice.
9. Reports disciplinary problems to Transportation Administration.
10. Performs other duties of a similar nature or level.

Required Qualifications:

1. Must be a high school graduate or have passed the G.E.D. equivalency examination.
2. Must have a safe driving history prior to employment. Safe driving history shall be interpreted as follows: On a record search, no accumulation of points totaling 8 or more in any 12-month period within the three (3) years immediately preceding the record search; and no conviction for DUI within the seven (7) years immediately preceding the record search. A no-contest plea shall be considered the same as a conviction.
3. ~~Must possess a valid Florida Driver's License appropriate for the vehicle assigned and maintain a safe driving record while employed.~~
4. Have a valid Florida Class B Commercial Driver's License with Air Brakes, Passenger (P) and School Bus (S) Endorsements.

5. Must maintain a safe driving record while employed and operate in compliance with the Safe Driver Plan at all times.
6. Must meet all requirements of Florida Administrative Code, Chapter 6A-3 Transportation.
7. Must have a satisfactory check for drug and alcohol violations within the Federal Motor Carrier Safety Administration Drug and Alcohol Clearinghouse and/or any Department of Transportation (DOT) sanctioned drug and/ or alcohol tests from previous DOT-regulated employers within the past two years.
8. Must pass the annual physical examination as set by the Clay County School Board or the State of Florida.
9. Must demonstrate understanding of operational responsibilities as prescribed in Florida Administrative Code, the Florida Commercial Driver Handbook, local laws and Clay County District Schools Policy and Procedures.
10. Must complete training in cardiopulmonary resuscitation (CPR), Automated External Defibrillator (AED), tourniquet and first aid prior to transporting students, and complete CPR and first aid refresher in-service training every other year.
11. Successfully complete all required ESE training upon hire and attend additional ESE and IEP specific medical training as needed during the school year.
12. Must be able to understand, verbally communicate and follow written and oral communications in English per Federal Motor Carrier Safety Administration (FMCSA) regulation 49 CFR §391.11(b)(2).

Desired Qualifications:

1. ~~Have a valid Florida Class B Commercial Driver's License with Air Brakes, Passenger (P) and School Bus (S) Endorsements.~~
2. One year of successful experience as a school bus driver.

PHYSICAL EFFORT	REGULARLY	FREQUENTLY	OCCASIONALLY	NEVER
Lifting/carrying objects under 20 pounds			X	
Lifting/carrying object between 21-50 pounds			X	
Standing for sustained period of time			X	
Stooping/bending		X	X	
Walking for sustained periods of time		X	X	
Climb steps, stools or ladders		X	X	
Kneeling/crouching		X	X	
Twisting		X	X	
Pushing/pulling carts or other such objects		X	X	
Reach above shoulders		X	X	
Repetitive motions of the wrists, hands and fingers		X	X	
Operation of power tools, mechanical equipment			X	X

WORKING CONDITIONS	REGULARLY	FREQUENTLY	OCCASIONALLY	NEVER
Working in normal office environment with few physical discomforts.	X			
Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variations and other conditions.			X	
Working with equipment or performing procedures where carelessness could result in injury			X	
Work Conditions that may have a variety of physical conditions, such as proximity to moving mechanical parts, electrical current, working on scaffolding and high places, and exposure to heat or chemicals.			X	

Approved: 05/20/1993

Revised: 09/21/1995, 03/19/1998, 01/07/2021, 06/01/2023, 09/03/2026

~~Revised: 03/19/1998~~

~~Revised: 01/07/2021~~

~~Revised: 06/01/2023~~

Job Locator: C-3.4.48

Title: Shop Manager

Position Grade: ~~Support Salary Schedule~~ Confidential Salary Schedule

Evaluated By: Director of Transportation or Assigned Administrator

Job Description:

Supervises the maintenance and repair of the District's transportation fleet and related shop personnel.

Responsibilities and duties of this position include:

1. Supervises all mechanics and other support staff assigned to the District's shop operations area, including parts, fueling and custodial personnel.
2. Assists Department Administrators with the scheduling of shop operation personnel to ensure adequate coverage of fleet maintenance needs during normal District operating hours and for after hours emergencies as needed.
3. Assists Department Administrators in the assignment of District vehicles to bus drivers, transportation department staff and other District departments and schools.
4. Assists Department Administrators in assigning parking spaces for school buses and other District-owned vehicles in the department's compounds, and ensuring adequate parking space is available and utilized optimally.
5. Coordinates with other District staff regarding any on-site or off-site vehicle maintenance problems, assessment of potential repair needs and determination of whether a vehicle should remain in operation.
6. Determines job priorities and assigns work tasks to mechanics, fueling staff and custodial staff to ensure adequate and efficient daily shop operations.
7. Reviews daily work orders and time forms prior to and upon completion of work for quality control purposes, such as ensuring equipment used, labor, material, and that finished work meets quality standards.
8. Ensures that the maintenance and repair of District vehicles is consistent with State maintenance requirements including but not limited to establishing schedules for routine bus inspections.
9. Assists Department Administrators in the procurement of school buses and all other vehicles for the non-student ("white") fleet and makes recommendations as to the repair and/or replacement of vehicles and related equipment.
10. Supervises and coordinates the intake and inspection process for all new District vehicles as they are received.
11. Supervises the installation and maintenance of additional equipment for vehicles such as GPS units, camera systems, and two-way radios.
12. Monitors vehicle recalls and warranty information and contacts local dealerships and/or manufacturer and/or distributor representatives as necessary.
13. Ensures an adequate supply and storage of fuel, oil and other hazardous materials and assists the Director with ensuring that monthly inspections of fuel storage tanks are completed and documented according to (USTs) or 62.762.711 (for ASTs), Florida Administrative Code.
14. Supervises and assigns staff to coordinate the ordering, pick up and delivery of parts and supplies necessary for shop operations.
15. In conjunction with District administration and safety personnel, monitors and implements the security of transportation facilities and any District vehicles that are located on transportation department grounds.

Personnel Consent Agenda - Job Description Actions VI, B, p. 23 - 09/03/2026

16. In coordination with department administration, assists in the response, documentation and/or processing of accidents involving District vehicles, related equipment and property as needed.
17. Performs other tasks of a similar nature or level.

Required Qualifications:

1. Must be a high school graduate or have passed the G.E.D. equivalency examination.
2. Must have obtain a valid Florida Class B Commercial Driver's License with Air Brakes, and School Bus (S) Endorsements within 90 days of start date.
3. Must have a safe driving history prior to employment. Safe driving history shall be interpreted as follows: On a record search, no accumulation of points totaling 8 or more in any 12-month period within the three (3) years immediately preceding the record search; and no conviction for DUI within the seven (7) years immediately preceding the record search. A no-contest plea shall be considered the same as a conviction.
4. Must maintain a safe driving record while employed.
5. Minimum of five (5) years comprehensive mechanical experience which includes at least two (2) years lead of supervisory experience over mechanical operations; or a combination of education/training/experience which provides for an equivalent background necessary to perform the work.

Desired Qualifications:

1. Prior experience in the school transportation industry, preferably in the State of Florida.

PHYSICAL EFFORT	REGULARLY	FREQUENTLY	OCCASIONALLY	NEVER
Lifting/carrying objects under 20 pounds		X		
Lifting/carrying object between 21-50 pounds			X	
Standing for a sustained period of time	X			
Stooping/bending	X			
Walking for sustained periods of time		X		
Climb steps, stools or ladders	X			
Kneeling/crouching	X			
Twisting	X			
Pushing/pulling carts or other such objects	X			
Reach above shoulders	X			
Repetitive motions of the wrists, hands and fingers	X			
Operation of power tools, mechanical equipment	X			

WORKING CONDITIONS	REGULARLY	FREQUENTLY	OCCASIONALLY	NEVER
Working in normal office environment with few physical discomforts.			X	
Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variations, and other conditions.	X			
Working with equipment or performing procedures where carelessness could result in injury	X			
Work Conditions that may have a variety of physical conditions, such as proximity to moving mechanical parts, electrical current, working on scaffolding and high places, and exposure to heat or chemicals.	X			

Desired Qualifications:

2. ~~Prior experience in the school transportation industry, preferably in the State of Florida.~~

Approved: 05/20/1993

Revised: 09/21/1995, 02/16/1996, 01/07/2021, 09/03/2026

Revised: 02/16/1996

Revised: 01/07/2021

Job Locator: C-3.8.35

Title: Transportation Technology Specialist

Position Grade: ~~Classified Salary Schedule~~ Support Salary Schedule

Evaluated By: Assigned Administrator

Job Description:

Responsible for the daily use, coordination, maintenance and monitoring of all computer software used within the Transportation Department. These programs include, but are not limited to Bus routing software, FTE survey calculation, Video Camera hardware, Back office GPS support and keeping the Transportation District website up to date. Process new employees with access to Software and Hardware required to perform their job duties.

Responsibilities and duties of this position:

1. Prepares the state mandated Transportation FTE Reports by verifying and maintaining all data submitted for FTE.
2. Provide positive customer support to all Transportation employees on Technology Issues, questions or assistance.
3. Maintains all software to the latest version (computers/laptops/chromebooks, Bus Planner all routing and tracking related software, ~~See~~ camera software, GPS, ~~Synovia~~ tablet and back office software, ~~Dossier~~ etc.).
4. Coordinates the development and maintenance of bus route data to departmental staff, bus drivers and school personnel and assures that other departments receive appropriate data pertaining to bus schedules and route information.
5. Responsible for printing student scan cards as needed and maintaining related equipment/software.
6. Creates and ~~Oversees~~ the training of Transportation employees in relevant computer technology.
7. Assists in the planning, organizing and implementing department level technology services.
8. Provides reports, documents and data necessary for the decision making process.
9. Assists the Coordinator of Property Control in ensuring inventory accuracy and regulatory compliance during property audits.
10. Performs other duties as assigned by the Director of Transportation.
11. This position requires the use and operation of district white fleet vehicles.

Required Qualifications:

1. Must be a high school graduate or have passed the G.E.D. equivalency examination.
2. Must have a minimum of three (3) years experience in use of computers and computer operating systems, to include coordinating experience in the field.
3. Must possess the ability to communicate effectively orally and in writing.
4. Must possess the ability to plan, organize and prioritize.
5. Must possess a valid Florida Drivers License and must maintain the same during employment.
6. Must have a safe driving history prior to employment. Safe driving history shall be interpreted as follows: On a license record search, no accumulation of points totaling eight (8) or more in an 12-month period within the three (3) years immediately preceding the record search; and no conviction for DUI within the seven (7) years immediately preceding the record search. A no-contest plea shall be considered the same as a conviction.

Personnel Consent Agenda - Job Description Actions VI, B, p. 26 - 09/03/2026

7. Must maintain a safe driving record while employed and operate in compliance with the Safe Driver Plan at all times.

Preferred Desired Qualifications:

1. Associate Degree in Computer Technology.
2. Knowledge of software programs currently in use in the Transportation Department and the District.
3. Knowledge of networking and repair.
4. Ability to work with others in an effective manner.

PHYSICAL EFFORT	REGULARLY	FREQUENTLY	OCCASIONALLY	NEVER
Lifting/carrying objects under 20 pounds			X	
Lifting/carrying object between 21-50 pounds			X	
Standing for sustained period of time			X	
Stooping/bending			X	
Walking for sustained periods of time			X	
Climb steps, stools or ladders			X	
Kneeling/crouching			X	
Twisting			X	
Pushing/pulling carts or other such objects			X	
Reach above shoulders			X	
Repetitive motions of the wrists, hands and fingers			X	
Operation of power tools, mechanical equipment			X	

WORKING CONDITIONS	REGULARLY	FREQUENTLY	OCCASIONALLY	NEVER
Working in normal office environment with few physical discomforts.			X	
Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variations and other conditions.			X	
Working with equipment or performing procedures where carelessness could result in injury			X	
Work Conditions that may have a variety of physical conditions, such as proximity to moving mechanical parts, electrical current, working on scaffolding and high places, and exposure to heat or chemicals.			X	

Board Approved: 11/22/2005

Revised: 01/19/2006, 01/07/2021, 09/03/2026

Revised: 01/07/2024

Job Locator: C-3.7.25

Title: English for Speakers of Other Languages (ESOL) Classroom Assistant

Position Grade: Support Salary Schedule

Evaluated By: Supervisor of the English for Speakers of Other Languages (ESOL) Program

Job Description:

Assists classroom teachers by working with groups or individual students to support their English language development. Guides students in teacher planned language activities and encourages exploration of the four language domains: speaking, listening, reading and writing.

Responsibilities and duties of this position include:

1. Assists the ELD teacher with the instructional process by providing differentiated instruction to small groups and individual students, by reinforcing language activities and using technology-based instructional techniques as appropriate as planned by the ELD teacher.
2. Assists content area teachers by providing differentiated instruction to small groups and individual students, by reinforcing or building the academic language as planned by the content area teacher or ESOL Facilitator.
3. Provides supplemental language instruction/interventions according to WIDA (World-class Instructional Design and Assessment) and the Florida Best Standards, as planned by the ESOL Facilitator or school administrator.
4. Participates in planned professional development and training opportunities provided by the ESOL Department.
5. Prepares and/or assists in the preparation of materials and supplies for daily lessons, organizes and distributes student work and notices to be sent home.
6. Monitors student arrival and departure from school, and assists in preparing them to go home.
7. Supports and encourages parental involvement.
8. Assists with WIDA Screening and annual WIDA ACCESS assessments.
9. Performs other duties of a similar nature or level.

Required Qualifications:

1. **Must be bilingual in the language of concentration**
2. Non-Title One Schools
 - a. High School diploma or equivalent
3. **Title One Schools ONLY:**
 - a. High School diploma or equivalent and
 - b. ONE of the following:
 - i. Associate's degree from an accredited institution OR
 - ii. Sixty (60) credits minimum from an accredited institution OR
 - iii. Pass score (464) on the Praxis Paraprofessional test

PHYSICAL EFFORT	REGULARLY	FREQUENTLY	OCCASIONAL LY	NEVE R
Lifting/carrying objects under 20 pounds		x		
Lifting/carrying object between 21-50 pounds			x	
Standing for sustained period of time		x		
Stooping/bending		x		
Walking for sustained periods of time		x		
Climb steps, stools or ladders			x	
Kneeling/crouching		x		
Twisting		x		
Pushing/pulling carts or other such objects		x		
Reach above shoulders		x		
Repetitive motions of the wrists, hands and fingers		x		
Operation of power tools, mechanical equipment				x

WORKING CONDITIONS	REGULARLY	FREQUENTLY	OCCASIONALLY	NEVER
Working in a normal office environment with few physical discomforts.		x		
Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variations and other conditions.	x			
Working with equipment or performing procedures where carelessness could result in injury			x	
Work Conditions that may have a variety of physical conditions, such as proximity to moving mechanical parts, electrical current, working on scaffolding and high places, and exposure to heat or chemicals.			x	

Board Approved: May 2, 2024

Revised: 09/03/2026

Job Locator: C-3.4.40

Title: Transportation Payroll Secretary

Position Grade: Support Salary Schedule

Evaluated By: Director of Transportation

Job Description:

Performs general payroll and secretarial duties for the transportation department, and maintains the transportation department's payroll accounts, records, and risk management records.

Responsibilities and duties of this position include:

1. Monitor and prepare payroll reports for the division. Monitor and enter annual leave and sick leave information. Prepare Payroll Reports (Payroll Certification, Time Audit Report and Timesheet Time Off Report). Develop and maintain employee leave forms. Create worksheets for Field Trips. Review time card entries for accuracy within the payroll system. Calculating overtime, hours worked, and payment amounts.
2. Transfer payroll details to the master payroll system, send original documents to the designated department, and all copies/documentation are filed on-site.
3. Work with administrators to resolve any discrepancies or issues with time entries. Research time and attendance to verify correct entries.
4. Provide training and support to employees on timekeeping processes and procedures.
5. Handle Payroll/Family Medical Leave/Workers Compensation inquiries and provide excellent customer service to employees regarding payroll/risk management-related issues.
6. Collaborate with the Transportation HR Department to ensure employee information is up-to-date and accurate for payroll processing and processing of any Risk Management claim.
7. Assist with year-end payroll activities and reporting (perfect attendance, retirement, summer school eligibility).
8. Prepare and distribute payroll reports for management review as needed.
9. Assist employees with payroll-related forms (ex, direct deposit, travel forms, bereavement, field trips, FML, Workers' Compensation).
10. Performs general clerical and secretarial duties as assigned.
11. Assists in Dispatch coverage as needed.
12. Performs other duties of a similar nature or level.

Required Qualifications:

1. Possess a high school diploma or G.E.D. equivalency.
2. Have a background in preparing payroll and/or time sheets.
3. Possess a basic math background.

PHYSICAL EFFORT	REGULARLY	FREQUENTLY	OCCASIONALLY	NEVER
Lifting/carrying objects under 20 pounds			X	
Lifting/carrying object between 21-50 pounds			X	
Standing for sustained period of time			X	
Stooping/bending			X	
Walking for sustained periods of time			X	
Climb steps, stools or ladders			X	
Kneeling/crouching			X	
Twisting			X	
Pushing/pulling carts or other such objects			X	
Reach above shoulders			X	
Repetitive motions of the wrists, hands and fingers	X			
Operation of power tools, mechanical equipment			X	

WORKING CONDITIONS	REGULARLY	FREQUENTLY	OCCASIONALLY	NEVER
Working in normal office environment with few physical discomforts.		X		
Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variations and other conditions.			X	
Working with equipment or performing procedures where carelessness could result in injury			X	
Work Conditions that may have a variety of physical conditions, such as proximity to moving mechanical parts, electrical current, working on scaffolding and high places, and exposure to heat or chemicals.			X	

Board Approved: 05/20/1993

Revised: 03/21/1996, 01/19/2006, 01/07/2021, 06/01/2023, 06/26/2025

Reviewed: 09/03/2026

II. JOB DESCRIPTION ACTIONS

C. Professional/Managerial - Approve the following job descriptions:

NEW:

AUDIO VISUAL (AV) SECURITY SPECIALIST

Networked cameras, access controls, and classroom audio-visual tools directly power both daily learning and emergency campus response across Clay County District Schools. Upgrading a technical specialist into a dedicated AV and Physical Security Specialist ensures AV and security camera functions flawlessly when teachers need them most—whether delivering dynamic lessons or coordinating swift action during a crisis. This role bridges classroom technology with student safety, guaranteeing that district systems remain reliable, clear, and ready to protect students and staff across all campus facilities. This job will be placed on the Professional/Managerial Salary Schedule as Range 4.

Job Locator: M-4-0.8

Title: Audio Visual (AV) Security Specialist

Position Grade: Professional/Managerial Range 4

Evaluated By: Supervisor Technology Services or Designee

Job Description:

Oversees and provides comprehensive technical, operational, and system support for the District's audio-visual (AV) infrastructure, physical security electronics, and related network integration solutions. Administers and maintains AV equipment, presentation spaces, digital collaboration tools, security cameras, and security alert systems across the organization to track and prioritize event support, safeguard facilities, analyze operational performance, and identify technical improvement trends. Ensures that all district staff, administrators, and instructors receive timely, expert assistance with multimedia platforms, surveillance and alert hardware, digital signage, network connectivity, and software issues to maintain seamless educational, operational, and safety continuity.

Responsibilities and duties of this position include:

1. Administers and maintains district-wide audio-visual platforms, surveillance security cameras, security alert systems, and underlying integration tools; utilizes operational logs and service requests to analyze performance and identify recurring technology trends.
2. Promotes excellent customer service and effective deployment/response times, providing expert insights into multimedia event setups, video conferencing infrastructure, physical security camera positioning, alert notification configurations, and classroom hardware issues.
3. Supports district digital communication platforms, collaborative tools, security electronic monitoring feeds, and core AV routing/network infrastructure systems using established district security and technical protocols.
4. Enforces quality-of-service guidelines for deploying, staging, and supporting multimedia events and physical security systems, ensuring overall end-user satisfaction and system reliability through accountability and clear training frameworks.
5. Identifies, tests, and evaluates appropriate AV software, security monitoring platforms, and networking hardware to be adopted and supported by the organization, keeping alignment with modern educational and facilities protection needs.
6. Ensures technical assistance teams provide timely and considerate customer service by fielding multimedia and physical security system escalation requests and resolving complex infrastructure/network integration problems efficiently.
7. Assists district office staff, administrators, and instructional personnel in person, via email, and remotely with advanced troubleshooting of sound systems, interactive displays, IP security cameras, broadcast technology, and dedicated network drops.
8. Documents and maintains technical configuration manuals, FAQs, user-facing help sheets, and self-service knowledge base articles for presentation rooms, security hardware operation, and automated alert systems.
9. Coordinates hands-on equipment fixes, including hardware/software installation, component replacement, signal path/network configuration, and preventative maintenance for all high-level conference spaces, boardrooms, surveillance systems, and alarm modules.

10. Supervises assigned technical support projects and collaborating personnel, including coordinating timelines, cross-functional groups, security/AV vendor installation evaluations, and managing equipment deployment workflows across the network infrastructure.
11. Performs other duties as assigned by the assigned administrator.

Required Qualifications:

1. Minimum of three (3) years of related professional experience in advanced audio-visual environments, digital system configuration, multimedia operations management, or physical security electronics/network infrastructure maintenance.
2. Preference given to candidates holding industry-recognized professional certifications such as AVIXA Certified Technology Specialist (CTS), CTS-I, CTS-D, Crestron, Extron, physical security systems administration credentials, or relevant Microsoft/Google/Cisco collaborative space and networking administration credentials.
3. An equivalent combination of education, training, and experience which provides the necessary background, competencies, and skills to perform the essential functions of the work.

Board Approved: 09/03/2026

School Board of Clay County

September 3, 2026 - Regular School Board Meeting

Title

C3 - Ratification of the 2026-2027 through 2028-2029 Master Contract between the Clay Education Support Professional Association Local 7409 and the Clay County School Board.

Description

Florida Statute requires the School Board to bargain collectively in the determination of wages, hours, and the terms and conditions of employment for its instructional employees. Attached is the negotiated 2026-2027 through 2028-2029 Master Contract. This agreement must be signed and ratified by both the public employer and the public employees of the bargaining unit.

Gap Analysis

N/A

Previous Outcomes

Contract negotiations were previously presented to the Board for approval on February 13, 2026. The Board ratified the contract on that day.

Expected Outcomes

Approval of the ratification of the 2026-2027 through 2028-2029 Master Contract between the Clay Education Support Professional Association Local 7409 and the Clay County School Board.

Strategic Plan Goal

Goal 2: Enact a highly effective recruitment and professional development plan along with opportunities for growth and career development to ensure all students have access to a world class education to become life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

Strategy 2.1.1 Develop strategic partnerships with organizations and universities to source new talent for a diverse workforce that is effective and highly-qualified for non-instructional, instructional, and administrative positions throughout CCDS.

Strategy 2.1.2 Increase the opportunities for high school students to begin the development of careers to “grow-our-own” and strengthen the pipeline from student to employee.

Recommendation

Approval by the School Board of Clay County of contract language modifications and salary provisions to be incorporated via the 2026-2027 through 2028-2029 Master Contract bargaining agreement with the Clay Education Support Professional Association Local 7409.

Contact

Brenda G. Troutman, Assistant Superintendent for Human Resources Brenda.Troutman@myoneclay.net 904.336.6701

Financial Impact

Salary Increase estimated District Financial Impact is \$1,472,186.

Review Comments

Attachments

School Board of Clay County

September 3, 2026 - Regular School Board Meeting

Title

C4 - K-12 Academic Services Out of State and Overnight Student Travel

DRAFT

Description

The School Board recognizes that field trips, when used for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional program of the schools. Properly planned and executed field trips supplement and enrich classroom instruction by providing learning experiences that enhance mastery of the State of Florida curriculum standards. A field trip is defined as any planned, student-travel activity which is approved as part of the district's educational program and is under the direct supervision and control of an instructional staff member or any advisor as designated by the Superintendent.

Field Trips Details

School	Date	Destination	Group	Purpose
FLEMING ISLAND HIGH	09/18-09/20/2026	CARTERSVILLE, GA	CROSS COUNTRY BOYS & GIRLS	ATHLETICS
FLEMING ISLAND HIGH	10/09-10/10/2026	TALLAHASSEE, FL	CROSS COUNTRY BOYS & GIRLS	FSU/PRE STATE INVITATIONAL
KEYSTONE HEIGHTS JR/SR HIGH	10/20-10/24/2026	INDIANAPOLIS, IN	FFA	NATIONAL FFA CONVENTION
FLEMING ISLAND HIGH	11/19-11/20/2026	TALLAHASSEE, FL	CROSS COUNTRY BOYS & GIRLS	CROSS COUNTRY STATE CHAMPIONSHIP MEET
KEYSTONE HEIGHTS JR/SR HIGH	09/01-09/02/2026	KISSIMMEE, FL	FFA	FFA CHAPTER PRESIDENT'S CONFERENCE
OAKLEAF JUNIOR HIGH	12/08-12/09-2026	KISSIMMEE, FL	FFA	MIDDLE SCHOOL CONFERENCE (MSC). DESIGNED TO INTRODUCE MIDDLE SCHOOL FFA MEMBERS TO OPPORTUNITIES IN FFA.
KEYSTONE HEIGHTS JR/SR HIGH	06/15-06/18/2027	ORLANDO, FL	FFA	LEADERSHIP WORKSHOPS, COMPETE IN AWARDS CONTESTS, AND BE RECOGNIZED FOR ACHIEVEMENTS.
MIDDLEBURG HIGH SCHOOL	09/01-09/02/26	KISSIMMEE, FL	FFA	CHAPTER PRESIDENT'S CONFERENCE (CPC)
CLAY HIGH SCHOOL	09/01-09/02/2026	KISSIMMEE, FL	FFA	CHAPTER PRESIDENT'S CONFERENCE (CPC)
RIDGEVIEW HIGH	10/23/2025-2026	MELROSE, FL	FCCLA	LEADERSHIP AND TEAMWORK SKILLS
RIDGEVIEW HIGH	03/19-03/23/2027	ORLANDO, FL	FCCLA	LEADERSHIP AND TEAMWORK SKILLS
RIDGEVIEW HIGH	06/21-06/27-2027	SAN ANTONIO, TX	FCCLA	LEADERSHIP AND TEAMWORK SKILLS
LAKE ASBURY JH	02/19-02/20/2027	KEY LARGO, FL	8th GRADE STEAM	MARINE LAND- STUDENTS WILL EXPLORE AND LEARN WHILE SNORKELING OFF THE COAST OF KEY LARGO.
CLAY HS	04/30-05/03/2027	ORLANDO, FL	FINE ARTS	COMPETE IN CHORAL COMPETITION
MIDDLEBURG HS	08/22-11/21/2026	VARIOUS LOCATIONS	CROSS COUNTRY	SEE ATTACHED SCHEDULE

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Gap Analysis

Field trips provide students with a window to the real world that they don't get in the classroom, and they can help students understand real-world applications to abstract concepts.

Previous Outcomes

All out of county activity trips are selected, planned, evaluated, and approved or rejected in conformity with written district policy.

Expected Outcomes

It is important to recognize that learning outcomes from field trips can range from cognitive to affective outcomes. Exposing students to new experiences and can increase interest and engagement in academics regardless of prior interests.

Strategic Plan Goal

Ensure that every classroom provides a quality and rigorous instructional experience in order to elevate student outcomes.

Recommendation

That the Clay County School Board approve out of county student travel.

Contact

Roger Dailey, Chief Academic Officer; roger.dailey@myoneclay.net; 904-336-6904
Dr. Michael George, Chief of Secondary Ed; michael.george@myoneclay.net; 904-336-6918

Financial Impact

None

Review Comments

Attachments

📎 [Student Travel- September 2026.pdf](#)



Clay County District Schools Field Trip Request Form

School Requesting:	*HS* Fleming Island High
Staff Requesting:	Jason Poole, Coach jason.poole@myoneclay.net
Grade Level and Subject/Program:	Multi-Grade Athletics Cross Country Boys and Girls
Destination:	Sam Smith Park, 1155 Douthit Ferry Rd, Cartersville, GA 30120
Educational Value	N/A
FLDOE Standards/Benchmarks	N/A
Field Trip Details: Start/End Date/Time	Starts: 9/18/2026 15:00:00 Ends: 9/20/2026 19:00:00
Overnight:	Yes
Out-Of-State:	Yes
Type of Transportation:	Private Vehicle(s)
Charter Bus Company (if applicable):	N/A
Legal Name of Approved Drivers (if applicable)	Dave Allen, Emma Herbst
Anticipated # of Students:	20
Cost Per Student and What it Covers:	0 N/A
Anticipated # of Chaperones:	2
Cost Per Chaperone and What it Covers:	0 N/A
Volunteer Policy Awareness:	I am aware of this School Board Policy and will verify that all chaperones have the appropriate volunteer clearance.
Budget Code/Course to Be Charged:	Internal Accounts, Boys Cross Country 1111, Girls Cross Country 1112
Blanket Request:	No
Schedule for Blanket Requests:	

(if applicable)	
I have reviewed the CCDS Field Trip Handbook and will abide by all guidance listed in the document, as well as all District and school policies.	Yes
Teacher Signature and Date	<i>Jason Poole</i> 7/16/2026 12:34:08
Principal Signature and Date	Principal Signs Here <i>Thomas Pittman</i> Principal Inserts Date Here 7/16/26
Assistant Superintendent Signature and Date	Assistant Superintendent Signs Here <i>[Signature]</i> 7/21 Assistant Superintendent Inserts Date Here
Superintendent Signature and Date	Superintendent Signs Here <i>[Signature]</i> 7/24/26 Superintendent Inserts Date Here

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☐	CTE EVENT Event was Pre-Approved at the School Board meeting on (Date) _____.



Clay County District Schools Field Trip Request Form

School Requesting:	*HS* Fleming Island High
Staff Requesting:	Jason Poole, Coach jason.poole@myoneclay.net
Grade Level and Subject/Program:	Multi-Grade Athletics Cross Country Girls and Boys
Destination:	Apalachee Regional Park, Tallahassee, FL
Educational Value	The FSU/Pre-State Invitational for cross country. An excellent mid-season opportunity to preview the state championship course and compete against top competition across the state.
FLDOE Standards/Benchmarks	N/A
Field Trip Details: Start/End Date/Time	Starts: 10/9/2026 10:00:00 Ends: 10/10/2026 14:00:00
Overnight:	Yes
Out-Of-State:	No
Type of Transportation:	Private Vehicle(s)
Charter Bus Company (if applicable):	N/A
Legal Name of Approved Drivers (if applicable)	Dave Allen, Emma Herbst, Jason Poole, Ellen Boyer, Amanda Lou
Anticipated # of Students:	20
Cost Per Student and What it Covers:	0 N/A
Anticipated # of Chaperones:	4
Cost Per Chaperone and What it Covers:	0 N/A
Volunteer Policy Awareness:	I am aware of this School Board Policy and will verify that all chaperones have the appropriate volunteer clearance.
Budget Code/Course to Be Charged:	Internal Accounts, 1111 (Boys Cross Country), 1112 (Girls Cross Country)
Blanket Request:	No

Schedule for Blanket Requests: (if applicable)	
I have reviewed the CCDS Field Trip Handbook and will abide by all guidance listed in the document, as well as all District and school policies.	Yes
Teacher Signature and Date	Jason Poole 7/16/2026 12:27:48
Principal Signature and Date	Principal Signs Here Principal Inserts Date Here Thomas Pittman 7/16/26
Assistant Superintendent Signature and Date	Assistant Superintendent Signs Here Assistant Superintendent Inserts Date Here 7/21
Superintendent Signature and Date	Superintendent Signs Here Superintendent Inserts Date Here D. Livi 7/29/26

*District Use Only	
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Clay County District Schools Field Trip Request Form

School Requesting:	*HS* Keystone Heights Junior/Senior High
Staff Requesting:	Brooklynn Hall, Teacher brooklynn.hall@myoneclay.net
Grade Level and Subject/Program:	Multi-Grade FFA N/A
Destination:	National FFA Convention- Indianapolis, Indiana
Educational Value	Students will travel to Indianapolis to attend leadership workshops and the Expo at the National FFA Convention, as well as be recognized on stage for National Awards.
FLDOE Standards/Benchmarks	09.0- Apply Leadership and Citizenship Skills.
Field Trip Details: Start/End Date/Time	Starts: 10/20/2026 5:00:00 Ends: 10/24/2026 23:30:00
Overnight:	Yes
Out-Of-State:	Yes
Type of Transportation:	Commercial Airline, Rental Vehicle
Charter Bus Company (if applicable):	N/A
Legal Name of Approved Drivers (if applicable)	Brooklynn Hall Erin Verplanck
Anticipated # of Students:	4
Cost Per Student and What it Covers:	\$500 Airline Ticket, Room, and Registration
Anticipated # of Chaperones:	
Cost Per Chaperone and What it Covers:	0 Airline Ticket, Room, and Registration
Volunteer Policy Awareness:	
Budget Code/Course to Be Charged:	Internal FFA Account
Blanket Request:	No

Schedule for Blanket Requests: (if applicable)	
I have reviewed the CCDS Field Trip Handbook and will abide by all guidance listed in the document, as well as all District and school policies.	Yes
Teacher Signature and Date	<i>Brooklynn Hall</i> 7/29/2026 14:16:58
Principal Signature and Date	Principal Signs Here Principal Inserts Date Here <i>Ben Hubbard 8/5/26</i>
Assistant Superintendent Signature and Date	Assistant Superintendent Signs Here Assistant Superintendent Inserts Date Here <i>D. George 8/6</i>
Superintendent Signature and Date	Superintendent Signs Here Superintendent Inserts Date Here <i>D. Shi 8/7</i>

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☐	CTE EVENT Event was Pre-Approved at the School Board meeting on (Date) _____.



Clay County District Schools Field Trip Request Form

School Requesting:	*HS* Fleming Island High
Staff Requesting:	Jason Poole, Coach jason.poole@myoneclay.net
Grade Level and Subject/Program:	Multi-Grade Athletics Cross Country Boys and Girls
Destination:	Apalachee Regional Park, Tallahassee, FL
Educational Value	Cross Country State Championship Meet
FLDOE Standards/Benchmarks	N/A
Field Trip Details: Start/End Date/Time	Starts: 11/19/2026 10:00:00 Ends: 11/20/2026 14:00:00
Overnight:	Yes
Out-Of-State:	No
Type of Transportation:	Private Vehicle(s)
Charter Bus Company (if applicable):	N/A
Legal Name of Approved Drivers (if applicable)	Dave Allen, Emma Herbst, Ellen Boyer, Amanda Lou, Jason Poole
Anticipated # of Students:	16
Cost Per Student and What it Covers:	0 N/A
Anticipated # of Chaperones:	4
Cost Per Chaperone and What it Covers:	0 N/A
Volunteer Policy Awareness:	I am aware of this School Board Policy and will verify that all chaperones have the appropriate volunteer clearance.
Budget Code/Course to Be Charged:	Internal Accounts, Athletics
Blanket Request:	No
Schedule for Blanket Requests:	

(if applicable)	
I have reviewed the CCDS Field Trip Handbook and will abide by all guidance listed in the document, as well as all District and school policies.	Yes
Teacher Signature and Date	Jason Poole 7/16/2026 12:30:34
Principal Signature and Date	Principal Signs Here <i>Thomas Pittman</i> Principal Inserts Date Here 7/16/26
Assistant Superintendent Signature and Date	Assistant Superintendent Signs Here <i>George</i> 7/21 Assistant Superintendent Inserts Date Here
Superintendent Signature and Date	Superintendent Signs Here <i>D. R. R.</i> 7/29/26 Superintendent Inserts Date Here

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☐	CTE EVENT Event was Pre-Approved at the School Board meeting on (Date) _____.



Clay County District Schools Field Trip Request Form



School Requesting:	*HS* Keystone Heights Junior/Senior High
Staff Requesting:	Brooklynn Hall, Teacher brooklynn.hall@myoneclay.net
Grade Level and Subject/Program:	Multi-Grade FFA N/A
Destination:	FFA Chapter President's Conference- Embassy Suites by Hilton – Lake Buena Vista South 4955 Kyns Heath Road Kissimmee, FL 34746
Educational Value	Students will attend the state conference to learn leadership and communication skills to take back to the FFA chapter officers and school community.
FLDOE Standards/Benchmarks	09.0-Apply leadership and citizenship skills.
Field Trip Details: Start/End Date/Time	Starts: 9/1/2026 7:00:00 Ends: 9/2/2026 15:30:00
Overnight:	☒ Yes
Out-Of-State:	☐ No
Type of Transportation:	District Vehicle
Charter Bus Company (if applicable):	N/A
Legal Name of Approved Drivers (if applicable)	Brooklynn Hall Erin Verplanck
Anticipated # of Students:	4
Cost Per Student and What it Covers:	0 Dinner, Breakfast, Room, and Registration
Anticipated # of Chaperones:	
Cost Per Chaperone and What it Covers:	0 Dinner, Breakfast, Room, and Registration
Volunteer Policy Awareness:	
Budget Code/Course to Be Charged:	Internal FFA Account
Blanket Request:	No



Schedule for Blanket Requests: (if applicable)	
I have reviewed the CCDS Field Trip Handbook and will abide by all guidance listed in the document, as well as all District and school policies.	Yes
Teacher Signature and Date	<i>Brooklyn Hall</i> 7/29/2026 13:42:40
Principal Signature and Date	Principal Signs Here Principal Inserts Date Here <i>Bar / Underwood</i> 8/5/26
Assistant Superintendent Signature and Date	Assistant Superintendent Signs Here Assistant Superintendent Inserts Date Here <i>[Signature]</i> 8/6
Superintendent Signature and Date	Superintendent Signs Here Superintendent Inserts Date Here <i>D. Behr</i> 8/7

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Clay County District Schools Field Trip Request Form



School Requesting:	*JR* Oakleaf Junior High
Staff Requesting:	Rachel Brown, Teacher rachel.brown@myoneclay.net
Grade Level and Subject/Program:	Multi-Grade CTE NA
Destination:	FL FFA Middle School Leadership Conference, 4955 Kyngs Heath Rd, Kissimmee, FL 34746
Educational Value	Middle School Conference (MSC) is a conference specifically designed to introduce middle school FFA members to opportunities in FFA. The conference helps middle school members discover leadership opportunities, potential career choices in agriculture, and the values of the FFA mission.
FLDOE Standards/Benchmarks	8100120: 5.0 Describe leadership and communication skills. 5.1 Describe the aims and purposes of the FFA organization. 5.2 Identify opportunities available to FFA members. 5.3 Define leadership and different leadership styles.
Field Trip Details: Start/End Date/Time	Starts: 12/8/2026 7:00:00 Ends: 12/9/2026 18:00:00
Overnight:	Yes
Out-Of-State:	No
Type of Transportation:	District Vehicle
Charter Bus Company (if applicable):	NA
Legal Name of Approved Drivers (if applicable)	Rachel Brown
Anticipated # of Students:	4
Cost Per Student and What it Covers:	150 Registration, lodging, meals, transportation
Anticipated # of Chaperones:	
Cost Per Chaperone and What it Covers:	0 0
Volunteer Policy Awareness:	



Budget Code/Course to Be Charged:	4031
Blanket Request:	No
Schedule for Blanket Requests: (if applicable)	
I have reviewed the CCDS Field Trip Handbook and will abide by all guidance listed in the document, as well as all District and school policies.	Yes
Teacher Signature and Date	<i>Rachel Brown</i> 8/4/2026 9:51:24
Principal Signature and Date	Principal Signs Here <i>[Signature]</i> Principal Inserts Date Here 8.4.26
Assistant Superintendent Signature and Date	Assistant Superintendent Signs Here <i>[Signature]</i> Assistant Superintendent Inserts Date Here 8/6
Superintendent Signature and Date	Superintendent Signs Here <i>[Signature]</i> Superintendent Inserts Date Here 8/7/26

*District Use Only	
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☐	CTE EVENT Event was Pre-Approved at the School Board meeting on (Date) _____.



Clay County District Schools Field Trip Request Form

School Requesting:	*HS* Keystone Heights Junior/Senior High
Staff Requesting:	Brooklynn Hall, Teacher brooklynn.hall@myoneclay.net
Grade Level and Subject/Program:	Multi-Grade FFA N/A
Destination:	State FFA Convention- Caribe Royale Hotel, 8101 World Center Dr, Orlando, FL 32821
Educational Value	Students will attend leadership workshops, compete in awards and contests, and be recognized on stage for achievements.
FLDOE Standards/Benchmarks	09.0- Apply Leadership and Citizenship Skills.
Field Trip Details: Start/End Date/Time	Starts: 6/15/2027 9:00:00 Ends: 6/18/2027 14:30:00
Overnight:	Yes
Out-Of-State:	No
Type of Transportation:	District Vehicle
Charter Bus Company (if applicable):	N/A
Legal Name of Approved Drivers (if applicable)	Brooklynn Hall Erin Verplanck Carley Feagle
Anticipated # of Students:	15
Cost Per Student and What it Covers:	\$150 Registration & Hotel
Anticipated # of Chaperones:	
Cost Per Chaperone and What it Covers:	0 Registration & Hotel
Volunteer Policy Awareness:	
Budget Code/Course to Be Charged:	Internal FFA Account
Blanket Request:	No

Schedule for Blanket Requests: (if applicable)	
I have reviewed the CCDS Field Trip Handbook and will abide by all guidance listed in the document, as well as all District and school policies.	Yes
Teacher Signature and Date	<i>Brooklyn Hall</i> 7/29/2026 14:27:16
Principal Signature and Date	Principal Signs Here Principal Inserts Date Here <i>Barry Underwood 8/5/26</i>
Assistant Superintendent Signature and Date	Assistant Superintendent Signs Here Assistant Superintendent Inserts Date Here <i>D. Qui 8/7/26</i>
Superintendent Signature and Date	Superintendent Signs Here Superintendent Inserts Date Here <i>D. Qui 8/7/26</i>

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Clay County District Schools

Field Trip Request Form

School Requesting:	*HS* Middleburg High
Staff Requesting:	Kamryn Smith, Teacher kamryn.smith@myoneclay.net
Grade Level and Subject/Program:	Multi-Grade CTE n/a
Destination:	Embassy Suites by Hilton – Lake Buena Vista South 4955 Kyngs Heath Road Kissimmee, FL 34746
Educational Value	Chapter Presidents' Conference (CPC) is first in a series of training conferences for chapter FFA officers. The conference helps newly elected (or soon to be elected) chapter officers become better prepared to lead your chapter officer team.
FLDOE Standards/Benchmarks	12.01 Identify the opportunities for leadership development available through the National FFA Organization and other agricultural groups. 12.04 Model leadership characteristics.
Field Trip Details: Start/End Date/Time	Starts: 9/1/2026 11:00:00 Ends: 9/2/2026 16:00:00
Overnight:	☒ Yes
Out-Of-State:	☐ No
Type of Transportation:	District Vehicle
Charter Bus Company (if applicable):	n/a
Legal Name of Approved Drivers (if applicable)	Kamryn Smith or Melissa Hendricks
Anticipated # of Students:	4
Cost Per Student and What it Covers:	70 Price includes meals, lodging, conference materials, shirt, etc. (Paid by IA FFA Account)
Anticipated # of Chaperones:	
Cost Per Chaperone and What it Covers:	115 n/a Price includes meals, lodging, conference materials, shirt, etc. (Paid by IA FFA Account)
Volunteer Policy Awareness:	

Budget Code/Course to Be Charged:	FFA 4031
Blanket Request:	No
Schedule for Blanket Requests: (if applicable)	
I have reviewed the CCDS Field Trip Handbook and will abide by all guidance listed in the document, as well as all District and school policies.	Yes
Teacher Signature and Date	Kamryn Smith 8/5/2026 10:39:08
Principal Signature and Date	Principal Signs Here Principal Inserts Date Here 8/6/26
Assistant Superintendent Signature and Date	Assistant Superintendent Signs Here Assistant Superintendent Inserts Date Here
Superintendent Signature and Date	Superintendent Signs Here Superintendent Inserts Date Here 8/6/26

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☐	CTE EVENT Event was Pre-Approved at the School Board meeting on (Date) .



Clay County District Schools Field Trip Request Form

School Requesting:	*HS* Clay High
Staff Requesting:	Sydney Whitehurst, Teacher sydney.whitehurst@myoneclay.net
Grade Level and Subject/Program:	Ninth CTE N/A
Destination:	Embassy Suites by Hilton – Lake Buena Vista South 4955 Kyns Heath Road Kissimmee, FL 34746
Educational Value	FFA members will be learning leadership qualities and building upon skills to allow them to grow their agriculture classes and FFA membership.
FLDOE Standards/Benchmarks	32.0 Demonstrate leadership, employability, and human relations skills. 20.0 Investigate ethical and professional issues in agricultural communications.
Field Trip Details: Start/End Date/Time	Starts: 9/1/2026 7:00:00 Ends: 9/2/2026 17:00:00
Overnight:	Yes
Out-Of-State:	No
Type of Transportation:	District Vehicle
Charter Bus Company (if applicable):	N/A
Legal Name of Approved Drivers (if applicable)	Sydney Whitehurst & Gavin Middleton
Anticipated # of Students:	4
Cost Per Student and What it Covers:	0 N/A
Anticipated # of Chaperones:	
Cost Per Chaperone and What it Covers:	0 N/A
Volunteer Policy Awareness:	
Budget Code/Course to Be	FFA 4031

Charged:	
Blanket Request:	No
Schedule for Blanket Requests: (if applicable)	
I have reviewed the CCDS Field Trip Handbook and will abide by all guidance listed in the document, as well as all District and school policies.	Yes
Teacher Signature and Date	<i>Sydney Whitehurst</i> 8/4/2026 16:17:37
Principal Signature and Date	Principal Signs Here Principal Inserts Date Here <i>Amanda OS</i> 8/6/26
Assistant Superintendent Signature and Date	Assistant Superintendent Signs Here Assistant Superintendent Inserts Date Here <i>[Signature]</i> 8.17.26
Superintendent Signature and Date	Superintendent Signs Here Superintendent Inserts Date Here <i>[Signature]</i> 8/17/26

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Clay County District Schools Field Trip Request Form

School Requesting:	*HS* Ridgeview High
Staff Requesting:	Andrea Stevens, Sponsor andrea.stevens@myoneclay.net
Grade Level and Subject/Program:	Multi-Grade CTE n/a
Destination:	Lake Swan Camp 647 FL-26, Melrose, FL 32666
Educational Value	FCCLA members will be learning leadership and teamwork skills, participating in workshops on how to run a chapter, and learning how to be successful in competitive events.
FLDOE Standards/Benchmarks	01.0 Recognize and identify career and employment opportunities. 03.0 Demonstrate workplace communication skills. 14.0 Research college and career advancement opportunities in professional cooking and baking.
Field Trip Details: Start/End Date/Time	Starts: 10/23/2026 15:30:00 Ends: 8/25/2026 13:30:00 <i>10-23-26 to 10-25-26</i> <i>8/25</i>
Overnight:	Yes
Out-Of-State:	No
Type of Transportation:	District Vehicle
Charter Bus Company (if applicable):	n/a
Legal Name of Approved Drivers (if applicable)	Andrea Stevens
Anticipated # of Students:	6
Cost Per Student and What it Covers:	\$45 Food, lodging, and workshops
Anticipated # of Chaperones:	
Cost Per Chaperone and What it Covers:	\$150 Food, lodging, and workshops
Volunteer Policy Awareness:	
Budget Code/Course to Be Charged:	Internal Accounts

Blanket Request:	No
Schedule for Blanket Requests: (if applicable)	
I have reviewed the CCDS Field Trip Handbook and will abide by all guidance listed in the document, as well as all District and school policies.	Yes
Teacher Signature and Date	<i>Andrea Stevens</i> 8/7/2026 12:57:01
Principal Signature and Date	Principal Signs Here <i>[Signature]</i> Principal Inserts Date Here 8/11/26
Assistant Superintendent Signature and Date	Assistant Superintendent Signs Here <i>[Signature]</i> Assistant Superintendent Inserts Date Here 8/17/26
Superintendent Signature and Date	Superintendent Signs Here <i>[Signature]</i> Superintendent Inserts Date Here 8/17/26

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Clay County District Schools Field Trip Request Form

School Requesting:	*HS* Ridgeview High
Staff Requesting:	Andrea Stevens, Sponsor andrea.stevens@myoneclay.net
Grade Level and Subject/Program:	Multi-Grade CTE n/a
Destination:	Doubletree at Seaworld 10100 International Dr, Orlando, FL 32821
Educational Value	FCCLA members will be learning leadership and teamwork skills, participating in workshops on how to run a chapter, and presenting their competitive event projects.
FLDOE Standards/Benchmarks	n/a
Field Trip Details: Start/End Date/Time	Starts: 3/19/2027 12:00:00 Ends: 3/23/2027 15:30:00
Overnight:	Yes
Out-Of-State:	No
Type of Transportation:	Charter Bus, District Vehicle
Charter Bus Company (if applicable):	TBD, will be booked by CTE office.
Legal Name of Approved Drivers (if applicable)	Andrea Stevens
Anticipated # of Students:	10
Cost Per Student and What it Covers:	\$200 Lodging, registration, 1 meal
Anticipated # of Chaperones:	
Cost Per Chaperone and What it Covers:	\$200 Lodging, registration, 1 meal
Volunteer Policy Awareness:	
Budget Code/Course to Be Charged:	Internal
Blanket Request:	No

Schedule for Blanket Requests: (if applicable)	
I have reviewed the CCDS Field Trip Handbook and will abide by all guidance listed in the document, as well as all District and school policies.	Yes
Teacher Signature and Date	<i>Andrea Stevens</i> 8/7/2026 13:07:44
Principal Signature and Date	Principal Signs Here Principal Inserts Date Here <i>8/11/26</i>
Assistant Superintendent Signature and Date	Assistant Superintendent Signs Here Assistant Superintendent Inserts Date Here <i>8.17.26</i>
Superintendent Signature and Date	Superintendent Signs Here Superintendent Inserts Date Here <i>8/17/26</i>

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☐	CTE EVENT Event was Pre-Approved at the School Board meeting on (Date) _____.



Clay County District Schools Field Trip Request Form



School Requesting:	*HS* Ridgeview High
Staff Requesting:	Andrea Stevens, Sponsor andrea.stevens@myoneclay.net
Grade Level and Subject/Program:	Multi-Grade CTE n/a
Destination:	900 E Market St San Antonio, TX 78205
Educational Value	FCCLA members will be learning leadership and teamwork skills, participating in workshops on how to run a chapter, and presenting their competitive event projects.
FLDOE Standards/Benchmarks	n/a
Field Trip Details: Start/End Date/Time	Starts: 6/21/2027 8:00:00 Ends: 6/27/2027 18:00:00
Overnight:	Yes
Out-Of-State:	Yes
Type of Transportation:	Commercial Airline
Charter Bus Company (if applicable):	n/a
Legal Name of Approved Drivers (if applicable)	n/a
Anticipated # of Students:	5
Cost Per Student and What it Covers:	\$300 Registration and lodging
Anticipated # of Chaperones:	
Cost Per Chaperone and What it Covers:	\$300 Registration and lodging
Volunteer Policy Awareness:	
Budget Code/Course to Be Charged:	Internal
Blanket Request:	No



Schedule for Blanket Requests: (if applicable)	
I have reviewed the CCDS Field Trip Handbook and will abide by all guidance listed in the document, as well as all District and school policies.	Yes
Teacher Signature and Date	<i>Andrea Stevens</i> 8/7/2026 13:02:29
Principal Signature and Date	Principal Signs Here Principal Inserts Date Here <i>8/11/26</i>
Assistant Superintendent Signature and Date	Assistant Superintendent Signs Here Assistant Superintendent Inserts Date Here <i>8/11/26</i>
Superintendent Signature and Date	Superintendent Signs Here Superintendent Inserts Date Here <i>8/11/26</i>

*District Use Only	
☒	ADMINISTRATIVELY APPROVED: Pending School Board approval for next School Board meeting on (Date) <u>9/3/26</u>
☐	ADMINISTRATIVELY APPROVED: Received too late for the upcoming School Board meeting on (Date) _____. Item will be placed on the following School Board meeting agenda for retroactive approval on (Date) _____.
☐	CTE EVENT Event was Pre-Approved at the School Board meeting on (Date) _____.



Clay County District Schools Field Trip Request Form

School Requesting:	*JR* Lake Asbury Junior High
Staff Requesting:	Lindsey Underwood, Teacher lindsey.underwood@myoneclay.net
Grade Level and Subject/Program:	Eighth STEAM N/A
Destination:	Marine Lab, 51 Shoreland Drive, Key Largo, Florida
Educational Value	During our visit, students will explore and learn about seagrass, mangroves, and coral reef ecology, while snorkeling off the coast of Key Largo, Florida. Marine Lab provides field, lab, and classroom learning opportunities to educate the students about Florida ecology and the importance of conservation.
FLDOE Standards/Benchmarks	MA.K12.MTR.1.1 Actively participate in effortful learning both individually and collectively. MA.K12.MTR.2.1 Demonstrate understanding by representing problems in multiple ways MA.K12.MTR.5.1 Use patterns and structure to help understand and connect mathematical concepts MA.K12.MTR.7.1 Apply mathematics to real-world context ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently ELA. K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations ELA. K12.EE.5.1 Use the accepted rules governing a specific format to create quality work ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing SC.912.N.1.1 Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and Earth/space science, and do the following: 1. pose questions about the natural world 2. conduct systematic observations 3. examine books and other sources of information to see what is already known 4. review what is known in light of empirical evidence 5. plan investigations

2

Field Trip Details: Start/End Date/Time	Starts: 2/19/2027 6:00:00 Ends: 2/20/2027 19:00:00
Overnight:	Yes
Out-Of-State:	No
Type of Transportation:	Charter Bus
Charter Bus Company (if applicable):	Academy Bus
Legal Name of Approved Drivers (if applicable)	N/A
Anticipated # of Students:	60 students
Cost Per Student and What it Covers:	\$500 The Marine Lab visit includes lodging, meals, classroom materials, and snorkel gear. Additional costs include transportation and lodging for bus driver.
Anticipated # of Chaperones:	8 chaperones
Cost Per Chaperone and What it Covers:	\$250 The Marine Lab visit includes lodging, meals, classroom materials, and snorkel gear. Additional costs include transportation and lodging for bus driver.
Volunteer Policy Awareness:	I am aware of this School Board Policy and will verify that all chaperones have the Level 2 volunteer clearance.
Budget Code/Course to Be Charged:	3233
Blanket Request:	No
Schedule for Blanket Requests: (if applicable)	
I have reviewed the CCDS Field Trip Handbook and will abide by all guidance listed in the document, as well as all District and school policies.	Yes
Teacher Signature and Date	<i>Lindsey Underwood</i> 8/13/2026 11:02:10
Principal Signature and Date	Principal Signs Here Principal Inserts Date Here <i>Yydia Cruf</i> 8-14-26
Assistant Superintendent Signature and Date	Assistant Superintendent Signs Here Assistant Superintendent Inserts Date Here <i>[Signature]</i> 8-17-26

Superintendent Signature and Date <u>D. Luni</u>	Superintendent Signs Here Superintendent Inserts Date Here <u>D. Luni 8/17/16</u>
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*District Use Only	
☒ ADMINISTRATIVELY APPROVED: Pending School Board approval for next School Board meeting on (Date) <u>9.3.16</u>	
☐ ADMINISTRATIVELY APPROVED: Received too late for the upcoming School Board meeting on (Date) _____. Item will be placed on the following School Board meeting agenda for retroactive approval on (Date) _____.	
☐ CTE EVENT Event was Pre-Approved at the School Board meeting on (Date) _____.	

DRAFT



Clay County District Schools Field Trip Request Form

School Requesting:	*HS* Clay High
Staff Requesting:	Prince Byrd, Teacher prince.byrd@myoneclay.net
Grade Level and Subject/Program:	Multi-Grade Fine Arts N/A
Destination:	Universal Orlando 6000 Universal Blvd, Orlando, FL 32819
Educational Value	Students will compete in a choral competition and in the process evaluate their own performance in a competitive scenario and evaluate the performances of other groups.
FLDOE Standards/Benchmarks	MU.912.C.2.3 Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively. MU.912.C.2.2 Evaluate performance quality in recorded and/or live performances. MU.912.C.3.1 Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
Field Trip Details: Start/End Date/Time	Starts: 4/30/2027 9:00:00 Ends: 5/3/2027 18:00:00
Overnight:	Yes
Out-Of-State:	No
Type of Transportation:	Charter Bus
Charter Bus Company (if applicable):	MCA Transportation
Legal Name of Approved Drivers (if applicable)	N/A
Anticipated # of Students:	40
Cost Per Student and What it Covers:	500 MSB Fee, Transportation, Hotel, Universal Tickets and Competition Entry
Anticipated # of Chaperones:	

Cost Per Chaperone and What it Covers:	500 MSB Fee, Transportation, Hotel, Universal Tickets and Competition Entry
Volunteer Policy Awareness:	
Budget Code/Course to Be Charged:	Chorus 2200
Blanket Request:	No
Schedule for Blanket Requests: (if applicable)	
I have reviewed the CCDS Field Trip Handbook and will abide by all guidance listed in the document, as well as all District and school policies.	Yes
Teacher Signature and Date	Prince Byrd 8/5/2026 14:53:55
Principal Signature and Date	Principal Signs Here <i>Amanda</i> Principal Inserts Date Here 8/14/26
Assistant Superintendent Signature and Date	Assistant Superintendent Signs Here Assistant Superintendent Inserts Date Here 8/17/26
Superintendent Signature and Date	Superintendent Signs Here Superintendent Inserts Date Here <i>D. Phin</i> 8/17/26

*District Use Only	
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☐	CTE EVENT Event was Pre-Approved at the School Board meeting on (Date) _____.



Clay County District Schools Field Trip Request Form

School Requesting:	*HS* Middleburg High
Staff Requesting:	Kenneth Yancey, Coach kenneth.yancey@myoneclay.net
Grade Level and Subject/Program:	Multi-Grade Athletics Cross Country
Destination:	Multiple Locations. Please see attached schedule.
Educational Value	n/a
FLDOE Standards/Benchmarks	n/a
Field Trip Details: Start/End Date/Time	Starts: 8/22/2026 7:00:00 Ends: 11/21/2026 7:00:00
Overnight:	Yes
Out-Of-State:	No
Type of Transportation:	District School Bus(es) - Must Utilize the Transportation Request Form
Charter Bus Company (if applicable):	n/a
Legal Name of Approved Drivers (if applicable)	n/a
Anticipated # of Students:	40
Cost Per Student and What it Covers:	0 n/a
Anticipated # of Chaperones:	
Cost Per Chaperone and What it Covers:	0 n/a
Volunteer Policy Awareness:	
Budget Code/Course to Be Charged:	MHS Athletics
Blanket Request:	Yes
Schedule for Blanket Requests: (if applicable)	https://drive.google.com/open?id=1GzLmoJh9fZHTaeroLSwQUb3XRivXoc-jjuMUQ4nZgvo

I have reviewed the CCDS Field Trip Handbook and will abide by all guidance listed in the document, as well as all District and school policies.	Yes
Teacher Signature and Date	Kenneth Yancey 8/6/2026 12:04:58 <i>Kenny Yancey</i> 8/6/26
Principal Signature and Date	Principal Signs Here Principal Inserts Date Here <i>[Signature]</i> 8/6/26
Assistant Superintendent Signature and Date	Assistant Superintendent Signs Here Assistant Superintendent Inserts Date Here <i>[Signature]</i> 8.17.26
Superintendent Signature and Date	Superintendent Signs Here Superintendent Inserts Date Here <i>[Signature]</i> 8/17/26

*District Use Only	
☒	ADMINISTRATIVELY APPROVED: Pending School Board approval for next School Board meeting on (Date) <u>9.3.26</u>
☐	ADMINISTRATIVELY APPROVED: Received too late for the upcoming School Board meeting on (Date) _____. Item will be placed on the following School Board meeting agenda for retroactive approval on (Date) _____.
☐	CTE EVENT Event was Pre-Approved at the School Board meeting on (Date) _____.



MIDDLEBURG HIGH SCHOOL



Varsity Cross Country 2026

DATE	OPPONENT	LOCATION	TIME	Special Events
8/15	Preseason 2 Mile	MHS	7:30am	Preseason
8/22	Flagler Palm Coast	Flagler Fairground	7:30am	
8/29	MHS Race	MHS	7:30am	Small home meet
9/5	Bye Week		7:30am	
9/12	Buchholz	Away	7:30am	
9/19	Bishop Kenny	Away	7:30am	
9/26	Bartram	Bartram Trail HS	7:30am	
10/3	Ponte Vedra	Ponte Vedra	7:30am	
10/10	Half-Mile Invite	Newberry	7:30am	
10/17	Bye Week		7:30am	
10/24	Bronco Classic	MHS	7:30am	Possible Senior Day
10/31	Bye Week		7:30am	
11/7	Districts		7:30am	
11/14	Regionals		7:30am	TBD
11/20	State	Tallahassee	7:30am	TBD

Principal – Martin Aftuck
Athletic Director - Jay Stilianou
Head Coach – Kenny Yancey

School Board of Clay County

September 3, 2026 - Regular School Board Meeting

Title

C5 - Independent Contractor Service Agreement between the School Board of Clay County and the Boys and Girls Club of Northeast Florida (BGCNF)

Description

A collaborative agreement between the School Board of Clay County and the BGCNF to address the after school needs of Clay County students. BGCNF will offer Project STEAM+L (Science Technology Engineering Arts and Math plus Literacy) at designated Clay County Schools in collaboration with the Florida Department of Education's 21st Century Community Learning Centers grant programming. Designed to complement and enrich school day instruction, the 21st Century program will serve students at 10 qualifying schools (Charles E Bennett Elementary, Keystone Heights Elementary, Montclair Elementary, Grove Park Elementary, Green Cove Junior High, Wilkinson Junior High, Orange Park Junior High, Orange Park High, Clay High, and Keystone Heights High).

Gap Analysis

Clay County Schools currently has 10 schools participating with BGCNF in collaboration with the Florida Department of Education's 21st Century Community Learning Centers grant.

Previous Outcomes

The BGCNF will be apply for and manage the 21st Century grant for our schools.

Expected Outcomes

The programs are free of charge and designed to address the identified needs: (1) academic remediation/homework help to address student progress; (2) integrated reading and writing activities (literacy) to support ELA academic achievement; (3) STEAM to address science and math deficiencies with a blend of visual arts and photography ("A in STEAM"); (4) physical exercise and education to create healthier students; and (5) adult-family member services.

Strategic Plan Goal

Goal 3: Engage families and the community in the educational process to create robust learning opportunities and partnerships that support and prepare students to be successful throughout K-12 education, leading to graduation and beyond.

Strategy 3.1: Expand community partnerships to increase student learning and extracurricular opportunities.

Recommendation

That the School Board of Clay County approve the agreement between the School Board of Clay County and the Boys and Girls Clubs of Northeast Florida.

Contact

Roger Dailey; Chief Academic Officer; roger.dailey@myoneclay.net; 904-336-6905

Dr. Michael George; Chief of Secondary Education; michael.george@myoneclay.net; 904-336-6918

Financial Impact

N/A

Review Comments

Attachments

📎 [BGCNF #260088 \(2\).pdf](#)

FOLLOW ALL PROCEDURES ON BACK OF THIS FORM

Contract # **260088**

Number Assigned by Purchasing Dept.



CONTRACT REVIEW

BOARD MEETING DATE:

9/3/2026

WHEN BOARD APPROVAL IS REQUIRED DO
NOT PLACE ITEM ON AGENDA UNTIL
REVIEW IS COMPLETED

☐ Must Have Board Approval over \$100,000.00

Date Submitted: May 15, 2026 Revised 6/29/2026

Name of Contract Initiator: Treasure Pickett

Telephone #: 904-336-6919

School/Dept Submitting Contract: Secondary Ed

Cost Center # 9007

Vendor Name: Boys and Girls Clubs of Northeast Florida

Contract Title: Boys and Girls Club of Northeast Florida "MOU" for each School in program (ICA, School MOUs, Security/Privacy Agreement)

Contract Type: New ☒ Renewal ☐ Amendment ☐ Extension ☐ Previous Year Contract # IDA 220123, MOU 230028, and 250052

Contract Term: Summer 2026 - 7/31/2030

Renewal Option(s): No Renewal Option

Contract Cost: zero cost to the District

☒ BUDGETED FUNDS – SEND CONTRACT PACKAGE DIRECTLY TO PURCHASING DEPT

Funding Source: Budget Line # zero cost to the District

Funding Source: Budget Line #

☐ NO COST MASTER (COUNTY WIDE) CONTRACT - SEND CONTRACT PACKAGE DIRECTLY TO PURCHASING DEPT

☐ INTERNAL ACCOUNT - IF FUNDED FROM SCHOOL IA FUNDS – SEND CONTRACT PACKAGE DIRECTLY TO SBAO

REQUIRED DOCUMENTS FOR CONTRACT REVIEW PACKAGE (when applicable):

____ Completed Contract Review Form

____ SBAO Template Contract or other Contract (NOT SIGNED by District / School)

____ SIGNED Addendum A (If not an SBAO Template Contract) - When using the Addendum A, this Statement MUST BE included in the body of the Contract:

"The terms and conditions of Addendum A are hereby incorporated into this Agreement and the same shall govern and prevail over any conflicting terms and/or conditions herein stated."

____ Certificate of Insurance (COI) for General Liability & Workers' Compensation that meet these requirements:

COI must list the School Board of Clay County, Florida as an Additional Insured and Certificate Holder. Insurer must be rated as A- or better.

General Liability = \$1,000,000 Each Occurrence & \$2,000,000 General Aggregate.

Auto Liability = \$1,000,000 Combined Single Limit (\$5,000,000 for Charter Buses).

Workers' Compensation = \$100,000 Minimum

(If exempt from Workers' Compensation insurance, vendor/contractor must sign a Release and Hold Harmless Form. If not exempt, vendor/contractor must provide Workers' Compensation coverage).

____ State of Florida Workers Comp Exemption (<https://apps.fldfs.com/bocexempt/>) (If Applicable)

*Email attached from ERAU to review the NTE Language

____ Release and Hold Harmless (If Applicable)

RECEIVED

By Megan Roblou at 3:05 pm, May 15, 2026

AREA BELOW FOR DISTRICT PERSONNEL ONLY

CONTRACT REVIEWED BY:		COMMENTS BELOW BY REVIEWING DEPARTMENT
Purchasing Department		No Purchasing requirements to approve
REVIEWED By bfstaele at 3:13 pm, Jun 29, 2026 By Bertha Staele at 10:03 am, May 18, 2026		NOTE: Principals need to assign a designated BGCNF point person & list on Attachment A-2 School MOU Section 1
School Board Attorney	JPS	See Comments - New ICA replacing the Original Independent Contractor Agreement 220123 that expires 7/2026 is attached. Wording from Amendment 250052 needs to be included in each MOU.
Review Date	6/8/26 JPS 7/20/26	This should be an independent contractor/facilities use. need indemnity language. Review again since all documents have been added. ICA with all Attachments are in this 1 Contract.
Other Dept. as Necessary	6/9 & 5/18/2026 Purchasing shared with Risk so they can review & approve	Risk replied: Amendment wording from previous contracts needs to be incorporated. Is there a reason why we don't have just 1 Contract addressing everything that was in all of these previous contracts 220123, 230028, 240142, 250052?
PENDING STATUS: ☐ YES ☐ NO		IF YES, HIGHLIGHTED COMMENTS ABOVE MUST BE CORRECTED BY INITIATOR
FINAL STATUS		Tentatively Approved Once comments are address return to the Purchasing Department for final approval DATE: 7/21/2026

BGCNF x Clay County District Schools Updated MOU Revised

Final Audit Report

2026-08-10

Created:	2026-08-10
By:	Lendward Griffin (lendwardg@bgcnf.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAxSlelbgZtjy7Q9tQPYSsAZXHC-ropuZbj

"BGCNF x Clay County District Schools Updated MOU Revised" History

-  Document created by Lendward Griffin (lendwardg@bgcnf.org)
2026-08-10 - 2:33:48 PM GMT
-  Document emailed to Paul Martinez (paulm@bgcnf.org) for signature
2026-08-10 - 2:34:04 PM GMT
-  Email viewed by Paul Martinez (paulm@bgcnf.org)
2026-08-10 - 2:34:57 PM GMT
-  Document e-signed by Paul Martinez (paulm@bgcnf.org)
Signature Date: 2026-08-10 - 2:48:48 PM GMT - Time Source: server - Signature Appearance Selected: TYPE
-  Agreement completed.
2026-08-10 - 2:48:48 PM GMT



INDEPENDENT CONTRACTOR SERVICES AGREEMENT

This CONTRACTOR Services Agreement ("Agreement") is made as of the effective date set forth below, by and between the SCHOOL BOARD OF CLAY COUNTY, Florida (hereinafter referred to as "SBCC"), a body corporate pursuant to s. 1001.40, Florida Statute, whose principal place of business is 900 Walnut Street, Green Cove Springs, Florida 32043 and Boys & Girls Clubs of Northeast Florida (BGCNF) (hereinafter referred to as "CONTRACTOR"), whose principal place of business is Physical Address: 10 South Newnan Street, 2nd Floor, Jacksonville, FL 32202.

Mailing Address: P.O. Box #2059, Jacksonville, FL 32203.2059

WHEREAS, the SBCC is engaged in the activity of providing educational opportunities to children; and

WHEREAS, CONTRACTOR has experience, skill, and expertise in delivering the services and/or products described in this Agreement; and

WHEREAS, the SBCC is interested in procuring the services and/or products of CONTRACTOR, as best fits the needs of the school district as determined by the SBCC; and

WHEREAS, CONTRACTOR desires to provide their services and/or products to the Schools in Attachment A-1 A-2,

NOW, THEREFORE, in consideration of the premises and of the mutual covenants contained herein and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties hereby agree as follows:

1. The Company, Vendor, Agency, or Consultant, of Contract for Goods and Services, hereafter collectively and individually referred to as the "CONTRACTOR".
2. CONTRACTOR represents that it is an independent contractor and that it requires that the SBCC treat it as such. CONTRACTOR agrees:
 - a. That it has no rights to any benefits extended by the SBCC to its employees [including without limitation, sick leave, vacation time, insurance coverage, etc.];
 - b. That it will not take a position contrary to their status as an independent contractor, and agrees to accept the responsibilities placed on independent contractors by federal and state law [accordingly, the SBCC will not make the deductions or contributions that an employer may be required to make with respect to its employees, and the undersigned will be responsible for all federal and state tax and fund obligations, including without limitation, income tax, Social Security, unemployment compensation, etc.];
 - c. CONTRACTOR agrees, as an independent contractor and not an employee of the SBCC, it is responsible for providing their own Worker's Compensation Insurance and social security/self-employment contributions.
3. CONTRACTOR acknowledges and accepts responsibility for all risks of injury and loss associated with the performance of this Agreement. In addition to any other statutory or common law obligation to indemnify and defend the SBCC, CONTRACTOR shall indemnify, defend, and hold harmless the SBCC, its officers, and employees from any claim, loss, damage, penalty, or liability arising from the negligent acts, omissions, misfeasance, malfeasance, or intentionally wrongful conduct of CONTRACTOR, its employees, or agents relating to the performance of duties imposed upon CONTRACTOR by this Agreement. Such indemnity shall not be limited by benefits payable by or for CONTRACTOR under worker's compensation, disability, or any other employee benefits or insurance programs or policies. Contractor shall timely provide to the SBCC written notice of any claim, complaint, or demand asserted against CONTRACTOR related to the performance of this Agreement. CONTRACTOR's obligations under this section shall survive the termination of this Agreement.
4. CONTRACTOR agrees to be bound by, and at its own expense comply with, all federal, state, and local laws, ordinances, and regulations applicable to the services. CONTRACTOR shall review and comply with the confidentiality requirements of federal and state law and the SBCC policy regarding access to and use of records.

5. **Reservation of Sovereign Immunity:** No provision or language in the underlying contract shall be construed or interpreted to increase the scope or dollar limit of the SBCC's liability beyond that which is set forth in Section 768.28 of the Florida Statutes. Nor shall any such language be construed or interpreted to waive the SBCC's sovereign immunity from suit, or to require the SBCC to indemnify CONTRACTOR or any other person, corporation or legal entity of any kind or nature whatsoever for injury or loss resulting from any acts or omissions other than those which arise from the actionable negligence of the SBCC. The SBCC expressly reserves all other protections and privileges related to its sovereign immunity.
6. CONTRACTOR will perform the services in a thorough, efficient, and professional manner, promptly and with due diligence and care, and in accordance with the best practices of the profession, utilizing qualified and suitable personnel, equipment and materials. CONTRACTOR warrants and represents to the SBCC that it possesses the expertise, capability, equipment and personnel to properly perform the services and that it is properly and legally licensed to perform the services. CONTRACTOR acknowledges that the SBCC is relying on the warranties and representations made by CONTRACTOR.
7. **Method of Payment:** Services and/or Products satisfactorily received shall be compensated in accordance with Attachment A and the following terms:
 - a. Procurement is performed in accordance with applicable law, State Board of Education Rules, Clay County School Board Policy and other applicable rules and regulations which govern. CONTRACTOR shall be paid in accordance with the Local Government Prompt Payment Act (218.70, et seq., Florida Statutes) upon submission of detailed invoices to the appropriate location listed on the District Purchase Order and/or the School Internal Account Purchase Order, and only after delivery and acceptance of the services and/or products provided.
 - b. Services and/or Products, as authorized by and listed in Attachment A, shall be compensated by Hour Rate (cost per hour) / Fixed Fee (*includes direct and indirect costs*) / Flat Rate (*cost for scope of work*) / etc.
 - c. Direct reimbursement for travel expenses, as authorized by and listed in Attachment A, shall be made in accordance with the requirements and rates found at F.S. 112.061 and any applicable SBCC policies.
 - d. Incurrence of other direct expenses, if any, must be pre-approved in writing by the SBCC.
 - e. Unless otherwise required by law, the SBCC's payment obligations (if any) arising from the underlying Agreement are contingent upon an annual appropriation by the School Board and the availability of funds to pay for the contracted services and/or products provided. If such funds are not appropriated for the underlying Agreement and results in its termination, such conditions/events shall not constitute a default by the SBCC.
8. The SBCC and CONTRACTOR have mutual rights to terminate this Agreement with or without cause and without penalty or further payment, at any time upon thirty (30) days written notice to the other party. However, if it is determined by the SBCC that the work is not being performed as agreed herein, CONTRACTOR shall be deemed to be in default, and the SBCC reserves the right to cancel this Agreement immediately.
9. **Force Majeure:** Neither party to this Agreement shall be liable for delays or failures in performance under this Agreement (other than obligations relating to payment, confidentiality, and protection of ownership and intellectual property rights) resulting from acts or events beyond the reasonable control of such party (a "Force Majeure Event"), including acts of war, terrorism, acts of God, earthquake, flood, embargo, riot, sabotage, labor dispute, wide spread outbreak of disease or pandemic, governmental act, failure of the internet, power failure, or energy, utility, or telecommunications interruptions, provided that the delayed party: (i) gives the other party prompt notice of such cause; and (ii) uses its reasonable commercial efforts to promptly correct such failure or delay in performance. In the event that a Force Majeure Event lasts for more than 90 days, and the party experiencing the initial delay cannot correct its failure or delay in performance during that period of time, despite using its reasonable commercial efforts to do so, the other party may terminate the affected portions of this Agreement.
10. This Agreement shall not be modified or amended except in writing, duly agreed to and executed by the parties.
11. CONTRACTOR shall not assign this Agreement in whole or in part, without the express written consent of the SBCC Purchasing Department.
12. This Agreement shall be governed by and construed in accordance with the laws of the State of Florida and venue shall be in Clay County, Florida.
13. No other representations or promises shall be binding on the parties hereto except those representations or promises contained herein.

14. In the event that any part, term, or provision of this Agreement is, in a court of competent jurisdiction, found to be illegal or unenforceable, the validity of the remaining portions and provisions will not be affected, and the rights and obligations of the parties shall be construed and enforced as if this Agreement did not contain the particular part, term, or provision held to be so invalid.
15. Should any litigation be commenced in connection with this Agreement, the prevailing party shall be entitled to reasonable attorney fees and court costs.
16. The parties hereto represent that they have reviewed this Agreement and have sought legal advice concerning the legal significance and ramifications of this Agreement.
17. CONTRACTOR shall retain records associated with the services and/or products provided herein for a period of three years following final payment. CONTRACTOR shall, with reasonable notice, provide the SBCC access to these records during the above retention period.
18. **Jessica Lunsford Act:** SBCC is required to conduct background screening of CONTRACTOR (including its employees, agents, and sub-contractors) (go to [Clay County District Schools website](#) for fingerprinting procedures). CONTRACTOR represents and warrants to the SBCC that CONTRACTOR is familiar with Sections 1012.32, 1012.321, 1012.465, 1012.467, and 1012.468 of the Florida Statutes regarding background investigations. CONTRACTOR covenants to comply with all requirements of the above-cited statutes at CONTRACTOR's sole expense and shall provide the SBCC proof of such compliance upon request.

Certification: By executing this Agreement, CONTRACTOR swears and affirms under penalty of perjury that all of its employees, agents, and subcontractors will comply with these procedures, the requirements of the Jessica Lunsford Act, SBCC's finger printing procedures, and the laws of the State of Florida. Failure to comply with these procedures, the Act, SBCC's finger printing procedures, and the law of the State of Florida shall constitute a material breach of the Agreement, and SBCC may avail itself of all remedies pursuant to law. CONTRACTOR agrees to indemnify and hold harmless SBCC, its officers, employees, and agents, from and against any and all claims or causes of action, including without limitation those for personal injury, death, property damages, and attorney fees, arising out of or relating to CONTRACTOR's failure to comply with any of the above.

19. **E-Verify:** CONTRACTOR named herein, and its subcontractors, are required to register with and use the U.S. Department of Homeland Security's (DHS) E-Verify system to verify the work authorization status of all newly hired employees. By executing this Agreement, the CONTRACTOR certifies that it, and any sub-contractors with which it contracts, are registered with, and use, the E-Verify system for all newly hired employees, and acknowledges that it must obtain an affidavit from its subcontractors in accordance with Section 448.095(2)(b) Fla. Stat. that the subcontractor does not employ, contract with or subcontract with any unauthorized alien. The CONTRACTOR must maintain a copy of such affidavit for the duration of the Agreement. This section serves as notice to the CONTRACTOR that, pursuant to the terms of Section 448.095(2)(c) 1 and 2, Florida Statutes, the SBCC shall terminate this Agreement if it has a good faith belief that the CONTRACTOR has knowingly violated Section 448.09(1), F.S.. If the SBCC has a good faith belief that the subcontractor, without the knowledge of the CONTRACTOR, has knowingly violated Section 448.09(1) or 448.095(2), F.S., the SBCC shall notify the CONTRACTOR and order the CONTRACTOR to immediately terminate the contract with the subcontractor. If the SBCC terminates an Agreement with a CONTRACTOR pursuant to sec. 448.095(2)(c), F.S., the CONTRACTOR will not be awarded a public contract for at least one year after the date of such termination.
20. The CONTRACTOR certifies that CONTRACTOR is in compliance with the requirements of law regarding equal employment opportunity for all persons without regard to age, race, color, religion, sex, national origin, or disability and is not on the Discriminatory Vendor List pursuant to Florida Statute 287.134.
21. CONTRACTOR shall, at CONTRACTOR's sole expense, procure and maintain during the term of this Agreement, at least the following minimum insurance coverage, which shall not limit the liability of CONTRACTOR:

<u>General Liability Policy:</u>	<u>Auto Liability Policy:</u>	<u>Worker's Compensation Policy:</u>
\$1,000,000.00 per occurrence	\$1,000,000.00 combined single limit	\$100,000
\$2,000,000.00 aggregate	\$5,000,000.00 (if charter or common carrier)	<i>*Exempt, need signed WCAF</i>

**If the CONTRACTOR is exempt from Worker's Compensation insurance obligations, the CONTRACTOR must sign the Worker's Compensation Acknowledgment Form (WCAF) attached hereto as Exhibit # 1.*

All policies of insurance shall be rated "A-" or better by the most recently published A.M. Best Rating Guide and shall be subject to the SBCC approval as to form and issuing company. The SBCC shall be named as certificate holder and as an *additional insured* in the comprehensive general (including property damage) liability policy within five (5) days after execution of this Agreement. CONTRACTOR shall furnish the SBCC's Representative copies of insurance certificates evidencing that it maintains at least the insurance coverage required hereunder, and which contain the following or equivalent clause: *"Before any reduction, cancellation, modification or expiration of the insurance policy, thirty (30) days prior written notice thereof shall be given to the SBCC."* CONTRACTOR is NOT authorized to proceed with the services until all the insurance certificates have been received and accepted.

Receipt of certificates or other documentation of insurance or policies or copies of policies by the SBCC, or by any of its representatives, which indicate less coverage than required does not constitute a waiver of CONTRACTOR's obligation to fulfill the insurance requirements herein.

22. CONTRACTOR shall not solicit or accept brokerage or any other fees or remuneration from any provider of the SBCC insurance program.
23. CONTRACTOR recognizes and acknowledges that by virtue of entering into this Agreement and providing services hereunder, CONTRACTOR, its agents, employees, officers, and subcontractors may have access to certain confidential information and processes, including confidential student information, personal health information, financial records, and access to the SBCC networks (hereinafter "Confidential Information"). CONTRACTOR agrees that neither it nor any CONTRACTOR agent, employee officer, or subcontractor will at any time, either during or subsequent to the term of this Agreement, disclose to any third party, except where permitted or required by law or where such disclosure is expressly approved by the SBCC in writing, any Confidential Information. In addition, following expiration of said Agreement, CONTRACTOR, its agents, employees, officers, and subcontractors shall either destroy or return to the SBCC all Confidential Information. With 72-hours written notification, the SBCC reserves the right to determine whether or not Confidential Information has been destroyed and such confirmation may include inspecting the CONTRACTOR's facilities and equipment. CONTRACTOR understands and agrees that it is subject to all federal and state laws and SBCC rules relating to the confidentiality of student information. Contractor further agrees to comply with the Family Educational Rights and Privacy Act ("FERPA") 34 C.F.R. § 99. Contractor shall regard all student information as confidential and will not disclose personally-identifiable student records or information to any third party without appropriate legal authorization. Access to SBCC data or networks shall require a SBCC Data-Sharing and Usage Agreement and shall only be authorized by the SBCC IT Department.
24. CONTRACTOR is required to comply with the Florida Public Records Law, Chapter 119, Florida Statutes, in the performance of CONTRACTOR's duties under this Agreement, and will specifically:
 - a. Keep, maintain, and produce upon request and within a reasonable period of time all data created or collected in the performance of its duties under this Agreement ("Agreement Data") which come within the definition of a "public record" under Chapter 119.
 - b. Provide to the SBCC, upon its request and free of charge, a copy of each record which CONTRACTOR seeks to produce in response to a public records request.
 - c. Ensure all Agreement Data considered exempt under Chapter 119 are not disclosed except as authorized by law.
 - d. Upon completion of its obligations under the Agreement, transfer to the SBCC, at no cost, all Agreement Data in CONTRACTOR's possession or otherwise keep and maintain such data/records as required by law. All records transmitted to the SBCC must be provided in a format that is compatible the SBCC's information technology systems.
 - e. The SBCC is authorized to collect, use or release social security numbers (SSN) of CONTRACTOR and their employees for the following purposes, which are noted as either required or authorized by law to be collected. The collection of social security numbers is either specifically authorized by law or imperative for the performance of the District's duties and responsibilities as prescribed by law (Sections 119.071(5)(a)2 and 3, Florida Statutes):
 - a) Criminal history and criminal background checks/Identifiers for processing fingerprints by Department of Law Enforcement, if SSN is available [Required by Fla. Admin. Code 11 C-6.003 and Fla. Stat. § 119.071(5)(a)6]

- b) Vendors/Consultants that District reasonably believes would receive a 1099 form if a tax identification number is not provided including for IRS form W-9 [Required by 26 C.F.R. § 31.3406-0, 26 C.F.R. § 301.61091, and Fla. Stat. § 119.071(5)(a)2 and 6]

CONTRACTOR's failure to comply with the provisions set forth in this section shall constitute a default and material breach of this Agreement, which may result in termination by the SBCC without penalty.

IF CONTRACTOR HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, OR CONTRACTOR'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS CONTRACT, CONTRACTOR SHALL CONTACT THE SBCC'S CUSTODIAN OF PUBLIC RECORDS AT 900 WALNUT STREET, GREEN COVE SPRINGS, FLORIDA 32043, OR AT 904-336-6500, OR AT: PRR@myoneclay.net

25. **Government Funding:** Funding for this Agreement may be provided in whole or in part by one or more Government funding agencies (Federal, State, Local). As a result, CONTRACTOR shall comply with applicable Laws, Regulations, Executive Orders, and Governmental Agency Rules and Policies included but not limited to Florida Department of Education (DMS, SREF); Florida Statutes Chapter 287, 489; Code of Federal Regulations Titles: 2 – Grants and Agreements (2 C.F.R. §200), Title 7 – Agriculture (NSLP), Title 34 – Education (EDGAR, FERPA), Title 44 – Emergency Management and Assistance (FEMA); U.S. Code Titles: 20, 31, 40, 4.

To the extent that the SBCC is using Government Funds as a source of payment for this Agreement, CONTRACTOR shall execute and deliver to the SBCC the following forms, attached hereto as **Exhibit # 2**: (a) EDGAR Certification; (b) Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion; (c) Drug-Free Workplace Certification; (d) Non-Collusion Affidavit; and (e) Disclosure of Potential Conflict of Interest.

In the event of any conflict or inconsistency between the terms and conditions of this Agreement and any terms or conditions set forth in any other document relating to the transactions contemplated by this Agreement, the terms and conditions set forth in this Independent Contractor Services Agreement shall prevail.

SBCC'S Representative with CONTRACTOR is: Dr. Michael George
School/Department Name: Secondary Education / 9007
Mailing Address: 23 S Green Street, Green Cove Springs, FL 32043
Phone #: 904-336-6919 Email Address: michael.george@myoneclay.net

Accepted and Agreed to:

SCHOOL BOARD OF CLAY COUNTY

By: _____

Print Name: _____

Title: _____

Date: _____

CONTRACTOR

By: Paul Martinez

Print Name: Paul Martinez

Title: President/CEO

Date: 08/10/2026

Attachment A

SCOPE OF SERVICES AND/OR PRODUCTS

1. **Description of Services and/or Products** (If sufficient space is not available on Attachment A, CONTRACTOR may provide information and append it to the Agreement as Attachment A-1, Attachment A-2, etc)

See attachment A-1 Proposed Schools and Scope of Work

Boys/Girls Club of Northeast Florida will pay the fixed fee/flat rate amount set forth in paragraph number 3 to the participating schools no later than the last day of the first month of each term/semester each year. This amount is \$1,000.00 per school per term/semester, which terms/semesters are defined as "fall", "spring" and "summer." There are ten (10) proposed sites, multiplied by a total of \$3,000 per site, multiplied by four (4) years, equaling a total contract commitment by the Contractor in the amount of \$120,000.00.

See attachment A-2 MOU for Each of the 10 Schools in the Program & the In-Kind Contributions

See attachment A-3 Sharing Security and Privacy Agreement for 10 Schools in the Program

2. **Term:**

The term of this Agreement shall commence on July 31, 2030, unless earlier terminated as set forth in Agreement. The award of the BGCNF
21st CCLC contract
Mid-Summer 2026 and continue until

3. **Fee:**

The CONTRACTOR shall provide services and/or products described in Attachment A, at the rate of \$ 3,000 per school served annually for a total of 4 years (Hour Rate (cost per hour) / Fixed Fee (includes direct and indirect costs) / Flat Rate (cost for scope of work) / etc). The total compensation under this agreement shall not exceed \$ 150,000 over 4 years.

Exhibit # 1

WORKERS COMPENSATION ACKNOWLEDGEMENT FORM (WCAF)

The undersigned Contractor/Vendor ("Contractor") represents and acknowledges that it is an independent contractor and is not provided coverage under any self-insured workers compensation program of the School Board of Clay County, Florida (the "Board" or "District"), any primary workers compensation insurance policy purchased by or on behalf of the District, any excess workers compensation insurance purchased by or on behalf of the District, any risk sharing arrangement, risk sharing pool, or any state reimbursement fund for workers compensation payments made by the District, based on the following understandings and representations by the Contractor:

1. Contractor is not an "Employee" as defined under Chapter 440 of the Florida Statutes. The Parties agree that Chapter 440 describes remedies for employers and employees in place of Florida common law and limits the rights of independent contractors like the undersigned.
2. Contractor maintains a separate business with its own work equipment, material, and accommodations.
3. Contractor has a different federal employer identification number than the District or is a sole proprietor who is not required to obtain a federal employer identification number under state or federal regulations.
4. Contractor receives compensation for services rendered or work performed, and such compensation is paid to a business rather than to an individual.
5. Contractor maintains at least one bank account in the name of the Contractor or associated persons or entities for the purposes of paying business expenses related to the services rendered or work performed for the District.
6. Contractor performs work or is able to perform work for entities other than the District at the Contractor's election without the necessity of completing an employment application or process.
7. Contractor either provides its own workers compensation coverage or has elected to be exempt from workers compensation coverage.
8. Contractor has provided proof of other insurance, including liability insurance, to the District in the amounts required by the District.
9. Contractor had an opportunity to review and consult with legal counsel regarding this document.
10. Contractor understands that the District is relying upon the truthfulness and accuracy of representations in this acknowledgement as a material basis for the District entering into the underlying agreement(s) with Contractor.

Name of Contractor/Vendor: Boys & Girls Clubs of North

Signature of Authorized Representative: *Paul Martinez*
Paul Martinez (Aug 10, 2026 10:48:48 EDT)

Printed Name of Authorized Representative: Paul Martinez

Title of Authorized Representative: President/CEO

Date: 08/10/2026

Exhibit # 2 (a)

EDGAR CERTIFICATIONS

All purchases involving the expenditure of federal funds must be compliant with the Education Department General Administrative Regulations ("EDGAR"). The following certifications and provisions are required and apply when the School Board of Clay County, Florida ("SBCC" "School Board") expends federal funds for any purchase resulting from this procurement process. Pursuant to 2 C.F.R. § 200.326, all contracts, including small purchases, awarded by the District shall contain the procurement provisions of Appendix II to Part 200, as applicable.

REQUIRED CONTRACT PROVISIONS FOR NON-FEDERAL ENTITY CONTRACTS UNDER FEDERAL AWARDS APPENDIX II to C.F.R. PART 200

(A) Contracts for more than the simplified acquisition threshold currently set at \$150,000, which is the inflation adjusted amount determined by the Civilian Agency Acquisition Council and the Defense Acquisition Regulations Council (Councils) as authorized by 41 U.S.C. 1908, must address administrative, contractual, or legal remedies in instances where contractors violate or breach contract terms, and provide for such sanctions and penalties as appropriate.

Pursuant to Federal Rule (A) above, when School Board expends federal funds, School Board reserves all rights and privileges under the applicable laws and regulations with respect to this procurement in the event of breach of contract by either party.

(B) All contracts in excess of \$10,000 must address termination for cause and for convenience by the non-Federal entity including the manner by which it will be effected and the basis for settlement.

Pursuant to Federal Rule (B) above, for all contracts involving Federal funds in excess of \$10,000, School Board reserves the right to terminate the contract (i) for convenience, and/or (ii) for cause by issuing a certified notice to the vendor.

(C) Equal Employment Opportunity. Except as otherwise provided under 41 CFR Part 60, all contracts that meet the definition of "federally assisted construction contract" in 41 CFR Part 60-1.3 must include the equal opportunity clause provided under 41 CFR 60-1.4(b), in accordance with Executive Order 11246, "Equal Employment Opportunity" (30 FR 12319, 12935, 3 CFR Part, 1964-1965 Comp., p. 339), as amended by Executive Order 11375, "Amending Executive Order 11246 Relating to Equal Employment Opportunity," and implementing regulations at 41 CFR part 60, "Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor."

Pursuant to Federal Rule (C) above, when School Board expends federal funds on any federally assisted construction contract, the equal opportunity clause is incorporated by reference herein.

(D) Davis-Bacon Act, as amended (40 U.S.C. 3141-3148). When required by Federal program legislation, all prime construction contracts in excess of \$2,000 awarded by non-Federal entities must include a provision for compliance with the Davis-Bacon Act (40 U.S.C. 3141-3144, and 3146-3148) as supplemented by Department of Labor regulations (29 CFR Part 5, "Labor Standards Provisions Applicable to Contracts Covering Federally Financed and Assisted Construction"). In accordance with the statute, contractors must be required to pay wages to laborers and mechanics at a rate not less than the prevailing wages specified in a wage determination made by the Secretary of Labor. In addition, contractors must be required to pay wages not less than once a week. The non-Federal entity must place a copy of the current prevailing wage determination issued by the Department of Labor in each solicitation. The decision to award a contract or subcontract must be conditioned upon the acceptance of the wage determination. The non-Federal entity must report all suspected or reported violations to the Federal awarding agency. The contracts must also include a provision for compliance with the Copeland "Anti-Kickback" Act (40 U.S.C. 3145), as supplemented by Department of Labor regulations (29 CFR Part 3, "Contractors and Subcontractors on Public Building or Public Work Financed in Whole or in Part by Loans or Grants from the United States"). The Act provides that each contractor or subrecipient must be prohibited from inducing, by any means, any person employed in the construction, completion, or repair of public work, to give up any part of the compensation to which he or she is otherwise entitled. The non-Federal entity must report all suspected or reported violations to the Federal awarding agency.

Pursuant to Federal Rule (D) above, when School Board expends federal funds during the term of an award for all contracts and subgrants for construction or repair, Vendor will be in compliance with all applicable Davis-Bacon Act provisions.

(E) Contract Work Hours and Safety Standards Act (40 U.S.C. 3701-3708). Where applicable, all contracts awarded by the non-Federal entity in excess of \$100,000 that involve the employment of mechanics or laborers must include a provision for compliance with 40 U.S.C. 3702 and 3704, as supplemented by Department of Labor regulations (29

EDGAR CERTIFICATIONS (continued)

CFR Part 5). Under 40 U.S.C. 3702 of the Act, each contractor must be required to compute the wages of every mechanic and laborer on the basis of a standard work week of 40 hours. Work in excess of the standard work week is permissible provided that the worker is compensated at a rate of not less than one and a half times the basic rate of pay for all hours worked in excess of 40 hours in the work week. The requirements of 40 U.S.C. 3704 are applicable to construction work and provide that no laborer or mechanic must be required to work in surroundings or under working conditions which are unsanitary, hazardous or dangerous. These requirements do not apply to the purchases of supplies or materials or articles ordinarily available on the open market, or contracts for transportation or transmission of intelligence.

Pursuant to Federal Rule (E) above, when federal funds are expended by School Board, Vendor certifies that Vendor will be in compliance with all applicable provisions of the Contract Work Hours and Safety Standards Act during the term of an award resulting from this procurement process.

(F) Rights to Inventions Made Under a Contract or Agreement. If the Federal award meets the definition of "funding agreement" under 37 CFR §401.2 (a) and the recipient or subrecipient wishes to enter into a contract with a small business firm or nonprofit organization regarding the substitution of parties, assignment or performance of experimental, developmental, or research work under that "funding agreement," the recipient or subrecipient must comply with the requirements of 37 CFR Part 401, "Rights to Inventions Made by Nonprofit Organizations and Small Business Firms Under Government Grants, Contracts and Cooperative Agreements," and any implementing regulations issued by the awarding agency.

Pursuant to Federal Rule (F) above, when federal funds are expended by School Board, Vendor certifies that Vendor will be in compliance with all applicable provisions of Federal Rule (F) during the term of an award resulting from this procurement process.

(G) Clean Air Act (42 U.S.C. 7401-7671q.) and the Federal Water Pollution Control Act (33 U.S.C. 1251-1387), as amended Contracts and subgrants of amounts in excess of \$150,000 must contain a provision that requires the non-Federal award to agree to comply with all applicable standards, orders or regulations issued pursuant to the Clean Air Act (42 U.S.C. 7401 7671q) and the Federal Water Pollution Control Act as amended (33 U.S.C. 1251-1387). Violations must be reported to the Federal awarding agency and the Regional Office of the Environmental Protection Agency (EPA).

Pursuant to Federal Rule (G) above, when federal funds are expended by School Board, Vendor certifies that Vendor will be in compliance with all applicable provisions of Federal Rule (G) during the term of an award resulting from this procurement process.

(H) Energy Policy and Conservation Act (2 CFR §910.120, 10 CFR §600.236). Vendor agrees to comply with the mandatory standards and policies relating to energy efficiency contained in the state energy conservation plan issued in compliance with the Energy Policy and Conservation Act.

Pursuant to Federal Rule (H) above, when federal funds are expended by School Board, Vendor certifies that Vendor will be in compliance with all applicable provisions of Federal Rule (H) during the term of an award resulting from this procurement process.

(I) Debarment and Suspension (Executive Orders 12549 and 12689)—A contract award (see 2 CFR 180.220) must not be made to parties listed on the government wide exclusions in the System for Award Management (SAM), in accordance with the OMB guidelines at 2 CFR 180 that implement Executive Orders 12549 (3 CFR part 1986 Comp., p. 189) and 12689 (3 CFR part 1989 Comp., p. 235), "Debarment and Suspension." SAM Exclusions contains the names of parties debarred, suspended, or otherwise excluded by agencies, as well as parties declared ineligible under statutory or regulatory authority other than Executive Order 12549.

Pursuant to Federal Rule (I) above, when federal funds are expended by School Board, Vendor certifies that during the term of an award resulting from this procurement process, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation by any federal department or agency.

(J) Byrd Anti-Lobbying Amendment (31 U.S.C. 1352)—Contractors that apply or bid for an award exceeding \$100,000 must file the required certification. Each tier certifies to the tier above that it will not and has not used Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any Federal contract, grant or any other award covered by 31 U.S.C. 1352. Each tier must also disclose any lobbying with non-Federal funds that takes place in connection with obtaining any Federal award. Such disclosures are forwarded from tier to tier up to the non-Federal award.

Pursuant to Federal Rule (J) above, Vendor certifies that it is in compliance with all applicable provisions of the Byrd Anti-Lobbying Amendment (31 U.S.C. 1352). The Vendor further certifies that: (1) No Federal appropriated funds have been

EDGAR CERTIFICATIONS (continued)

paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement. (2) If any funds other than Federal appropriated funds have been paid to any person for influencing or attempting to influence an officer or employee of any agency, Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions. (3) The undersigned shall require that the language of this certification be included in the award documents for all covered subawards in Federal funds at all appropriate tiers and that all subrecipients shall certify and disclose accordingly.

RECORDS ACCESS AND RETENTION

Records Access (34 CFR 80.36 (i)(10)): All vendors, contracts and subcontractors shall give access to the SBCC, the appropriate Federal agency, the Comptroller General of the United States, or any of their duly authorized representative to any books, documents, papers, and records of the vendor which are directly pertinent to this specific bid/contract for the purpose of making audit, examination, excerpts and transcriptions.

Records Retention (2 C.F.R. § 200.333): Financial records, supporting documents, statistical records and all other non-Federal entity records pertinent to a Federal award must be retained for a period of three (3) years from the date of submission of the final expenditure report or, for Federal awards that are renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report, respectively, as reported to the Federal awarding agency or passthrough entity in the case of a subrecipient.

RECOVERED MATERIALS

Recovered Materials (2 CFR §200.322): Contractor must comply with Section 6002 of the Solid Waste Disposal Act, as amended by the Resource Conservation and Recovery Act. The requirements of Section 6002 include procuring only items designated in guidelines of the Environmental Protection Agency (EPA) at 40 CFR part 247 that contain the highest percentage of recovered materials practicable, consistent with maintaining a satisfactory level of competition, where the purchase price of the item exceeds \$10,000 or the value of the quantity acquired during the preceding fiscal year exceeded \$10,000; procuring solid waste management services in a manner that maximizes energy and resource recovery; and establishing an affirmative procurement program for procurement of recovered materials identified in the EPA guidelines.

Vendor agrees to comply with all federal, state, and local laws, rules, regulations and ordinances, as applicable. It is further acknowledged that vendor certifies compliance with all provisions, laws, acts, regulations, etc. as specifically noted above.

Vendor's Name:

Boys & Girls Club of Northeast Florida

Signature of Authorized Representative:

Paul Martinez

Paul Martinez (Aug 10, 2026 10:46:46 EDT)

Print Name of Authorized Representative:

Paul Martinez

Exhibit # 2 (b)

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION - LOWER TIER COVERED TRANSACTIONS

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion - Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Non-Procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Instructions for Certification:

1. The prospective lower tier participant certifies, by submission of this proposal that neither it nor its principals are:
 - a) presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency;
 - b) have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in performing a public (federal, state or local) transaction or contract under a public transaction; or for violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements or receiving stolen property;
 - c) are not presently indicted for or otherwise criminally or civilly charged by a government entity (federal, state or local) with commission of the offenses enumerated in this certification; or
 - d) have not within a three-year period preceding this application had one or more public transaction (federal, state or local) terminated for cause or default.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Vendor: Boys & Girls Club of Northeast Florida

Paul Martinez
Printed Name

Signature: Paul Martinez
Paul Martinez (Aug 10, 2020 10:40:46 EDT)

President/CEO
Title of Authorized Representative

Date: 08/10/2026

Exhibit # 2 (c)

DRUG-FREE WORKPLACE CERTIFICATION

Preference shall be given to vendors/contractors certifying their compliance with a drug-free workplace in accordance with Section 287.087, Florida Stat. as follows:

Preference to businesses with drug-free workplace programs - Whenever two or more bids, proposals, or replies that are equal with respect to price, quality, and service, are received by the State or by any political subdivision for the procurement of commodities or contractual services, a bid, proposal, or reply received from a business that certifies that it has implemented a drug-free workplace program shall be given preference in the award process. Established procedures for processing tied bids, proposal, or replies shall be followed if none of the tied vendor has a drug-free workplace program. In order to have a drug-free workplace program, a business shall:

1. Publish a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the workplace and specifying the actions what shall be taken against employee for violations of such prohibition.
2. Inform employees about the dangers of drug abuse in the workplace, the business's policy of maintaining a drug-free workplace, any available drug counseling, rehabilitation, and employee assistance programs, and the penalties that may be imposed upon employees for drug abuse violations.
3. Give each employee engaged in providing the commodities or contractual services that are under bid a copy of the statement specified in subsection (1).
4. In the statement specified in subsection (1), notify the employees that, as a condition of working on the commodities or contractual services that are under bid, the employee shall abide by the terms of the statement and shall notify the employer of any conviction of, or plea of guilty or nolo contendere to, any violation of Chapter 893 or of any controlled substance law of the United States or any state, for a violation occurring in the workplace no later than five (5) days after such conviction.
5. Impose a sanction on, or require the satisfactory participation in a drug abuse assistance or rehabilitation program if such is available in the employee's community, by any employee who is so convicted.
6. Make a good faith effort to continue to maintain a drug-free workplace through implementation of this section.

As the person authorized to sign the statement, I certify that this firm complies fully with the above requirements.

CONTRACTOR NAME: Boys & Girls Club of Northeast Florida

AUTHORIZED CONTRACTOR REPRESENTATIVE SIGNATURE:

Paul Martinez
(Printed Name)

Paul Martinez
Paul Martinez (Aug 10, 2026 10:48:48 EDT)
(Signature)

President/CEO
(Title)

08/10/2026
(Date)

Exhibit # 2 (d)

NON-COLLUSION AFFIDAVIT

State of FLORIDA)
County of CLAY)

My name is (INSERT NAME Paul Martinez). I hereby attest that I am authorized to execute this affidavit on behalf of my firm, its owners, directors, and officers. I have personal knowledge of the price(s), guarantees and the total financial commitment represented in the firm's offer and/or contract.

(1) The firm's prices and amounts offered have been arrived at independently and without consultation, communication or agreement with any other contractor or respondent.

(2) Neither the final nor approximate prices or amounts offered have been disclosed to any other firm or person who is a respondent or potential respondent, nor were they disclosed prior to opening of offers.

(3) The offer from my firm is made in good faith and no attempt has been made to induce any firm or person to refrain from submitting an offer, or to submit an offer higher than our offer, or to submit any intentionally high or noncompetitive offer or other form of complementary offer.

(4) (INSERT NAME OF COMPANY Boys & Girls Club of North) its affiliates, subsidiaries, officers, directors, employees are not currently under investigation by any governmental agency and have not in the last three years been convicted or found liable for any act prohibited by State or Federal law in any jurisdiction, involving conspiracy or collusion with respect to bidding, proposing or offering on any public contract, except as follows:

I attest that (INSERT NAME OF COMPANY Boys & Girls Clubs of North) understands and acknowledges that the above representations are material and important, and will be relied on by The School Board of Clay County, Florida, in awarding the contract for which this offer is submitted. I understand and my firm understands that any misstatement of material representations herein shall be treated as fraudulent or otherwise intentional concealment of the true facts relating to submission of offers for this contract.

CONTRACTOR NAME: Boys & Girls Club of Northeast Florida

AUTHORIZED CONTACTOR REPRESENTATIVE SIGNATURE:

Paul Martinez
(Printed Name)

Paul Martinez
(Signature)

President/CEO
(Title)

08/10/2026
(Date)

Exhibit # 2 (e)

**DISCLOSURE OF POTENTIAL CONFLICT OF INTEREST AND
CONFLICTING EMPLOYMENT OR CONTRACTUAL RELATIONSHIP**

Section 112.313 (3) and (7), Florida Statutes, sets forth restrictions on the ability of SBCC employees acting in a private capacity to rent, lease, or sell any realty, goods or services to SBCC. It also places restrictions on SBCC employees concerning outside employment or contractual relationships with any business entity which is doing business with SBCC.

Contractor must disclose the names of any employees who are employed by Contractor who are also an employees of SBCC. Persons identified below may have obligations and restrictions applicable to them under Chapter 112, Florida Statutes.

Name of Contractor's Employee	SBCC Title or Position of Contractor's Employee	SBCC Department/School of Contractor's Employee
_____	_____	_____
_____	_____	_____
_____	_____	_____

Check one of the following and sign:

☒ I hereby affirm that there are no known persons employed by Contractor who are also an employee of SBCC.

☐ I hereby affirm that all known persons who are employed by Contractor who are also an employee of SBCC have been identified above.

Paul Martinez

Paul Martinez (Aug 10, 2026 10:48:48 EDT)

Signature

Boys & Girls Club of Northeast Florida

Company Name



ATTACHMENT A-1

Boys & Girls Clubs of Northeast Florida
Proposed Schools & Scope of Work

Clay County School District



BOYS & GIRLS CLUBS
OF NORTHEAST FLORIDA



FLORIDA'S 21ST CENTURY
COMMUNITY LEARNING CENTERS

	Proposed Site	Grades to be Served	Proposed # of Students to be Served
1	Charles E. Bennett Elementary School Boys & Girls Club Project STEAM Extreme + Literacy 1 S Oakridge Ave Green Cove Springs, FL 32043 (904) 336-0475	1, 2, 3, 4, 5, 6	100 / 80 With Transportation
2	Clay High School Boys & Girls Club Project STEAM Extreme + Literacy 2025 FL-16 Green Cove Springs, FL 32043 (904) 336-7175	9, 10, 11, 12	80 / 60 With Transportation
3	Green Cove Springs Jr High School Boys & Girls Club Project STEAM Extreme + Literacy 1220 Bonaventure Ave Green Cove Springs, FL 32043 (904) 336-5175	7, 8	80 / 60 With Transportation
4	Grove Park Elementary School Boys & Girls Club Project STEAM Extreme + Literacy 1643 Miller St Orange Park, FL 32073 (904) 336-1275	1, 2, 3, 4, 5, 6	120 / 100 With Transportation
5	Keystone Heights Jr/Sr High School Boys & Girls Club Project STEAM Extreme + Literacy 900 Orchid Ave Keystone Heights, FL 32656 (904) 336-7775	7, 8, 9, 10, 11, 12	80 / 60 With Transportation
6	Montolair Elementary School Boys & Girls Club Project STEAM Extreme + Literacy 2398 Moody Avenue Orange Park, FL 32073 (904) 336-1975	1, 2, 3, 4, 5, 6	120 / 100 With Transportation



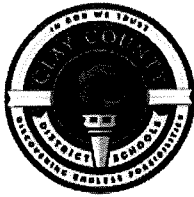
ATTACHMENT A-1

Boys & Girls Clubs of Northeast Florida Proposed Schools & Scope of Work

Clay County School District



7	Orange Park Jr High School Boys & Girls Club Project STEAM Extreme + Literacy 1500 Gano Ave Orange Park, FL 32073 (904) 336-5975	7, 8	80 / 60 With Transportation
8	Orange Park High School Boys & Girls Club Project STEAM Extreme + Literacy 2300 Kingsley Ave Orange Park, FL 32073 (904) 336-8675	9, 10, 11, 12	100 / 80 With Transportation
9	Wilkinson Jr High School Boys & Girls Club Project STEAM Extreme + Literacy 5025 Co Rd 218 Middleburg, FL 32068 (904) 336-6175	7, 8	80 / 60 With Transportation
	Still Under 21st CCLC Grant Through July 2028	Grades to be Served	Proposed # of Students to be Served
10	Keystone Heights Elementary School Boys & Girls Club Project STEAM Extreme+L 335 SW Pecan St Keystone Heights, FL 32656 (904) 336-7775	1, 2, 3, 4, 5, 6	80 / 60 With Transportation



ATTACHMENT A-1

Boys & Girls Clubs of Northeast Florida Proposed Schools & Scope of Work

Clay County School District



Proposed Scope of Work

Boys & Girls Clubs of Northeast Florida (BGCNF) will offer Project STEAM+L (Science Technology Engineering Arts and Math plus Literacy) at designated Clay County School District in Florida in collaboration with the Florida Department of Education's 21st Century Community Learning Centers grant programming. Designed to complement and enrich school day instruction, the 21st Century program serves students at the designated schools listed in Attachment A-1, after-school for 2-3 hours as determined by a Memorandum of Understanding ("MOU") with the Clay County School District, the School District Director of K-12 and the individual school principals, as referred to under the subheading of Facilities (Attachment A-2 for each school participating in the program). Our Club and services are fully open to all children in each designated school. BGCNF offers programming to serve adult-family members of all students served.

Elementary, Middle and High Schools receive academic support, meals and snacks and personal enrichment activities weekly. Student Ratios: Academic / Certified Teachers minimum of 15:1 and Enrichment / Non-Academic minimum of 25:1.

Community Notice

Boys & Girls Clubs of Northeast Florida will post a Public Notice in our "What We Do - 21st CCLC" section of our website by mid-April to provide information about our intent to apply for this grant <https://bgcnf.org/21st-century-program/>. A notice will also be posted at the administrative office.

Needs Assessments

BGCNF will work with each school to collect Parent/Student and Teacher survey data. Survey links and hard copies will be given to each principal and their teams to ensure that a minimum of 20% of the total of each group are surveyed. Surveys will be collected and analyzed. BGCNF's operations team members will make recommendations from the data and write programming into each grant.

Closing the Gaps: The programs are designed to address the identified needs: (1) academic remediation/homework help to address student progress; (2) integrated reading and writing activities (literacy) to support ELA academic achievement; (3) STEAM to address science and math deficiencies with a blend of visual arts and photography ("A" in STEAM); (4) physical exercise and education to create healthier students; and (5) adult-family member services.

Boys & Girls Clubs will work with community partners and stakeholders representing each school to provide support necessary to maintain and sustain programming.

Target Population, Recruitment and Retention

Target Population

As part of the 2026-27 21st CCLC grant project, all will serve students who meet the priorities for the 21st CCLC program. Specifically, our project (unit) director will work with school administration to



ATTACHMENT A-1

Boys & Girls Clubs of Northeast Florida Proposed Schools & Scope of Work

Clay County School District



target students who have received less than satisfactory scores on their end of year exams during the past school year and those who are currently receiving less than a "c" grade and/or those who are in the lowest 25th percentile within enrollment.

Research shows that students begin to disengage with formal education as early as the fourth and fifth grades. Students who are disengaged from school are no longer motivated to succeed in school – it is no longer what they see as meaningful or important. Unfortunately, disaffected and disengaged students also influence their peers to disengage – and generally engage with negative activities. Such students are likely to be retained; to fail to earn enough credits; to perform poorly on state assessments; and to fail to graduate on time (America's Promise Alliance, 2017). We have structured our grant and program to service Clay County School District students with Science, Technology, Engineering, Arts, Math and Literacy programming so that we can reach this core group as identified in the needs assessment so that they can not only prosper, but also extend the power of the grant by becoming a positive influence for their peers.

Boys & Girls Clubs of Northeast Florida staff strive to secure an environment to serve children with special needs including those who might be homeless, English language learners, physical, psychological, sensory or learning disabilities, and/or those with attention behavior concerns. BGCF and our staff work with every individual student so that they are not excluded from the program and are safely accommodated.

Recruitment and Retention

The recruitment and retention of the most at-risk students and those most in need of 21st CCLC services is conducted through established relationships each individual Clay County School as identified in this response. The primary strategies to be used to recruit and retain targeted students for enrollment and to achieve consistent, long-term participation in the 21st CCLC program are achieved by involving students, parents and school principals and teachers from the very beginning, including through the development of this application. The recruitment strategy has the additional benefit of strengthening our ongoing relationship with the school day, meeting the needs not only of students but of teachers and the schools.

Recruitment

- Reach out to adult-family members of students served at designated Clay County Schools. Follow up with all who provided phone numbers on the needs assessment and ask them to tell their friends and family members about the Club and programs.
- Have staff recruit potential students directly through events, relationships and unique entry points to reach students in the schools.
- Encourage current students to recruit their fellow student friends.



ATTACHMENT A-1

Boys & Girls Clubs of Northeast Florida Proposed Schools & Scope of Work

Clay County School District



- Create recruitment activities designed to target potential students that align with each school's programming.
- Ask teachers and the principal to give referrals for the program.
- Secure a list of school events and have BGCNF Club staff members attend.

Retention

Particularly with secondary students, we acknowledge that 21st CCLC activities must be extremely compelling to not only attract but retain such students. Students have many options and our intent – and a strong suit of BGCNF – is to incite students to continue to choose our programs. We:

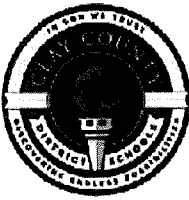
- Poll students to secure feedback and preferences for enrichment.
- Create excitement around the STEAM + Literacy programming to engage students.
- Communicate with parents to follow-up student absences of more than two days in the 21st CCLC program, including helping parents to solve attendance barriers.
- Routinely share information about the 21st CCLC programs to parents as they pick up their children and integrate information to keep their children engaged as part of our adult-family member program activities.
- The Club Project (Unit) Director and assigned teachers regularly collaborate with the schools to be certain that academic learning objectives and materials are shared.
- Work directly with school administration in time of need to retain a student.
- Staff ensure that support is given to students with different learning styles.

Program Evaluation

Evaluation is a critical component of Project STEAM+L programming. Boys & Girls Clubs of Northeast Florida (BGCNF) values the opportunity to learn from an objective perspective and is committed to making mid-course corrections where data show that the program is not performing optimally for students or for their families. BGCNF finance, operations and development/grants administration staff meet weekly to discuss process improvements based on data. Our team understands the important role of evaluating our 21st CCLC programs and we are prepared to make adjustments based on data outcomes.

Approved Program Activities

Project STEAM Extreme + Literacy engages students in the Science, Technology, Engineering, Art, Math and Literacy areas. STEM and STEAM have become popular vehicles for youth activities. We view them as the organizing framework for a variety of activities to challenge, captivate, and motivate students. We have added literacy to specifically acknowledge that literacy is the building block for students' current and future success.



ATTACHMENT A-1

Boys & Girls Clubs of Northeast Florida Proposed Schools & Scope of Work

Clay County School District



Boys & Girls Clubs Experience and Capacity

BGCNF staff has experience with managing federal grants with FDOE 21st CCLC, HUD – Community Development Block Grants, USDA food and FDOH grants and numerous other city and foundation grants.

Upon receipt of monitoring and audit activities, BGCNF finance, operations and grants administration staff collaborate weekly through meetings and discussions to effectively evaluate, monitor and adjust programs, train staff, and make necessary improvements. BGCNF effectively manages 20 21st CCLC Grants and 36 Kids Hope Alliance Grants serving over 5,000 students daily and nearly 10,000 annually. At least 10 staff members have engaged in 21st CCLC training and development activities. We are prepared and excited about this opportunity to serve more students in our afterschool programs.

Surveys, questionnaires, among other informative data-based assessment tools are issued to the program participants. Staff reviews the data and makes adjustment to programming as needed to enhance student outcomes. Our on-going relationship with the school administration to review the goals of the school improvement plans monthly is critically important to implementing program changes to drive student grade improvements.

Organizational background: Boys & Girls Clubs of Northeast Florida (BGCNF) is a member of Boys & Girls Clubs of America – the United States' most effective youth development organization. BGCA has been ranked as the top national, youth serving organization, according to the Chronicle of Philanthropy's Top 400 list of philanthropies for the past 18 years. BGCNF works to help young people of all backgrounds develop the qualities they need to gain skills, experience positive peer influence and improve their academic success. For over 60 years, BGCNF has provided quality afterschool programming to our community's disadvantaged youth. BGCNF has demonstrated its capacity to operate afterschool services since the Laurence F. Lee Boys & Girls Club opened in May 1966. The agency currently operates 45 Clubs in Duval County; one (1) Club in St. Johns County; eight (8) in Clay County; two (2) in Nassau County and two (2) Clubs in Alachua County - each strategically placed to serve over nearly 10,000 at-risk youth every year. To accomplish its mission in the community, BGCNF utilizes 400+ employees, 200 volunteers, a Board of Governors and an annual revenue of \$14+ million. BGCNF has successfully applied for, received and administered many federal, state and city grant awards each year for over fifteen years.

BGCNF is financially managed by a Board of Governors and administered by the President and the Chief Operations Officer. The agency is fiscally sound and has received single audits with no significant findings for the past several years.

Staffing & Professional Development

Staffing - The administrative staff at our Boys & Girls Clubs are trained and extremely experienced in leading, managing and delivering programs serving youth. Our Directors of Grant Administration –



ATTACHMENT A-1

Boys & Girls Clubs of Northeast Florida Proposed Schools & Scope of Work

Clay County School District



Programming oversees the sites and trains staff to run and fully execute all 21st CCLC program requirements. Our Program (Unit) Director (PD) is responsible for managing and implementing the educational program and budget described in the approved application to ensure that the agency meets its responsibilities to the FDOE under the grant agreement in a timely manner, including monitoring of programs goals, objectives, and activities. The PD provides leadership and planning necessary to provide high quality 21st CCLC programming for students and families for 21st CCLC. The PD ensures communication between the 21st CCLC sites, teachers, principals, community partners, advisory committee and support staff; and facilitate all staff trainings. In addition, our Clubs employ certified teachers who collaborate and complement academic learning with their schools; Youth Development Specialists who oversee all project-based learning activities; a family program coordinator; and a program specialist who oversees data collection and programming. All team members receive training to meet the objectives of the RFP.

Professional Development - All 21st CCLC teachers, program instructors, and other 21st CCLC staff are trained on elements of the grant including the funding priorities and provisions of academic, project-based and experiential learning methods and activities in culturally appropriate ways. Staff gain a sound understanding of the program design, need, and effective teaching methodology of the 21st CCLC program, and the measurable objectives and activities to be offered to our students and their adult-family members to ensure that the offerings address community needs. Weekly staff meetings are held that include a training element. Monthly agency-wide training programs occur to keep staff aligned with the goals and objectives of the grant and to enhance student experiences and outcomes via our programs.

Facilities – Clay County School District

Boys & Girls Clubs of Northeast Florida will work with each school to determine the space required to appropriately run the 21st CCLC programs to include, but not limited to: Classrooms, Activity Rooms, Gyms, Outdoor recreational areas, and/or Multipurpose Rooms. The list of facilities will be discussed and agreed upon in writing via a Memorandum of Understanding with the Clay County School District and/or individual principals (Attachment A-2).

Safety and Student Transportation

BGCNF takes the safety and security of the youth we serve very seriously. Our 21st CCLC program staff undergo a Level II screening and meet all the certification requirements and possess the necessary licenses as required by BGCNF and 21st CCLC. BGCNF conducts random drug tests and background checks are conducted annually after hire. Staff undergoes screening as required by the Jessica Lunsford Act. BGCNF adheres to all district safety and hiring regulations.



ATTACHMENT A-1

Boys & Girls Clubs of Northeast Florida Proposed Schools & Scope of Work

Clay County School District



Safety procedures/onsite: Students are enrolled at the 21st CCLC by having a parent or guardian fill out a detailed membership form. The form gathers contact information, medical information, employment information, demographic information and socioeconomic information. Students sign themselves in and out each day, which provides the monthly attendance records, as needed. Adult-family members are encouraged to pick up their children from the Club each day. Should a parent or guardian not be available to pick their child up at the end of the day, we require that the parent sign a release form and provide an authorized list of individuals for pick-up with proof of identity. BGCNF has a detailed Parent Handbook which includes safe practices and expectations. Our Clubs and teams are compliant with CPR, First Aid, and ongoing in-house and other trainings. BGCNF's safety manual and guidelines addresses a myriad of other safety issues. BGCNF will collaborate with each Clay County School to determine transportation needs to serve the students in the after school and summer programs.

BGCNF will include language in its advertising, permission slips, waivers, etc. that expressly notifies and explains that The School Board of Clay County, FL its agents, entities, and employees are not connected to the BGCNF's activities and that the Board shall be released and held harmless from liabilities of every kind and nature in connection with, arising from, or related to BGCNF's use of the Board's facility.

Collaboration and Sustainability

Collaboration

Our on-going school collaboration includes the sharing of student data, including report card grades, standardized test scores, attendance and behavior records. And, BGCNF hires certified teachers from each school to provide continuity with the school day including before school and afterschool programs. Throughout the school year, our project (unit) director, teachers and school administration meet to discuss student performance and identify areas to further engage in academic enrichment and to evaluate continued alignment with the school improvement plans.

Sustainability

One of the main purposes of this funding is to create an innovative program that is both high-quality and sustainable after the end of federal funding. We understand that the 21st CCLC grant is designed to front-load key programming expenditures to allow for successful continuation in those years federal funding is no longer available. BGCNF Board of Governors and our partners are deeply committed to the success of this program at each designated Clay County School. Fundraising at all levels include: Annual Capital Campaigns, Jacksonville event fundraisers, board donations, corporate outreach and grants. We proactively pursue any and all available sources of private and public financial support for our effort to sustain Boys & Girls Clubs within the Clay County School District.

**MEMORANDUM OF UNDERSTANDING
CHARLES E. BENNETT ELEMENTARY SCHOOL**

This MEMORANDUM OF UNDERSTANDING ("MOU") is entered into by and between Boys and Girls Clubs of Northeast Florida (hereinafter "BGCNF") The School District of Clay County, Florida, by its Superintendent of Schools, the District Director of K-12 and the individual Principals of the designated schools ("the District"). (When used throughout this MOU, the term "the Parties" shall include personnel of both BGCNF and the District as set forth above)

WHEREAS, BGCNF in collaboration with the Florida Department of Education's 21st Century Community Learning Centers ("21st CCLC") grant programming, will offer Project STEM+Literacy programs (Science, Technology, Engineering, Arts and Math plus Literacy) at schools designated by Agreement between local School Boards and the BGCNF, and

WHEREAS, on September 3, 2026, The School Board of Clay County, Florida entered into an Independent Contractor Agreement ("the Agreement") with BGCNF, to partner with BGCNF in offering Project STEM+L programs at Clay District schools and which Agreement included, among other requirements, that the parties set forth above enter into an MOU which designated ten (10) schools at which said programs would be offered, and

WHEREAS, pursuant to the terms of Attachment A-1, which exhibit is attached to and incorporated into the terms of the Agreement, BGCNF, District personnel and the Principals of the designated schools will work together to determine the space and facilities required for each 21st CCLC program offered at the designated schools, and

WHEREAS, the undersigned parties, in an effort to further define their understanding of the requirements of the Agreement vis a vis each designated school site, enter into separate a MOU for each designated school, which MOU states as follows:

1. This is not a Contract.
2. Implementation of this MOU will be contingent upon the occurrence of the following to conditions precedent: A) Boys & Girls Clubs of Northeast Florida receives a grant award for this school and B) The School Board of Clay County's Independent Contractor Agreement is fully signed and executed by both the School Board & BGCNF.
3. BGCNF and the school Principal have discussed key details and requirements of the RFP. The parties will work collaboratively to perform the services necessary to meet the goals outlined in the RFP.
4. The School Principal shall designate an individual to coordinate the School and BGCNF collaboration. The name, title, and contact information of the individual are as follows:

Name: Shelley Huggins
Title: Asst. Principal

Phone: 904-336-0475
Email: shelly.huggins@myoneclay.net

5. The School shall provide adequate dedicated space and access to other resources essential for effective implementation of the program, resources which may be reasonably defined by agreement between the parties.
6. The BGCNF is required by the terms of the Agreement to pay the school for the use of its fiscal facilities, the cost and value of which is set forth in the Agreement. The School shall provide in-kind contribution(s) in addition to the space the school will dedicate for use by the program. The in-kind contributions, including the estimated value of each, is itemized and set forth in the chart below.

In-Kind Contribution	Description of In-Kind Contribution	Dollar Value
Afterschool 100 Students	170 Service Days 100 students / 25 students per service area = 4 x \$60 (Classroom rate per half day) = \$240 x 170 days = \$40,800.00	\$40,800
Summer 80 Students	28 Service Days 80 students / 25 students per service area = 3.2 x \$120 (Classroom rate per full day) = \$384 x 28 days = \$10,752	\$10,752
Service Delivery Areas are essential to run effective afterschool and summer programs.	May Include one, many or all of the following: Classrooms, Cafeteria, Multipurpose Room, Auditorium, Gym Field(s), Lab and/or Library	
Total Value of In-Kind Contributions		\$51,552

7. The School program coordinator shall encourage its students to participate in the program if Boys & Girls Clubs of Northeast Florida is awarded the grant.
8. BGCNF and the School program coordinator will collaborate to align program activities with the School's goals. The School and BGCNF shall share information that is relevant to the program and to school services to the extent allowed under rules of confidentiality.
9. BGCNF and the School shall, at the discretion of the Principal and within the parameters allowed by collective bargaining agreements and individual contract terms, convene regular meetings between program staff and school personnel, including other designees such as teachers, guidance counselors, parent coordinators, the Principal and the Assistant Principal to explore means for implementation of the program in accordance with the common vision.

10. BGCNF and the School shall make a concerted effort to resolve any conflicts or concerns relating to the program or its participants through prompt communication and problem-solving at the level necessary to reach a resolution of the issue in a timely manner.
11. BGCNF shall conform to the School's rules and protocols regarding the use of school space and resources.
12. BGCNF shall accept the School's codes of behavior and the Code of Professional ethics for educators as the minimum standard of behavior it will require of both students and faculty.
13. BGCNF shall comply with all applicable federal, Department of Children and Families (DCF), and Commission rules and regulations relating to matters such as health, safety, and emergency procedures and reporting of incidents or accidents.
14. BGCNF agrees to comply with all State of Florida, Florida Department of Education, Clay County District Schools and DCF requirements concerning screening for program staff and volunteers including background checks and fingerprinting at no cost to the School Board of Clay County, Florida or to the District.
15. BGCNF will include language in its advertising, permission slips, waivers, etc. that expressly notifies and explains that The School Board of Clay County, FL its agents, entities, and employees are not connected to the BGCNF's activities and that the Board shall be released and held harmless from liabilities of every kind and nature in connection with, arising from, or related to BGCNF's use of the Board's facility.

Parties recognize that signing of this agreement is for the purpose of submitting the agreement in the RFP response. This agreement will become effective upon BGCNF receiving the 21st CCLC grant for the School and upon the signing of a BGCNF Memorandum of Understanding (MOU) with the School District.

Boys & Girls Clubs of Northeast Florida

School District of Clay County, Florida

Paul Martinez

Paul Martinez (Aug 10, 2026 10:48:48 EDT)

Signature

Signature

Paul Martinez

Print Name

Print Name

President/CEO

Title

Title

08/10/2026

Date

**MEMORANDUM OF UNDERSTANDING
CLAY HIGH SCHOOL**

This MEMORANDUM OF UNDERSTANDING ("MOU") is entered into by and between Boys and Girls Clubs of Northeast Florida (hereinafter "BGCNF") The School District of Clay County, Florida, by its Superintendent of Schools, the District Director of K-12 and the individual Principals of the designated schools ("the District"). (When used throughout this MOU, the term "the Parties" shall include personnel of both BGCNF and the District as set forth above)

WHEREAS, BGCNF in collaboration with the Florida Department of Education's 21st Century Community Learning Centers ("21st CCLC") grant programming, will offer Project STEM+Literacy programs (Science, Technology, Engineering, Arts and Math plus Literacy) at schools designated by Agreement between local School Boards and the BGCNF, and

WHEREAS, on September 3, 2026, The School Board of Clay County, Florida entered into an Independent Contractor Agreement ("the Agreement") with BGCNF, to partner with BGCNF in offering Project STEM+L programs at Clay District schools and which Agreement included, among other requirements, that the parties set forth above enter into an MOU which designated ten (10) schools at which said programs would be offered, and

WHEREAS, pursuant to the terms of Attachment A-1, which exhibit is attached to and incorporated into the terms of the Agreement, BGCNF, District personnel and the Principals of the designated schools will work together to determine the space and facilities required for each 21st CCLC program offered at the designated schools, and

WHEREAS, the undersigned parties, in an effort to further define their understanding of the requirements of the Agreement vis a vis each designated school site, enter into separate a MOU for each designated school, which MOU states as follows:

1. This is not a Contract.
2. Implementation of this MOU will be contingent upon the occurrence of the following to conditions precedent: A) Boys & Girls Clubs of Northeast Florida receives a grant award for this school and B) The School Board of Clay County's Independent Contractor Agreement is fully signed and executed by both the School Board & BGCNF.
3. BGCNF and the school Principal have discussed key details and requirements of the RFP. The parties will work collaboratively to perform the services necessary to meet the goals outlined in the RFP.
4. The School Principal shall designate an individual to coordinate the School and BGCNF collaboration. The name, title, and contact information of the individual are as follows:

Name: Amanda Stilianou
Title: Principal

Phone: 904-336-7175
Page 284 of 2426
Email: amanda.stilianou@myoneclay.net

5. The School shall provide adequate dedicated space and access to other resources essential for effective implementation of the program, resources which may be reasonably defined by agreement between the parties.
6. The BGCNF is required by the terms of the Agreement to pay the school for the use of its fiscal facilities, the cost and value of which is set forth in the Agreement. The School shall provide in-kind contribution(s) in addition to the space the school will dedicate for use by the program. The in-kind contributions, including the estimated value of each, is itemized and set forth in the chart below.

In-Kind Contribution	Description of In-Kind Contribution	Dollar Value
Afterschool 80 Students	170 Service Days 80 students / 25 students per service area = 3.2 x \$60 (Classroom rate per half day) = \$192 x 170 days - \$32,640	\$32,640
Summer 60 Students	28 Service Days 60 students / 25 students per service area = 2.4 x \$120 (Classroom rate per full day) = \$288 x 28 days - \$8,064	\$8,064
Service Delivery Areas are essential to run effective afterschool and summer programs.	May Include one, many or all of the following: Classrooms, Cafeteria, Multipurpose Room, Auditorium, Gym Field(s), Lab and/or Library	
Total Value of In-Kind Contributions		\$40,704

7. The School program coordinator shall encourage its students to participate in the program if Boys & Girls Clubs of Northeast Florida is awarded the grant.
8. BGCNF and the School program coordinator will collaborate to align program activities with the School's goals. The School and BGCNF shall share information that is relevant to the program and to school services to the extent allowed under rules of confidentiality.
9. BGCNF and the School shall, at the discretion of the Principal and within the parameters allowed by collective bargaining agreements and individual contract terms, convene regular meetings between program staff and school personnel, including other designees such as teachers, guidance counselors, parent coordinators, the Principal and the Assistant Principal to explore means for implementation of the program in accordance with the common vision.

10. BGCNF and the School shall make a concerted effort to resolve any conflicts or concerns relating to the program or its participants through prompt communication and problem-solving at the level necessary to reach a resolution of the issue in a timely manner.
11. BGCNF shall conform to the School's rules and protocols regarding the use of school space and resources.
12. BGCNF shall accept the School's codes of behavior and the Code of Professional ethics for educators as the minimum standard of behavior it will require of both students and faculty.
13. BGCNF shall comply with all applicable federal, Department of Children and Families (DCF), and Commission rules and regulations relating to matters such as health, safety, and emergency procedures and reporting of incidents or accidents.
14. BGCNF agrees to comply with all State of Florida, Florida Department of Education, Clay County District Schools and DCF requirements concerning screening for program staff and volunteers including background checks and fingerprinting at no cost to the School Board of Clay County, Florida or to the District.
15. BGCNF will include language in its advertising, permission slips, waivers, etc. that expressly notifies and explains that The School Board of Clay County, FL its agents, entities, and employees are not connected to the BGCNF's activities and that the Board shall be released and held harmless from liabilities of every kind and nature in connection with, arising from, or related to BGCNF's use of the Board's facility.

Parties recognize that signing of this agreement is for the purpose of submitting the agreement in the RFP response. This agreement will become effective upon BGCNF receiving the 21st CCLC grant for the School and upon the signing of a BGCNF Memorandum of Understanding (MOU) with the School District.

Boys & Girls Clubs of Northeast Florida

School District of Clay County, Florida

Paul Martinez
Paul Martinez (Aug 10, 2026 10:48:48 EDT)

Signature

Signature

Paul Martinez

Print Name

Print Name

President/CEO

Title

Title

08/10/2026

Date

**MEMORANDUM OF UNDERSTANDING
GREEN COVE SPRINGS JUNIOR HIGH SCHOOL**

This MEMORANDUM OF UNDERSTANDING ("MOU") is entered into by and between Boys and Girls Clubs of Northeast Florida (hereinafter "BGCNF") The School District of Clay County, Florida, by its Superintendent of Schools, the District Director of K-12 and the individual Principals of the designated schools ("the District"). (When used throughout this MOU, the term "the Parties" shall include personnel of both BGCNF and the District as set forth above)

WHEREAS, BGCNF in collaboration with the Florida Department of Education's 21st Century Community Learning Centers ("21st CCLC") grant programming, will offer Project STEM+Literacy programs (Science, Technology, Engineering, Arts and Math plus Literacy) at schools designated by Agreement between local School Boards and the BGCNF, and

WHEREAS, on September 3, 2026, The School Board of Clay County, Florida entered into an Independent Contractor Agreement ("the Agreement") with BGCNF, to partner with BGCNF in offering Project STEM+L programs at Clay District schools and which Agreement included, among other requirements, that the parties set forth above enter into an MOU which designated ten (10) schools at which said programs would be offered, and

WHEREAS, pursuant to the terms of Attachment A-1, which exhibit is attached to and incorporated into the terms of the Agreement, BGCNF, District personnel and the Principals of the designated schools will work together to determine the space and facilities required for each 21st CCLC program offered at the designated schools, and

WHEREAS, the undersigned parties, in an effort to further define their understanding of the requirements of the Agreement vis a vis each designated school site, enter into separate a MOU for each designated school, which MOU states as follows:

1. This is not a Contract.
2. Implementation of this MOU will be contingent upon the occurrence of the following to conditions precedent: A) Boys & Girls Clubs of Northeast Florida receives a grant award for this school and B) The School Board of Clay County's Independent Contractor Agreement is fully signed and executed by both the School Board & BGCNF.
3. BGCNF and the school Principal have discussed key details and requirements of the RFP. The parties will work collaboratively to perform the services necessary to meet the goals outlined in the RFP.
4. The School Principal shall designate an individual to coordinate the School and BGCNF collaboration. The name, title, and contact information of the individual are as follows:

Name: James DeMarie
Title: Principal

Phone: 904-336-5175
Email: james.demarie@myoneclay.net

5. The School shall provide adequate dedicated space and access to other resources essential for effective implementation of the program, resources which may be reasonably defined by agreement between the parties.
6. The BGCNF is required by the terms of the Agreement to pay the school for the use of its fiscal facilities, the cost and value of which is set forth in the Agreement. The School shall provide in-kind contribution(s) in addition to the space the school will dedicate for use by the program. The in-kind contributions, including the estimated value of each, is itemized and set forth in the chart below.

In-Kind Contribution	Description of In-Kind Contribution	Dollar Value
Afterschool 80 Students	170 Service Days 80 students / 25 students per service area = 3.2 x \$60 (Classroom rate per half day) = \$192 x 170 days - \$32,640	\$32,640
Summer 60 Students	28 Service Days 60 students / 25 students per service area = 2.4 x \$120 (Classroom rate per full day) = \$288 x 28 days - \$8,064	\$8,064
Service Delivery Areas are essential to run effective afterschool and summer programs.	May Include one, many or all of the following: Classrooms, Cafeteria, Multipurpose Room, Auditorium, Gym Field(s), Lab and/or Library	
Total Value of In-Kind Contributions		\$40,704

7. The School program coordinator shall encourage its students to participate in the program if Boys & Girls Clubs of Northeast Florida is awarded the grant.
8. BGCNF and the School program coordinator will collaborate to align program activities with the School's goals. The School and BGCNF shall share information that is relevant to the program and to school services to the extent allowed under rules of confidentiality.
9. BGCNF and the School shall, at the discretion of the Principal and within the parameters allowed by collective bargaining agreements and individual contract terms, convene regular meetings between program staff and school personnel, including other designees such as teachers, guidance counselors, parent coordinators, the Principal and the Assistant Principal to explore means for implementation of the program in accordance with the common vision.

10. BGCNF and the School shall make a concerted effort to resolve any conflicts or concerns relating to the program or its participants through prompt communication and problem-solving at the level necessary to reach a resolution of the issue in a timely manner.
11. BGCNF shall conform to the School's rules and protocols regarding the use of school space and resources.
12. BGCNF shall accept the School's codes of behavior and the Code of Professional ethics for educators as the minimum standard of behavior it will require of both students and faculty.
13. BGCNF shall comply with all applicable federal, Department of Children and Families (DCF), and Commission rules and regulations relating to matters such as health, safety, and emergency procedures and reporting of incidents or accidents.
14. BGCNF agrees to comply with all State of Florida, Florida Department of Education, Clay County District Schools and DCF requirements concerning screening for program staff and volunteers including background checks and fingerprinting at no cost to the School Board of Clay County, Florida or to the District.
15. BGCNF will include language in its advertising, permission slips, waivers, etc. that expressly notifies and explains that The School Board of Clay County, FL its agents, entities, and employees are not connected to the BGCNF's activities and that the Board shall be released and held harmless from liabilities of every kind and nature in connection with, arising from, or related to BGCNF's use of the Board's facility.

Parties recognize that signing of this agreement is for the purpose of submitting the agreement in the RFP response. This agreement will become effective upon BGCNF receiving the 21st CCLC grant for the School and upon the signing of a BGCNF Memorandum of Understanding (MOU) with the School District.

Boys & Girls Clubs of Northeast Florida

School District of Clay County, Florida

Paul Martinez
Paul Martinez (Aug 10, 2026 10:48:48 EDT)

Signature

Paul Martinez

Print Name

Paul Martinez

Title

Signature

Print Name

Title

08/10/2026
Date

**MEMORANDUM OF UNDERSTANDING
GROVE PARK ELEMENTARY SCHOOL**

This MEMORANDUM OF UNDERSTANDING ("MOU") is entered into by and between Boys and Girls Clubs of Northeast Florida (hereinafter "BGCNF") The School District of Clay County, Florida, by its Superintendent of Schools, the District Director of K-12 and the individual Principals of the designated schools ("the District"). (When used throughout this MOU, the term "the Parties" shall include personnel of both BGCNF and the District as set forth above)

WHEREAS, BGCNF in collaboration with the Florida Department of Education's 21st Century Community Learning Centers ("21st CCLC") grant programming, will offer Project STEM+Literacy programs (Science, Technology, Engineering, Arts and Math plus Literacy) at schools designated by Agreement between local School Boards and the BGCNF, and

WHEREAS, on September 3, 2026, The School Board of Clay County, Florida entered into an Independent Contractor Agreement ("the Agreement") with BGCNF, to partner with BGCNF in offering Project STEM+L programs at Clay District schools and which Agreement included, among other requirements, that the parties set forth above enter into an MOU which designated ten (10) schools at which said programs would be offered, and

WHEREAS, pursuant to the terms of Attachment A-1, which exhibit is attached to and incorporated into the terms of the Agreement, BGCNF, District personnel and the Principals of the designated schools will work together to determine the space and facilities required for each 21st CCLC program offered at the designated schools, and

WHEREAS, the undersigned parties, in an effort to further define their understanding of the requirements of the Agreement vis a vis each designated school site, enter into separate a MOU for each designated school, which MOU states as follows:

1. This is not a Contract.
2. Implementation of this MOU will be contingent upon the occurrence of the following to conditions precedent: A) Boys & Girls Clubs of Northeast Florida receives a grant award for this school and B) The School Board of Clay County's Independent Contractor Agreement is fully signed and executed by both the School Board & BGCNF.
3. BGCNF and the school Principal have discussed key details and requirements of the RFP. The parties will work collaboratively to perform the services necessary to meet the goals outlined in the RFP.
4. The School Principal shall designate an individual to coordinate the School and BGCNF collaboration. The name, title, and contact information of the individual are as follows:

Name: Shadreka Smith
Title: Principal

Phone: 904-336-1275
Page 299 of 2426
Email: shadreka.smith@myoneclay.net

5. The School shall provide adequate dedicated space and access to other resources essential for effective implementation of the program, resources which may be reasonably defined by agreement between the parties.
6. The BGCNF is required by the terms of the Agreement to pay the school for the use of its fiscal facilities, the cost and value of which is set forth in the Agreement. The School shall provide in-kind contribution(s) in addition to the space the school will dedicate for use by the program. The in-kind contributions, including the estimated value of each, is itemized and set forth in the chart below.

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Service Delivery Areas are essential to run effective afterschool and summer programs.	May Include one, many or all of the following: Classrooms, Cafeteria, Multipurpose Room, Auditorium, Gym Field(s), Lab and/or Library	
Total Value of In-Kind Contributions		\$62,400

7. The School program coordinator shall encourage its students to participate in the program if Boys & Girls Clubs of Northeast Florida is awarded the grant.
8. BGCNF and the School program coordinator will collaborate to align program activities with the School's goals. The School and BGCNF shall share information that is relevant to the program and to school services to the extent allowed under rules of confidentiality.
9. BGCNF and the School shall, at the discretion of the Principal and within the parameters allowed by collective bargaining agreements and individual contract terms, convene regular meetings between program staff and school personnel, including other designees such as teachers, guidance counselors, parent coordinators, the Principal and the Assistant Principal to explore means for implementation of the program in accordance with the common vision.

10. BGCNF and the School shall make a concerted effort to resolve any conflicts or concerns relating to the program or its participants through prompt communication and problem-solving at the level necessary to reach a resolution of the issue in a timely manner.
11. BGCNF shall conform to the School's rules and protocols regarding the use of school space and resources.
12. BGCNF shall accept the School's codes of behavior and the Code of Professional ethics for educators as the minimum standard of behavior it will require of both students and faculty.
13. BGCNF shall comply with all applicable federal, Department of Children and Families (DCF), and Commission rules and regulations relating to matters such as health, safety, and emergency procedures and reporting of incidents or accidents.
14. BGCNF agrees to comply with all State of Florida, Florida Department of Education, Clay County District Schools and DCF requirements concerning screening for program staff and volunteers including background checks and fingerprinting at no cost to the School Board of Clay County, Florida or to the District.
15. BGCNF will include language in its advertising, permission slips, waivers, etc. that expressly notifies and explains that The School Board of Clay County, FL its agents, entities, and employees are not connected to the BGCNF's activities and that the Board shall be released and held harmless from liabilities of every kind and nature in connection with, arising from, or related to BGCNF's use of the Board's facility.

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Boys & Girls Clubs of Northeast Florida

School District of Clay County, Florida

Paul Martinez
Paul Martinez (Aug 10, 2026 10:48:48 EDT)

Signature

Paul Martinez

Print Name

President/CEO

Title

08/10/2026

Date

Signature

Print Name

Title

Date

**MEMORANDUM OF UNDERSTANDING
KEYSTONE HEIGHTS ELEMENTARY SCHOOL**

This MEMORANDUM OF UNDERSTANDING ("MOU") is entered into by and between Boys and Girls Clubs of Northeast Florida (hereinafter "BGCNF") The School District of Clay County, Florida, by its Superintendent of Schools, the District Director of K-12 and the individual Principals of the designated schools ("the District"). (When used throughout this MOU, the term "the Parties" shall include personnel of both BGCNF and the District as set forth above)

WHEREAS, BGCNF in collaboration with the Florida Department of Education's 21st Century Community Learning Centers ("21st CCLC") grant programming, will offer Project STEM+Literacy programs (Science, Technology, Engineering, Arts and Math plus Literacy) at schools designated by Agreement between local School Boards and the BGCNF, and

WHEREAS, on September 3, 2026, The School Board of Clay County, Florida entered into an Independent Contractor Agreement ("the Agreement") with BGCNF, to partner with BGCNF in offering Project STEM+L programs at Clay District schools and which Agreement included, among other requirements, that the parties set forth above enter into an MOU which designated ten (10) schools at which said programs would be offered, and

WHEREAS, pursuant to the terms of Attachment A-1, which exhibit is attached to and incorporated into the terms of the Agreement, BGCNF, District personnel and the Principals of the designated schools will work together to determine the space and facilities required for each 21st CCLC program offered at the designated schools, and

WHEREAS, the undersigned parties, in an effort to further define their understanding of the requirements of the Agreement vis a vis each designated school site, enter into separate a MOU for each designated school, which MOU states as follows:

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2. Implementation of this MOU will be contingent upon the occurrence of the following to conditions precedent: A) Boys & Girls Clubs of Northeast Florida receives a grant award for this school and B) The School Board of Clay County's Independent Contractor Agreement is fully signed and executed by both the School Board & BGCNF.
3. BGCNF and the school Principal have discussed key details and requirements of the RFP. The parties will work collaboratively to perform the services necessary to meet the goals outlined in the RFP.
4. The School Principal shall designate an individual to coordinate the School and BGCNF collaboration. The name, title, and contact information of the individual are as follows:

Name: Beth Turbeville
Title: Principal

Phone: 904-336-1375
Email: beth.turbeville@myoneclay.net

5. The School shall provide adequate dedicated space and access to other resources essential for effective implementation of the program, resources which may be reasonably defined by agreement between the parties.
6. The BGCNF is required by the terms of the Agreement to pay the school for the use of its fiscal facilities, the cost and value of which is set forth in the Agreement. The School shall provide in-kind contribution(s) in addition to the space the school will dedicate for use by the program. The in-kind contributions, including the estimated value of each, is itemized and set forth in the chart below.

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Service Delivery Areas are essential to run effective afterschool and summer programs.	May Include one, many or all of the following: Classrooms, Cafeteria, Multipurpose Room, Auditorium, Gym Field(s), Lab and/or Library	
Total Value of In-Kind Contributions		\$40,704

7. The School program coordinator shall encourage its students to participate in the program if Boys & Girls Clubs of Northeast Florida is awarded the grant.
8. BGCNF and the School program coordinator will collaborate to align program activities with the School's goals. The School and BGCNF shall share information that is relevant to the program and to school services to the extent allowed under rules of confidentiality.
9. BGCNF and the School shall, at the discretion of the Principal and within the parameters allowed by collective bargaining agreements and individual contract terms, convene regular meetings between program staff and school personnel, including other designees such as teachers, guidance counselors, parent coordinators, the Principal and the Assistant Principal to explore means for implementation of the program in accordance with the common vision.

10. BGCNF and the School shall make a concerted effort to resolve any conflicts or concerns relating to the program or its participants through prompt communication and problem-solving at the level necessary to reach a resolution of the issue in a timely manner.
11. BGCNF shall conform to the School's rules and protocols regarding the use of school space and resources.
12. BGCNF shall accept the School's codes of behavior and the Code of Professional ethics for educators as the minimum standard of behavior it will require of both students and faculty.
13. BGCNF shall comply with all applicable federal, Department of Children and Families (DCF), and Commission rules and regulations relating to matters such as health, safety, and emergency procedures and reporting of incidents or accidents.
14. BGCNF agrees to comply with all State of Florida, Florida Department of Education, Clay County District Schools and DCF requirements concerning screening for program staff and volunteers including background checks and fingerprinting at no cost to the School Board of Clay County, Florida or to the District.
15. BGCNF will include language in its advertising, permission slips, waivers, etc. that expressly notifies and explains that The School Board of Clay County, FL its agents, entities, and employees are not connected to the BGCNF's activities and that the Board shall be released and held harmless from liabilities of every kind and nature in connection with, arising from, or related to BGCNF's use of the Board's facility.

Parties recognize that signing of this agreement is for the purpose of submitting the agreement in the RFP response. This agreement will become effective upon BGCNF receiving the 21st CCLC grant for the School and upon the signing of a BGCNF Memorandum of Understanding (MOU) with the School District.

Boys & Girls Clubs of Northeast Florida

School District of Clay County, Florida

Paul Martinez
Paul Martinez (Aug 10, 2026 10:48:48 EDT)

Signature

Paul Martinez

Print Name

President/CEO

Title

08/10/2026

Date

Signature

Print Name

Title

Date

**MEMORANDUM OF UNDERSTANDING
KEYSTONE HEIGHTS JUNIOR/SENIOR HIGH SCHOOL**

This MEMORANDUM OF UNDERSTANDING ("MOU") is entered into by and between Boys and Girls Clubs of Northeast Florida (hereinafter "BGCNF") The School District of Clay County, Florida, by its Superintendent of Schools, the District Director of K-12 and the individual Principals of the designated schools ("the District"). (When used throughout this MOU, the term "the Parties" shall include personnel of both BGCNF and the District as set forth above)

WHEREAS, BGCNF in collaboration with the Florida Department of Education's 21st Century Community Learning Centers ("21st CCLC") grant programming, will offer Project STEM+Literacy programs (Science, Technology, Engineering, Arts and Math plus Literacy) at schools designated by Agreement between local School Boards and the BGCNF, and

WHEREAS, on September 3, 2026, The School Board of Clay County, Florida entered into an Independent Contractor Agreement ("the Agreement") with BGCNF, to partner with BGCNF in offering Project STEM+L programs at Clay District schools and which Agreement included, among other requirements, that the parties set forth above enter into an MOU which designated ten (10) schools at which said programs would be offered, and

WHEREAS, pursuant to the terms of Attachment A-1, which exhibit is attached to and incorporated into the terms of the Agreement, BGCNF, District personnel and the Principals of the designated schools will work together to determine the space and facilities required for each 21st CCLC program offered at the designated schools, and

WHEREAS, the undersigned parties, in an effort to further define their understanding of the requirements of the Agreement vis a vis each designated school site, enter into separate a MOU for each designated school, which MOU states as follows:

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3. BGCNF and the school Principal have discussed key details and requirements of the RFP. The parties will work collaboratively to perform the services necessary to meet the goals outlined in the RFP.
4. The School Principal shall designate an individual to coordinate the School and BGCNF collaboration. The name, title, and contact information of the individual are as follows:

Name: Melanie Rodriguez
Title: Principal

Phone: 904-336-7775
Email: melanie.rodriquez@myoneclay.net

5. The School shall provide adequate dedicated space and access to other resources essential for effective implementation of the program, resources which may be reasonably defined by agreement between the parties.
6. The BGCNF is required by the terms of the Agreement to pay the school for the use of its fiscal facilities, the cost and value of which is set forth in the Agreement. The School shall provide in-kind contribution(s) in addition to the space the school will dedicate for use by the program. The in-kind contributions, including the estimated value of each, is itemized and set forth in the chart below.

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Service Delivery Areas are essential to run effective afterschool and summer programs.	May Include one, many or all of the following: Classrooms, Cafeteria, Multipurpose Room, Auditorium, Gym Field(s), Lab and/or Library	
Total Value of In-Kind Contributions		\$40,704

7. The School program coordinator shall encourage its students to participate in the program if Boys & Girls Clubs of Northeast Florida is awarded the grant.
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15. BGCNF will include language in its advertising, permission slips, waivers, etc. that expressly notifies and explains that The School Board of Clay County, FL its agents, entities, and employees are not connected to the BGCNF's activities and that the Board shall be released and held harmless from liabilities of every kind and nature in connection with, arising from, or related to BGCNF's use of the Board's facility.

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Boys & Girls Clubs of Northeast Florida

School District of Clay County, Florida

Paul Martinez

Paul Martinez (Aug 10, 2026 10:48:48 EDT)

Signature

Paul Martinez

Print Name

President/CEO

Title

08/10/2026

Date

Signature

Print Name

Title

**MEMORANDUM OF UNDERSTANDING
MONTCLAIR ELEMENTARY SCHOOL**

This MEMORANDUM OF UNDERSTANDING ("MOU") is entered into by and between Boys and Girls Clubs of Northeast Florida (hereinafter "BGCNF") The School District of Clay County, Florida, by its Superintendent of Schools, the District Director of K-12 and the individual Principals of the designated schools ("the District"). (When used throughout this MOU, the term "the Parties" shall include personnel of both BGCNF and the District as set forth above)

WHEREAS, BGCNF in collaboration with the Florida Department of Education's 21st Century Community Learning Centers ("21st CCLC") grant programming, will offer Project STEM+Literacy programs (Science, Technology, Engineering, Arts and Math plus Literacy) at schools designated by Agreement between local School Boards and the BGCNF, and

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3. BGCNF and the school Principal have discussed key details and requirements of the RFP. The parties will work collaboratively to perform the services necessary to meet the goals outlined in the RFP.
4. The School Principal shall designate an individual to coordinate the School and BGCNF collaboration. The name, title, and contact information of the individual are as follows:

Name: Bill Miller
Title: Principal

Phone: 904-336-1975
Page 299 of 3426
Email: bill.miller@myoneclay.net

5. The School shall provide adequate dedicated space and access to other resources essential for effective implementation of the program, resources which may be reasonably defined by agreement between the parties.
6. The BGCNF is required by the terms of the Agreement to pay the school for the use of its fiscal facilities, the cost and value of which is set forth in the Agreement. The School shall provide in-kind contribution(s) in addition to the space the school will dedicate for use by the program. The in-kind contributions, including the estimated value of each, is itemized and set forth in the chart below.

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Total Value of In-Kind Contributions		\$62,400

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Boys & Girls Clubs of Northeast Florida

School District of Clay County, Florida

Paul Martinez
Paul Martinez (Aug 10, 2026 10:48:48 EDT)

Signature

Signature

Paul Martinez

Print Name

Print Name

President/CEO

Title

Title

08/09/2026

Date

**MEMORANDUM OF UNDERSTANDING
ORANGE PARK HIGH SCHOOL**

This MEMORANDUM OF UNDERSTANDING ("MOU") is entered into by and between Boys and Girls Clubs of Northeast Florida (hereinafter "BGCNF") The School District of Clay County, Florida, by its Superintendent of Schools, the District Director of K-12 and the individual Principals of the designated schools ("the District"). (When used throughout this MOU, the term "the Parties" shall include personnel of both BGCNF and the District as set forth above)

WHEREAS, BGCNF in collaboration with the Florida Department of Education's 21st Century Community Learning Centers ("21st CCLC") grant programming, will offer Project STEM+Literacy programs (Science, Technology, Engineering, Arts and Math plus Literacy) at schools designated by Agreement between local School Boards and the BGCNF, and

WHEREAS, on September 3, 2026, The School Board of Clay County, Florida entered into an Independent Contractor Agreement ("the Agreement") with BGCNF, to partner with BGCNF in offering Project STEM+L programs at Clay District schools and which Agreement included, among other requirements, that the parties set forth above enter into an MOU which designated ten (10) schools at which said programs would be offered, and

WHEREAS, pursuant to the terms of Attachment A-1, which exhibit is attached to and incorporated into the terms of the Agreement, BGCNF, District personnel and the Principals of the designated schools will work together to determine the space and facilities required for each 21st CCLC program offered at the designated schools, and

WHEREAS, the undersigned parties, in an effort to further define their understanding of the requirements of the Agreement vis a vis each designated school site, enter into separate a MOU for each designated school, which MOU states as follows:

1. This is not a Contract.
2. Implementation of this MOU will be contingent upon the occurrence of the following to conditions precedent: A) Boys & Girls Clubs of Northeast Florida receives a grant award for this school and B) The School Board of Clay County's Independent Contractor Agreement is fully signed and executed by both the School Board & BGCNF.
3. BGCNF and the school Principal have discussed key details and requirements of the RFP. The parties will work collaboratively to perform the services necessary to meet the goals outlined in the RFP.
4. The School Principal shall designate an individual to coordinate the School and BGCNF collaboration. The name, title, and contact information of the individual are as follows:

Name: Nate Warmouth
Title: Principal

Phone: 904-336-8675
Page 302 of 2426
Email: nathan.warmouth@myoneclay.net

5. The School shall provide adequate dedicated space and access to other resources essential for effective implementation of the program, resources which may be reasonably defined by agreement between the parties.
6. The BGCNF is required by the terms of the Agreement to pay the school for the use of its fiscal facilities, the cost and value of which is set forth in the Agreement. The School shall provide in-kind contribution(s) in addition to the space the school will dedicate for use by the program. The in-kind contributions, including the estimated value of each, is itemized and set forth in the chart below.

In-Kind Contribution	Description of In-Kind Contribution	Dollar Value
Afterschool 100 Students	170 Service Days 100 students / 25 students per service area = 4 x \$60 (Classroom rate per half day) = \$240 x 170 days = \$40,800.00	\$40,800
Summer 80 Students	28 Service Days 80 students / 25 students per service area = 3.2 x \$120 (Classroom rate per full day) = \$384 x 28 days = \$10,752	\$10,752
Service Delivery Areas are essential to run effective afterschool and summer programs.	May Include one, many or all of the following: Classrooms, Cafeteria, Multipurpose Room, Auditorium, Gym Field(s), Lab and/or Library	
Total Value of In-Kind Contributions		\$51,552

7. The School program coordinator shall encourage its students to participate in the program if Boys & Girls Clubs of Northeast Florida is awarded the grant.
8. BGCNF and the School program coordinator will collaborate to align program activities with the School's goals. The School and BGCNF shall share information that is relevant to the program and to school services to the extent allowed under rules of confidentiality.
9. BGCNF and the School shall, at the discretion of the Principal and within the parameters allowed by collective bargaining agreements and individual contract terms, convene regular meetings between program staff and school personnel, including other designees such as teachers, guidance counselors, parent coordinators, the Principal and the Assistant Principal to explore means for implementation of the program in accordance with the common vision.

- Parties recognize that signing of this agreement is for the purpose of submitting the agreement in the RFP response. This agreement will become effective upon BGCNF receiving the 21st CCLC grant for the School and upon the signing of a BGCNF Memorandum of Understanding (MOU) with the School District.

School District of Clay County, Florida

Paul Martinez (Aug 10 2026 10:48:48 EDT)

Signature

Print Name

Title

1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 2679, 2680, 26

Page 304 of 2426

**MEMORANDUM OF UNDERSTANDING
ORANGE PARK JUNIOR HIGH SCHOOL**

This MEMORANDUM OF UNDERSTANDING ("MOU") is entered into by and between Boys and Girls Clubs of Northeast Florida (hereinafter "BGCNF") The School District of Clay County, Florida, by its Superintendent of Schools, the District Director of K-12 and the individual Principals of the designated schools ("the District"). (When used throughout this MOU, the term "the Parties" shall include personnel of both BGCNF and the District as set forth above)

WHEREAS, BGCNF in collaboration with the Florida Department of Education's 21st Century Community Learning Centers ("21st CCLC") grant programming, will offer Project STEM+Literacy programs (Science, Technology, Engineering, Arts and Math plus Literacy) at schools designated by Agreement between local School Boards and the BGCNF, and

WHEREAS, on September 3, 2026, The School Board of Clay County, Florida entered into an Independent Contractor Agreement ("the Agreement") with BGCNF, to partner with BGCNF in offering Project STEM+L programs at Clay District schools and which Agreement included, among other requirements, that the parties set forth above enter into an MOU which designated ten (10) schools at which said programs would be offered, and

WHEREAS, pursuant to the terms of Attachment A-1, which exhibit is attached to and incorporated into the terms of the Agreement, BGCNF, District personnel and the Principals of the designated schools will work together to determine the space and facilities required for each 21st CCLC program offered at the designated schools, and

WHEREAS, the undersigned parties, in an effort to further define their understanding of the requirements of the Agreement vis a vis each designated school site, enter into separate a MOU for each designated school, which MOU states as follows:

1. This is not a Contract.
2. Implementation of this MOU will be contingent upon the occurrence of the following to conditions precedent: A) Boys & Girls Clubs of Northeast Florida receives a grant award for this school and B) The School Board of Clay County's Independent Contractor Agreement is fully signed and executed by both the School Board & BGCNF.
3. BGCNF and the school Principal have discussed key details and requirements of the RFP. The parties will work collaboratively to perform the services necessary to meet the goals outlined in the RFP.
4. The School Principal shall designate an individual to coordinate the School and BGCNF collaboration. The name, title, and contact information of the individual are as follows:

Name: Tania Auguste
Title: Principal

Phone: 904-336-5975
Page 305 of 2426
Email: tania.auguste@myoneclay.net

5. The School shall provide adequate dedicated space and access to other resources essential for effective implementation of the program, resources which may be reasonably defined by agreement between the parties.
6. The BGCNF is required by the terms of the Agreement to pay the school for the use of its fiscal facilities, the cost and value of which is set forth in the Agreement. The School shall provide in-kind contribution(s) in addition to the space the school will dedicate for use by the program. The in-kind contributions, including the estimated value of each, is itemized and set forth in the chart below.

In-Kind Contribution	Description of In-Kind Contribution	Dollar Value
Afterschool 80 Students	170 Service Days 80 students / 25 students per service area = 3.2 x \$60 (Classroom rate per half day) = \$192 x 170 days - \$32,640	\$32,640
Summer 60 Students	28 Service Days 60 students / 25 students per service area = 2.4 x \$120 (Classroom rate per full day) = \$288 x 28 days - \$8,064	\$8,064
Service Delivery Areas are essential to run effective afterschool and summer programs.	May Include one, many or all of the following: Classrooms, Cafeteria, Multipurpose Room, Auditorium, Gym Field(s), Lab and/or Library	
Total Value of In-Kind Contributions		\$40,704

7. The School program coordinator shall encourage its students to participate in the program if Boys & Girls Clubs of Northeast Florida is awarded the grant.
8. BGCNF and the School program coordinator will collaborate to align program activities with the School's goals. The School and BGCNF shall share information that is relevant to the program and to school services to the extent allowed under rules of confidentiality.
9. BGCNF and the School shall, at the discretion of the Principal and within the parameters allowed by collective bargaining agreements and individual contract terms, convene regular meetings between program staff and school personnel, including other designees such as teachers, guidance counselors, parent coordinators, the Principal and the Assistant Principal to explore means for implementation of the program in accordance with the common vision.

10. BGCNF and the School shall make a concerted effort to resolve any conflicts or concerns relating to the program or its participants through prompt communication and problem-solving at the level necessary to reach a resolution of the issue in a timely manner.
11. BGCNF shall conform to the School's rules and protocols regarding the use of school space and resources.
12. BGCNF shall accept the School's codes of behavior and the Code of Professional ethics for educators as the minimum standard of behavior it will require of both students and faculty.
13. BGCNF shall comply with all applicable federal, Department of Children and Families (DCF), and Commission rules and regulations relating to matters such as health, safety, and emergency procedures and reporting of incidents or accidents.
14. BGCNF agrees to comply with all State of Florida, Florida Department of Education, Clay County District Schools and DCF requirements concerning screening for program staff and volunteers including background checks and fingerprinting at no cost to the School Board of Clay County, Florida or to the District.
15. BGCNF will include language in its advertising, permission slips, waivers, etc. that expressly notifies and explains that The School Board of Clay County, FL its agents, entities, and employees are not connected to the BGCNF's activities and that the Board shall be released and held harmless from liabilities of every kind and nature in connection with, arising from, or related to BGCNF's use of the Board's facility.

Parties recognize that signing of this agreement is for the purpose of submitting the agreement in the RFP response. This agreement will become effective upon BGCNF receiving the 21st CCLC grant for the School and upon the signing of a BGCNF Memorandum of Understanding (MOU) with the School District.

Boys & Girls Clubs of Northeast Florida

School District of Clay County, Florida

Paul Martinez
Paul Martinez (Aug 10, 2026 10:48:48 EDT)

Signature

Paul Martinez

Print Name

President/CEO

Title

08/10/2026

Date

Signature

Print Name

Title

Date

**MEMORANDUM OF UNDERSTANDING
WILKINSON JUNIOR HIGH SCHOOL**

This MEMORANDUM OF UNDERSTANDING ("MOU") is entered into by and between Boys and Girls Clubs of Northeast Florida (hereinafter "BGCNF") The School District of Clay County, Florida, by its Superintendent of Schools, the District Director of K-12 and the individual Principals of the designated schools ("the District"). (When used throughout this MOU, the term "the Parties" shall include personnel of both BGCNF and the District as set forth above)

WHEREAS, BGCNF in collaboration with the Florida Department of Education's 21st Century Community Learning Centers ("21st CCLC") grant programming, will offer Project STEM+Literacy programs (Science, Technology, Engineering, Arts and Math plus Literacy) at schools designated by Agreement between local School Boards and the BGCNF, and

WHEREAS, on September 3, 2026, The School Board of Clay County, Florida entered into an Independent Contractor Agreement ("the Agreement") with BGCNF, to partner with BGCNF in offering Project STEM+L programs at Clay District schools and which Agreement included, among other requirements, that the parties set forth above enter into an MOU which designated ten (10) schools at which said programs would be offered, and

WHEREAS, pursuant to the terms of Attachment A-1, which exhibit is attached to and incorporated into the terms of the Agreement, BGCNF, District personnel and the Principals of the designated schools will work together to determine the space and facilities required for each 21st CCLC program offered at the designated schools, and

WHEREAS, the undersigned parties, in an effort to further define their understanding of the requirements of the Agreement vis a vis each designated school site, enter into separate a MOU for each designated school, which MOU states as follows:

1. This is not a Contract.
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3. BGCNF and the school Principal have discussed key details and requirements of the RFP. The parties will work collaboratively to perform the services necessary to meet the goals outlined in the RFP.
4. The School Principal shall designate an individual to coordinate the School and BGCNF collaboration. The name, title, and contact information of the individual are as follows:

Name: Joshua Burghart
Title: Assistant Principal

Phone: 904-336-6175
Page 3 of 4
Email: jburghart@myoneclay.net

5. The School shall provide adequate dedicated space and access to other resources essential for effective implementation of the program, resources which may be reasonably defined by agreement between the parties.
6. The BGCNF is required by the terms of the Agreement to pay the school for the use of its fiscal facilities, the cost and value of which is set forth in the Agreement. The School shall provide in-kind contribution(s) in addition to the space the school will dedicate for use by the program. The in-kind contributions, including the estimated value of each, is itemized and set forth in the chart below.

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Service Delivery Areas are essential to run effective afterschool and summer programs.	May Include one, many or all of the following: Classrooms, Cafeteria, Multipurpose Room, Auditorium, Gym Field(s), Lab and/or Library	
Total Value of In-Kind Contributions		\$40,704

7. The School program coordinator shall encourage its students to participate in the program if Boys & Girls Clubs of Northeast Florida is awarded the grant.
8. BGCNF and the School program coordinator will collaborate to align program activities with the School's goals. The School and BGCNF shall share information that is relevant to the program and to school services to the extent allowed under rules of confidentiality.
9. BGCNF and the School shall, at the discretion of the Principal and within the parameters allowed by collective bargaining agreements and individual contract terms, convene regular meetings between program staff and school personnel, including other designees such as teachers, guidance counselors, parent coordinators, the Principal and the Assistant Principal to explore means for implementation of the program in accordance with the common vision.

10. BGCNF and the School shall make a concerted effort to resolve any conflicts or concerns relating to the program or its participants through prompt communication and problem-solving at the level necessary to reach a resolution of the issue in a timely manner.
11. BGCNF shall conform to the School's rules and protocols regarding the use of school space and resources.
12. BGCNF shall accept the School's codes of behavior and the Code of Professional ethics for educators as the minimum standard of behavior it will require of both students and faculty.
13. BGCNF shall comply with all applicable federal, Department of Children and Families (DCF), and Commission rules and regulations relating to matters such as health, safety, and emergency procedures and reporting of incidents or accidents.
14. BGCNF agrees to comply with all State of Florida, Florida Department of Education, Clay County District Schools and DCF requirements concerning screening for program staff and volunteers including background checks and fingerprinting at no cost to the School Board of Clay County, Florida or to the District.
15. BGCNF will include language in its advertising, permission slips, waivers, etc. that expressly notifies and explains that The School Board of Clay County, FL its agents, entities, and employees are not connected to the BGCNF's activities and that the Board shall be released and held harmless from liabilities of every kind and nature in connection with, arising from, or related to BGCNF's use of the Board's facility.

Parties recognize that signing of this agreement is for the purpose of submitting the agreement in the RFP response. This agreement will become effective upon BGCNF receiving the 21st CCLC grant for the School and upon the signing of a BGCNF Memorandum of Understanding (MOU) with the School District.

Boys & Girls Clubs of Northeast Florida

School District of Clay County, Florida

Paul Martinez
Paul Martinez (Aug 10, 2026 10:48:48 EDT)

Signature

Signature

Paul Martinez

Print Name

Print Name

President/CEO

Title

Title

08/10/2026

Date

**SHARING SECURITY AND PRIVACY AGREEMENT BETWEEN THE SCHOOL BOARD OF CLAY
COUNTY, FLORIDA
AND
BOYS & GIRLS CLUBS OF NORTHEAST FLORIDA**

This Data Sharing Security and Privacy Agreement ("Agreement") is made by and between **THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA**, a political subdivision of the State of Florida, located at 900 Walnut Street, Green Cove Springs, Florida, 32043 ("CCDS"), and **BOYS & GIRLS CLUBS OF NORTHEAST FLORIDA**, a Florida not for profit corporation, located at 10 S Newnan Street, 2nd Floor, Jacksonville, Florida, 32202, ("BGC"). CCDS and BOC may be referred to herein as "Party."

RECITALS

WHEREAS, on or about September 3, 2026, CCDS and BGC entered into a Memorandum of Understanding regarding the establishment and operation of a 21st Community Learning Center Program Boys & Girls Club. CCDS has ten (10) BGC programs known as Clay High School, Charles E. Bennett Elementary, Grove Park Elementary School, Green Cove Springs Junior High School, Montclair Elementary School, Orange Park High School, Orange Park Jr. High School, Keystone Heights Elementary School, Keystone Heights Junior/Senior High School and Wilkinson Junior High School in Clay County, Florida;

WHEREAS, pursuant to the Memorandum of Understanding, BOC provides student supports including a range of academic support programs, and family and community engagement services, while participating in a collaborative leadership along with fellow core partners within the Boys & Girls Clubs of Northeast Florida network;

WHEREAS, CCDS and BGC have a common desire to share data in order to evaluate the efficacy of the 21st Community Learning Center Program school as an effective educational delivery mode.

NOW, THEREFORE, the Parties agree, pursuant to the Family Educational Rights and Privacy Act ("FERPA"), set forth in 20 U.S.C. §12329, and its regulations at Part 99 of Title 34 of the Code of Federal Regulations ("CFR"), as amended, as follows:

1. TERM AND TERMINATION

1.1 Any Party may terminate its participation in this Agreement with or without cause. A Notice of Termination shall be provided to the other Party at least sixty (60) days prior to the effective date of termination.

1.2 CCDS may terminate this Agreement immediately due to negligence, abuse of confidentiality restrictions, or any material violation of this Agreement by BGC. BGC may terminate this Agreement immediately due to any material violation of this Agreement by CCDS.

2. COMPENSATION

There is no monetary compensation set forth under this Agreement. The Parties will each bear their own costs and expenses relating to execution of their respective obligations and responsibilities as set forth in this Agreement.

3. DEFINITIONS AND ABBREVIATIONS

3.1 "Confidential Information" means any information disclosed by one Party to the other during the course of this Agreement, which is not generally known to the public in the form provided, and shall include PII (as defined herein).

3.2 "Disclose," "disclosure," or "re-disclosure" means to permit access to or the release, transfer, or other communication of PII (as defined herein) contained in education records by any means, including oral, written, or electronic means, to any party except the party identified as the party that provided or created the record. See 34 CFR §99.3.

3.3 "Education records" means records that are directly related to a student and maintained by an educational agency or institution or by a party acting for the agency or institution. See 34 CFR §99.3.

3.4 "FERPA" means the Family Educational Rights and Privacy Act, 20 U.S.C. §12329, and its implementing regulations enacted at 34 CFR §99, and Sections 1001.41 and 1002.22, Florida Statutes, as they relate to the release of student information.

3.5 "Personally Identifiable Information" ("PII") has the same meaning as under FERPA at 34 CFR § 99.3.

4. PURPOSE OF THE DISCLOSURE

4.1 BGC uses data in partnership with CCDS in the legitimate educational interest of students to improve instruction and administer student aid programs by reviewing student-level data to identify which students need supports, to determine what supports are needed and to initiate or modify those supports in response to data, aligning with the requirements listed in 34 C.F.R. §99.31 of the Family Educational Rights and Privacy Act (FERPA). BGC shall administer the "Efforts to Outcomes" database for the collection of services and outcomes for students within CCDS community partnership schools in order to continually improve student services which meaningfully contribute to student success.

4.2 For purposes of this Agreement, BGC shall function as an agent of the CCDS only with regard to accessing and maintaining pupil record information necessary for BGC's performance. BGC agrees to the following conditions, as required by 20 U.S.C. §12329 and 34 C.F.R. §99.31(FERPA): (1) BGC is under the direct control of the agency or institution with respect to the use and maintenance of education records; and (2) BGC is subject to the requirements of 34 C.F.R. §99.33(a) governing the use and re-disclosure of personally identifiable information from education records.

4.3 BGC shall comply with all requirements of 34 C.F.R. §99.31(a)(6). BGC shall conduct its analysis in a manner that does not permit personal identification of parents and students by anyone other than representatives of BGC authorized by this Agreement who have a legitimate educational interest in the information for purposes of this Agreement. For the purposes of auditing or evaluating BGC's federal or state supported program, BGC Year shall comply with 34 C.F.R. §§99.31(a) and 99.35.

5. JOINT OBLIGATIONS OF THE PARTIES

5.1 CCDS and BGC shall comply with the provisions of FERPA in all respects. Nothing in this Agreement may be construed to allow any Party to this Agreement to maintain, use, disclose, redisclose or share PII in a manner not allowed by federal law, regulation, or this Agreement.

5.2 CCDS and BGC shall each identify at least one point of contact/data custodian from their respective organizations who shall be responsible for processing and responding to data requests and general inquiries from the other Party. Upon signing of this Agreement, both Parties will exchange in writing the name, mailing address, email address, and telephone number of their point of contact/data custodian, which must be updated from time to time, as applicable.

5.3 BGC point of contact:

Lendward Griffin (LendwardG@BGCNF.org)
Sr. Director of 215' Century Clubs
Contact Number: 9 04 . 9 1 3 . 8 1 0 0
Address: 10 S Newnan Street, 2nd Floor
Jacksonville, Florida 32202

CCDS point of contact:

Dr. Michael George
Chief of Secondary Education
Contact Number: 904-336-6919
Address: 23 S Green Street
Green Cove Springs, FL 32043

6. RESPONSIBILITIES OF THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA (CCDS)

6.1 CCDS will share the requested data with BGC, but only for purposes of BGC conducting the analysis as described in Section 4 of this Agreement. CCDS will disclose/ redisclose only those specific data elements required to complete the analysis. Data will be disclosed to BGC through the CCDS Point of Contact identified in Section 5.

6.2 CCDS acknowledges that it must comply with the Protection of Pupil Rights Amendment (20 U.S.C. § 1232h). CCDS is solely responsible for ensuring that any survey, analysis, or evaluation provided to its students as part of the analysis defined in Section 4 of this Agreement does not ask students to respond in any manner that reveals information concerning:

(1) political affiliations or beliefs of the student or the student's family; (2) mental or psychological problems of the student or the student's family; (3) sex behavior or attitudes; (4) illegal, anti-social, self-incriminating, or demeaning behavior; (5) critical appraisals of other individuals with whom respondents have close family relationships; (6) legally recognized privileged or analogous relationships, such as those of lawyers, physicians, or ministers; (7) religious practices, affiliations, or beliefs of the student or student's parent; or (8) income.

6.3 As part of this Agreement, CCDS will, transmit the following data to BGC if the data exists as a record in the CCDS Student Information System:

Identifiable, student-level information for all students in the schools it will serve

Florida Student ID: (New Enrollment to Program)

Basic demographic data including:

- Date of Birth
- Race Ethnicity
- Assigned Grade

Enrollment Data including:

- Disenrollment date and reason
- Name of School, prior level school to enrollment if known or applicable
- Reading Science, and Math Grade levels; Q4
- Economic Status
- ELL,ESE
- Standardized test scores (FSA, PSAT, SAT, ACT, EOC); Q4
- Algebra EOC: Q4
- Geometry EOC; Q4
- Clay Standard Assessments, Achieve 3000, Pre-Post, IREADY
- Self-report survey data related to adolescent risk behavior (e.g., such as those collected on the CDC Youth Risk Behavior Survey)

School Data including:

- De-identified and aggregated by grade data from school teachers and staff
- Total number of instructional days
- Teacher and staff incident reports of violence indicators. SESIR Violations: Q4
- Graduation Rate: Q4
- Daily attendance
- Data regarding the number of students who are eligible for free or reduced priced meals

7. RESPONSIBILITIES OF BGC

7.1 BGC agrees to use PII shared under this Agreement for no purpose other than to conduct the analysis described in Section 4 of this Agreement. CCDS approval to utilize PII from education records pursuant to Section 4 of this Agreement does not confer approval to use it for any other purpose.

7.2 BGC agrees to only share or redisclose PII received under this Agreement with The Florida Department of Education's EZReports Afterschool Management Software. BGC agrees to not share or redisclose PII any other individual, institution, organization, entity, or government without the prior written approval of CCDS, except as permitted by this Agreement or by FERPA (e.g., upon obtaining prior consent of the parent or eligible student), or as required by a valid subpoena, court order, or administrative directive. BGC is not prohibited from sharing aggregate or deidentified student data if BGC follows appropriate disclosure avoidance policies.

7.3 BGC agrees to maintain PII obtained pursuant to this Agreement separate from all other data files that possesses and not to copy, reproduce, or transmit data obtained pursuant to this Agreement, except as necessary to complete the analysis described in Section 4 of this Agreement, or as necessary for

established data management and backup processes. Transmission of all FERPA-protected data must be by secure electronic systems and/or networks. All copies of data of any type, including any modifications or additions to data from any source that contains PII, are subject to the provisions of this Agreement in the same manner as the original data.

7.4 The ability to access or maintain PU under this Agreement will not under any circumstances transfer from BGC or be assigned by BGC to any other individual, institution, organization, government or entity, except as permitted by this Agreement or upon obtaining prior written consent of the parent or eligible student.

7.5 Under no circumstance shall BGC become an owner, proprietor, or custodian of any PII provided by CCDS under this Agreement. BGC may not publish the results of its analysis or other outcomes stemming from work performed under this Agreement in a way that identifies CCDS, individual students or their parents, either directly or indirectly, absent their prior written consent.

7.6 BGC agrees to establish procedures and systems to process, store, and/or transmit PII under this Agreement in a secure manner that prevents unauthorized disclosure of the PII, including the interception, diversion, duplication, or other unauthorized access to said PII.

7.7 BGC will permit CCDS to review all procedures set established pursuant to subsection 7.6 of this Agreement, will provide written assurances to CCDS, regarding the use of PII transmitted under this Agreement to ensure that CCDS has appropriate policies and procedures in place to protect the PU and to enable CCDS to confirm that BGC disclosure of PII is authorized by this Agreement.

7.8 In accordance with section 6.2, any survey, analysis, or evaluation provided to students as part of the analysis defined in Section 4 of this Agreement must be approved by the Point of Contact defined in section 5 prior to utilization.

8. DATA SECURITY

BGC agrees to protect and maintain PII with security measures that include maintaining secure environments that are properly patched and up to date with all appropriate security updates implemented on a reasonably timely basis as designated by a relevant authority, including but not limited to, Microsoft notifications. Likewise, BGC agrees to conform to the following measures to protect and secure PII:

8.1 Data Transmission. Storage. Backup, and Recovery. BGC agrees that any and all transmission or exchange of system application data with CCDS and/or any other parties shall take place via secure means, e.g. HTTPS, FTPS, SFTP, or equivalent. BGC agrees that any and all CCDS data will be stored, processed, and maintained solely on designated servers and that no CCDS data at any time will be processed on or transferred to any portable or laptop computing device or any portable storage medium, unless that storage medium is in use as part of BGC's designated backup and recovery processes. All servers, storage, backups, and network paths utilized in the delivery of service shall be contained within the states, districts, and territories of the United States, unless specifically agreed to in writing by a CCDS officer with designated data, security or signature authority. BGC agrees to store all CCDS backup data stored as part of its backup and recovery processes in encrypted form, using no less than 128 bit key.

8.2 Data Re-Use. BGC agrees that any and all PU disclosed under this Agreement shall be used expressly and solely for the purposes enumerated herein. PII shall not be distributed, repurposed, or shared across other applications, environments, or business units of BGC except as permitted in this Agreement. As required by Federal law, BGC agrees that no PII shall be revealed, transmitted, exchanged, or otherwise passed to other contractors or interested parties except as permitted by this Agreement, by the FERPA

pennitted disclosures set forth at 34 CFR §§ 99.3l(a)(l), 99.3 l(a)(6), and 99.3 l(a)(12), or on a case-by-case basis as specifically agreed to in writing by a CCDS officer with designated data, security, or signature authority.

8.3 End of Agreement Data Handling. BGC agrees that, upon termination of this Agreement, it shall return all PII to CCDS in a useable electronic form, and erase, destroy, and render unreadable all PII stored on BGC computers, servers, information storage/retrieval devices and systems of any kind or nature whatsoever, in its entirety in a manner that prevents its physical reconstruction through the use of commonly available file restoration utilities, and certify in writing that these actions have been completed within thirty (30) days after the termination of this Agreement or within seven (7) days after the request of an agent of CCDS, whichever shall come first. Notwithstanding the foregoing, BGC shall be permitted to retain an archival copy of the PII solely for purposes of satisfying the data retention requirements of third-party publishers of reports or other articles in connection with the analysis defined in Section 4 of this Agreement, or as may be required by law.

8.4 Data Breach. BGC agrees to comply with Florida Statutes §501.171 and all applicable laws that require the notification of individuals in the event of unauthorized release of PII or other event requiring notification by law. In the event of a material breach of any of BGC's security obligations under this Agreement or other event requiring notification under applicable law ("Notification Event"). BGC agrees to notify CCDS promptly and to provide reasonable assistance to CCDS to inform individuals if required by applicable law, and to indemnify, hold harmless, and defend CCDS and its trustees, officers, and employees from and against any claims, damages, or other harm related to such Notification Event.

8.5 Mandatory Disclosure of PII. If BGC becomes compelled by law or regulation (including securities laws), or subpoena, court order, or other administrative directive to disclose any PII related to CCDS students, BGC will provide CCDS with prompt written notice, to the extent permitted by law, so that CCDS may seek an appropriate protective order or other remedy. If a remedy acceptable to CCDS is not obtained by the date that BGC must comply with the request, BGC will furnish only that portion of the PII that it is legally required to furnish, and BGC shall require any recipient of the PII to exercise commercially reasonable efforts to keep the PII confidential, to the extent permitted by law.

8.6 Remedies for Disclosure of Confidential Information. The Parties acknowledge that unauthorized disclosure or use of PII or other confidential education records may irreparably damage CCDS in such a way that adequate compensation could not be obtained from damages in an action at law. Accordingly, the actual or threatened unauthorized disclosure or use of any PII or education records shall give CCDS the right to seek injunctive relief restraining such unauthorized disclosure or use, in addition to any other remedy otherwise available (including reasonable attorneys' fees). BGC hereby waives the posting of a bond with respect to any action for injunctive relief. BGC further grants CCDS the right, but not the obligation, to enforce these provisions in BGC's name against any of BGC's employees, officers, board members, owners, representatives, agents, contractors, and subcontractors violating the above provisions.

9. GOVERNING LAW AND REMEDIES

9.1 This Agreement shall be governed by the laws of the State of Florida. Any and all legal action arising out of the Agreement will have its venue in the courts of the State of Florida located in Clay County and the Agreement will be interpreted according to the laws of Florida and/or federal law where appropriate. No remedy herein conferred upon any Party is intended to be exclusive of any other remedy, and each and every other remedy given hereunder or now or hereafter existing at law or in equity or by statute or otherwise. No single or partial exercise by any Party of any right, power, or remedy hereunder shall preclude any other or further exercise thereof.

9.2 If any legal action or other proceeding is brought for the enforcement of this Agreement, or because of a dispute, breach, default, or misrepresentation in connection with any provision of this Agreement, the successful or prevailing Party or Parties shall be entitled to

recover court costs, and expenses recognized as taxable court costs pursuant to Florida Statutes and/or The Florida Rules of Civil Procedure (including fees, costs, and expenses incident to appeals) incurred in that action or proceeding, in addition to any other relief to which such Party or Parties may be entitled.

10. INDEPENDENT CONTRACTOR RELATIONSHIP

10.1 BGC is, and shall be, in the performance of all activities under this Agreement, an independent contractor, and not an employee, agent, or servant of CCDS. All persons engaged in the analysis pursuant to Section 4 of this Agreement shall at all times, and in all places, be subject to BGC's sole direction, supervision, and control. BGC shall exercise control over the means and manner in which it and its employees perform pursuant to this Agreement, and in all respects BGC's relationship and the relationship of its employees to CCDS shall be that of an independent contractor and not as employees or agents of CCDS. BGC does not have the power or authority to bind CCDS in any promise, agreement, or representation.

10.2 Nothing contained herein, other than the limited "agency" language in subsection 4.2 of this Agreement, shall be deemed to create an association, partnership, joint venture, or relationship of principal and agent or master and servant among the Parties or any affiliate thereof, or to provide any Party hereto with the right, power, or authority whether expressed or implied, to create any such duty or obligation on behalf of any other Party.

11. INSURANCE

At its sole expense, during the term of this Agreement BGC shall maintain General and Professional Liability insurance for any and all claims as a result of an action, lack of action, error, or omission by BGC, its employees, agents, or subcontractors in an amount not less than One Million Dollars (\$1,000,000) per claim. If such policy is written on a "claims-made" basis, coverage shall remain in effect for three (3) years after the expiration or termination of this Agreement and any of its extensions.

12. INDEMNIFICATION

12.1 Each party covenants and agrees at all times to save, hold, and keep harmless each other party against any and all claims, demands, penalties, judgments, court costs, reasonable attorney's fees, and liability of every kind and nature whatsoever to the extent permitted by law arising out of or in any way connected or arising out of a party's performance of this Agreement. However, this indemnification subsection shall not operate to release any party from liability for their own negligence or the negligence of their officers, agents or employees or the duty to indemnify another party from said negligence.

12.2 Nothing in this Agreement shall be construed or interpreted to increase the scope or dollar limit of the CCDS's liability beyond that which is set forth in section 768.28, Florida Statutes. Nor shall any such language be construed or interpreted to waive the CCDS's sovereign immunity from suit, or to require the CCDS to indemnify BGC or any other person, corporation or legal entity of any kind or nature whatsoever for injury or loss resulting from any acts or omissions other than those which arise from the actionable negligence of the CCSS or its employees. The Board expressly reserves all other protections and privileges related to its sovereign immunity.

13. SUCCESSORS AND ASSIGNS

Neither CCDS nor BOC shall assign, sublet, convey, or transfer its interest in this Agreement. Nothing herein shall be construed as creating any rights or benefits hereunder to anyone other than CCDS and BGC.

14. NON-EXCLUSIVE AGREEMENT

The Parties understand and agree this Agreement is a non-exclusive agreement and the Parties hereto may participate in other comparable services to and from any other person or entity.

15. SEVERABILITY

If any term or provision of this Agreement, or the application thereof to any person or circumstances shall, to any extent, be held invalid or unenforceable, such term or provision shall be stricken and deemed unenforceable and every other term and provision of this Agreement shall be deemed valid and enforceable to the extent permitted by law.

16. ENTIRETY OF AGREEMENT

CCDS and BGC agree that this Agreement, and any documents made a part thereof, set forth the entire agreement between the Parties and that there are no promises or understandings other than those stated herein. None of the provisions, terms, and conditions contained in this Agreement may be added to, modified, superseded, or otherwise altered, except by written instrument executed by the Parties hereto.

17. NON-WAIVER

The failure of either Party to exercise or delay in exercising any right, power, or privilege provided for hereunder shall not be deemed a waiver thereof; nor shall any single or partial exercise of any such right, power, or privilege preclude any other, or further exercise thereof, or the exercise of any other right, power, or privilege under this Agreement. No Party shall be deemed to have waived a right, power, or privilege provided for herein, unless such waiver is in writing and signed by the waiving Party.

18. FORCE MAJEURE

Nonperformance of either Party shall be excused to the extent that performance is rendered impossible by strike, fire, flood, pandemic, Acts of God, governmental acts or orders or restrictions, failure of suppliers, or any other reason where failure to perform is beyond the reasonable control of the non-performing party.

19. CONSTRUCTION OF AGREEMENT

Each Party has participated in negotiating and drafting this Agreement, so if an ambiguity or a question of intent or interpretation arises, this Agreement is to be construed as if the Parties had drafted it jointly, as opposed to being construed against a Party because it was responsible for drafting one or more provisions of this Agreement.

20. TERM, TERMINATION AND EXTENSION OF AGREEMENT

This Agreement shall be for a term of two (2) years, commencing on the date on which the last signature is affixed. Upon written agreement of the parties, executed at least thirty (30) days prior to expiration, the Agreement may be extended three times for periods of one (1) year each. The maximum term of this Agreement shall be five (5) years, including the original term and the one year extensions, after which the Agreement must be reviewed for currency and re-executed. Either party may terminate this Agreement immediately for cause in the event that the other party acts in violation of any state or federal law, regulation or rule, including but not limited to FERPA, or willfully or negligently abuses the confidentiality restrictions of this Agreement or is in material violation of any term of this Agreement. Either party shall have the absolute right to terminate this agreement with or without cause with sixty (60) days' prior written notice to the other party. However, any unilateral termination of this Agreement by a party shall be effective only at the end of the specific academic period during which the written notice was given if the notice is given more than sixty (60) days from the end of the academic period

21. NOTICE

All correspondence, formal notices, proposed changes, and determinations between the Parties hereto including, but not limited to, changes to the notification addresses set forth below, shall be in writing and shall be sufficient if mailed by United States mail, postage prepaid, to the Parties at the contact information listed below:

Name: John Steinmetz
Title: Attorney for the School Board of Clay County, Florida
Address: 900 Walnut Street
Green Cove Springs, Florida 32043
Email: john.steinmetz@myoneclay.net
Phone: 904-336-6514

Name: Paul Martinez
Title: President / CEO
Boys & Girls Clubs of Northeast Florida
Address: P.O. Box 2059
Jacksonville, Florida 32203-2059
Email: PaulM@BGCNF.org
Phone: 904.913.8100

IN WITNESS WHEREOF, the undersigned, in their representative capacities, acknowledge that they have read this Agreement in full and have had an opportunity to review it; that they understand and agree to each of the foregoing provisions; and that they are duly authorized to sign the Agreement and have executed this Agreement on the dates written below.

Boys & Girls Clubs of Northeast Florida

School District of Clay County, Florida

Paul Martinez

Paul Martinez (Aug 10, 2026 10:48:48 EDT)

Signature

Paul Martinez

Print Name

President/CEO

Title

08/10/2026

Date

Signature

Print Name

Title

Date

School Board of Clay County

September 3, 2026 - Regular School Board Meeting

Title

C6 - 2026-2027 School Improvement Plan Approval

Description

According to State Rule 6A-1.099811, School Improvement Plans are fluid plans developed by school leadership and approved by the SAC and district to guide school improvement planning, problem solving and implementation processes by coordinating strategies and resources that will lead to increased student achievement.

Every school writes a School Improvement Plan each year. Each plan is developed collaboratively with various stakeholders including teachers, support staff, administration, parents, and community members. Teams reflect on previous school data and develop goals to address specific grade levels, subject areas, and/or subgroups. The plan outlines areas of focus, measurable outcomes, action steps, evidence-based strategies, and timeline for implementation.

Gap Analysis

These plans are necessary for school improvement efforts.

Previous Outcomes

School improvement plans, while only required to be approved by the district, have previously been reviewed and approved by the School Board.

Expected Outcomes

Approval of all School Improvement Plans for the 2026-2027 school year.

Strategic Plan Goal

Goal 1: Student Success

Provide evidence-based academic opportunities with differentiated support for all students.

Goal 4: Safe and Positive Learning Environment

Cultivate and sustain resilience, respect, and positive behavior through the training and implementation of student-centered, evidence-based practices.

Recommendation

That the School Board approve the School Improvement Plans for the 2026-2027 school year.

Contact

Roger Dailey, Chief Academic Officer, 904.336.6904 roger.dailey@myoneclay.net

Financial Impact

None

Review Comments

Attachments

📎 [2026-2027 School Improvement Plans.pdf](#)

Clay County Schools

AMIKIDS CLAY COUNTY



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority	1
I. School Information	2
A. School Mission and Vision	2
B. School Leadership Team, Stakeholder Involvement and SIP Monitoring	2
C. Demographic Data.....	5
D. Early Warning Systems	6
II. Needs Assessment/Data Review	10
A. ESSA School, District, State Comparison	11
B. ESSA School-Level Data Review	12
C. ESSA Subgroup Data Review	13
D. Accountability Components by Subgroup.....	14
E. Grade Level Data Review.....	17
III. Planning for Improvement.....	18
IV. Positive Learning Environment	23
V. Title I Requirements (optional).....	26
VI. ATSI, TSI and CSI Resource Review	30
VII. Budget to Support Areas of Focus	31

School Board Approval

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

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Candace Calhoun

candace.calhoun@myoneclay.net

Position Title

Executive Director

Job Duties and Responsibilities

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

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

Leadership Team Member #2

Employee's Name

Kerri Bell

kerri.bell@myoneclay.net

Position Title

Director of Education

Job Duties and Responsibilities

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

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

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

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

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

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

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

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C. Demographic Data

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

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

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

Current Year 2026-27

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

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

Current Year 2026-27

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

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

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

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

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

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

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

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

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

The number of students retained:

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

2. Grades 9-12 (optional)

Current Year (2026-27)

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

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

Current Year (2026-27)

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

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

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

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

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

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

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

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

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

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

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

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

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A. ESSA School, District, State Comparison

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

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

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

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

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

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

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

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						ATSI
OVERALL FPPI – All Students						43%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						2
Total Points Earned for the FPPI						260
Total Components for the FPPI						6
Percent Tested						98%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
43%	29%	15%	26%	33%	17%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	26%	Yes	1	1
White Students	48%	No		
Economically Disadvantaged Students	40%	Yes	4	

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D. Accountability Components by Subgroup

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

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	19%		61%		43%	77%		35%	25%				
Students With Disabilities	0%		46%		14%	62%			10%				
White Students	29%		63%		56%	71%		40%	29%				
Economically Disadvantaged Students	16%		54%		40%	73%		33%	26%				

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	9%		29%		32%	68%		9%					
Economically Disadvantaged Students	6%		31%		25%	71%							

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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.
All Students	14%		48%		0%	15%		0%		
Students With Disabilities	10%									
White Students	22%		56%		0%	6%				
Economically Disadvantaged Students	15%		47%		0%	19%				

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

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

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

There is no assessment data available for this school.

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III. Planning for Improvement

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

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

Most Improvement

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

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

Lowest Performance

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

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

Greatest Decline

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

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

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

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

EWS Areas of Concern

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

Economically disadvantaged
Students with Disabilities

White Students

Highest Priorities

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

ESSA subgroups: ED, SWD, and White Students.

Retaining certified teachers.

Preventing students from course failure.

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

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

Area of Focus #1

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

ESSA Subgroups specifically relating to Economically Disadvantaged Students (FRL)

Area of Focus Description and Rationale

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

Economically Disadvantaged:

7th: 100%

8th: 90%

9th: 100%

10th: 100%

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

Measurable Outcome

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

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

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

Monitoring

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

This area of focus will be monitored through weekly walkthroughs.

Person responsible for monitoring outcome

Director of Education and Executive Director

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the

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

Description of Intervention #1:

Corrective Reading and Vocabulary.com

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

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

Action Step #1

Weekly walkthroughs

Person Monitoring:

Director of Education and Executive Director

By When/Frequency:

weekly

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

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

Area of Focus #2

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

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

Measurable Outcome

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

7th ELA: 29% proficient

8th ELA: 21% proficient

9th ELA: 13% proficient

10th ELA: 43% proficient

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

Monitoring

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

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

Person responsible for monitoring outcome

Director of Education and Executive Director

Evidence-based Intervention:

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

Description of Intervention #1:

Corrective Reading and Vocabulary.com

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

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

Action Step #1

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

Person Monitoring:

Director of Education and Executive Director

By When/Frequency:

Weekly

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

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

Corrective feedback will be shared with teachers.

IV. Positive Learning Environment

Area of Focus #1

Teacher Retention and Recruitment

Area of Focus Description and Rationale

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

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

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

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

Measurable Outcome

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

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

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

Monitoring

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

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

Person responsible for monitoring outcome

Director of Education and Executive Director

Evidence-based Intervention:

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

Description of Intervention #1:

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

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Hiring certified teachers

Person Monitoring:

Executive Director and Director of Education

By When/Frequency:

As needed

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

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

Action Step #2

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

Person Monitoring:

Executive Director and Director of Ed

By When/Frequency:

Weekly

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

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

feedback along with positive praise.

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V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

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

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

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

Plans to Strengthen the Academic Program

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

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

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

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

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

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B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

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

Preparing for Postsecondary Opportunities and the Workforce

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

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

Addressing Problem Behavior and Early Intervening Services

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

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

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other

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

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

Strategies to Assist Preschool Children

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

N/A

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VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

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

Specifics to Address the Need

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

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

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

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

VII. Budget to Support Areas of Focus

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

No

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

DRAFT

Clay County Schools

ARGYLE ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority	1
I. School Information	2
A. School Mission and Vision	2
B. School Leadership Team, Stakeholder Involvement and SIP Monitoring	2
C. Demographic Data.....	11
D. Early Warning Systems	12
II. Needs Assessment/Data Review	16
A. ESSA School, District, State Comparison	17
B. ESSA School-Level Data Review	18
C. ESSA Subgroup Data Review	19
D. Accountability Components by Subgroup.....	20
E. Grade Level Data Review.....	23
III. Planning for Improvement.....	24
IV. Positive Learning Environment	32
V. Title I Requirements (optional).....	35
VI. ATSI, TSI and CSI Resource Review	38
VII. Budget to Support Areas of Focus	39

School Board Approval

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

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Mary Dorsch

mary.dorsch@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

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

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

Leadership Team Member #2

Employee's Name

Dr. Casey Leone

casey.leone@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

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

Leadership Team Member #3

Employee's Name

Olivia Smith

olivia.smith@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

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

Leadership Team Member #4

Employee's Name

Megan Gonzalez

megan.gonzalez@myoneclay.net

Position Title

Teacher K-6

Job Duties and Responsibilities

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

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

Kacee Wolfe

kacee.wolfe@myoneclay.net

Position Title

Teacher K-6

Job Duties and Responsibilities

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

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

Ashlee Morgan

ashlee.morgan@myoneclay.net

Position Title

Teacher K-3

Job Duties and Responsibilities

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

Leadership Team Member #7

Employee's Name

Jessica Armenta

jessica.armenta@myoneclay.net

Position Title

Teacher K-3

Job Duties and Responsibilities

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

Leadership Team Member #8

Employee's Name

Cynthia Fitcher

cynthia.fitcher@myoneclay.net

Position Title

English Language Development Teacher K-6

Job Duties and Responsibilities

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

Leadership Team Member #9

Employee's Name

Claudine Chapman

claudine.chapman@myoneclay.net

Position Title

STEM Teacher

Job Duties and Responsibilities

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

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

Leadership Team Member #10

Employee's Name

Melanie Newport

melanie.newport@myoneclay.net

Position Title

Teacher VE ESE K-6

Job Duties and Responsibilities

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

Leadership Team Member #11

Employee's Name

Carmine Robles

carmine.robles@myoneclay.net

Position Title

Teacher K-6

Job Duties and Responsibilities

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

Leadership Team Member #12

Employee's Name

Miguel Rivera

miguel.rivera@myoneclay.net

Position Title

Teacher K-6 and PBIS Chair

Job Duties and Responsibilities

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

Leadership Team Member #13

Employee's Name

Traci Miller

traci.miller@myoneclay.net

Position Title

Teacher K-6

Job Duties and Responsibilities

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

Leadership Team Member #14

Employee's Name

Breclyn Kriener

breclyn.kriener@myoneclay.net

Position Title

Teacher K-6

Job Duties and Responsibilities

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

Leadership Team Member #15

Employee's Name

Michelle Barnes

michelle.barnes@myoneclay.net

Position Title

Teacher VE ESE and Intervention Team Facilitator i

Job Duties and Responsibilities

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

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

Elizabeth Sellers

elizabeth.sellers@myoneclay.net

Position Title

Teacher VE ESE

Job Duties and Responsibilities

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

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

Jon Christy Bankhead

jonchristy.bankhead@myoneclay.net

Position Title

Teacher K-6

Job Duties and Responsibilities

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

Leadership Team Member #18

Employee's Name

Scarlett Adams

scarlett.adams@myoneclay.net

Position Title

Teacher K-6

Job Duties and Responsibilities

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

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

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

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

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

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

DRAFT

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	61.9%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: A 2023-24: C 2022-23: B 2021-22: B

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

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

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	8	17	23	23	17	13	13			114

Current Year 2026-27

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

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

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	86	123	94	118	112	99	84			716
Absent 10% or more school days	14	22	21	22	18	19	28			144
One or more suspensions	3	13	8	13	15	12	14			78
Course failure in English Language Arts (ELA)		9	6	23	1		1			40
Course failure in Math	1	4	3		2	11				21
Level 1 on statewide ELA assessment	12	37	26	26	22	22	6			151
Level 1 on statewide Math assessment	14	22	23	20	9	26	11			125
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)			1	2						3
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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

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

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

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

The number of students retained:

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

DRAFT

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.

DRAFT

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

DRAFT

A. ESSA School, District, State Comparison

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

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

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

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

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

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

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

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						62%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						499
Total Components for the FPPI						8
Percent Tested						100%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
62%	68%	48%	54%	55%	44%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	48%	No		
English Language Learners	50%	No		
Asian Students	64%	No		
Black/African American Students	57%	No		
Hispanic Students	68%	No		
Multiracial Students	56%	No		
White Students	70%	No		
Economically Disadvantaged Students	60%	No		

D. Accountability Components by Subgroup

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

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	64%	59%	65%	58%	66%	65%	60%	62%					
Students With Disabilities	41%	29%	46%	52%	49%	63%	55%	50%					
English Language Learners	28%	40%	42%	56%	62%	74%	50%						
Asian Students	55%		55%		73%	73%							
Black/African American Students	62%	62%	60%	48%	62%	57%	51%	51%					
Hispanic Students	64%	63%	67%	75%	69%	75%	73%	56%					
Multiracial Students	58%	30%	63%		53%	56%		73%					
White Students	70%	64%	70%	66%	74%	70%	68%	76%					
Economically Disadvantaged Students	61%	50%	66%	61%	65%	65%	56%	57%					

Page 377 of 2426

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%

Page 378 of 2426

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%

Page 379 of 2426

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

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

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

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

III. Planning for Improvement

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

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

Most Improvement

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

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

Lowest Performance

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

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

Greatest Decline

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

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

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

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

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

EWS Areas of Concern

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

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

Highest Priorities

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

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

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

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale

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

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

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

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

Measurable Outcome

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

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

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

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

Monitoring

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

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

Person responsible for monitoring outcome

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

Evidence-based Intervention:

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

Description of Intervention #1:

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

Rationale:

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

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

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

Person Monitoring:

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

By When/Frequency:

Implemented on a monthly basis through April, 2026.

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

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

Action Step #2

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

Person Monitoring:

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

By When/Frequency:

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

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

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

Action Step #3

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

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

Person Monitoring:

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

By When/Frequency:

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

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

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

Area of Focus #2

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD), English Language Learners (ELL), Black/African American Students (BLK)

Area of Focus Description and Rationale

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

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

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

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

Measurable Outcome

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

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

Walkthrough Targets (2026–2027):

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

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

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

Monitoring

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

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

Person responsible for monitoring outcome

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

Evidence-based Intervention:

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

Description of Intervention #1:

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

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

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

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

Person Monitoring:

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

By When/Frequency:

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

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

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

Action Step #2

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

Person Monitoring:

Mary Dorsch, Principal Dr. Leone Assistant

By When/Frequency:

Monthly, leadership team meetings

Principal , Olivia Smith Assistant Principal and
Argyle Elementary Leadership Team

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

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

Action Step #3

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

Person Monitoring:

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

By When/Frequency:

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

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

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

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

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

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

Rationale:

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

Measurable Outcome

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

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

Monitoring

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

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

Person responsible for monitoring outcome

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

Evidence-based Intervention:

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

Description of Intervention #1:

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

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

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

Person Monitoring:

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

By When/Frequency:

Implemented on a consistent basis through May, 2027

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

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

Action Step #2

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

Person Monitoring:

Mary Dorsch, Principal

By When/Frequency:

Implemented on a monthly basis through April, 2026

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

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

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

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B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

DRAFT

VII. Budget to Support Areas of Focus

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

No

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

DRAFT

Clay County Schools

CHARLES E. BENNETT ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority	1
I. School Information	2
A. School Mission and Vision	2
B. School Leadership Team, Stakeholder Involvement and SIP Monitoring	2
C. Demographic Data	6
D. Early Warning Systems	7
II. Needs Assessment/Data Review	11
A. ESSA School, District, State Comparison	12
B. ESSA School-Level Data Review	13
C. ESSA Subgroup Data Review	14
D. Accountability Components by Subgroup	15
E. Grade Level Data Review	18
III. Planning for Improvement	19
IV. Positive Learning Environment	24
V. Title I Requirements (optional)	27
VI. ATSI, TSI and CSI Resource Review	31
VII. Budget to Support Areas of Focus	32

School Board Approval

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

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Amanda Strickland

amanda.strickland@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

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

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

Leadership Team Member #2

Employee's Name

Christina Siemer

christina.siemer@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

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

Leadership Team Member #3

Employee's Name

Shelley Huggins

shelley.huggins@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

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

Leadership Team Member #4

Employee's Name

Lori Fedorowich

lori.fedorowich@myoneclay.net

Position Title

Reading Interventionist

Job Duties and Responsibilities

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

Leadership Team Member #5

Employee's Name

Yolanda Grant

yolanda.grant@myoneclay.net

Position Title

Guidance Counselor

Job Duties and Responsibilities

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

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

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

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

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

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

DRAFT

C. Demographic Data

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

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	80	65	69	87	69	88	69			527
Absent 10% or more school days	26	15	13	19	21	23	19			136
One or more suspensions	6	2	4	7	3	12	10			44
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment	16	21	13	19	20	19	8			116
Level 1 on statewide Math assessment	11	9	20	11	11	17	5			84
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	13	18	7	37						75
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	14	7	13	15	8					57

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	13	7	9	17	14	17	8			85

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	2	0	11	0	0	0			14
Students retained two or more times	0	0	0	1	0	2	0			3

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

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

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

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

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

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

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

The number of students retained:

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

DRAFT

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.

DRAFT

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

DRAFT

A. ESSA School, District, State Comparison

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

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

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

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

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

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

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

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

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	50%	No		
English Language Learners	55%	No		
Black/African American Students	55%	No		
Hispanic Students	55%	No		
Multiracial Students	54%	No		
White Students	63%	No		
Economically Disadvantaged Students	60%	No		

D. Accountability Components by Subgroup

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

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	53%	55%	59%	75%	62%	71%	57%	51%					
Students With Disabilities	35%	45%	68%	79%	33%	57%	55%	25%					
English Language Learners	27%	21%	57%	75%	45%	83%	75%						
Black/African American Students	47%	38%	60%		62%	71%	50%	57%					
Hispanic Students	42%	33%	65%	71%	53%	73%	67%	38%					
Multiracial Students	52%		56%		57%	50%							
White Students	59%	70%	56%	69%	66%	72%	56%	57%					
Economically Disadvantaged Students	49%	53%	59%	84%	60%	70%	61%	47%					

Page 414 of 2426

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%

Page 415 of 2426

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%

Page 416 of 2426

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

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

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

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

III. Planning for Improvement

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

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

Most Improvement

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

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

Lowest Performance

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

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

Greatest Decline

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

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

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

5th ELA and 2nd Math

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

expectations were not evident in all four classrooms.

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

EWS Areas of Concern

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

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

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

Highest Priorities

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

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

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

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

Area of Focus #1

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

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

Area of Focus Description and Rationale

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

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

Measurable Outcome

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

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

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

Monitoring

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

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

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

Person responsible for monitoring outcome

Christina Siemer

Evidence-based Intervention:

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

Description of Intervention #1:

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

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

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

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

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

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

Person Monitoring:
Christina Siemer

By When/Frequency:
monthly

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

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

Area of Focus #2

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

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

Area of Focus Description and Rationale

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

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

Measurable Outcome

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

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

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

Monitoring

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

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

Person responsible for monitoring outcome

Amanda Strickland

Evidence-based Intervention:

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

Description of Intervention #1:

Provide explicit and systematic intervention instruction

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

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

Person Monitoring:

Amanda Strickland

By When/Frequency:

monthly

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

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

IV. Positive Learning Environment

Area of Focus #1

Multiple Early Warning Signs

Area of Focus Description and Rationale

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

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

Measurable Outcome

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

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

Attendance:

23-24 SY 89.70%

24-25 SY 91.61%

25-26 SY 91.96%

GOAL 26-27 SY 93.00%

Referrals:

23-24 SY 506

24-25 SY 252

25-26 SY 280

GOAL 26-27 SY 210

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

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

Monitoring

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

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

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

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

Person responsible for monitoring outcome

Shelley Huggins

Evidence-based Intervention:

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

Description of Intervention #1:

Develop Predictable Routines

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Positive Teacher and Student Relationships

Person Monitoring:

Shelley Huggins

By When/Frequency:

monthly

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

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

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

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

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

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

Plans to Strengthen the Academic Program

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

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

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

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

DRAFT

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.

DRAFT

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

DRAFT

VII. Budget to Support Areas of Focus

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

No

DRAFT

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

DRAFT

Clay County Schools

CLAY CHARTER ACADEMY



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority	1
I. School Information	2
A. School Mission and Vision	2
B. School Leadership Team, Stakeholder Involvement and SIP Monitoring	2
C. Demographic Data.....	5
D. Early Warning Systems	6
II. Needs Assessment/Data Review	10
A. ESSA School, District, State Comparison	11
B. ESSA School-Level Data Review	12
C. ESSA Subgroup Data Review	13
D. Accountability Components by Subgroup.....	14
E. Grade Level Data Review.....	17
III. Planning for Improvement.....	18
IV. Positive Learning Environment	25
V. Title I Requirements (optional).....	28
VI. ATSI, TSI and CSI Resource Review	31
VII. Budget to Support Areas of Focus	33

School Board Approval

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

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Heather Caldwell

hcaldwell@clayharter.org

Position Title

Principal

Job Duties and Responsibilities

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

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

Leadership Team Member #2

Employee's Name

Emily Barnes

ebarnes@claycharter.org

Position Title

Assistant Principal

Job Duties and Responsibilities

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

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

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

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

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

DRAFT

C. Demographic Data

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

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment										0
Absent 10% or more school days	12	12	16	19	12	15	11	10	25	132
One or more suspensions	2	6	5	3	6	7	11	6	10	56
Course failure in English Language Arts (ELA)								4	1	5
Course failure in Math								1	4	5
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment	18	20	26	17	27	29	17	10	11	175
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		7	10	13						30
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		7	8	14	12	7	11	8	5	72

Current Year 2026-27

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

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

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

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

INDICATOR	GRADE LEVEL										TOTAL
	K	1	2	3	4	5	6	7	8		
School Enrollment	70	67	70	74	76	68	69	82	77	653	
Absent 10% or more school days	21	13	8	17	14	11	3	12	6	105	
One or more suspensions	3	3	3				3	3	4	19	
Course failure in English Language Arts (ELA)							1			1	
Course failure in Math							1	1	3	5	
Level 1 on statewide ELA assessment				4	12	6	10	14	9	55	
Level 1 on statewide Math assessment				5	13	10	8	11	6	53	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	3	3	5						12	
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		1	1	1						3	

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	11	17	15	7	14	10	10	11	8	103

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year			2	3	3		2	1		11
Students retained two or more times										0

DRAFT

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.

DRAFT

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

DRAFT

A. ESSA School, District, State Comparison

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

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

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

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

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

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

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

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						ATSI
OVERALL FPPI – All Students						63%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						1
Total Points Earned for the FPPI						634
Total Components for the FPPI						10
Percent Tested						99%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
63%	66%	63%	59%	52%	48%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	42%	No		
English Language Learners	58%	No		
Asian Students	82%	No		
Black/African American Students	58%	No		
Hispanic Students	63%	No		
Multiracial Students	67%	No		
White Students	66%	No		
Economically Disadvantaged Students	40%	Yes	1	

D. Accountability Components by Subgroup

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

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	60%	62%	59%	49%	59%	55%	55%	60%	93%	82%			
Students With Disabilities	31%		38%	32%	36%	43%	36%	35%	88%				
English Language Learners	44%	56%	55%	63%	61%	53%	55%	50%	83%				
Asian Students	82%				82%								
Black/African American Students	53%	56%	56%	41%	46%	56%	58%	46%	87%	83%			
Hispanic Students	57%	53%	64%	58%	65%	56%	43%	62%	96%	80%			
Multiracial Students	75%		69%		69%	58%		64%					
White Students	63%	62%	53%	47%	64%	53%	67%	74%	94%	79%			
Economically Disadvantaged Students	42%		45%	43%	34%	43%	35%	40%					

04/2026

Page 448 of 2426

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%					

Page 15 of 34

Page 449 of 2426

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%					

Page 450 of 2426

Page 16 of 34

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

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

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

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

III. Planning for Improvement

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

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

Most Improvement

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

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

Lowest Performance

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

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

Greatest Decline

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

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

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

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

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

EWS Areas of Concern

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

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

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

Highest Priorities

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

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

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

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Collaborative Planning, Differentiation, ELA, Math, Professional Learning Communities, Small-group Instruction, Student Engagement

Area of Focus Description and Rationale

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

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

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

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

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school

plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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

Monitoring

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

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

Person responsible for monitoring outcome

Heather Caldwell

Evidence-based Intervention:

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

Description of Intervention #1:

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

Rationale:

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

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Job embedded PD

Person Monitoring:

Heather Caldwell

By When/Frequency:

weekly throughout the school year

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

Provide professional development on:

Data analysis protocols

Differentiated instruction strategies

Standards-based small group planning

Progress monitoring practices

Effective intervention techniques for struggling learners

Action Step #2

Focused weekly PLC meetings

Person Monitoring:

Heather Caldwell

By When/Frequency:

weekly throughout the year

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

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

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

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

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

Area of Focus #2

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

ESSA Subgroups specifically relating to Economically Disadvantaged Students (FRL)**Area of Focus Description and Rationale**

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

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

Measurable Outcome

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

By the end of the school year:

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

Monitoring

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

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

Person responsible for monitoring outcome

Heather Caldwell

Evidence-based Intervention:

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

Description of Intervention #1:

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

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

Rationale:

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

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Data driven instruction and attendance & family engagement support

Person Monitoring:

Heather Caldwell

By When/Frequency:

ongoing throughout the year

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

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

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

Improving Student Attendance and Reducing Chronic Absenteeism

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

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

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

Measurable Outcome

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

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

Monitoring

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

No Answer Entered

Person responsible for monitoring outcome

Heather Caldwell

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored

for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

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

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

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

Person Monitoring:

Heather Caldwell

By When/Frequency:

weekly throughout the school year

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

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

Implement tiered attendance interventions through the MTSS framework:

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

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

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

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

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

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

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

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

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

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

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B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

The school conducted a comprehensive review of current instructional, personnel, intervention, and support resources to determine effectiveness and alignment to subgroup needs. Existing resources include:

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

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

Specifics to Address the Need

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

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

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

aligned to grade-level standards and individual student needs.

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

VII. Budget to Support Areas of Focus

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

No

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

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Clay County Schools

CLAY HIGH SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority	1
I. School Information	2
A. School Mission and Vision	2
B. School Leadership Team, Stakeholder Involvement and SIP Monitoring	2
C. Demographic Data.....	5
D. Early Warning Systems	6
II. Needs Assessment/Data Review	9
A. ESSA School, District, State Comparison	10
B. ESSA School-Level Data Review	11
C. ESSA Subgroup Data Review	12
D. Accountability Components by Subgroup.....	13
E. Grade Level Data Review.....	16
III. Planning for Improvement.....	17
IV. Positive Learning Environment	23
V. Title I Requirements (optional).....	25
VI. ATSI, TSI and CSI Resource Review	28
VII. Budget to Support Areas of Focus	29

School Board Approval

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

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Amanda Stilianou

amanda.stilianou@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

SIP Monitoring

Leadership Team Member #2

Employee's Name

Joshua Freeman

joshua.freeman@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

SIP monitoring

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

Ashley Adams

laura.adams@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

SIP monitoring

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

Julie Dover

julie.dover@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

SIP monitoring

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

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

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

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

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

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

C. Demographic Data

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

D. Early Warning Systems

1. Grades K-8

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

DRAFT

2. Grades 9-12 (optional)

Current Year (2026-27)

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

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

Current Year (2026-27)

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

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

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

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

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

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

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

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

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

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

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

DRAFT

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

DRAFT

A. ESSA School, District, State Comparison

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

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

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

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

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

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

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

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						64%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						642
Total Components for the FPPI						10
Percent Tested						99%
Graduation Rate						97%
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
64%	60%	64%	65%	52%	52%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	53%	No		
English Language Learners	42%	No		
Asian Students	67%	No		
Black/African American Students	60%	No		
Hispanic Students	62%	No		
Multiracial Students	65%	No		
White Students	65%	No		
Economically Disadvantaged Students	60%	No		

D. Accountability Components by Subgroup

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

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	67%		58%	58%	49%	35%	43%	81%	87%		97%	67%	
Students With Disabilities	41%		56%	61%	23%	26%	39%	64%	70%		99%	49%	
English Language Learners	22%		41%	41%	26%	13%	21%	73%			83%	60%	
Asian Students	64%		70%										
Black/African American Students	54%		60%	69%	41%	37%	37%	81%	77%		95%	46%	
Hispanic Students	63%		54%	59%	48%	29%	38%	76%	90%		96%	67%	
Multiracial Students	67%		60%	60%	55%	41%		89%	83%				
White Students	69%		58%	55%	51%	35%	45%	83%	87%		97%	70%	
Economically Disadvantaged Students	61%		56%	55%	45%	31%	41%	76%	82%		93%	56%	

Page 483 of 2426

28/2026

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	65%		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%

Page 14 of 30

Page 484 of 2426

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%

Page 485 of 2426

Page 15 of 30

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

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

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

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

III. Planning for Improvement

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

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

Most Improvement

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

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

Lowest Performance

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

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

Greatest Decline

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

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

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

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

EWS Areas of Concern

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

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

Highest Priorities

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

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

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

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

Measurable Outcome

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

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

Monitoring

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

the desired outcome.

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

Progress will be monitored using:

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

Person responsible for monitoring outcome

Mrs. Stilianou and Ms. Adams

Evidence-based Intervention:

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

Description of Intervention #1:

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

Rationale:

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

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Intentional PLCs

Person Monitoring:

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

By When/Frequency:

Every 2 weeks

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

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

Action Step #2

Walk Throughs

Person Monitoring:

Administration and District Coaches

By When/Frequency:

Weekly

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

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

Area of Focus #2

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

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

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

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

Measurable Outcome

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

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

Monitoring

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

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

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

Person responsible for monitoring outcome

Mrs. Stilianou and Mrs. Dover

Evidence-based Intervention:

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

Description of Intervention #1:

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

Rationale:

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

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

PLC Reviews

Person Monitoring:

Department Chair and Mrs. Dover

By When/Frequency:

Monthly

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

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

Action Step #2

Intentional Interventions

Person Monitoring:
Administration

By When/Frequency:
Weekly

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

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

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

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

Measurable Outcome

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

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

Monitoring

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

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

Person responsible for monitoring outcome

Mrs. Stevens, Guidance Counselors, Teachers, and Administration

Evidence-based Intervention:

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

Description of Intervention #1:

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

Rationale:

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

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Weekly Monitoring

Person Monitoring:

Mrs. Stevens and Ms. Adams

By When/Frequency:

Weekly

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

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

Action Step #2

Attendance Team

Person Monitoring:

Ms. Adams and Mrs. Wilkinson

By When/Frequency:

Monthly

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

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

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

DRAFT

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

DRAFT

VII. Budget to Support Areas of Focus

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

No

DRAFT

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

DRAFT

Clay County Schools

CLAY HILL ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority	1
I. School Information	2
A. School Mission and Vision	2
B. School Leadership Team, Stakeholder Involvement and SIP Monitoring	2
C. Demographic Data.....	9
D. Early Warning Systems	10
II. Needs Assessment/Data Review	14
A. ESSA School, District, State Comparison	15
B. ESSA School-Level Data Review	16
C. ESSA Subgroup Data Review	17
D. Accountability Components by Subgroup.....	18
E. Grade Level Data Review.....	21
III. Planning for Improvement.....	22
IV. Positive Learning Environment	28
V. Title I Requirements (optional).....	31
VI. ATSI, TSI and CSI Resource Review	35
VII. Budget to Support Areas of Focus	36

School Board Approval

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

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Kristen Rhodes

Kristen.Rhodes@myoneclay.net

Position Title

Title I Coordinator/PK Program Lead

Job Duties and Responsibilities

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

Leadership Team Member #2

Employee's Name

McKenzie Moss

McKenzie.Moss@myoneclay.net

Position Title

1st Grade Department Lead

Job Duties and Responsibilities

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

Leadership Team Member #3

Employee's Name

Kali Carnes

kali.carnes@myoneclay.net

Position Title

Kindergarten Department Leader

Job Duties and Responsibilities

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

Leadership Team Member #4

Employee's Name

DeeAnn DuPont

deeann.dupont@myoneclay.net

Position Title

2nd Grade Department Lead

Job Duties and Responsibilities

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

Leadership Team Member #5

Employee's Name

Danielle Chapman

danielle.chapman@myoneclay.net

Position Title

3rd Grade Department Lead

Job Duties and Responsibilities

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

Leadership Team Member #6

Employee's Name

Meredith Pittman

meredith.pittman@myoneclay.net

Position Title

4th Grade Department Lead

Job Duties and Responsibilities

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

Leadership Team Member #7

Employee's Name

Suzanne Groover

suzanne.groover@myoneclay.net

Position Title

5th Grade Department Lead

Job Duties and Responsibilities

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

Leadership Team Member #8

Employee's Name

Brandy Tichinel

brandy.tichinel@myoneclay.net

Position Title

6th Grade Department Lead

Job Duties and Responsibilities

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

Leadership Team Member #9

Employee's Name

Candice Stevens

candice.stevens@myoneclay.net

Position Title

Intervention Team Facilitator

Job Duties and Responsibilities

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

Leadership Team Member #10

Employee's Name

Sara Warren

sara.warren@myoneclay.net

Position Title

ESE Department Lead

Job Duties and Responsibilities

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

Leadership Team Member #11

Employee's Name

Sara Fiddes

sara.fiddes@myoneclay.net

Position Title

School Advisory Council Chair

Job Duties and Responsibilities

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

Leadership Team Member #12

Employee's Name

Allyson Lowans

allyson.lowans@myoneclay.net

Position Title

IAF and Resource Team Liaison

Job Duties and Responsibilities

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

Leadership Team Member #13

Employee's Name

Paula LeStrange

paula.lestrange@myoneclay.net

Position Title

School Counselor

Job Duties and Responsibilities

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

Leadership Team Member #14**Employee's Name**

Kathryn Wright

kathryn.wright@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

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

Leadership Team Member #15**Employee's Name**

Adele Reed

adele.reed@myoneclay.net

Position Title

School Principal

Job Duties and Responsibilities

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

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

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

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

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

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

C. Demographic Data

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

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

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

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	11	16	11	12	19	10	14			93

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	4	7	3	4	2	0	0			20
Students retained two or more times	0	0	0	1	0	0	3			4

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	21	64	47	69	60	51	45			357
Absent 10% or more school days		17	10	11	10	17	20			85
One or more suspensions		6	2	2	3		2			15
Course failure in English Language Arts (ELA)	1	2								3
Course failure in Math	1									1
Level 1 on statewide ELA assessment	1	12	7	12	4	7	13			56
Level 1 on statewide Math assessment	1		2	6	6	11	22			48
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)				1	4					5
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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

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

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

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

The number of students retained:

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

DRAFT

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.

DRAFT

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

DRAFT

A. ESSA School, District, State Comparison

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

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

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

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

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

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

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

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

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	56%	No		
Hispanic Students	64%	No		
White Students	64%	No		
Economically Disadvantaged Students	61%	No		

D. Accountability Components by Subgroup

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

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	65%	54%	68%	61%	69%	70%	53%	73%					
Students With Disabilities	43%	22%	75%	71%	61%	69%	50%						
Hispanic Students	67%		70%		58%	60%							
White Students	65%	51%	67%	61%	69%	69%	54%	73%					
Economically Disadvantaged Students	62%	51%	66%	61%	65%	66%	50%	67%					

Page 520 of 2426

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%					

426

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

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

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

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

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

III. Planning for Improvement

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

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

Most Improvement

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

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

Lowest Performance

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

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

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

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

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

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

Greatest Decline

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

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

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

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

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

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

EWS Areas of Concern

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

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

Highest Priorities

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

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

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

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

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

Measurable Outcome

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

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

Monitoring

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

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

Person responsible for monitoring outcome

Adele reed

Evidence-based Intervention:

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

Description of Intervention #1:

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

Rationale:

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

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

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

Action Step #1

Professional Development: Metacognitive Strategies

Person Monitoring:

Adele Reed

By When/Frequency:

August 3, Ongoing, Monthly

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

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

Action Step #2

Progress Monitoring: SBLT Meetings

Person Monitoring:

Adele Reed

By When/Frequency:

September 2026, Monthly, Ongoing

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

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

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

Action Step #3

Instructional Implementation: Metacognitive Strategies in Math

Person Monitoring:

Adele Reed

By When/Frequency:

September 2026, monthly

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

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

Area of Focus #2

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

Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale

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

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

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

Measurable Outcome

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

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

Monitoring

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

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

Person responsible for monitoring outcome

Adele Reed

Evidence-based Intervention:

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

Description of Intervention #1:

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

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Professional Learning: Engagement, Checks for Understanding, Effective Feedback

Person Monitoring:

Adele Reed

By When/Frequency:

August 3, Ongoing, Monthly

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

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

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

Action Step #2

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

Person Monitoring:

Adele Reed

By When/Frequency:

September, monthly

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

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

Action Step #3

Progress Monitoring: SBLT Meetings

Person Monitoring:

Adele Reed

By When/Frequency:

September 2026, Monthly

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

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

IV. Positive Learning Environment

Area of Focus #1

Other: Positive Peer Relationships

Area of Focus Description and Rationale

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

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

Measurable Outcome

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

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

Monitoring

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

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

Person responsible for monitoring outcome

Kathryn Wright

Evidence-based Intervention:

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

Description of Intervention #1:

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

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Tier 1 Culture/Behavior Instruction

Person Monitoring:

Kathryn Wright

By When/Frequency:

Weekly, ongoing, August 2026 through May 2027

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

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

Action Step #2

Professional Learning: PBIS Practices

Person Monitoring:

Kathryn Wright

By When/Frequency:

August 3, Quarterly

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

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

Action Step #3

Progress Monitoring: SBLT and PBIS Teams

Person Monitoring:

Kathryn Wright

By When/Frequency:

September 2026, Monthly

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

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

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

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

The SIP is available at oneclay.net/che.

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

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

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

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

The plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum through the provision of research-based strategies (metacognitive strategies, small groups, systematic instruction, visual representations, student engagement, etc.).

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

N/A

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

CHE provides onsite counseling services through our local guidance office and also in coordination with Clay Behavioral. Students can visit our counselor on-demand as well. Student Services Team meetings are held quarterly, involving parents, guidance, social worker, teachers, and administrators, to support the mental health and outside skills of our students. We also hold monthly Attendance Meetings to ensure that attendance is monitored and support is provided, where applicable.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

N/A

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Monthly data chats/MTSS meetings ensure timely support for students in need of behavior intervention. In addition, our PBSI Team monitors discipline patterns to identify and intervene if trends become apparent. The Problem-Solving protocol is introduced to clinically address behaviors that require support beyond the scope of Tier 1 response. If a student with a disability presents behavior challenges, interim IEP meetings are held to problem-solve and either change interventions or introduce Tier 2 support.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit

and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Onsite and district level mentors and coaches are provided to support and retain teachers. Data is consistently used to support initiatives and instructional response, as well as to gauge the effectiveness of our work. 45 minutes of professional learning is facilitated by the school each week to improve teacher practice and promote productive discourse and professional growth among our teachers and staff.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

CHE provides school tours for rising kindergarten students in both the spring and the fall, as well as on demand when requested by prospective parents. We visit local preschools to provide flyers about our programs and invite visits. Prior to the start of school, our kindergarten teachers offer a kindergarten onboarding event to introduce students to the campus and avail parents of kdg readiness skills and expectations.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

N/A

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

N/A

DRAFT

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

DRAFT

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

DRAFT

Clay County Schools

CLAY VIRTUAL FRANCHISE



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority	1
I. School Information	2
A. School Mission and Vision	2
B. School Leadership Team, Stakeholder Involvement and SIP Monitoring	2
C. Demographic Data.....	5
D. Early Warning Systems	6
II. Needs Assessment/Data Review	10
A. ESSA School, District, State Comparison	11
B. ESSA School-Level Data Review	12
C. ESSA Subgroup Data Review	13
D. Accountability Components by Subgroup.....	14
E. Grade Level Data Review.....	17
III. Planning for Improvement.....	19
IV. Positive Learning Environment	26
V. Title I Requirements (optional).....	29
VI. ATSI, TSI and CSI Resource Review	32
VII. Budget to Support Areas of Focus	33

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Our mission is to offer a virtual education experience which allows students to dream, achieve, and soar anywhere, anytime on any path.

Provide the school's vision statement

Clay Virtual Academy will provide students a learning path in an innovative online environment where mastery learning is the focus of each child's motivation, organization, and dedication in preparing them to be leaders in a global marketplace.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Becky Murphy

becky.murphy@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

The principal's job duties include but are not limited to all aspects of overseeing the academic, behavior, fiscal, and operational tasks required of the institution and directly supervising staff in these tasks. The principal is primarily involved in analyzing school data trends and identifying priority improvement targets, strategies, and goals

Leadership Team Member #2

Employee's Name

Linda Garcia

linda.garcia@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal's job duties include supporting the principal in ensuring all tasks are completed and in directly supervising staff in these tasks. The assistant principal serves on SAC as the administrative representative and is primarily responsible for drafting the SIP as well as working with stakeholders to develop appropriate goals and monitor progress.

Leadership Team Member #3

Employee's Name

Carol Cochuyt

carol.cochuyt@myoneclay.net

Position Title

Curriculum Specialist

Job Duties and Responsibilities

As the blended learning curriculum specialist, Carol's duties include working with our on school site lab facilitators, administrators and guidance departments as a liaison between our school and teachers with their full time students taking classes with CVA as blended students. She works closely with our teachers to provide instructional supports on site and virtually. She serves as the SAC chair and is directly involved in the analysis of school data and the development and monitoring of SIP goals

Leadership Team Member #4

Employee's Name

Gayle Weaver

gayle.weaver@myoneclay.net

Position Title

Curriculum Specialist-Distance learning specialist

Job Duties and Responsibilities

As a distance learning specialist, Gayle's duties involve being an expert in virtual learning best practices, coordinating teacher professional development activities for the year and analyzing student work data trends weekly. She is actively involved in identifying school improvement areas to target, establishing appropriate growth goals, and monitoring progress

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The process to develop the SIP involves the leadership team through data analysis and improvement target setting. Additionally, the SAC is involved (which includes teachers, parents, students and community members) by reviewing student assessment data and other data trends like attendance and completion rates, working on the draft of the school improvement plan to modify or approve identified targeted areas, the strategies chosen, and goals established

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Using the states progress monitoring during PM 1 and PM2 the SIP targets and goals will be reviewed and revised as needed. Additional data from district assessments in reading and math will be used to monitor progress. Data from our virtual student system for on pace and grades will be used to monitor attendance and other student work habit behaviors that predict success. Goals will be modified as needed.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION 4-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	35.7%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: A 2023-24: B 2022-23: B 2021-22: B

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	0	0	4	2	3	6	9	9	11	44
Absent 10% or more school days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	1	0	0	0	0	0	1
Level 1 on statewide Math assessment	0	0	0	0	0	0	1	0	0	1
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	0	0	1	0	0	0	0	0	1
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0	0	0	0	0	0

Current Year 2026-27

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	1	0	0	0	0	0	1

Current Year 2026-27

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	3	6	3	3	5	8	7	7	6	48
Absent 10% or more school days										0
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment		3	1						1	5
Level 1 on statewide Math assessment		2				1		1		4
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		2				1		1		4
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		2								2

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

2. Grades 9-12 (optional)

Current Year (2026-27)

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
School Enrollment	8	13	16	33	70
Absent 10% or more school days	0	0	0	0	0
One or more suspensions	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0
Course failure in Math	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0
Level 1 on statewide Algebra assessment	0	0	0	0	0

Current Year (2026-27)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	0	0	0	0	0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

DRAFT

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

DRAFT

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	90	60	64	80	57	61	67	54	58
Grade 3 ELA Achievement		67	64		66	62		58	59
ELA Learning Gains	67	57	62	73	56	61	46	51	59
ELA Lowest 25th Percentile	70	52	55		50	55	50	49	54
Math Achievement*	84	61	64	70	58	62	67	57	59
Math Learning Gains	68	56	61	54	54	60	54	57	61
Math Lowest 25th Percentile	90	49	52		49	53	67	51	56
Science Achievement	96	58	60	65	55	57	66	53	54
Social Studies Achievement*	93	77	77		75	74	84	74	72
Graduation Rate	100	84	77	97	82	72	80	77	71
Middle School Acceleration	92	66	79		67	75	27	68	71
College and Career Acceleration	49	37	61	35	40	56	44	43	54
Progress of ELLs in Achieving English Language Proficiency (ELP)					66	61		59	59

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

[†] District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						82%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						897
Total Components for the FPPI						11
Percent Tested						99%
Graduation Rate						100%
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
82%	68%	59%	56%	56%	52%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
White Students	78%	No		
Economically Disadvantaged Students	69%	No		

DRAFT

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	90%		67%	70%	82%	68%	90%	96%	93%	92%	100%	49%	
White Students	94%		68%		80%	61%		100%			100%	45%	
Economically Disadvantaged Students	81%		64%		64%	58%					100%	46%	

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%										

DRAFT

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%		

Page 557 of 2426

Printed: 07/28/2026

Page 16 of 34

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	8	90%	61%	29%	60%	30%
ELA	10	85%	69%	16%	61%	24%
Science	8	94%	61%	33%	52%	42%
History	11	100%	83%	17%	75%	25%
ELA	3	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
ELA	4	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
ELA	5	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
ELA	6	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
ELA	7	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
ELA	9	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	3	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	4	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	5	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	6	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Science	5	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Civics	7	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Civics	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Biology	9	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Biology	10	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	7	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra	9	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Geometry	8	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Geometry	9	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Geometry	10	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				

DRAFT

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

During the 2025-2026 school year, CVA increased:

ELA: +10 Proficiency

Math: +14 Proficiency, +14 Learning Gains, and +42 Learning Gains for Lower 25%,

Science: +31 Proficiency

Middle School Acceleration +52 points

ELA and Math teachers increased use of supplemental programs aligned to benchmarks and improved tracking of learning of benchmarks/standards. Teachers used data chats to discuss specific student learning goals based on proficiency and learning gains. In Science, 8th grade science the prior year used curriculum within Egenuity. For this school year (25-26) we switched back to using FLVS curriculum which provided improvements in lesson design, rigor, and engagement as well as monitoring tools for the teacher and student to checking learning mastery.

MS Acceleration- we increased opportunities for CTE and improved tracking of acceleration through math (pathway for acceleration that leads to Alg by 8th Grade)

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Learning gains for ELA and Math are the lowest academic areas with 67% ELA and 68% Math. While we use district provided supplemental programs and resources aligned to the benchmarks, these may not be providing our students, who are majority level 4 and 5 proficient students, enough lift to obtain learning gains even though they meet proficiency benchmark standards. A lack of targeted high rigor supplemental practice sets and problems that provide level 4 and 5 students with more practice of the highest rigor levels beyond the standard benchmark is an area impacting lower learning gains.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Learning gains for ELA showed a decline- LG overall dropped 6 points and LG for lower 25% dropped 15 points. Most of our students are proficient at levels 3, 4 and 5. Aligning rigorous supplemental and providing higher levels of practice within live lessons to further enrich students already meeting grade level standards to continue to grow is an area of need. The prior year we experienced a lot of growth in ELA learning gains. Even though we dropped, we are still higher than the 23-24 school year showing we were able to sustain some of the growth from 23-24 (ELA 46% LG in 23-24 to 67% LG in 25-26= +21%. ELA Lower 25% LG 50% in 23-24 to 71% in 25-26= +21%)

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

All of our components are at or higher than the state average

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

There are no EWS areas of concern. Our SIP goal on attendance last year was to have 85% weekly attendance (submitting work every 7 days). We increased 1% to 83% in 2025-2026 and will continue to work on this goal.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Learning gains for ELA
2. Learning gains for ELA L25%
3. Attendance (submitting work 7 days)
4. MS/HS Acceleration
5. Learning gains for Math

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Description: The focus will be on delivering benchmark aligned instruction during live lessons and specific assigned supplemental program lessons focusing on identified gaps in the curriculum as well as gaps in student learning based on prior years' data.

Impact on Student Learning: Increasing rigor to align more with state benchmarks will improve student proficiency and learning gains, especially lower quartile learning gains.

Rationale: Prior year's data, especially in learning gains for ELA, show students may be reaching proficiency levels but learning gains are not always met and in some cases students meet proficiency but are losing ground in achievement overall. Prioritizing instruction aligned to the benchmarks will maximize live lesson time. Ensuring supplemental programs and lessons assigned are meeting the curriculum gap needs will make sure students are doing the right work to close gaps and build gains

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

ELA- Student proficiency will increase to 91% from 90%, learning gains will increase to 68% from 67% and lower quartile learning gains will increase to 72% from 71%

Math- Student proficiency will increase to 85% from 84%, learning gains will increase to 69% from 68% and lower quartile learning gains will increase to 81% from 80%

Student proficiency will be monitored through the state assessment system PM 1, PM 2 and PM 3 with additional tracking and alignment with supplemental program progress monitoring tools and standards monitoring within each assessed coursework unit exams using the FLVS educator tools for assessment analysis. Instructional alignment to state standards and benchmarks will be monitored

through classroom walkthroughs during live lessons.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Walkthroughs of live lessons will look specifically for benchmark aligned instruction and rigorous tasks for students to complete. Lessons will focus on benchmark aligned instruction with task rigor appropriate for students at level 3, 4 and 5 proficiency. This will allow for immediate feedback to teachers for adjustments throughout the school year. Attendance to live lessons will be monitored weekly and referrals to guidance for not attendance will occur for interventions. This will ensure that students are engaging with their teachers to receive the live instruction needed to fill curriculum gaps and check for their understanding and mastery of the benchmarks. Supplemental program usage will be monitored weekly. This will ensure students are engaging in the needed practice with benchmark aligned problem sets and the teacher can intervene as needed when the student is struggling to master a benchmark. FAST data/District assessments will be monitored for improvements in achievement as well as learning gains. Data chats between teachers and students/families will occur after baseline and midyear assessments. PLC logs will be monitored monthly for evidence of instructional planning as well as student data analysis and problem solving with content area teams.

Person responsible for monitoring outcome

Becky Murphy

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Lesson Designed with High Effect Size Instructional and Engagement Strategies

Person Monitoring:

teachers, administrators

By When/Frequency:

monthly/weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Using high effect size instructional practices and total participation engagement strategies, teachers will plan live lessons and discussion based assessments that align to the state standards and benchmarks leading to mastery at the level of rigor of the end of year state assessments. Classroom walkthroughs, recordings of live lessons, DBA feedback, and PLC logs will be used to monitor this action step.

Action Step #2

Professional Learning Communities and Monthly School Wide Professional Development

Person Monitoring:

PLCs, Team Leads, Curriculum Specialists,
Administration

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional learning will be provided monthly in the format of Professional Learning Communities by content area teams and will focus on understanding the state assessed standards, benchmarks, and test item specifications so that lesson design and instruction aligns as necessary. Monthly professional development provided school wide will focus on high impact student engagement strategies in the virtual learning environment. PLC logs will be monitored as a record of the professional learning and PLC discussion on state standards and benchmarks. Live lessons will be observed through walkthroughs to check for implementation of new learning in the form of better alignment to state benchmarks and use of engagement strategies.

Action Step #3

Data Meetings

Person Monitoring:

teachers, administration, PLCs

By When/Frequency:

Monthly/Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Data meetings between teachers and administrators (monthly) and teachers and students (quarterly) will be held to monitor the impact benchmark aligned instruction is having on student achievement by reviewing progress monitoring data at PM 1, PM 2, and PM 3, check for growth and student progress in supplemental programs, and class gradebook data including DBAs to monitor for student mastery of the standards and rigor at the level of students showing proficiency at levels 3, 4, and 5. Team leads and content leads will use student monitoring data to drive discussion and decision making to target students who need more support. This step will be monitored through the log of data chats (administrative notes or student contact log), PLC logs, and improvements in student progress outcomes.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Graduation/Acceleration specifically relating to Acceleration**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as

a crucial need from the prior year data reviewed.

Description- We will focus on the area of student acceleration by building and monitoring acceleration pathways specifically for middle school and high school students.

Impact on student learning: By focussing on this area, we will ensure that our middle school students will be better prepared to engage in college and career readiness course pathways when they enter high school and high school students will be able to explore various college and career preparation courses during high school and leave high school college and career ready.

Rationale:

Middle School Acceleration: In order for students to be eligible for middle school acceleration opportunities, planning must begin in 6th grade for accelerated math and science options that occur in 8th grade. Middle school acceleration has grown from 27% (SY 23-24) to 33% (SY 24-25) and projected 85% for (SY 25-26). While we have been making strides in improving this area, in order to maintain this growth we must monitor and manage the acceleration track and options for our middle school students.

High School Acceleration: For high school acceleration, we have grown from 44% (reported SY 23-24) to 49% (reported SY 25-26) and projected 94% for the 2026 Cohort (reported in SY 26-27). In order to maintain this level of acceleration amid a shifting CTE and industry certification landscape where some courses and certifications are limited by grade level and availability in the virtual setting, CVA must continue to focus on building systems for monitoring and course offerings to provide as many pathways to acceleration as possible at all grade levels 9-12th grade. By continuing to focus on this area, will ensure that we are monitoring system changes to provide more acceleration pathways for students, improved monitoring and tracking of students, and building teacher, student, and family buy-in for providing a rigorous curriculum.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

86% of eligible 8th grade middle school students will earn an acceleration point, an increase of 1%.

95% of high school seniors will earn an acceleration point by graduation, an increase of 1%

These measurable outcomes will be monitored through semester updates to the 6-12 grade acceleration and graduation progression tracker and monthly guidance-admin meetings to discuss student progress as well as concerns to ensure students are on track to complete their prescribed pathways by each semester.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Through a counselor tracker spreadsheet, each student grade 6-8 and 9-12 will have a specific acceleration track/pathway plan. Student progress will be monitored each semester. Data on 7th grade math scores will be used to ensure when appropriate 8th graders are placed in accelerated math pathway for EOC or other acceleration opportunities. All 9-12 grade students will choose at least one acceleration pathway to be completed by their 11th grade year if possible. Scheduling will be monitored with % of students completing an accelerated course (dual enrolment/AP/AICE) or industry certification. Students will be required to complete supplemental programs that support their acceleration pathway and these will be monitored by teachers, counselors, and administration.

Person responsible for monitoring outcome

Becky Murphy

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:**Rationale:****Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Create individual student acceleration pathway plans with each student 6-12 the grade

Person Monitoring:

School Counselors

By When/Frequency:

Before August 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

School counselors will meet with each student grades 6-12 to create or update a long term student course plan that builds a pathway to acceleration. Students following their course progression plans will successfully complete the courses per the plan. This will be monitored weekly for course pacing, including checking that students are completing required supplemental programs. Students need to be on pace in each class per their plan.

Action Step #2

Professional learning on analyzing student progress and monitoring data

Person Monitoring:

Success Team PLC and Administration

By When/Frequency:

monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional learning will be provided monthly in the format of Student Success Team PLCs and will focus on analyzing student course data from both their virtual courses and supplemental programs. The Student Success Team PLC will identify and work with students not on pace to successfully complete their courses and supplemental programs. By monitoring this work, the members will be able to more quickly work with students to ensure they are meeting their course completion goals needed to achieve their acceleration tracks.

Action Step #3

Data meetings school counselors and administration to review student progress

Person Monitoring:

administration and school counselors

By When/Frequency:

monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Data meetings between counselors and administration will be held monthly to reflect on how students' plans for acceleration are progressing based on the students' pacing and grades in their courses. Students who are not meeting goals toward acceleration will be targeted for additional support. This action step will be monitored through scheduled monthly meetings and meeting logs.

IV. Positive Learning Environment**Area of Focus #1**

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Description: We will focus on student attendance, specifically in the virtual setting this means the percentage of students submitting work every 7 days.

Impact on Student learning: Student attendance is a critical factor to their success in school. In the virtual setting, student's on pace and weekly work habits have a direct correlation to their successful completion of the course and their learning outcomes. Students who do not work weekly lose momentum in their learning.

Rationale: Last year, 83% of CVA students submitted work weekly, a 1% increase over the year prior but short of our 85% goal.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

85% of students will submit work weekly, a 2% improvement from SY 25-26.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Through reports available in teacher accounts with FLVS, students' weekly work submissions and pace can be tracked. The student success team will track this data weekly, the leadership team will review the data monthly

Person responsible for monitoring outcome

Linda Garcia

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:**Rationale:****Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Set Clear and Explicit Expectations for Attendance

Person Monitoring:

Teachers, Administration, Curriculum Specialist

By When/Frequency:

Within 48 hours of the students being assigned to a class, the teacher will send the welcome email/letter and attempt a welcome call to the student.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will provide explicit directions to students about what attendance in the virtual setting is through their announcement page, welcome letter/email, and welcome call. Student work submissions and pacing will be monitored twice a week with school wide data pulls.

Action Step #2

Professional learning on data analysis and monitoring student progress using reports in VSA

Person Monitoring:
Curriculum Specialists

By When/Frequency:
August 12 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional learning will be provided during pre-planning in the format of whole group professional learning by distance learning curriculum specialists and will focus on monitoring and responding to student work data. Bi-weekly school wide data will be analyzed and students not meeting attendance goals will be identified and contacted by teachers, PLC leads, Academic Success Team members and/or administration to address the concern. Students may be placed on a student success plan as appropriate to improve work/attendance

Action Step #3

Success Team Data Meetings

Person Monitoring:
Success Team, Administration

By When/Frequency:
weekly/ongoing throughout school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Data meetings will be held weekly to reflect on how setting clear attendance expectations is impacting student achievement by reducing the number of students not submitting work weekly. Percentages of students behind pace will be reduced when students submit work weekly. Student success team data logs will be monitored for actions steps supporting students.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

DRAFT

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

DRAFT

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

DRAFT

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

DRAFT

Clay County Schools

COPPERGATE ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority	1
I. School Information	2
A. School Mission and Vision	2
B. School Leadership Team, Stakeholder Involvement and SIP Monitoring	2
C. Demographic Data.....	10
D. Early Warning Systems	11
II. Needs Assessment/Data Review	14
A. ESSA School, District, State Comparison	15
B. ESSA School-Level Data Review	16
C. ESSA Subgroup Data Review	17
D. Accountability Components by Subgroup.....	18
E. Grade Level Data Review.....	21
III. Planning for Improvement.....	22
IV. Positive Learning Environment	49
V. Title I Requirements (optional).....	54
VI. ATSI, TSI and CSI Resource Review	57
VII. Budget to Support Areas of Focus	59

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

At Coppergate Elementary School, we are committed to educating the whole child by fostering academic excellence and integrating the visual and performing arts. Our holistic approach ensures that each student thrives intellectually, creatively, and socially.

Provide the school's vision statement

Coppergate is dedicated to nurturing lifelong learners through a comprehensive academic and arts curriculum. By emphasizing communication, creative problem-solving, and interpersonal relationships, we empower our stakeholders to inspire and cultivate a thriving community of well-rounded, innovative individuals.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Melissa Metz

melissa.metz@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

1. Instructional Leadership: Communicates schoolwide goals and instructional priorities, evaluates teaching practices, and leads efforts to improve student achievement.
2. School Culture and Community Engagement: Fosters a positive, inclusive school culture while encouraging strong family and community involvement.

3. Organizational Management: Oversees daily operations, including staffing, scheduling, and resource allocation to support instructional effectiveness.
4. Data-Driven Decision Making: Monitors academic performance, behavior trends, and school climate data to inform continuous improvement strategies.
5. Policy and Compliance: Ensures adherence to district, state, and federal policies and develops and refines school procedures to meet evolving needs.
6. Fiscal Oversight: Administers the school budget to align with strategic priorities, instructional goals, and student support initiatives.

Leadership Team Member #2

Employee's Name

Candi Sweet

candi.sweet@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

1. Instructional Support: Assists in evaluating teaching practices, implementing school improvement strategies, and supporting high-quality instruction across grade levels.
2. Student Success and Behavior: Oversees behavior systems, supports MTSS implementation, and collaborates with staff to ensure a safe and respectful learning environment.
3. Operational Management: Aids in managing daily school operations, including scheduling, supervision, safety procedures, and facilities coordination.
4. Family and Community Engagement: Promotes strong partnerships with families and the broader community to support student learning and engagement.
5. Compliance and Policy Implementation: Supports enforcement of school policies and ensures adherence to district and state guidelines.
6. Leadership Collaboration: Partners with the Principal and school leadership team to analyze data, monitor progress, and drive continuous school improvement.

Leadership Team Member #3

Employee's Name

Brittany Franczak

bittany.franczak@myoneclay.net

Position Title

MTSS Intervention Team Facilitator and Testing Coordinator

Job Duties and Responsibilities

1. MTSS Leadership: Leads the school's MTSS framework by facilitating problem-solving meetings, coordinating academic and behavioral supports, monitoring student progress, and guiding data-based instructional decisions.
2. PBIS Leadership: Coordinates the school's PBIS framework by leading the PBIS team, analyzing behavior data, and supporting schoolwide systems that promote positive student behavior.
3. Instructional Coaching: Provides job-embedded coaching, collaborative planning, classroom support, and feedback to strengthen Tier I instruction and evidence-based instructional practices.
4. Professional Learning: Plans and facilitates professional learning aligned with school improvement goals, district initiatives, and instructional priorities.
5. Data & Assessment: Supports teachers in administering assessments, analyzing student data, monitoring progress, and using results to inform instruction and intervention decisions.
6. Intervention Coordination: Coordinates Tier II and Tier III intervention systems, monitors implementation and progress, and provides direct Tier III intervention only as needed.
7. Reading Leadership: Supports implementation of evidence-based literacy instruction and schoolwide reading initiatives aligned to district priorities.
8. Title I Compliance: Maintains Title I documentation and supports implementation and monitoring of the schoolwide Title I program.

Leadership Team Member #4**Employee's Name**

Luuly Thai

luuly.thai@myoneclay.net

Position Title

School Counselor

Job Duties and Responsibilities

1. Student Support: Provides individual and group counseling to address academic challenges, behavioral concerns, and social-emotional needs.
2. Collaboration and Communication: Serves as a key liaison between parents, teachers, administrators, and students, facilitating open communication and coordinated support.
3. Crisis Intervention and Prevention: Assists in crisis response, behavior intervention planning, and the development of proactive strategies that promote student well-being.
4. Program Development: Supports implementation of schoolwide initiatives that foster positive school climate, character development, and student engagement.

Leadership Team Member #5

Employee's Name

Katheryn Jakubik

katheryn.jakubik@myoneclay.net

Position Title

School Social Worker

Job Duties and Responsibilities

1. Student and Family Support: Assists students and families with challenges related to attendance, academics, housing instability, and access to basic needs such as clothing and resources.
2. Team Collaboration: Serves as a core member of the Student Success and Attendance Team, working collaboratively to identify at-risk students and implement targeted supports.
3. Early Warning System (EWS) Monitoring: Oversees the school's Early Warning System, tracking indicators such as attendance, behavior, and course performance to inform interventions.
4. Resource Connection: Links families with community agencies and services to provide wraparound support and ensure student well-being.
5. Advocacy and Outreach: Advocates for students' needs while supporting communication and engagement between home, school, and community partners.

Leadership Team Member #6

Employee's Name

Suzanne Davis

suzanne.davis@myoneclay.net

Position Title

School Site Specialist

Job Duties and Responsibilities

1. Academic Support: Collaborates with instructional staff to identify and address learning gaps through data-informed interventions and instructional planning for students with and without disabilities.
2. Behavioral Support: Assists in the development, implementation, and monitoring of behavior intervention plans (BIPs) and positive behavior supports aligned with the school's MTSS framework.
3. ESE Compliance Oversight: Ensures all Exceptional Student Education (ESE) programs meet

federal, state, and district compliance requirements, including IEP development, timelines, documentation, and service delivery.

4. Collaboration and Coaching: Supports teachers through consultation, modeling, and coaching on inclusive practices, accommodations, and differentiation strategies.
5. Data Monitoring and Problem-Solving: Participates in data reviews, student support team meetings, and problem-solving processes to track student progress and ensure timely intervention.
6. Professional Development: Provides or coordinates targeted professional learning for staff on ESE procedures, MTSS implementation, and inclusive instructional strategies.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

To meet the federal compliance mandates of ESEA Section 1114(b)(2), the development of this School Improvement Plan (SIP) was driven by a collaborative, multi-layered stakeholder engagement process. Input was gathered from all required groups, ensuring that our instructional pivots directly address the cultural, climate, and academic needs identified by our community.

Involving Stakeholders in the Process

The school systematically engaged leadership, staff, families, and community partners through three distinct channels:

- School Leadership Team & Select Staff: Through the OneClay Leadership Academy SIP Work Sessions, school leaders participated in dedicated planning modules. This team intentionally included School-Based Leadership Team (SBLT) representatives from 3rd, 4th, and 5th grades, as well as an Exceptional Student Education (ESE) representative. This structure ensured that the voices of teachers navigating the self-contained transitions and high-stakes testing windows were directly at the table.
- Parents, Families, and Community Leaders: The School Advisory Council (SAC)—composed of parents, local business partners, and community leaders—served as the primary governing body for family input. The SAC met regularly to review preliminary campus data, discuss funding allocations, and audit draft school improvement goals.

- The Wider School Community (Staff, Parents, and Students): Broad-based feedback was gathered through the annual School Culture and Climate Survey. This comprehensive survey collected anonymous, raw data on campus safety, instructional expectations, communication effectiveness, and overall climate from parents, staff, and students.

How Stakeholder Input Was Used to Develop the SIP

The feedback and data collected from these stakeholders were not just reviewed—they actively dictated the core components of this plan:

- Transforming the Instructional Delivery Model: During the *OneClay Leadership Academy Work Sessions*, our 3rd-5th-grade and ESE leadership representatives conducted a deep dive into longitudinal cohort data. Their firsthand feedback on the 2nd- to 3rd-grade instructional gap directly shaped our decision to transition to a full self-contained model for the upcoming school year.
- Targeting the Literacy Pipeline Gaps: Parent and community feedback during *SAC meetings* highlighted a critical need for transparent communication about students' reading levels. In response, the SAC's input was used to protect Title I resource allocations, ensuring funding was secured for the dedicated reading tutor who will provide low-ratio, intensive interventions to our 50 target RAISE students.
- Addressing Culture and Climate Data: Analysis of the *School Culture and Climate Survey* revealed that, while academic expectations were viewed as high, both teachers and families sought more structured, predictable support systems for striving learners. This specific data point led directly to the formulation of our data-meeting action steps: establishing a strict weekly admin walkthrough schedule and formalized monthly ITF data packages (*BMA*, *Foundations*, and *Acadience* tracking). This system directly answers stakeholder demands for immediate accountability, clear communication, and rapid-cycle interventions.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The School Improvement Plan will be continuously monitored through a comprehensive system of collaborative leadership, instructional review, and data analysis to ensure that evidence-based practices are implemented with fidelity and lead to improved student outcomes across English Language Arts, Mathematics, and Science.

1. **Weekly Administrative Team (ATM) Meetings:** The Administrative Team (ATM) will meet weekly to monitor implementation of the School Improvement Plan. Using data from the County Walkthrough Tool, classroom observations, instructional planning reviews, and short-cycle formative assessment data, administrators will monitor implementation of Foundations (Grade 2), Benchmark Advance (Grades 2–5), the Florida B.E.S.T. Standards Appendix D Explicit Vocabulary Routine, explicit comprehension strategy instruction, Eureka Math², Eureka Math Catalyst, standards-based small-group mathematics instruction, and inquiry-based science instruction supported through Generation Genius and hands-on investigations. This ongoing review will be used to identify instructional trends, ensure implementation fidelity and curriculum pacing, monitor the delivery of rigorous Tier I instruction across all content areas, and provide timely coaching, feedback, and support to teachers.
2. **Monthly School-Based Leadership Team (SBLT) Meetings:** The School-Based Leadership Team (SBLT) will meet monthly to evaluate schoolwide implementation and student achievement data. The Instructional Technology Coach/Instructional Facilitator (ITF) will prepare and present comprehensive data reports, including FAST Progress Monitoring, Benchmark Advance assessments, Foundations assessments, Eureka Math² assessments, FOCUS common assessments, Acadience Reading progress-monitoring data, Generation Genius reports, and other classroom formative assessment data. The SBLT will analyze trends by grade level, subgroup, and content area to monitor progress toward School Improvement Plan goals, evaluate the effectiveness of instructional practices and interventions, and make timely adjustments to Tier I instruction, intervention supports, and professional learning.
3. **FAST Progress Monitoring Cycles (PM1, PM2, and PM3):** The school will use each FAST Progress Monitoring window as a formal opportunity to evaluate student progress and instructional effectiveness. Following each assessment window (PM1 and PM2), administration and teachers will participate in collaborative data chats to analyze classroom, grade-level, subgroup, and schoolwide performance. Instructional teams will identify strengths, determine priority standards requiring additional support, adjust Tier I instruction and intervention plans, and establish instructional goals. Teachers will also conduct student data conferences, as appropriate, to help students monitor their academic progress and establish individual learning goals. Following the release of PM3 results, grade-level teams, intervention staff, instructional leaders, and administration will conduct a comprehensive review of student achievement and School Improvement Plan outcomes. The team will identify successful instructional practices, determine areas requiring continued improvement, and use the findings to inform class placement decisions, vertical articulation, professional learning priorities, and development of the following year's School Improvement Plan.

Revising the School Improvement Plan Through Continuous Stakeholder Feedback

The School Improvement Plan will be reviewed and revised throughout the year based on student performance data, implementation monitoring, and stakeholder feedback to ensure continuous improvement.

1. School Advisory Council (SAC): The School Advisory Council (SAC) will review progress toward School Improvement Plan goals following each FAST Progress Monitoring window. School leadership will present achievement data, implementation updates, and identified needs for stakeholder feedback. SAC recommendations will be considered when determining adjustments to instructional priorities, resource allocation, and Title I expenditures.
2. Teacher and PLC Feedback: Grade-level Professional Learning Communities (PLCs), collaborative planning sessions, and instructional coaching cycles will provide ongoing opportunities for teachers to evaluate the effectiveness of instructional practices, professional learning, and intervention supports. Teacher feedback will be used to refine coaching priorities, adjust professional learning, and strengthen implementation of evidence-based instructional practices.
3. Leadership Reflection and Continuous Improvement: The Administrative Team (ATM) and School-Based Leadership Team (SBLT) will use implementation data, student achievement results, and stakeholder feedback to make timely adjustments to instructional supports, intervention systems, and professional learning throughout the school year. Findings from PM3 and end-of-year program evaluations will serve as the foundation for developing priorities, goals, and action steps for the next School Improvement Plan, ensuring a continuous cycle of reflection, refinement, and improvement.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	99.4%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL)* BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: B 2024-25: C 2023-24: B 2022-23: B 2021-22: C

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment		79	62	82	78	68				369
Absent 10% or more school days		21	15	20	14	10				80
One or more suspensions		1	3	5	3	5				17
Course failure in English Language Arts (ELA)		4	4	0	0	0				8
Course failure in Math		2	3	0	0	1				6
Level 1 on statewide ELA assessment		7	13	16	14	8				58
Level 1 on statewide Math assessment		5	7	17	19	10				58
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		0	1	3						4
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)					1					1

Current Year 2026-27

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		9	18	10	7	11				55

Current Year 2026-27

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	80	73	86	74	106	92	81			592
Absent 10% or more school days	23	19	8	16	18	27	18			129
One or more suspensions	1	2	6	1	5	4	9			28
Course failure in English Language Arts (ELA)	1	2				2				5
Course failure in Math	2	3		1		4	1			11
Level 1 on statewide ELA assessment	7	9	28	13	18	15	19			109
Level 1 on statewide Math assessment	4	9	20	10	24	23	13			103
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		5	5	13						23
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		2	9	10	24					45

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		10	7	13	16	36				82

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1									1
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

DRAFT

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

DRAFT

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026		2025		2024	
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	55	66	62	54	63	59
Grade 3 ELA Achievement	47	66	61	57	66	59
ELA Learning Gains	60	63	63	54	62	60
ELA Lowest 25th Percentile	60	60	58	48	60	56
Math Achievement*	54	69	66	50	67	64
Math Learning Gains	63	69	64	56	65	63
Math Lowest 25th Percentile	45	58	50	55	57	51
Science Achievement	55	67	62	42	62	58
Social Studies Achievement*			95			92
Graduation Rate						
Middle School Acceleration						
College and Career Acceleration						
Progress of ELLs in Achieving English Language Proficiency (ELP)						

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						ATSI
OVERALL FPPI – All Students						55%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						1
Total Points Earned for the FPPI						439
Total Components for the FPPI						8
Percent Tested						99%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
55%	52%	60%	56%	53%	65%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	42%	No		
English Language Learners	35%	Yes	1	
Black/African American Students	48%	No		
Hispanic Students	58%	No		
Multiracial Students	66%	No		
White Students	55%	No		
Economically Disadvantaged Students	52%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	55%	47%	60%	60%	54%	63%	45%	55%					
Students With Disabilities	33%	38%	43%	40%	41%	57%	47%	40%					
English Language Learners	41%				29%								
Black/African American Students	47%	44%	55%	70%	45%	45%	31%	43%					
Hispanic Students	62%	50%	65%		54%	76%		40%					
Multiracial Students	68%	60%	67%		50%	83%							
White Students	54%	46%	59%	57%	59%	63%	43%	62%					
Economically Disadvantaged Students	54%	51%	58%	58%	49%	55%	42%	45%					

Page 595 of 2426

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%

Page 596 of 2426

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%

Page 597 of 2426

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	46%	65%	-19%	60%	-14%
ELA	4	66%	64%	2%	60%	6%
ELA	5	49%	60%	-11%	61%	-12%
Math	3	41%	69%	-28%	66%	-25%
Math	4	70%	65%	5%	65%	5%
Math	5	51%	61%	-10%	62%	-11%
Science	5	54%	66%	-12%	60%	-6%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

Based on a combination of sources, the data component that showed the most significant academic improvement was 4th-grade ELA Learning Gains for the Bottom Quartile (LPQ), which increased by 31 percentage points, rising from 38% to 69%, 5th-grade ELA Learning Gains from the Bottom Quartile (LPQ) rising 16 percentage points from 38% to 54%, and 5th-grade Science Proficiency which increased 13 percentage points, rising from 42% to 55%.

Other notable improvements included a 24.8% jump in staff perception of administrative instructional leadership and a 24-percentage-point increase in 4th-grade Math proficiency.

The school implemented specific, targeted strategies to achieve these gains:

For 4th-Grade Academic Achievement:

- **Targeted Small Group Instruction:** The team prioritized data-driven small groups to determine specific instructional paths for students.
- **Collaborative and Intentional Planning:** Teachers engaged in high-level collaboration, such as the partnership between classroom teachers and reading assistants, to maximize student support.
- **Coaching and Specialized Support:** The school utilized support from district reading and math coaches, Title 1 Aides, and specialized staff members.
- **Real-Time Feedback:** Teachers utilized district-provided exit tickets as quick checks for understanding, grading them in the moment to identify and dispel misconceptions immediately.

For ELA LPQ Learning Gains:

- **Targeted Small-Group Instruction:** The school made data-driven flexible grouping a priority, focusing explicitly on standards-based deficits.
- **Intentional Paraprofessional Support:** In 4th grade, effective collaboration between classroom teachers and reading assistants (e.g., Mrs. Thomas and Mrs. Bushra) was cited as a key factor in maximizing student support.
- **Real-Time Feedback via Exit Tickets:** Across grade levels, teachers began using district-

provided exit tickets as quick checks. By grading these in the moment, they identified and corrected student misconceptions immediately.

- **Explicit Foundational & Comprehension Focus:** Instruction for these students focused heavily on a balance of explicit vocabulary instruction, comprehension, and fluency routines aligned with the B.E.S.T. standards.

For Administrative Instructional Leadership:

- **Increased Accessibility and Visibility:** The administration made a coordinated effort to be more present, with the Principal's visibility increasing by 13.2% and Assistant Principals' visibility by 20.6%.
- **Instructional Shift:** The administration team pivoted to act as the school's primary instructional leaders, a shift that staff identified as a major factor in the year's success.

For 5th-Grade Science (which grew by 13 percentage points):

- **Saturday Science Boot Camp:** The school launched a specialized weekend program to reinforce science standards.
- **Digital Intervention:** The school integrated Penda, a digital science resource, for individualized student practice and targeted remediation. Generation Genius, another digital tool, was also used to support instruction.

For Classroom Behavior (which improved by 13.9%):

- **Proactive Management Systems:** Teachers implemented clear routines, timers for transitions, specific praise, and proactive redirection.
- **Focus on School Culture:** A coordinated effort was made to reclaim instructional time by improving classroom management systems, resulting in significantly fewer discipline referrals in grades such as Kindergarten and 3rd grade.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Based on the sources, the data component showing the lowest overall performance among the primary school grade categories was the Math Lowest Performing Quartile (LPQ), which fell to 45% in the 2025–2026 school year. Closely following this was 3rd-grade ELA achievement, which declined to 47%.

Contributing Factors to Low Performance

The sources identify several key factors that led to these low performance levels during the past

year:

- **Lack of Targeted Math Focus:** In the intermediate grades, teachers admitted they did not focus on mastery of fact fluency early enough, noting that the standard curriculum provides little room for fact-building exercises. In 3rd grade specifically, teachers were often self-contained and spent a disproportionate amount of time learning the new ELA curriculum, resulting in less focus on Math.
- **Planning and Goal Setting:** For 3rd-grade ELA and Math, reflections indicated a lack of intentional planning at both the whole-group and small-group levels. Furthermore, the grade level set unrealistic SMART goals (such as 100% oral reading fluency for all students, including ESE and ELL students), which were unattainable.
- **Teacher Instability and Support:** In 5th grade, instructional continuity was disrupted when the administration reassigned a 3rd-grade teacher to the grade level mid-year due to concerns about the previous teacher's classroom management, curriculum pacing, and attendance. This transition created challenges in maintaining consistent instruction and implementing the established curriculum sequence. Additionally, available district math specialist support was not fully leveraged to provide targeted coaching, instructional guidance, and intervention strategies, limiting opportunities to strengthen mathematics instruction and student achievement.

Observed Trends

The data reveals several concerning trends regarding these low-performing areas:

- **The "Intermediate Drop":** A consistent trend shows that proficiency levels often drop significantly as students transition into the intermediate grades (3rd through 5th). This is attributed to increased text complexity, higher-order questioning, and the demand for multi-step problem solving on state assessments.
- **Math LPQ Decline:** The Math LPQ showed a significant negative trend, dropping 10 percentage points from 55% in 2024–2025 to 45% in 2025–2026.
- **3rd Grade Instability:** Historically, 3rd-grade performance has fluctuated; while it showed some recovery in 2024–2025, it fell back below 50% in both ELA and Math in the most recent year.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Among the primary and intermediate school grade components, significant declines were observed in both 3rd Grade ELA proficiency (dropping 10 percentage points from 57% to 47%) and the Math Lowest Performing Quartile (LPQ), which fell 10 percentage points from 55% to 45%.

An analysis of the data points to specific instructional, behavioral, and staffing factors that drove these downward trends.

Isolated Teacher Performance Outliers

A critical factor in both the 3rd-grade ELA and 5th-grade math declines was significant underperformance by an isolated teacher on each team, which disproportionately dragged down the overall grade-level averages.

- **5th Grade Math:** One teacher demonstrated subpar performance compared to the rest of the grade-level team, effectively negatively impacting the overall metrics. While this individual was dismissed from her post in February, the instructional damage had already been done and could not be fully recovered by state testing.
- **3rd Grade ELA:** Similarly, one specific teacher on the 3rd-grade team performed significantly below their peers, heavily weighing down the grade's proficiency rate and contributing to the drop from 57% to 47%.

Staffing Instability and Support Gaps

- **Mid-Year Transitions:** The 3rd-grade and 5th-grade cohorts experienced teacher instability, including mid-year teacher moves.
- **Underutilized Resources:** Intermediate teams acknowledged failing to maximize available resources, noting that they did not fully utilize district math specialists to support struggling educators and students.

Curriculum Imbalance and Implementation Hurdles

- **ELA vs. Math Imbalance:** In 3rd grade, most teachers taught in self-contained classrooms. They spent a disproportionate amount of time adjusting to and learning the new ELA curriculum. While this focus led to a neglect of mathematics instruction, it did not prevent a major drop in ELA proficiency (from 57% to 47%) due to staffing and implementation issues.
- **Neglect of Foundational Fluency:** Intermediate-grade teams noted that they did not focus on mastery of basic fact fluency (multiplication, division, addition, subtraction) early enough in the year.

Planning Deficiencies & Assessment Rigor

- **Targeted Planning Gaps:** Teacher reflections indicated a distinct lack of intentional whole-group and small-group planning specifically targeted at the needs of struggling learners (LPQ).

- **Increased Assessment Rigor:** 5th-grade instruction faced a steep hurdle due to increased text complexity and greater demand for analytical thinking and multi-step problem-solving on state math assessments, which disproportionately affected the lowest-performing quartile.

Decreased Instructional Continuity and Behavior

- **Attendance Drop:** 5th-grade attendance dropped from 98% in the prior year to 94%.
- **Discipline Issues:** discipline referrals further compounded the attendance issue, reducing the total amount of time students spent actively engaged in learning.

The "Intermediate Drop" Trend

The data altogether highlights a clear "intermediate drop" trend. Student proficiency and growth often decline as students transition from the foundational, highly scaffolded environment of primary instruction (K–2) to the more rigorous, analysis-heavy demands of 3rd through 5th grades. While the school celebrated notable "bright spots" and gains in the primary grades, the intermediate levels struggled to maintain that momentum, a vulnerability that was exacerbated this year by strategic staffing challenges and curriculum implementation fatigue.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Third Grade Mathematics showed the largest gap relative to the state average. Coppergate School of the Arts earned 39% proficiency compared to the state average of 66%, resulting in a 27-point gap.

Several factors contributed to this performance. First, instructional emphasis in third grade has historically been heavily concentrated on English Language Arts due to Florida's mandatory retention requirements tied to Grade 3 reading proficiency. While this focus supported literacy efforts, it inadvertently reduced the emphasis on mathematics instruction.

Additionally, this cohort entered third grade with below-grade-level mathematics skills, requiring significant remediation to address unfinished learning from previous years. Staffing challenges further impacted instruction. One third-grade teacher was returning to teaching mathematics after several years away from the content area and needed additional support to implement the curriculum. Midyear staffing adjustments also affected instructional continuity. To address critical needs in fifth-grade mathematics and science, a high-performing third-grade teacher was reassigned to fifth grade, and the teacher who moved into third grade struggled to maintain instructional momentum and student achievement.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Based on the Early Warning Systems (EWS) data for the 2025–2026 school year, two significant areas of concern are chronic absenteeism and the high concentration of risk indicators in the 5th-grade cohort.

High Rates of Chronic Absenteeism

Across all grade levels, 101 students were identified as being absent for 10% or more of the school year. This indicator is particularly concerning in Kindergarten (21 students), 2nd grade (20 students), and 5th grade (21 students). High absenteeism is explicitly noted in staff reflections as a factor that negatively affects instructional continuity and student engagement.

Vulnerability of the 5th-Grade Cohort

The 5th-grade level presents the most significant cluster of early warning signs across multiple categories:

- **Multiple Risk Factors:** 5th grade has the highest number of students with two or more early warning indicators (15), nearly double the count for most other grade levels.
- **Academic Deficits:** It has the highest number of students scoring Level 1 on statewide assessments in both ELA (17 students) and Math (24 students).
- **Behavioral Concerns:** This grade level recorded the highest number of suspensions (7) among all grades. These factors combined suggest that 5th-grade students are at the highest risk of continued academic decline, a trend the administration noted could create a "chain reaction" that impacts the school's overall performance if not addressed with high-rigor Tier I instruction and targeted support.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

- Data-Driven Teacher Coaching, Focus Area: 3rd Grade ELA proficiency & 4th and 5th grade learning gain in the Math LPQ, including 3rd grade retainees in the LPQ for Math
- Targeted Early Intervention & Structured Planning for 3rd-grade ELA proficiency and Math LPQ, Focus Area: Math Lowest Performing Quartile (LPQ) 4th and 5th grade learning gains in the Math LPQ, include 3rd grade retainees in the LPQ for Math & 3rd Grade ELA proficiency
- 2nd-to-3rd Grade Reading Transition Bridge, Focus Area: 2nd Grade ELA & 3rd Grade ELA
- Targeted EWS Case Management (Attendance Recovery), Focus Area: Chronic Absenteeism (Students below 90% attendance)

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Description

This focus area targets the stabilization and strengthening of the early literacy pipeline, specifically mitigating the systemic achievement drops that occur during the transitions from 1st to 2nd grade and 2nd to 3rd grade. This initiative focuses on structural alignment between primary and intermediate expectations, ensuring an explicit instructional shift from foundational phonics mastery (K–1) to advanced fluency, vocabulary building, and structural text analysis (Grades 2–3) within the new ELA core curriculum.

How It Affects Student Learning

The transition from 1st to 3rd grade represents a massive shift in the cognitive demands of reading. In 1st grade, learning is highly scaffolded and focused on decoding. By 3rd grade, students must navigate dense text independently and think critically. When the bridge between 1st-, 2nd-, and 3rd-grade levels is misaligned, students experience a "literacy shock." If they do not master phonics-to-fluent reading by the end of 2nd grade, they enter 3rd grade completely unequipped to handle the high text complexity of the new ELA curriculum, resulting in immediate frustration and a drop in proficiency.

Rationale

While our K–2 primary grades showed historical "bright spots" of raw reading growth, a deep dive into longitudinal data reveals a distinct downward trend as students move up the primary pipeline. The momentum gained in K–1 consistently stalls during the 2nd-grade transition and hits a wall in 3rd grade, where the 2025–2026 data culminated in a drop to 47% proficiency.

This drop occurs because the transition expectations are not vertically aligned, and self-contained 3rd-grade teachers became so bogged down with the steep learning curve of the new ELA curriculum that pacing and foundational bridging were lost. By intentionally targeting the 1st-to-2nd and 2nd-

to-3rd grade transition zones, the school can catch the "slide" before it solidifies into a multi-year achievement gap.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Prior Year Data

A cohort tracking analysis reveals significant systemic drops and stagnation points across our primary grade transitions:

- **1st-to-2nd Grade Slide (2024–2026 Cohort Tracking):** The cohort completing 1st grade in 2024–2025 demonstrated 73% proficiency but dropped significantly to 59% proficiency by the end of their 2nd-grade year in 2025–2026, a longitudinal loss of 14 percentage points.
- **2nd-to-3rd Grade Stagnation (2024–2026 Cohort Tracking):** The cohort entering 3rd grade began with a deficit of 44% proficiency at the end of 2nd grade (2024–2025) and flatlined, achieving only 46% proficiency on the 2025–2026 3rd-grade FAST assessment, representing a near-total stagnation (+2 percentage points) of expected academic growth.

By the conclusion of the upcoming school year, the primary literacy pipeline will achieve the following targets as measured by the end-of-year State FAST ELA Assessment (Grades 3) and FAST Star Reading Assessments (Grades 1–2):

1. **Plugging the 1st-to-2nd Grade Leak:** The rising 2nd-grade cohort (moving from 1st to 2nd) will slow the historical drop-off, increasing their grade-level proficiency rate to 65% through targeted fluency and vocabulary bridging.
2. **Advanced Comprehension Scaffolding (Grades 2 to 3):** The rising 3rd-grade cohort will break the stagnation trend by participating in daily, explicit instructional scaffolding for multi-paragraph texts and complex question-response alignment, accelerating their proficiency from a baseline of 46% to 55%.

Specific Measurable Outcome

By the end of the 26/27 school year, the 3rd-grade ELA proficiency rate will increase from 46% to 55%, and 65% of 2nd-grade students will be proficient as measured by the State FAST ELA/Star Literacy Assessments.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

To ensure our rising third graders enter the state's first high-stakes tested grade prepared for

success, the monitoring framework will closely track the development of foundational reading skills and grade-level comprehension throughout second grade.

Administration & Coach Classroom Walkthroughs: Leadership will conduct targeted weekly walkthroughs in all second-grade classrooms to monitor implementation of Tier I literacy instruction. Walkthroughs will focus on the fidelity of Foundations, Benchmark Advanced, and Heggerty implementations; explicit phonics and word analysis instruction; teachers' use of Benchmark Advanced close reading routines; and opportunities for students to engage in evidence-based reading and writing tasks aligned with grade-level standards.

Monthly School-Based Leadership Team (SBLT) Data Analysis: The SBLT will conduct monthly reviews of second-grade student performance using Acadience Reading benchmark and progress monitoring data, Benchmark Advanced unit assessments, and classroom formative assessment data. Special attention will be given to students identified as below benchmark or demonstrating insufficient growth to ensure timely movement into Tier II or Tier III interventions and to monitor readiness for third-grade expectations.

Instructional Intervention & Coaching Support: The Title I Reading Tutor, Interventionists, and Instructional Facilitator will provide targeted support during intervention blocks through small-group instruction focused on phonics, decoding, fluency, vocabulary, and comprehension. The Instructional Facilitator will provide ongoing coaching to second-grade teachers using classroom observation data and student performance trends to strengthen Tier I instruction and ensure consistent implementation of evidence-based literacy practices.

Impact on Student Achievement

By continuously monitoring foundational literacy development throughout second grade, the school will proactively address skill deficits before students enter third grade, where reading proficiency becomes a high-stakes promotion requirement. Frequent analysis of Acadience and Benchmark Advanced data allows the SBLT to identify students who are not making adequate progress and adjust interventions immediately. Strengthened Tier I instruction, combined with targeted intervention and instructional coaching, will increase the number of students entering third grade reading on or above grade level and better prepared to achieve proficiency on the FAST English Language Arts assessment.

Person responsible for monitoring outcome

Melissa Metz, Principal and Brittany Franczak, ITF

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the

evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

2nd Grade, WWC Strategy: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (WWC Recommendation 4).

Rationale:

2nd Grade: Students are sliding 14 percentage points because they are failing to bridge isolated phonics rules (1st grade) into connected text fluency and word meaning (2nd grade).

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

3rd Grade, WWC Strategy: Teach students how to use reading comprehension strategies & teach students to identify and use the text's organizational structure (WWC Comprehension Guide Recommendations 1 & 2).

Rationale:

3rd Grade: Students are stagnating (+2%) because instruction failed to scaffold the massive cognitive leap from short primary stories to dense, multi-paragraph intermediate informational text and complex testing formats.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Classroom Actions: Building a Stronger Literacy Bridge in the Primary Grade Levels

Person Monitoring:

2nd and 3rd Grade Classroom Teachers

By When/Frequency:

Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will implement daily, evidence-based literacy instruction aligned to What Works Clearinghouse (WWC) recommendations across Grades 2 and 3. In Grade 2, teachers will use Foundations and Benchmark Advance to provide systematic instruction in foundational skills and to ensure students engage in daily reading of connected text to strengthen reading accuracy, fluency, and comprehension. In Grade 3, teachers will use Benchmark Advance to provide explicit instruction in comprehension strategies, teach text structures, and engage students in text-based discussions and written responses that require textual evidence. These practices are designed to strengthen students' ability to access and comprehend increasingly complex grade-level texts while addressing identified proficiency gaps.

The administration team will conduct weekly instructional sweeps using the standard county tool, drilling down into specific look-fors:

K–2 Classrooms: Evidence of daily, explicit Foundations phonics instruction alongside daily oral choral/echo reading routines using connected text from Benchmark Advanced.

Action Step #2

Building Professional Capacity: Building a Stronger Literacy Bridge in the Primary Grade Levels

Person Monitoring:

Melissa Metz, Principal; Brittany Franczak, ITF;
Grade-level Team Leads; District Literacy
Specialists, as available and needed

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional learning will be provided monthly through job-embedded coaching cycles, grade-level collaborative planning sessions, model lessons, and peer observations facilitated by the instructional coach and school administration. Professional learning will focus on strengthening the vertical alignment between Foundations (Grade 2) and Benchmark Advance (Grades 2–3), ensuring high-quality implementation of daily connected-text reading, explicit comprehension-strategy instruction, and text-structure instruction aligned with What Works Clearinghouse (WWC) recommendations. Ongoing coaching and collaborative planning will support instructional consistency, effective use of Benchmark Advance resources, and the delivery of rigorous Tier I literacy instruction across Grades 2 and 3.

PLC Agendas & Reflection Logs: The Administrative Team (ATM) will review weekly grade-level PLC agendas, planning documents, and reflection logs to ensure collaborative planning time is intentionally used to analyze student data, unpack upcoming Foundations (Grade 2) and Benchmark Advance (Grades 2–3) lessons, plan explicit comprehension strategy instruction and text structure instruction, and develop aligned instructional supports that promote student success with increasingly complex grade-level texts.

Peer Observation Debriefs: Administration will monitor peer observation documentation and coaching reflections to ensure teachers are observing and implementing evidence-based literacy practices, including effective delivery of Foundations foundational skills instruction, daily connected text reading, explicit comprehension strategy instruction, and structured text-based discussions. Observation data will be used to celebrate effective instructional practices, identify areas for continued professional learning, and guide individualized coaching cycles.

Action Step #3

Leadership Actions: Building a Stronger Literacy Bridge in the Primary Grade Levels

Person Monitoring:

Melissa Metz, Principal (ATM and SBLT); Brittany Franczak, ITF (ATM and SBLT); Grade-Level Team Leads (SBLT)

By When/Frequency:

Weekly (ATM); Monthly (SBLT)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Action to be Taken

The administrative team will meet weekly to reflect on the implementation of evidence-based literacy practices in Grades 2–3, including Foundations foundational skills instruction, daily connected-text reading, explicit comprehension strategy instruction, and text-structure instruction. County Walkthrough Tool data, classroom observations, Foundations assessments, Benchmark Advance formative assessments, and instructional planning reviews will be analyzed to monitor implementation fidelity, ensure curriculum pacing, and identify immediate needs for coaching and support to

strengthen Tier I instruction.

The School-Based Leadership Team (SBLT) will meet monthly to evaluate the impact of evidence-based literacy practices in Grades 2–3 on student achievement. The team will conduct an item-by-item analysis of Benchmark Advance unit assessments, review Acadience Reading progress-monitoring data—including Nonsense Word Fluency (where applicable) and Oral Reading Fluency—and analyze classroom formative assessment data to monitor students' growth in foundational reading skills, fluency, and reading comprehension. Findings will be used to make timely adjustments to Tier I instruction, flexible small-group instruction, and Tier II and Tier III interventions to support successful transitions to increasingly complex grade-level texts.

Monitoring

Weekly Admin Data Dashboard: A centralized tracking log used during weekly administration meetings that cross-references qualitative county walkthrough data with short-cycle classroom checks-for-understanding.

BMA (Benchmark Advanced) Grades 2–3 Assessment Reports: Monthly curriculum mastery reports prepared and aggregated by the ITF, tracking performance down to the specific item and standard level.

2nd Grade Foundations Unit Assessment Tracker: A dedicated data sheet tracking foundational phonics and decoding mastery to flag students before the 2nd-grade slide compounds.

Acadience Progress Monitoring Reports (for specific students): Monthly rapid-cycle growth tracking generated by the ITF, focusing heavily on Nonsense Word Fluency, where appropriate, and Oral Reading Fluency/Accuracy, where appropriate.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Description

This focus area addresses two priorities. First, it targets the remediation and recovery of reading deficits for rising 4th graders and 3rd-grade retainees through a data-driven intervention framework designed to close foundational reading gaps and support students in accessing increasingly complex grade-level texts. This initiative specifically addresses the needs of approximately 50 struggling intermediate students (20 Level 1 and 30 Level 2) through strong Tier I instruction, Tier II and Tier III interventions as needed, explicit multisyllabic decoding instruction, and strategic comprehension scaffolds.

Second, this focus area emphasizes strengthening Tier I literacy instruction in 5th grade. Although the incoming cohort of rising 5th graders demonstrated strong performance, with approximately 70% proficiency in English Language Arts, the school remains identified for the 5th-grade RAISE area

based on the previous 5th-grade cohort's performance, which achieved 50% proficiency. As a result, we must continue to address 5th-grade literacy outcomes through strong, standards-aligned instruction, ongoing progress monitoring, and instructional coaching to support a teacher new to 5th-grade English Language Arts content.

How It Affects Student Learning

When students enter 4th grade as a Level 1 or Level 2, they cannot fluently decode or comprehend the complex informational text that dominates the intermediate curriculum. Because they are stuck at the "learning to read" stage, they lack the cognitive stamina to "read to learn." Without immediate intervention, these students cannot access grade-level science, social studies, or math word problems, causing them to shut down and fall further behind their peers.

In 5th grade, maintaining rigorous Tier I literacy instruction ensures that students continue to strengthen the comprehension, vocabulary, analytical thinking, and written-response skills needed for success in middle school. Even though the incoming cohort enters with stronger achievement, continued focus on instructional quality is necessary to sustain high levels of performance while meeting the requirements of the school's SSIP and RAISE designation.

Rationale

Prior-year FAST data revealed a critical 11-percentage-point decline in 3rd-grade English Language Arts proficiency, from 57% to 46%. A review of student performance and instructional practices identified the need to strengthen instructional consistency across classrooms. In response, the school is continuing to transition all 3rd-grade classrooms to a self-contained instructional model to provide greater continuity in literacy instruction and improve student outcomes.

Despite these systemic improvements, the academic impact remains evident in the current cohort of rising 4th graders, including approximately 20 Level 1 and 30 Level 2 students identified through FAST assessment data. This concentration of struggling readers requires intensive, coordinated literacy support to accelerate learning and improve long-term achievement.

Additionally, although the current rising 5th-grade cohort achieved approximately 70% proficiency in English Language Arts, the school remains required to address 5th-grade literacy because the previous 5th-grade cohort exited with approximately 50% proficiency, resulting in the school's RAISE designation for the grade level. While those students are no longer enrolled, the designation remains attached to the school's improvement efforts. Therefore, the focus for 2026–2027 will be on ensuring strong Tier I literacy instruction, ongoing instructional coaching, collaborative planning, and frequent progress monitoring to maintain the strong performance of the incoming cohort while meeting state

improvement requirements.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Prior Year Data

- **2025–2026 3rd Grade ELA Proficiency:** 46% (Down from 57% the prior year)
- **Target Sub-Group (Incoming 4th Grade):** 20 Level 1 students, 30 Level 2 students.
- **2025-2026 5th Grade Proficiency:** 50%; **2025-2026 4th Grade Cohort:** 70%

Specific Measurable Outcome

By the end of the 2026-2027 school year, 60% of the identified rising 4th-grade student cohort (who scored Level 1 or Level 2 on the 2025–2026 3rd-grade FAST) will demonstrate learning gain, with at least 30% of those students achieving proficiency (Level 3 or higher) as measured by the end-of-year State FAST ELA Assessment.

By the end of the 2026–2027 school year, at least 60% of 5th-grade students will score Level 3 or above on the FAST PM3 English Language Arts assessment, while at least 60% will demonstrate annual learning gains.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

To ensure the high-stakes target for our rising 4th graders, 5th graders, and 3rd-grade retainees is met, the monitoring framework will closely track progress in addressing intermediate reading deficits.

Administration & Coach Classroom Walkthroughs: Leadership will conduct targeted weekly walkthroughs across all 4th-grade classrooms, 5th-grade ELA classes, and instructional settings serving retained 3rd-grade students. Walkthroughs will monitor the consistent implementation of rigorous, standards-aligned Tier I literacy instruction for all students, including explicit vocabulary development, text-dependent questioning, collaborative discourse, written responses grounded in text evidence, and appropriate scaffolds that preserve the rigor of grade-level Benchmark Advance texts.

Walkthroughs will also examine the implementation of intensive Tier II intervention blocks, with Tier III support provided as indicated by student data. Particular attention will be given to explicit instruction in multisyllabic decoding strategies, targeted fluency and comprehension instruction, and the strategic scaffolding necessary to support Level 1 and Level 2 readers in accessing and successfully engaging with complex grade-level texts.

Monthly School-Based Leadership Team (SBLT) Data Analysis: The SBLT will conduct a monthly, student-by-student audit specifically tracking the 50 identified target students (20 Level 1s and 30 Level 2s). The team will analyze Acadience Progress Monitoring data—focusing heavily on Oral Reading Fluency (ORF) and accuracy percentages—alongside intermediate Benchmark Advanced unit assessments to ensure these students are on track for a full year's worth of growth, as determined for each student. Additionally, the SBLT will monitor 5th-grade Tier I implementation data, including walkthrough evidence and Benchmark Advanced assessment results, to ensure students are consistently receiving explicit grade-level instruction with appropriate comprehension scaffolds and opportunities to access complex text.

Targeted Title I Reading Tutor Deployment: The Title I Reading Tutor will be heavily embedded within the 4th-grade and 3rd-grade retainee schedules during intervention blocks. The tutor will pull daily small groups for high-intensity, targeted Tier I and Tier II foundational interventions, directly supporting these striving learners as they work to close the achievement gap.

Impact on Student Achievement: By tracking these 50 specific students at the granular level every month, the school prevents struggling intermediate learners from getting lost in complex grade-level content. Real-time Acadience tracking allows the SBLT to adjust interventions instantly if a student's fluency stalls, while the Title I tutor provides the low student-to-teacher ratio necessary to rebuild reading stamina, ensuring these students can successfully handle the analytical demands of the end-of-year FAST assessment. Ongoing monitoring of 5th-grade Tier I instruction ensures that students consistently engage in rigorous, standards-aligned instruction with the explicit vocabulary, comprehension, and scaffolding necessary to successfully access grade-level Benchmark Advanced text.

Person responsible for monitoring outcome

Melissa Metz, Principal and Brittany Franczak, ITF

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Explicit Vocabulary Instruction (implemented through the Florida B.E.S.T. Standards Appendix D Explicit Vocabulary Routine), which provides systematic and explicit instruction in academic vocabulary to deepen students' understanding of grade-level text and content.

Rationale:

A deep analysis of the 2025–2026 FAST ELA data identified a significant decline in Grade 3 proficiency, resulting in a cohort of rising fourth-grade students with substantial literacy needs. Twenty students scored at Level 1 and thirty at Level 2 on the FAST assessment, indicating persistent

challenges in academic language and vocabulary development. Additionally, analysis of Grade 5 ELA data identified the need to strengthen Tier I core instruction to ensure all students can successfully access increasingly complex grade-level text through explicit vocabulary instruction and comprehension scaffolds. The Florida B.E.S.T. Standards Appendix D Explicit Vocabulary Routine was selected to provide consistent, systematic instruction in academic vocabulary, enabling students to develop the language necessary to access complex texts and communicate their understanding effectively across both targeted intervention settings and Tier I core instruction.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Explicit Comprehension Strategy Instruction, supported by the Institute of Education Sciences (IES) and the What Works Clearinghouse (WWC), emphasizes teacher modeling, guided practice, strategic thinking, and text-based discussion to improve students' ability to comprehend increasingly complex texts.

Rationale:

Explicit Comprehension Strategy Instruction was selected because the FAST assessment requires students to analyze complex texts, integrate information across multiple passages, draw inferences, and justify responses using textual evidence. Research synthesized by the Institute of Education Sciences and the What Works Clearinghouse demonstrates that explicit instruction in comprehension strategies—including teacher modeling, think-alouds, guided practice, and structured text-based discussions—improves students' ability to construct meaning from complex text and transfer those strategies to independent reading.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Classroom Actions: Explicit Vocabulary and Comprehension Instruction

Person Monitoring:

3rd - 5th Grade Classroom Teachers

By When/Frequency:

Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will consistently implement the Florida B.E.S.T. Standards Appendix D Explicit Vocabulary Routine and evidence-based explicit comprehension strategy instruction during the core ELA block and targeted intervention opportunities. Through systematic academic vocabulary instruction, teacher think-alouds, guided practice, and text-based discussions, students performing at FAST Levels 1 and 2 will develop the language and comprehension skills needed to successfully access, analyze, and respond to increasingly complex Benchmark Advance grade-level texts.

The school will monitor the impact of this action step by leveraging the official County Walkthrough

Log. The administration team will conduct weekly instructional sweeps using the standard county platform, drilling down into the specific indicators that measure our intermediate ELA priorities.

Action Step #2

Building Professional Capacity: Explicit Vocabulary and Comprehension Instruction

Person Monitoring:

Melissa Metz, Principal; Brittany Franczak, ITF;
Grade-level Team Leads; District Literacy
Specialists, as available and needed

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional learning will be provided monthly through job-embedded coaching cycles, model lessons, collaborative planning sessions, and classroom feedback by the lead ELA administrator, intervention team facilitator, and district literacy specialists. Professional learning will focus on the effective implementation of the Florida B.E.S.T. Standards Appendix D Explicit Vocabulary Routine and evidence-based explicit comprehension strategy instruction, including teacher modeling, think-alouds, guided practice, and structured text-based discussions. Ongoing coaching will support implementation fidelity, strengthen Tier I instruction, and maximize the effectiveness of small-group instruction through strategic collaboration with the Title I reading tutor.

The school will monitor the impact of the professional learning action step by systematically tracking and reviewing the artifacts generated during collaborative planning and Professional Learning Communities (PLCs). The administration team and instructional coaches will routinely audit these structures to ensure that professional learning translates directly into classroom practice.

Action Step #3

Leadership Actions: Explicit Vocabulary and Comprehension Instruction

Person Monitoring:

Melissa Metz, Principal (ATM and SBLT); Brittany Franczak, ITF (ATM and SBLT); Grade-Level Team Leads (SBLT)

By When/Frequency:

Weekly (ATM); Monthly (SBLT)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The administrative team will meet weekly to reflect on how the implementation of the Florida B.E.S.T. Standards, Appendix D Explicit Vocabulary Routine, and explicit comprehension strategy instruction are impacting student achievement. Classroom walkthrough data, instructional planning reviews, and weekly checks for understanding will be analyzed to monitor implementation fidelity, ensure consistent delivery of high-quality Tier I instruction, protect instructional pacing, and identify immediate coaching and support needs within self-contained classrooms.

The School-Based Leadership Team (SBLT) will meet monthly to evaluate the impact of the Florida B.E.S.T. Standards Appendix D Explicit Vocabulary Routine and explicit comprehension strategy instruction on student achievement. The team will analyze Benchmark Advance unit assessment data, FAST progress-monitoring results, classroom formative assessment data, and Acadience Reading progress-monitoring measures, including Oral Reading Fluency and Accuracy, to identify instructional trends and make timely adjustments to Tier I instruction, flexible small-group instruction, and Tier II and Tier III interventions as appropriate.

The school will monitor the impact of the data meeting action steps by leveraging a centralized data ecosystem. The administration team (weekly) and the SBLT (monthly) will use the walkthrough dashboards and reports prepared by the ITF to track the direct correlation between teacher implementation and student growth (BMA Assessments and Acadience Progress Monitoring, as appropriate).

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Description

This area of focus prioritizes targeted, evidence-based math interventions for 3rd-grade retained students and 4th- and 5th-grade students who fall into the Lowest Performing Quartile (LPQ). Rather than relying on the standard core instruction, this initiative implements structured daily math fluency blocks, data-driven small-group remediation, and the utilization of district math specialists when available. The core objective is to rebuild foundational arithmetic skills while scaffolding the multi-step problem-solving capacities required by the intermediate curriculum.

How It Affects Student Learning

When struggling intermediate learners lack basic fact fluency (multiplication, division, addition, subtraction), their working memory becomes consumed by simple calculation tasks. As a result, they do not have the cognitive bandwidth to process the increased text complexity, analytical thinking, and multi-step reasoning demanded by intermediate state assessments.

By systematically closing these fluency gaps and providing scaffolded, small-group instruction, students are able to:

- Transition successfully from simple calculation to conceptual problem-solving.
- Engage deeply with grade-level content rather than shutting down due to frustration.
- Build the mathematical resilience necessary to navigate rigorous word problems and multi-step tasks.

Rationale

This focus area was identified following an analysis of the 2025–2026 academic data, which revealed a 10-percentage-point drop in LPQ learning gains compared to the prior year (with overall Math LPQ proficiency falling from 55% to 45%).

A deep dive into the historical data highlights two points that created this drop:

1. **The Primary-to-Intermediate Structural Gap:** As students transitioned from highly scaffolded K–2 environments to self-contained 3rd-grade classrooms, a curricular imbalance emerged. Teachers focused on implementing the new ELA curriculum, limiting math instruction, and leaving incoming 4th graders and 3rd-grade retainees without a solid mathematical foundation.
2. **Intermediate Instructional Disruptions:** In 5th grade, one teacher's underperformance was compounded by a late mid-year dismissal in February; the instructional damage from the first half of the year was already too severe. There simply was not enough time left on the calendar for a replacement to recover the lost ground and prepare these struggling students for the increased analytical rigor of the state assessment.

If our most striving learners continue to fall behind due to these structural and instructional gaps, the achievement gap will continue to widen, making it harder to close in middle school grades.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Prior Year Data

- **2024–2025 Math LPQ:** 55%
- **2025–2026 Math LPQ:** 45% (*decline of 10 percentage points overall, paired with an 11 percentage point drop specifically in intermediate learning gains*)

Specific Measurable Outcome

By the end of the 2026-2027 year, the percentage of students in the intermediate grades (Grades 4, 5, and 3rd-grade retainees) scoring within the Math Lowest Performing Quartile (LPQ) will increase learning gains from 45% to 55% or greater as measured by the FAST Assessment.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

To ensure the desired outcome of raising the Math LPQ from 45% to 55% is achieved, a multi-tiered monitoring system will be implemented to track both instructional delivery and student data in real time.

- **Administration Classroom Walkthroughs:** School leadership and instructional coaches will conduct targeted, routine classroom walkthroughs. These walkthroughs will specifically look for evidence of two non-negotiable instructional practices:
 - The execution of the dedicated, daily math fact fluency block.
 - The delivery of differentiated small-group instruction tailored specifically to the needs of LPQ students.

- **Monthly School-Based Leadership Team (SBLT) Data Reviews:** The SBLT will meet monthly to analyze intermediate progress monitoring data. The team will look at real-time student performance metrics, focusing heavily on topic-level and module assessments from the *Eureka Math 2.0* curriculum. This tracking ensures that student mastery—or lack thereof—is identified immediately rather than waiting for benchmark windows.
- **Targeted Title I Math Tutor Support:** To maximize the impact of these interventions, a dedicated Title I Math Tutor will be strategically deployed to support intermediate classrooms. The tutor will work alongside classroom teachers to facilitate the daily fact-fluency blocks and provide direct assistance with the specific Tier I (core classroom) or Tier II (targeted small-group) interventions that these striving students need.

Impact of Ongoing Monitoring on Student Achievement

This systematic approach to monitoring directly shifts the school from a *reactive* stance to a *proactive* instructional model, preventing the compounding learning deficits that impacted the previous school year.

1. **Guarantees Instructional Accountability and Equity:** By conducting regular walkthroughs, leadership ensures that every intermediate student, regardless of their assigned teacher, receives high-quality foundational fluency practice and small-group support. This eliminates the risk of an isolated classroom underperforming or slipping through the cracks unnoticed until mid-year.
2. **Prevents "Invisible" Failure Through Immediate Course Correction:** Monthly SBLT reviews of *Eureka 2.0* data enable educators to catch misunderstandings within days of a concept's introduction. If a specific skill or standard shows low mastery among LPQ students, intervention groups can be reshuffled, and district math specialists can be deployed immediately to provide side-by-side coaching or co-planning support.
3. **Maximizes Instructional Time and Resource Efficiency:** The presence of the Title I Math Tutor allows for a lower student-to-teacher ratio during critical intervention windows. Instead of wasting valuable weeks on broad remedial concepts that students may already know, progress monitoring combined with targeted tutoring isolates the exact gaps blocking student progress. This keeps pacing tight, builds student confidence, and protects the instructional calendar, ensuring students are fully prepared to meet the multi-step problem-solving demands of the end-of-year FAST assessment.

Person responsible for monitoring outcome

Candi Sweet, Asst. Principal and Brittany Franczak, ITF

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

To address the decline in Math Lowest Performing Quartile (LPQ) learning gains and increase LPQ learning gains from 45% to 55% or greater by the end of the 2026–2027 school year, the school will implement an evidence-based mathematics intervention framework aligned with the What Works Clearinghouse (WWC) Practice Guide, *Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades*. Instruction will emphasize explicit, systematic small-group intervention that develops conceptual understanding, procedural fluency, and mathematical reasoning while using ongoing progress-monitoring data to differentiate instruction and intensify support for students in Grades 4, 5, and third-grade retainees.

Rationale:

Mathematics learning gains for students in the Lowest Performing Quartile (LPQ) declined to 45% during the 2025–2026 school year, identifying a critical need to strengthen intervention systems for students with the greatest academic needs. Analysis of FAST, classroom, and district assessment data indicates that many LPQ students continue to demonstrate unfinished learning in foundational mathematics concepts, limiting their ability to successfully access grade-level instruction. The What Works Clearinghouse (WWC) Practice Guide, *Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades*, identifies explicit, systematic instruction, targeted small-group intervention, opportunities to build conceptual understanding before procedural fluency, and ongoing progress monitoring as high-impact practices for improving mathematics outcomes for struggling learners. By implementing these evidence-based practices through Eureka Math², Eureka Math Catalyst, Supplemental Resources by Benchmark, CPALMS, Florida Ready Math, and data-driven intervention cycles, the school will provide timely, differentiated support designed to accelerate learning, close achievement gaps, and increase mathematics learning gains for students in the Lowest Performing Quartile.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Classroom Actions: *Assisting Students Struggling with Mathematics and Intervention in the Elementary Grades*

Person Monitoring:

3rd, 4th, 5th grade Math teachers in conjunction with VE and other support staff.

By When/Frequency:

Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will implement the identified mathematics strategies through a structured approach that combines high-quality Tier 1 instruction, targeted intervention, and ongoing data analysis to address the needs of students in the Lowest Performing Quartile (LPQ).

The school will monitor the impact of this action step by leveraging the official County Walkthrough Log. The administration team will conduct weekly instructional sweeps using the standard county platform, drilling down into the specific indicators that measure school-wide Math priorities.

Action Step #2

Building Professional Capacity: Assisting Students Struggling with Mathematics and Intervention in the Elementary Grades

Person Monitoring:

Candi Sweet, Assistant Principal; Brittany Franczak, ITF; Grade-Level Team Leads; District Math Specialist-as available.

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional learning will be provided monthly in the format of job-embedded coaching cycles, model lessons, and/or collaborative planning sessions by the lead Math administrator, intervention team facilitator, and/or district Math specialists and will focus on explicit use of the Eureka Math Squared curriculum through the use of strong Tier 1 instruction as evidenced by daily, effective use of Small Group Instruction and Eureka Math Catalyst, as these evidence-based strategies, will provide the targeted support necessary to close foundational skill gaps, strengthen mathematical reasoning, and increase learning gains for students in the Lowest Performing Quartile.

The school will monitor the impact of the professional learning action step by systematically tracking and reviewing the artifacts generated during collaborative planning and Professional Learning Communities (PLCs). The administration team and instructional coaches will routinely audit these structures to ensure that professional learning translates directly into classroom practice.

Action Step #3

Leadership Actions: Assisting Students Struggling with Mathematics and Intervention in the Elementary Grades

Person Monitoring:

Candi Sweet, Assistant Principal (ATM and SBLT); Weekly (ATM); Monthly (SBLT)
Brittany Franczak, ITF (ATM and SBLT); Grade-Level Team Leads (SBLT).

By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The administration team will meet weekly to reflect on how the explicit use of Small Group Instruction and Eureka Math Catalyst as a means to will provide the targeted support necessary to close foundational skill gaps, strengthen mathematical reasoning, and increase learning gains for students in the Lowest Performing Quartile are impacting student achievement by cross-referencing classroom walkthrough implementation logs with weekly check-for-understanding data to ensure instructional fidelity, protect pacing, and direct immediate coaching support to self-contained classrooms.

Data meetings (SBLT) will be held monthly to reflect on how the explicit use of Small Group Instruction and Eureka Math Catalyst as a means to will provide the targeted support necessary to close foundational skill gaps, strengthen mathematical reasoning, and increase learning gains for students in the Lowest Performing Quartile are impacting student achievement by conducting analysis of Eureka Module Assessments and Exit Tickets, along with FOCUS Assessments to make immediate, fluid adjustments to Tier I, Tier II, and Tier III intervention groups, as appropriate.

The school will monitor the impact of the data meeting action steps by leveraging a centralized data

ecosystem. The administration team (weekly) and the SBLT (monthly) will use the walkthrough dashboards and reports prepared by the ITF to track the direct correlation between teacher implementation and student growth (Eureka Module Assessments and Exit Tickets, and FOCUS Math assessments).

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Science achievement remains an area of focus for the 5th grade. While science proficiency increased significantly from 42% in 2024-2025 to 55% in 2025-2026, subgroup data indicates that Students with Disabilities (32%), Hispanic students (33%), and English Language Learners (20%) continue to perform below the overall proficiency rate. Continued emphasis on strong Tier 1 instruction, hands-on investigations, targeted intervention, and data-driven decision-making is needed to sustain growth and close achievement gaps. This area of focus was identified through analysis of state assessment results and subgroup performance trends.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Prior Year

- 55% Proficiency
- Subgroup Proficiency: 32% SWDs; 33% Hispanic, 20% ELLs

Measurable Outcome

By the end of the 2026-2027 school year, 5th-grade science proficiency will increase from 55% to 65% as measured by the Florida Statewide Science Assessment. Additionally, the school will increase proficiency rates among Hispanic, SWD, and ELL subgroups by at least 10% while continuing to improve overall student achievement.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Student achievement will be monitored through district science assessments, common formative assessments, classroom walkthrough data, standards-based exit tickets, and PLC data reviews.

Weekly data reviews and Monthly School-Based Leadership Team meetings will be used to analyze student performance, identify learning gaps, monitor subgroup progress, and make instructional adjustments. Ongoing monitoring will ensure interventions are implemented with fidelity and support timely instructional responses that positively impact student achievement.

Person responsible for monitoring outcome

Candi Sweet, Asst. Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The school will implement the following evidence-based interventions: - Hands-On Science Investigations and collaborative learning experiences to deepen conceptual understanding and increase engagement. Generation Genius and Penda will provide differentiated practice, personalized learning pathways, and targeted remediation aligned to science standards. - Data-driven small-group instruction focused on identified student skill deficits. - Professional Learning Community (PLC) collaboration to analyze student data, plan standards-based instruction, and share effective instructional practices. - Ongoing progress monitoring through formative assessments, exit tickets, ATM, and SBLT.

Rationale:

These actions are grounded in evidence-based instructional practices identified by the What Works Clearinghouse (WWC), including connecting concrete experiences to abstract concepts, combining visual and verbal representations, using frequent formative assessment and retrieval practice to strengthen learning, and employing ongoing data analysis to guide differentiated instruction and instructional adjustments. These interventions were also selected because they directly contributed to a 13-percentage-point increase in science proficiency during the 2025-2026 school year. The implementation of Saturday Science Boot Camps, Generation Genius, increased PLC collaboration, and data-driven instruction helped improve overall student achievement. Continuing and expanding these practices is expected to further increase proficiency, strengthen Tier 1 instruction, and address achievement gaps among student subgroups.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Classroom Actions: Continuing Forward Momentum in Science

Person Monitoring:

By When/Frequency:

Candi Sweet, Assistant Principal; 5th Grade
Science Teacher

Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will implement weekly hands-on science investigations, small-group instruction, and standards-based questioning during core science instruction while utilizing Generation Genius for targeted intervention and remediation.

Administration will conduct classroom walkthroughs, review lesson plans, and monitor student performance on formative and district assessments to determine the impact on student achievement.

Action Step #2

Building Professional Capacity: Continuing Forward Momentum in Science

Person Monitoring:

Candi Sweet, Assistant Principal; Brittany Franczak, ITF; Grade-level Team Leads; District Science Specialists, as available and needed

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional learning will be provided on effective hands-on science instruction, data-driven small-group instruction, standards-based questioning techniques, and the effective use of Generation Genius to support differentiated instruction.

This action step will be monitored by reviewing PLC agendas, sign-in sheets, walkthrough data, and implementation evidence to ensure professional learning translates into effective classroom practices and improved student outcomes.

Action Step #3

Leadership Actions: Continuing Forward Momentum in Science

Person Monitoring:

Candi Sweet, Assistant Principal (ATM and SBLT); Brittany Franczak, ITF (ATM and SBLT); Grade-Level Team Leads (SBLT)

By When/Frequency:

Weekly (ATM); Monthly (SBLT)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The administration team will meet monthly with the ITF and science teachers to review science assessment data, monitor subgroup performance, evaluate the effectiveness of interventions, and adjust instructional supports based on student needs.

This action step will be monitored during weekly ATM Meetings, Monthly SBLT Meetings, and PLC documentation, subgroup data analysis, and formative assessment results will be used to determine the effectiveness of interventions and guide instructional decisions.

Area of Focus #5

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to English Language Learners (ELL)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as

a crucial need from the prior year data reviewed.

English Language Learners (ELLs) in grades K–5 demonstrated a significant decline in progress toward English language proficiency during the 2025–2026 school year. According to state accountability data, only 35% of ELL students made adequate progress toward English language proficiency, falling below the ESSA federal threshold of 41% and representing a substantial decrease from 52% in the previous year.

Limited English language proficiency affects students' ability to access grade-level instruction across all content areas, including English Language Arts, mathematics, science, and social studies. As academic language demands increase across grade levels, students who do not demonstrate adequate language growth may experience difficulty comprehending complex texts, participating in academic discussions, expressing their understanding, and meeting grade-level academic standards.

Analysis of school and classroom data indicates a need for more consistent implementation of language-rich instructional practices, explicit academic vocabulary instruction, structured opportunities for student discourse, and intentional scaffolds that support both language acquisition and grade-level content learning. Strengthening Tier I instruction through evidence-based strategies for multilingual learners will improve access to rigorous instruction and accelerate English language development.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

During the 2026–2027 school year, the percentage of English Language Learners (ELLs) making progress toward English language proficiency will increase from 35% to 45%, exceeding the ESSA federal threshold of 41%, as measured by WIDA. Progress will be monitored regularly through district and classroom formative and summative assessments.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This area of focus will be monitored through regular classroom walkthroughs, lesson plan reviews, and PLC discussions to ensure teachers consistently implement evidence-based instructional strategies that support English language development, including explicit academic vocabulary instruction, structured student discourse, language scaffolds, and differentiated supports for multilingual learners. PLCs will routinely analyze classroom, district, and progress monitoring data to identify student needs, adjust instructional practices, and monitor language growth. Administrators, the instructional facilitator, and the ESOL contact will provide coaching and feedback to ensure

implementation fidelity. The leadership team will review student language proficiency and academic performance data throughout the year to evaluate the effectiveness of instructional supports and determine progress toward meeting the school's measurable outcome for English language proficiency.

Person responsible for monitoring outcome

Melissa Metz, Principal; Brittany Franczak ITF; Susan Tebo, ELD Teacher

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The school will implement evidence-based instructional practices designed to accelerate English language development while ensuring multilingual learners have access to rigorous Tier I instruction across all content areas. Teachers will provide explicit instruction in academic vocabulary, intentional language objectives aligned to content standards, structured opportunities for collaborative academic discourse, sentence frames, visual supports, modeling, and differentiated scaffolds to promote listening, speaking, reading, and writing in English. Teachers will also incorporate formative assessment practices to monitor language development and adjust instruction based on student needs.

Rationale:

Research consistently demonstrates that English Language Learners make greater gains in language proficiency and academic achievement when they receive explicit instruction in academic language combined with meaningful opportunities to engage in listening, speaking, reading, and writing across content areas. Evidence-based instructional practices such as explicit vocabulary instruction, structured academic discourse, visual supports, sentence frames, and differentiated scaffolds improve access to grade-level curriculum while accelerating English language development. Strengthening teachers' implementation of these practices in Tier I instruction ensures that multilingual learners receive consistent language supports throughout the school day, rather than solely during targeted interventions.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Classroom Actions: Language Development for Multilingual Learners

Person Monitoring:

Classroom Teachers; ELD Teacher

By When/Frequency:

Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will intentionally integrate evidence-based English Language Learner (ELL) instructional strategies into daily Tier I instruction by explicitly teaching academic vocabulary, posting and referencing language objectives, providing structured opportunities for student discourse, utilizing visual supports and sentence frames, and differentiating instruction to ensure multilingual learners can access grade-level standards. Teachers will regularly use formative assessment data to monitor language development and adjust instructional supports based on student needs.

Action Step #2

Building Professional Capacity: Language Development for Multilingual Learners

Person Monitoring:

Melissa Metz, Principal; Kelly Godwin, ESOL Support Facilitator

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional learning will be provided to strengthen teachers' capacity to implement research-based instructional strategies for English Language Learners, including strategies outlined in the OneClay ESOL Instructional Framework, the WIDA English Language Development Standards Framework, and high-leverage instructional practices for multilingual learners. Instructional leaders and the ESOL contact will provide coaching and support to ensure consistent implementation across grade levels.

Action Step #3

Leadership Actions: Language Development for Multilingual Learners

Person Monitoring:

Melissa Metz, Principal; Candi Sweet, AP; Brittany Weekly (ATM); Monthly (SBLT) Franczak, ITF; Team Leads

By When/Frequency:**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Administrators, instructional leaders, and the ESOL contact will monitor the implementation of evidence-based ESOL instructional practices through classroom walkthroughs, lesson plan reviews, PLC discussions, and instructional coaching, and will provide timely feedback and support to ensure consistent implementation across classrooms. The leadership team will also monitor student progress by reviewing classroom formative assessments, district benchmark assessments, English language proficiency data, and other progress monitoring measures to identify trends, evaluate the effectiveness of instructional practices, and make data-informed decisions regarding instructional supports and interventions for multilingual learners.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data

reviewed.

Analysis of the 2025-2026 Culture and Climate Survey indicates that while the school has made measurable progress in improving classroom behavior, additional work is needed to strengthen the overall school climate, increase students' sense of safety, and improve peer relationships. Student perceptions that classroom behavior allows teachers to teach increased from 33% in 2025 to 47% in 2025-2026, with staff perceptions also improving from 48% to 54%, suggesting that schoolwide behavior expectations and classroom management efforts are beginning to positively impact instructional time.

Despite these improvements, survey results revealed concerns about students' overall school experience. Student perceptions of safety declined from 80% to 75%, while parent perceptions declined from 90% to 81%%, indicating a need to strengthen students' sense of belonging and emotional safety. In addition, only 46% of students reported that students treat one another with kindness and respect, and staff perceptions of respectful interactions among students also declined. These findings suggest that while behavior management has improved, greater emphasis is needed on fostering positive peer relationships, respectful interactions, and a supportive school climate.

As a School of the Arts committed to providing a safe, welcoming, and inclusive learning environment, the school will continue to strengthen implementation of its Positive Behavioral Interventions and Supports (PBIS) framework to improve student relationships, reinforce positive behaviors, and increase students' sense of belonging and safety.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Prior Year's Data

During the 2026 Culture and Climate Survey, 47% of students agreed that classroom behavior allows teachers to teach, 75% reported feeling safe at school, and 46% agreed that students treat one another with kindness and respect.

Measurable Outcome

By the 2027 Culture and Climate Survey, the school will:

- Increase the percentage of students reporting that classroom behavior allows teachers to teach from 47% to 57% or higher.
- Increase the percentage of students who report feeling safe at school from 75% to 80% or higher.
- Increase the percentage of students reporting that students treat one another with kindness and respect from 46% to 56% or higher.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Implementation of the school's PBIS framework will be monitored through multiple measures throughout the school year. The Administrative Team (ATM) will review schoolwide discipline data, office discipline referrals, classroom-managed behavior data, and PBIS implementation fidelity during weekly meetings to identify trends and determine needed supports. Administrators will conduct regular classroom walkthroughs to monitor consistent implementation of schoolwide expectations, positive behavior supports, and classroom management practices.

The School-Based Leadership Team (SBLT) will review behavior, attendance, and climate data monthly, including discipline referrals, PBIS reward participation, student recognition data, and student survey results collected throughout the year. Grade-level Professional Learning Communities (PLCs) will analyze classroom behavior trends and collaborate to implement proactive behavior supports and relationship-building strategies.

Ongoing monitoring will allow the school to identify emerging concerns early, strengthen implementation of PBIS practices, and ensure students experience safe, respectful, and supportive learning environments. As school climate improves, increased student engagement and instructional time are expected to positively impact academic achievement and overall student success.

Person responsible for monitoring outcome

Melissa Metz, Principal; Candi Sweet, Asst. Principal; Luuly Thai, School Counselor; and Brittany Franczak, ITF

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

To improve school climate and strengthen students' perceptions of safety, respect, and positive classroom behavior, the school will implement a comprehensive Positive Behavioral Interventions and Supports (PBIS) framework across all grade levels. Schoolwide behavioral expectations will be explicitly taught, modeled, practiced, and reinforced through the CSA Way expectations, House System, and positive recognition opportunities that acknowledge students for demonstrating respectful, responsible, and safe behaviors. Classroom teachers will incorporate social-emotional learning and relationship-building practices into daily instruction to strengthen peer interactions, foster a sense of belonging, and create supportive classroom communities.

Rationale:

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, multi-tiered framework designed to improve student behavior, school climate, and academic outcomes through the explicit

teaching and reinforcement of positive behaviors. Research has consistently demonstrated that schools implementing PBIS with fidelity experience reductions in office discipline referrals, suspensions, and disruptive behaviors while increasing instructional time, student engagement, perceptions of school safety, and academic achievement. By establishing consistent schoolwide expectations, recognizing positive behavior, and providing tiered behavioral supports based on student need, PBIS creates a positive learning environment that supports both students' social-emotional development and academic success. (WWC, Reducing Behavior Problems in the Elementary School Classroom; Center on PBIS, U.S. Department of Education)

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Classroom Actions: Continuing to Strengthen PBIS

Person Monitoring:

Classroom Teachers

By When/Frequency:

Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will implement proactive classroom management strategies, consistent behavior expectations, and positive reinforcement practices designed to maximize instructional time and reduce behavioral disruptions. Students requiring additional behavioral support will receive Tier II and Tier III interventions through the school's Multi-Tiered System of Supports (MTSS), including behavior contracts, Check-In/Check-Out, counseling supports, restorative conversations, and, when appropriate, individualized behavior intervention plans.

Administration will conduct regular classroom walkthroughs to monitor the consistent implementation of schoolwide PBIS expectations, positive classroom management practices, and student engagement using the district's walkthrough tool.

Action Step #2

Building Professional Capacity: Continuing the Strengthen PBIS

Person Monitoring:

Team Leads; Classroom Teacher

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional Learning Communities (PLCs) will routinely analyze behavior and climate data to identify trends, share effective classroom management practices, and develop proactive supports for students demonstrating behavioral or social-emotional needs. Administrators and instructional leaders will provide coaching and feedback to ensure consistent implementation of PBIS practices across classrooms.

PLC implementation will be monitored through PLC agendas, meeting minutes, behavior data protocols, and action plans documenting instructional and behavioral decisions. Administrators and instructional leaders will participate in PLC meetings on a rotating basis to monitor the analysis of behavior and climate data, ensure proactive intervention planning, and verify follow-through on

identified action steps. Coaching cycles, classroom walkthroughs, and observation feedback will be used to monitor the consistent implementation of PBIS strategies, classroom management practices, and schoolwide behavioral expectations. Progress will be evaluated using trends in office discipline referrals, classroom-managed behavior data, PBIS recognition data, attendance, and annual Culture and Climate Survey results to assess the effectiveness of interventions and inform continuous improvement.

Action Step #3

Leadership Actions: Continuing to Strengthen PBIS

Person Monitoring:

Melissa Metz, Principal; Candi Sweet, Asst. Principal; Luuly Thai, School Counselor; and Brittany Franczak, ITF

By When/Frequency:

Weekly (ATM); Monthly (SBLT)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administration will conduct regular classroom walkthroughs to monitor the consistent implementation of schoolwide PBIS expectations, positive classroom management practices, and student engagement. Leadership will review behavior data, office discipline referrals, classroom-managed behavior incidents, attendance trends, and PBIS recognition data to evaluate the effectiveness of interventions and their impact on school climate, student behavior, and instructional time.

Implementation will be monitored through weekly Administrative Team (ATM) meetings and monthly School-Based Leadership Team (SBLT) meetings. Leadership will review office discipline referrals, classroom-managed behavior data, PBIS recognition data, attendance patterns, and student support referrals to identify trends and determine the effectiveness of interventions. Classroom walkthroughs will monitor the consistent implementation of schoolwide behavior expectations, positive behavior supports, classroom management practices, and student engagement. Progress toward improving school climate will also be evaluated through the annual Culture and Climate Survey results. Ongoing monitoring will allow the school to make timely adjustments to interventions, strengthen implementation fidelity, and improve students' sense of safety, belonging, and overall engagement, resulting in increased instructional time and improved academic outcomes.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

DRAFT

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

The school collaborates with the district throughout the year to review the effectiveness of resources dedicated to supporting English Language Learners (ELLs) and to ensure those resources are aligned to identified student needs. School and district leaders analyze ACCESS for ELLs results, district benchmark assessments, FAST progress-monitoring data, classroom performance, and ESSA accountability measures to identify trends and determine areas that require additional support.

In collaboration with the district's ESOL department and Federal Programs, the school evaluates the use of instructional resources, supplemental materials, professional learning opportunities, and staffing to support language development and grade-level academic achievement. Resources such as WIDA-aligned instructional supports, language scaffolds, sentence frames, visual supports, and evidence-based vocabulary and comprehension strategies are reviewed to ensure they are being implemented effectively across classrooms.

Implementation and student progress are monitored through classroom walkthroughs, lesson plan reviews, PLC discussions, reviews of ACCESS and formative assessment data, and ongoing coaching from school and district personnel. Based on these findings, the school and district make adjustments to professional learning, instructional supports, and resource allocation to address emerging needs and improve outcomes for English Language Learners. This continuous review process ensures that available resources are strategically aligned to increase English language proficiency while supporting students' success with grade-level academic standards.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

Based on the 2025–2026 school data, the school identified English Language Learners (ELLs) as an area of need after only 35% of ELL students met the state's progress measure for achieving English language proficiency, which was below the federal ESSA threshold of 41%. To address this need, the school will utilize district ESOL instructional supports, WIDA-aligned resources, language objectives, sentence frames, visual supports, bilingual instructional materials, and explicit academic vocabulary routines aligned to Florida's B.E.S.T. Standards. Teachers will also implement evidence-based language development strategies, including structured student discourse, collaborative learning

opportunities, and scaffolded reading and writing tasks to increase both language proficiency and content mastery.

Professional learning provided through the district ESOL department and school-based coaching will support teachers in implementing these instructional practices with fidelity. Student progress will be monitored using ACCESS for ELLs data, district benchmark assessments, FAST progress monitoring, classroom formative assessments, and PLC data reviews.

These resources and instructional supports will be implemented throughout the 2026–2027 school year, beginning with pre-planning professional learning and continuing with ongoing PLC collaboration, classroom implementation, instructional coaching, and quarterly data reviews to ensure the resources meet the identified needs of English Language Learners.

DRAFT

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

DRAFT

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

DRAFT

Clay County Schools

DISCOVERY OAKS ELEMENTARY



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority	1
I. School Information	2
A. School Mission and Vision	2
B. School Leadership Team, Stakeholder Involvement and SIP Monitoring	2
C. Demographic Data.....	5
D. Early Warning Systems	6
II. Needs Assessment/Data Review	10
A. ESSA School, District, State Comparison	11
B. ESSA School-Level Data Review	12
C. ESSA Subgroup Data Review	13
D. Accountability Components by Subgroup.....	14
E. Grade Level Data Review.....	17
III. Planning for Improvement.....	18
IV. Positive Learning Environment	26
V. Title I Requirements (optional).....	29
VI. ATSI, TSI and CSI Resource Review	32
VII. Budget to Support Areas of Focus	33

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Discovery Oaks Elementary provides authentic and rigorous learning experiences in a nurturing environment where students discover their full potential and feel appreciated as individuals, fostering confidence, creativity, critical thinking, and problem-solving skills in ALL students.

Provide the school's vision statement

Discovery Oaks Elementary is a safe, collaborative, and student-centered learning community that inspires students to develop into lifelong learners and productive global citizens through S.T.E.A.M based learning experiences.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

James Herrholtz

james.herrholtz@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

The school Principal is responsible for all leadership activities and the vision of the school. We actively engage our stakeholders using our SAC committee and our PFA. Additionally, we are using surveys and others forms of feedback to engage those stakeholders in our school vision.

Leadership Team Member #2

Employee's Name

Dimitra Mainer

dimitra.mainer@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

A partner in developing and implementing the schools vision we act as instructional leaders with all interactions with staff and community stakeholders

Leadership Team Member #3

Employee's Name

Avius Johnson

avius.johnson@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

A partner in developing and implementing the schools vision we act as instructional leaders with all interactions with staff and community stakeholders

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

We have a strong leadership team of teachers in each grade-level that are active in developing and monitoring our goals as a school. We consistently engage the PFA and our SAC parental groups for feedback and assistance in our helping shape and support our school vision and mission. We regularly (quarterly) survey our parents to gain valuable feedback from our community stakeholders. We also do the same with our internal stakeholders - students and staff.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

We have a system in place that forces us to revisit the school improvement plan monthly as we meet with team leads around data and implementation of said plan. We pivot or revise based on that data with our students using formative and summative data collected by grade-level.

DRAFT

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	46.4%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: B 2023-24: A 2022-23: A 2021-22: A

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	101	126	125	151	133	165				801
Absent 10% or more school days	10	9	15	17	7	17				75
One or more suspensions	1	4	3	4	14	10				36
Course failure in English Language Arts (ELA)	0	0	0	0	0	0				0
Course failure in Math	0	0	0	0	0	0				0
Level 1 on statewide ELA assessment	14	22	19	3	23	14				95
Level 1 on statewide Math assessment	25	25	27	26	49	35				187
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	1	6	6	0	0				13
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	1	0	0				1

Current Year 2026-27

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	6	9	9	12	11				50

Current Year 2026-27

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3	0	0	2	0	0				5
Students retained two or more times	0	0	0	0	1	0				1

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	108	112	130	127	161	128	149			915
Absent 10% or more school days	12	24	20	16	19	15	29			135
One or more suspensions	1	2	2	5	14	15	26			65
Course failure in English Language Arts (ELA)	3	1					1			5
Course failure in Math	4						1			5
Level 1 on statewide ELA assessment	3	25	19	16	28	16	14			121
Level 1 on statewide Math assessment	3	14	14	3	36	14	10			94
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	3	25	19	16						63
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	3	14	14	3	28					62

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	18	21	14	9	38	19	17			136

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3			7						10
Students retained two or more times										0

DRAFT

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.

DRAFT

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

DRAFT

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026		2025		2024	
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	68	66	62	67	63	59
Grade 3 ELA Achievement	71	66	61	72	66	59
ELA Learning Gains	65	63	63	57	62	60
ELA Lowest 25th Percentile	58	60	58	45	60	56
Math Achievement*	69	69	66	69	67	64
Math Learning Gains	68	69	64	45	65	63
Math Lowest 25th Percentile	61	58	50	36	57	51
Science Achievement	65	67	62	59	62	58
Social Studies Achievement*			95			92
Graduation Rate						
Middle School Acceleration						
College and Career Acceleration						
Progress of ELLs in Achieving English Language Proficiency (ELP)						

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

[†] District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						ATSI
OVERALL FPPI – All Students						66%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						1
Total Points Earned for the FPPI						525
Total Components for the FPPI						8
Percent Tested						100%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
66%	61%	68%	68%	65%	62%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	34%	Yes	2	
English Language Learners	60%	No		
Asian Students	73%	No		
Black/African American Students	62%	No		
Hispanic Students	67%	No		
Multiracial Students	65%	No		
White Students	69%	No		
Economically Disadvantaged Students	61%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	68%	71%	65%	58%	69%	68%	61%	65%					
Students With Disabilities	17%	25%	39%	50%	23%	47%	54%	20%					
English Language Learners	62%	71%	63%		55%	44%		64%					
Asian Students	69%				77%								
Black/African American Students	64%	70%	63%	58%	59%	60%	55%	63%					
Hispanic Students	73%	77%	69%	62%	71%	60%	54%	68%					
Multiracial Students	59%	57%	74%		68%	87%		47%					
White Students	75%	70%	63%	58%	81%	78%	62%	68%					
Economically Disadvantaged Students	62%	70%	60%	58%	59%	60%	52%	67%					

Page 653 of 2426

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%

Page 654 of 2426

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%

Page 655 of 2426

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	72%	65%	7%	60%	12%
ELA	4	66%	64%	2%	60%	6%
ELA	5	68%	60%	8%	61%	7%
Math	3	77%	69%	8%	66%	11%
Math	4	68%	65%	3%	65%	3%
Math	5	63%	61%	2%	62%	1%
Science	5	66%	66%	0%	60%	6%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

Learning gains in ELA and Math

- individual data chats highlighting students who needed to make growth (accountability)
- targeted intervention
- strengthening Tier I instructional practices - PLC training, peer learning/observation

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ELA Learning Gains with on 57% proficient (SWD - overall ELA - 19% overall Math - 24%)

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

SWD - from 42% to 18%, from 36% to 24%

staffing

mindset shifts

collaboration missing

not included in the bottom quartile

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Kindergarten ELA - 1% difference (-)

5th Grade Math - 1% difference (-)

2nd Grade ELA - 15 difference (+), Math 13% (+)

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Our potential areas of concern, reflecting on EWS data, are the number of scholars scoring a level 1 and declining attendance as students advance through the grades.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Students with Disabilities must show growth toward or obtain proficiency.

Our ELLs must continue to show growth and maintain proficiency.

Demonstrate a higher proficiency in science.

ELA Learning gains need to increase.

DRAFT

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Description: Integration of targeted scaffolds into PLC planning to ensure Students with Disabilities engage with rigorous tasks aligned to the B.E.S.T. standards. Educators will use Indicator T.2 to monitor the implementation and systematic removal of supports, ensuring rigorous tasks maintain the required cognitive complexity.

Impact on Student Learning: Direct engagement with grade-level benchmarks increases proficiency in ELA and Math. Systematic scaffolding builds the academic independence and problem-solving stamina required for success on the FAST assessment.

Rationale: Subgroup data reveal a consistent decrease in achievement data for our SWDs. Prioritizing strategic scaffolding over a simplified curriculum ensures students develop the skills necessary for independent mastery and long-term academic success.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Walkthrough data for the T2 indicator (Academic and behavioral scaffolds are provided for students according to individual needs and removed when no longer needed will increase from 9.2% to 35%.

The percentage of students(SWD) scoring at or above a Level 3 on the Florida Assessment of Student Thinking (FAST) in Literacy will increase from 18% to 42%(SWD).

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Progress toward the desired outcomes will be monitored through:

- Weekly Admin meetings: Leadership will review classroom walkthroughs, focusing on the indicator T2, and identify coaching needs.
- Monthly PLC Sessions: Provide professional learning sessions and peer-observation cycles
- Monthly SBLT Meeting: Grade levels will discuss the data from school/classroom assessments alongside walkthrough trends. Adjusting PLC learning to focus on instructional needs (implementation of the scaffolds and timely removal)

Impact: This monitoring plan ensures that Students with Disabilities receive the necessary supports to master complex benchmarks without compromising instructional rigor. By monitoring the strategic implementation and removal of scaffolds, leadership ensures that students develop the independence required to increase proficiency and growth on statewide assessments

Person responsible for monitoring outcome

James, Dimitra, Avius

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Evidence-based intervention: Intentional planning focused on the use and removal of the appropriate scaffold How will it be monitored: PLC and common planning will be used to observe trends between planning and walkthrough data. Adjustments will be made based on the trends. Teachers will participate in peer observations to calibrate.

Rationale:

Our Students With Disabilities must be able to interact with grade-level content using appropriate scaffolds until they are no longer needed.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Teachers will implement the instructional priority as follows... Facilitators model how teachers use specific temporary instructional accommodations T.2 to grant students with disabilities access to rigorous tasks. Vertical PLCs (common benchmark aligned) PLC learning sessions focus on High Leverage Practices for GenED/ESE teachers (Using the book High Leverage Practices for Inclusive Classrooms)

Person Monitoring:

Classroom Teachers

By When/Frequency:

Weekly PLC Meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will implement the instructional priority as follows...

Facilitators model how teachers use specific temporary instructional accommodations T.2 to grant students with disabilities access to rigorous tasks.

Vertical PLCs (common benchmark aligned)

PLC learning sessions focus on High Leverage Practices for GenED/ESE teachers (Using the book High Leverage Practices for Inclusive Classrooms)

We will monitor impact by:

Weekly: Analyze trends and scaffolds used with the student work artifacts generated from the task.

Evaluate and implement high-leverage practices

Impact: The monitoring will ensure that students have access to appropriate models and scaffolds that will provide them with exposure to and success with rigorous tasks.

Action Step #2

Professional learning will be provided monthly through whole-group interactive sessions and peer observation cycles. Led by Assistant Principals, Teacher Leaders, and district support, it will focus on scaffolding strategies and modulating teacher knowledge to preserve the complexity of B.E.S.T while providing students with temporary supports that facilitate access.

Person Monitoring:

Administrators, Teacher Leaders, Teachers

By When/Frequency:

Weekly PLC Meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional learning will be provided monthly through whole-group interactive sessions and peer observation cycles. Led by Assistant Principals, Teacher Leaders, and district support, it will focus on scaffolding strategies and modulating teacher knowledge to preserve the complexity of B.E.S.T while providing students with temporary supports that facilitate access.

We will monitor impact by:

Monthly, the leadership team will evaluate the professional learning attendance with the school-wide walkthrough trends from Indicator T.2.

The team will use the walkthrough dashboard to analyze and provide support to teachers on the scaffold strategies.

Follow-ups will be provided to assist teachers who are ready to move to the next step and those who will need individualized coaching.

Impact: The monitoring will validate the efficacy of the scheduled professional development. Ensuring that teacher learning is visible in classroom practices.

Action Step #3

School-based Leadership Team meetings will be held monthly to reflect on how the high-leverage practices of collaborative planning, differentiation, and benchmark-aligned instruction are impacting student achievement by reviewing walkthrough and peer observation data, as well as coaching cycles. Impact: This will allow the team to identify areas of need and adjustment, as well as increase in SWD achievement.

Person Monitoring:

Admin and SBLT

By When/Frequency:

Bi-Weekly SBLT meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

School-based Leadership Team meetings will be held monthly to reflect on how the high-leverage practices of collaborative planning, differentiation, and benchmark-aligned instruction are impacting student achievement by reviewing walkthrough and peer observation data, as well as coaching cycles.

Impact: This will allow the team to identify areas of need and adjustment, as well as increase in SWD achievement.

We will monitor the impact by:

Examine the relationship between ratings on Indicator T.2 and the performance data of students with disabilities on common formative assessments.

Identify the specific student subgroups that demonstrate mastery-level proficiency during implementation while concurrently reducing the achievement gap for students with disabilities.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Intervention

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Description: *Systematic implementation of district curriculum resources through PLC cycles focused on strong instructional practices such as differentiation and the use of rigorous tasks. (C.2) Educators will analyze and evaluate classroom tasks to ensure alignment with the B.E.S.T Standards and that instruction matches the rigor of each benchmark. (C.1)*

Impact on Student Learning: *With the implementation of strong instructional practices, differentiation, and rigorous tasks, student achievement for our SWDs will increase.*

Rationale: *Our data indicate that, while we have structures in place for small-group instruction, our students are not meeting proficiency or making adequate growth in our subgroups. We also find that our students are not meeting the cognitive demands of the standards, evidenced by student performance on the FAST assessment.*

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Walkthrough data will show an increase in Indicators C.1, C.2, and S.2.

- C.1 - from 56.55% to 60% (true implementation - calibrate our expectations based on the instructional core indicators)
- C.2 - from 21.1% to 40% in ALL classrooms (or should be just say Literacy?)
- S.2 - from 12.2% to 40% in ALL classrooms

By May 2027, the percentage of SWD scoring at or above a Level 3 on the Florida Assessment of Student Thinking (FAST) in Literacy will increase from 18% to 42%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Progress toward the desired outcomes will be monitored through:

Weekly Admin Meetings: Leadership will review trends from classroom walkthroughs, focusing on individual indicators

First 4.5 weeks - walkthroughs focus on 100% evidence of both presence and alignment (PLC work review learning target and success criteria) - C.1

Second 4.5 weeks - walkthroughs focus on rigorous tasks. (PLC work focuses on rigorous tasks) C.2
PLC - use of protocols to evaluate classroom tasks. C.2

Person responsible for monitoring outcome

James, Dimitra, Avius

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Evidence-based strategies that we will implement are the use of small group instruction with remediation, as well as the use of effective, district-adopted materials.

Rationale:

With increased rigor and the implementation of grade level appropriate materials our students will make gains and/or increased overall proficiency. The resources that we will implement are the skill set of highly effective teachers in addition to the use of district adopted materials which include Eureka Squared, Benchmark Advanced, and Lexia. We will use the district created decision tree for guidance beyond Tier 1.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Teachers will implement targeted interventions with priority: Weekly PLC meetings will be utilized to monitor student growth and implement targeted interventions designed to reduce academic gaps. Teams will meet with the Interventionist to update and monitor progress monitoring plans. Interventionists will work with teachers, providing professional development on the approved Tier 2 and Tier 3 interventions.

Person Monitoring:

Teachers, ITF, and Admin

By When/Frequency:

Bi-Weekly Content PLC

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will implement targeted interventions with priority:

Weekly PLC meetings will be utilized to monitor student growth and implement targeted interventions designed to reduce academic gaps.

Teams will meet with the Interventionist to update and monitor progress monitoring plans

Interventionists will work with teachers, providing professional development on the approved Tier 2 and Tier 3 interventions.

We will monitor impact by:

Weekly: Admin ensures that targeted small group instruction is aligned to the complexity of the B.E.S.T. standards

Administrators will cross-reference student work samples from weekly walkthroughs

School-Based Leadership Team (SBLT) will evaluate formative assessment results alongside classroom artifacts to adjust instructional groups, specifically targeting students identified in the lowest quartile in Math and ELA.

Impact: Executing these steps, the administration will safeguard targeted interventions with fidelity and deliver tier-aligned interventions based on systematic progress monitoring.

Action Step #2

Professional learning will be provided monthly through whole-group PL sessions, coaching cycles, and peer observations by the school-based Interventionist, Assistant Principals, and district coaches, as needed. The Professional learning will focus on appropriate data-driven interventions.

Person Monitoring:

Assistant Principals, Teacher Leaders, ITF

By When/Frequency:

Weekly PLC meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional learning will be provided monthly through whole-group PL sessions, coaching cycles, and peer observations by the school-based Interventionist, Assistant Principals, and district coaches, as needed. The Professional learning will focus on appropriate data-driven interventions.

We will monitor impact by:

Ensure instructional accuracy and fidelity; school leaders will conduct monthly reviews of PLC participant reflections and corresponding student artifacts.

Assistant Principals will facilitate peer observations through a coaching cycle to track the transfer of professional learning into classroom instructional practices.

Administrators will conduct weekly walkthroughs to observe the implementation of monthly strategies and their frequency in Math and ELA.

Impact: These monitoring processes will ensure that professional learning translates into measurable changes in teachers' instructional practices. Teachers will execute effective targeted interventions.

The students' achievement in the bottom quartile will increase.

Action Step #3

School-Based Leadership team data meetings will be monthly, and Individual teacher data meetings will be held every 4.5 weeks to reflect on how targeted Interventions are impacting student

achievement and identify and address instructional gaps.

Person Monitoring:

Admin, SBLT

By When/Frequency:

Monthly School-Based Leadership Team

Meetings, Individual Teacher meetings 4.5 Weeks

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

School-Based Leadership team data meetings will be monthly, and Individual teacher data meetings will be held every 4.5 weeks to reflect on how targeted Interventions are impacting student achievement and identify and address instructional gaps.

We will monitor by:

The School-Based Leadership Team (SBLT) will cross-reference monthly walkthrough observation metrics (Indicators C.2 and S.2) with the corresponding common formative assessment data.

SBLT will review walkthrough indicators along with the associated student mastery levels on assessments.

Adjust PLC and provide immediate coaching resources in areas where there are discrepancies with student performance and walkthrough data.

Impact: Through systematic monitoring, the school-based leadership team (SBLT) will promote instructional coherence by validating effective pedagogical practices associated with student growth.

Concurrently, leadership will align institutional resources with the school's primary instructional priorities to support students performing within the lowest quartile in Math and ELA.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Area of Focus: Increase student engagement and cultivate a Love of Learning through indicator S.3: Students' demonstration of active participation and respectful collaboration during learning activities.

Impact on Student Learning: Students will shift from passive listeners to active processors of information. They will deepen their understanding and retention. As members of a collaborative learning environment, students will learn to listen to give and receive constructive feedback.

Rationale: Students will foster a love of learning and a school-wide sense of community through academic ownership, critical thinking/problem-solving, and self-management skills.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Climate Survey data showed that only 44.9% of our students like coming to school, and 57.3% feel that behavior allows for teaching. With a focus on student engagement we would expect our climate survey data to increase: 44.9% to 50% - students like coming to school and 57.3% to 60%- students feel like behavior allows for teaching.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

- walkthrough data (reflective of the use of engagement and TPT strategies)
- school-based surveys
- climate survey results
- PLC reflections

Person responsible for monitoring outcome

Admin, Techers, SBLT, Climate Survey, School-based survey

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Use of structures such as "Think-Pair-Share", "Confer-Compare-Clarify", and "Quick Writes" to support an increase in collaboration and respectful interaction between peers.

Rationale:

The use of such structures in class will create students who are better at self-regulation and they build the stamina needed for difficult independent problem-solving tasks in and out of the classroom.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Engagement Structures Professional Development

Person Monitoring:

PLC Facilitators and Admin

By When/Frequency:

Weekly PLC meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During our PLC time, structures will be modeled and practiced so that they are turnkey for our teachers. Peer observations will be conducted to calibrate implementation across content areas and grade levels. We will utilize walkthrough data results and peer observation forms to assess effectiveness.

Action Step #2

Let's Reflect

Person Monitoring:

PLC Facilitators and Admin

By When/Frequency:

Weekly PLC Meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

A reflection journal will be used to capture the teacher's feedback on the impact the use of structures is having in the classroom. Student work samples will be analyzed using a protocol to assess the impact structures may have on assigned tasks.

Action Step #3

Get Engaged!- Teachers will employ strategies such as "Turn and Talk", "Confer-Compare-Clarify", and "Quick Writes" to increase student engagement and respectful interaction between peers.

Person Monitoring:

Admin, PLC Facilitators

By When/Frequency:

Weekly PLC Meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will implement structures from our professional learning to support strong instruction. Targeted walkthroughs (look-fors) and teacher feedback will be used to gauge impact.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

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B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

Reviewing resources effectively requires a tight partnership between school leadership and district specialists. At Discovery Oaks Elementary, we start by leveraging FAST, district assessment, and walkthrough data to identify specific learning gaps for our ESE students. We then engage with our ESE site specialist and instructional coaches to audit our resources—evaluating everything from specialized intervention materials and assistive technology to personnel deployment and professional development. This ensures we aren't just using resources, but maximizing them to build teacher capacity and implement high-leverage scaffolds. Throughout the school year, we track student progress during PL time and data meetings, maintaining ongoing communication with the district to refine our approach. Whether that means reallocating district intervention tools or fading scaffolds as students achieve mastery, our collaborative process guarantees that every resource directly drives student achievement."

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

Based on 2025 -2026 ESE performance data, we will utilize our ESE site specialist, targeted interventions, evidence-based instructional strategies, and FAST data to address the academic needs of our ESE students. Teachers will receive ongoing professional learning on targeted scaffolds, instructional strategies, and differentiated instruction to support IEP goals and standards mastery. Student progress will be monitored through quarterly FAST Progress Monitoring, district benchmarks, classroom formative assessments, and PLC data meetings throughout the school year. Resources and interventions will be adjusted as needed based on student performance to improve academic achievement.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

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Clay County Schools

DOCTORS INLET ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority	1
I. School Information	2
A. School Mission and Vision	2
B. School Leadership Team, Stakeholder Involvement and SIP Monitoring	2
C. Demographic Data	6
D. Early Warning Systems	7
II. Needs Assessment/Data Review	11
A. ESSA School, District, State Comparison	12
B. ESSA School-Level Data Review	13
C. ESSA Subgroup Data Review	14
D. Accountability Components by Subgroup	15
E. Grade Level Data Review	18
III. Planning for Improvement	19
IV. Positive Learning Environment	25
V. Title I Requirements (optional)	28
VI. ATSI, TSI and CSI Resource Review	31
VII. Budget to Support Areas of Focus	32

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging, and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant, and transcend the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity, and respect. Through these values, we will maximize student potential and promote individual responsibility.

Provide the school's vision statement

Doctors Inlet School exists to prepare lifelong learners for success in a global and competitive workplace and in acquiring life skills.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Carolyn Ayers

carolyn.ayers@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

The chief administrator and instructional leader of a building. She oversees all daily operations, manages staff and budgets, coordinates curriculum, and ensures a safe, inclusive learning environment for young students

Leadership Team Member #2

Employee's Name

Position Title

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #3

Employee's Name

Paul Boysen

paul.boysen@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Assists the principal in managing day-to-day building operations and instructional leadership. Key duties include overseeing student discipline and attendance, supervising and evaluating school staff, and serving as the lead administrator when the principal is absent.

Leadership Team Member #4

Employee's Name

Suzette Torres

suzette.torres@myoneclay.net

Position Title

Intervention Team Facilitator, Literacy Leadership Team Member, ESE Teacher

Job Duties and Responsibilities

She oversees our Title One Budget, plan, and compliance while ensuring students are receiving interventions and required services.

Leadership Team Member #5

Employee's Name

Lauren Paine

lauren.paine@myoneclay.net

Position Title

Media Center Teacher & Literacy Leadership Team

Job Duties and Responsibilities

Daily classes with students in the media center, creating social media posts, and serving as part of our literacy leadership team to discuss interventions and student progress toward their goals.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

At Doctors Inlet Elementary, a proud Title I community, our School Advisory Council (SAC) and Parent Faculty Association (PFA) work hand in hand to drive student achievement and strengthen schoolwide goals. SAC meets regularly to analyze performance data, establish strategic objectives, and review the school improvement plan to ensure every student has the resources to thrive. Complementing this leadership, our PFA serves as a vital bridge to our community by actively gathering ideas, feedback, and diverse perspectives from families. Through their robust network of dedicated volunteers, the PFA transforms these shared goals into reality—mobilizing support for school activities, funding essential initiatives, and fostering an inclusive, welcoming environment where every Doctors Inlet family has a voice in our collective success.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

To ensure the continuous growth of our students, the Doctors Inlet Elementary School Improvement Plan is a living document monitored through a structured, multi-tiered process throughout the year.

- **Monthly Title I Compliance Meetings:** We conduct dedicated monthly sessions with Title I specialists to review funding allocations, ensure strict regulatory compliance, and verify that all expenditures directly align with and support our targeted school improvement goals.
- **Literacy Leadership Team (LLT) Reviews (Monthly):** Our LLT meets regularly to analyze

student reading performance data, monitor the effectiveness of current academic interventions, and determine precise next steps for students needing additional support.

- **Data-Driven Adjustments (Quarterly):** Grade-level teams regularly evaluate formative assessments to adapt classroom instruction in real time, ensuring no student falls through the cracks.
- **Stakeholder Progress Updates (Interims & Report Cards):** Regular updates are shared during SAC and PFA meetings, keeping our families informed and engaged in our collective progress.

Through this collaborative oversight, we ensure our resources directly impact student achievement and that our strategies evolve alongside our students' needs.

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C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	99.6%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: A 2023-24: A 2022-23: A 2021-22: A

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	69	62	74	81	77	61	58			482
Absent 10% or more school days	6	11	10	14	12	10	12			75
One or more suspensions	4	2	5	6	5	9	12			43
Course failure in English Language Arts (ELA)	2	0	1	4	1	3	1			12
Course failure in Math	0	0	0	0	2	6	1			9
Level 1 on statewide ELA assessment				11	15	8	8			42
Level 1 on statewide Math assessment				7	15	3	8			33
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2026-27

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	4	8	9	11	18	13	8			71

Current Year 2026-27

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	3	0	6	0	0	2			11
Students retained two or more times										0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment										0
Absent 10% or more school days	16	6	17	20	14	10	10			93
One or more suspensions	4	7	6	11	6	15	19			68
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment				17	17	15	7			56
Level 1 on statewide Math assessment				18	13	16	4			51
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	14	6	11	32	19	19	11			112

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		3	5	6	5	9	10			38
Students retained two or more times										0

DRAFT

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.

DRAFT

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

DRAFT

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026		2025		2024	
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	65	66	62	59	63	59
Grade 3 ELA Achievement	63	66	61	66	66	59
ELA Learning Gains	63	63	63	58	62	60
ELA Lowest 25th Percentile	53	60	58	60	60	60
Math Achievement*	68	69	66	63	67	64
Math Learning Gains	69	69	64	70	65	63
Math Lowest 25th Percentile	49	58	50	67	57	51
Science Achievement	73	67	62	65	62	58
Social Studies Achievement*			95			92
Graduation Rate						
Middle School Acceleration						
College and Career Acceleration						
Progress of ELLs in Achieving English Language Proficiency (ELP)				72	63	

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

[†] District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						63%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						503
Total Components for the FPPI						8
Percent Tested						100%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
63%	61%	62%	67%	60%	61%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	47%	No		
English Language Learners	57%	No		
Black/African American Students	49%	No		
Hispanic Students	67%	No		
Multiracial Students	75%	No		
White Students	64%	No		
Economically Disadvantaged Students	60%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	65%	63%	63%	53%	68%	69%	49%	73%					
Students With Disabilities	33%	38%	50%	47%	47%	59%	53%	50%					
English Language Learners	57%		56%		52%	63%							
Black/African American Students	40%	23%	69%	70%	45%	48%	40%	57%					
Hispanic Students	67%	71%	63%	50%	73%	78%							
Multiracial Students	71%				79%								
White Students	68%	64%	62%	45%	72%	70%	52%	79%					
Economically Disadvantaged Students	59%	58%	60%	45%	65%	69%	54%	69%					

Page 690 of 2426

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%

Page 691 of 2426

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%					

Page 692 of 2426

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	63%	65%	-2%	60%	3%
ELA	4	63%	64%	-1%	60%	3%
ELA	5	57%	60%	-3%	61%	-4%
ELA	6	71%	72%	-1%	62%	9%
Math	3	74%	69%	5%	66%	8%
Math	4	57%	65%	-8%	65%	-8%
Math	5	68%	61%	7%	62%	6%
Math	6	71%	70%	1%	60%	11%
Science	5	68%	66%	2%	60%	8%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

This year, our ELA proficiency showed significant growth. We implemented a school-wide intervention block for all grade levels, resulting in growth and helping close gaps within the same cohort of students across grade levels.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Math LG has fallen in this year, typically one of our best areas. This area has typically shown growth for us, but our performance has not met expectations. One contributing factor was the loss of a key support program from iReady, which was mainly utilized to address learning gaps. To address this, we will be collaborating with the Math district staff to analyze the data in depth. We will promptly implement small group interventions and create additional opportunities throughout the day to foster a strong culture of learning.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The lowest quartile of math performance refers to the subset of students who scored in the bottom 25% on standardized math assessments. This group represents those who may face challenges in achieving proficiency in mathematical concepts and skills, highlighting the need for targeted support and intervention strategies to enhance their learning outcomes. This year we focused on ELA and did limited additional support for math including the loss of our iReady program.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our 4th grade math had the largest gap: the state was 65%, and our 4th grade students performed at 57%, a gap of 8%. Even though the student cohort performed 12% better than the prior year and 2% better than last year, it is still underperforming. We did have several changes to the grade level,

including two self-contained classes for all subjects.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Fifth-grade students have the highest number of Level 1s in both ELA and Math PM3. We are changing the grade-level dynamics to include two teams of two to better meet student needs. We also have a dedicated assistant to be able to work with them during ELA and Math times.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

The lowest 25% of students in Math and English Language Arts (ELA) have been identified based on their performance. This includes a focus on 5th-grade Mathematics, ELA, and Science, utilizing data from the 4th-grade assessments for the 2025-2026 academic year, along with anticipated adjustments to the master schedule.

DRAFT

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

This year, as a school, we would like to focus on the instructional practice of student engagement. Our students who struggle academically are often disengaged from the work or the classroom environment. By focusing on improving student engagement across all subjects, we will move from compliance-based learning to active participation and information retention among our students.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By June 2027, Doctors Inlet Elementary will increase student engagement and academic growth by ensuring 80% of instructional staff consistently implement evidence-based engagement strategies and universal design for learning, resulting in a 3% increase in proficient/distinguished scores on state assessments and a 5% reduction in chronic absenteeism.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

We will monitor this progress through our weekly walk-through data. We will also use our monthly school-based leadership meetings, Literacy Leadership Team, and PLC data to monitor the effectiveness of this goal.

Person responsible for monitoring outcome

Carolyn Ayers & Paul Boysen

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored

for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

At Doctors Inlet Elementary, student engagement means keeping our classrooms lively, welcoming, and full of energy. For us, an engaged student isn't just sitting quietly at a desk—they are actively asking questions, working together with classmates, and getting excited about what they are learning. Thanks to our Title I resources and the guidance of our reading coaches, our teachers find creative ways to bring lessons to life. Whether our students are practicing reading through fun group activities, solving hands-on problems, or using new learning tools, they are taking an active role in their own education every single day.

Rationale:

Focusing on student engagement matters because when kids enjoy being in school, they learn more and do better on tests. When young students are truly interested in a lesson, they grasp complex ideas more quickly, stay focused longer, and behave better in class. For our children at Doctors Inlet, high engagement makes sure that extra tutoring and reading help really work, making the most of every school minute. By building a school where kids feel safe, heard, and excited to show up, we aren't just raising grades—we are giving our students the confidence they need to succeed for years to come.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Educators will explore universal design strategies for classroom application during both professional learning community time and data days.

Person Monitoring:

Carolyn Ayers & Paul Boysen

By When/Frequency:

March 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will use the first few Professional Learning Communities to introduce evidence-based UDL (Universal Design for Learning Strategies). We will focus on introducing one per month, starting at pre-planning and going through the end of March. When it is seen in the classroom, it will be noted and celebrated in the weekly newsletter and documented through our walk-through logs.

Action Step #2

Professional Learning will be provided on Total Participation Techniques, Penda, and RACE (a school-wide strategy) to support student engagement. Staff members will receive professional learning and resources related to these areas and will use them in the classroom. Penda will be used to support engagement for Science in grades 3- 6.

Person Monitoring:

Carolyn Ayers & Paul Boysen

By When/Frequency:

December 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will monitor this through our walkthrough data and weekly admin meetings. We will also discuss the results during our monthly Literacy Leadership Team meetings and school-based leadership team meetings. The results will be included in communication to the staff through our weekly newsletters.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Doctors Inlet teachers and staff will improve collaborative planning on campus through monthly team/subject planning meetings. Additional support with collaborative planning will be provided through weekly PLC meetings. This is important so teachers can be intentional with classroom instruction and data analysis. We will hold longer data meetings centered around progress monitoring and data analysis in September/October 2026 and January 2027. John Hattie describes collective teacher efficacy as having one of the highest effects on student learning with 1.39%. This is based on structured protocols rather than informal chats about housekeeping-type conversations

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By June 2027, we will see a 5% increase in student performance from the previous school year by ensuring grade-level teams engage in weekly, data-driven collaborative planning sessions.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

To make sure this goal stays on track, the school will use a clear, multi-layered monitoring system:

- **Weekly (Collaborative Action):** Grade-level teams will meet during common planning time or Professional Learning Communities to review recent data and student work. Teachers will use this time to map out the next week's lessons, share what is working, and group students for extra help.
- **Monthly (Title I & Leadership Check):** The Literacy Leadership Team (LLT) will review grade-level lesson plans and intervention logs. During the monthly Title I compliance meetings, leadership will ensure funding is actively supporting these sessions (e.g., providing sub coverage for planning days, ordering targeted reading materials).
- **Quarterly (Data Deep Dives):** The principal and instructional coaches will host "Data Chats"

after each district checkpoint test. If a specific skill or grade level is lagging, the collaborative planning focus will be adjusted immediately to target that weakness.

- **Three Times a Year (Community Updates):** Progress updates and school-wide assessment trends will be shared with families during School Advisory Council (SAC) and Parent Faculty Association (PFA) meetings to keep everyone connected to the goal.

Person responsible for monitoring outcome

Carolyn Ayers & Paul Boysen

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Collaborative planning brings our grade-level teachers, assistants, and ese teachers together every single week to design lessons as a team. During these focused sessions, teachers review recent student data and interventions to see exactly where students are succeeding and where they are getting stuck. Instead of working in isolation, our educators share their best teaching ideas, group students for extra targeted help, and map out the upcoming week's lessons to ensure every classroom is teaching the right skills at the right pace. Supported by our Title I resources, this teamwork ensures that every student gets a high-quality, consistent learning experience, no matter whose classroom they are in.

Rationale:

Working together in this way is incredibly important for a Title I school because it ensures we are using every minute of the school day efficiently to support our students. When teachers plan as a team, they can spot learning gaps immediately and adjust their teaching before a child falls behind. This collective approach removes the guesswork, allowing our Literacy Leadership Team and classroom teachers to match the right reading interventions to the right students right away. Ultimately, collaborative planning maximizes the impact of our Title I resources, lifts the heavy burden of lesson planning off individual teachers, and creates a unified, data-driven school environment where all students have an equal opportunity to succeed.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Protect and Secure weekly time for collaboration and planning

Person Monitoring:

Carolyn Ayers & Paul Boysen

By When/Frequency:

February 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The team should follow a simple 4-step structure based on Professional Learning Community (PLC) questions:

What do we want students to learn this week? (Unpacking the standard)

How will we know if they learned it? (Creating a quick common quiz)

What will we do if they don't learn it? (Planning extra help/interventions)

What will we do if they already know it? (Planning enrichment)

Action Step #2

Data to Action Chats during Data Meetings

Person Monitoring:

Carloyn Ayers & Paul Boysen

By When/Frequency:

February 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Data meetings will be held both in the Fall and Spring semesters. During these meetings, we will discuss the student data and create a plan for interventions and standards implementation.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Strengthening Tier 1 PBIS systems by increasing student ownership of the expectations creates the stable environment necessary for rigorous academic work. Increasing student ownership of conduct maximizes instructional time and improves *"I like coming to school every day"* and *"The behaviors in my classes are appropriate and allow teachers to teach"* climate indicators.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Walkthrough data will show a 3% increase in indicators S.3 and T.3 in classrooms with high referral and "Round Up" rates. By May of 2027, the percentage of students responding *"I like coming to school every day"* will increase from 49% to 51%, and the percentage of students responding *"The behaviors in my classes are appropriate and allow teachers to teach"* will increase from 47.1% to 50%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Admin meetings where walkthrough and discipline data will be analyzed to determine classes needing Tier 1 behavior support. We are also implementing BIZI PBIS support and a rewards system.

Person responsible for monitoring outcome

Carolyn Ayers & Paul Boysen

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

At Doctors Inlet Elementary, PBIS is our school-wide framework for creating a safe, positive, and predictable learning environment. Rather than just punishing misbehavior after it happens, we actively teach, model, and reward the positive behaviors we want to see. This system connects our school-wide expectations with classroom learning, ensuring that every student understands how to be safe, responsible, and respectful. Backed by our Title I resources, PBIS provides all students with clear incentives for doing the right thing, while offering extra behavioral support to students who need a little more guidance to succeed.

Rationale:

Implementing PBIS is essential for a Title I community because a calm, encouraging school culture is the foundation for all academic learning. When children feel safe and know exactly what is expected of them, classroom disruptions drop and instructional time increases. For our students at Doctors Inlet, PBIS ensures that behavioral expectations are fair and consistent across every classroom and hallway. By celebrating positive choices, we build stronger relationships between staff and students, boost daily attendance, and create an inviting school environment where kids can focus completely on growing academically.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Accountable Talk & Sentence Stems

Person Monitoring:

Carolyn Ayers & Paul Boysen

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

The Action: Teachers will explicitly teach and display "Accountable Talk" sentence stems (e.g., "I agree with [Name] because..." or "Can you explain what you meant by...") to give students the exact words needed for respectful discussion. Additionally, during group work, teachers will assign specific, clear roles to every student (e.g., Recorder, Timekeeper, Speaker) to ensure equal, active participation.

Implementation & Monitoring: Grade-level teams will select 3–4 standard sentence stems during weekly collaborative planning. Instructional coaches and the Literacy Leadership Team will look for the use of these stems and assigned roles during routine classroom walk-throughs. PFA volunteers can support this by helping laminate and distribute these talk-stem cards for student desks.

Action Step #2

Checks for Understanding & Corrective Feedback

Person Monitoring:

Carolyn Ayers & Paul Boysen

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To eliminate the habit of only calling on the few students who raise their hands, every classroom will implement daily "Total Participation Techniques". Teachers will use tools like individual student dry-erase whiteboards, thumbs-up/thumbs-down signals, or quick digital polls at key transition points in every lesson and students will be given academic points, attendance, and behavioral points for their actions in the lessons and around campus.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

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B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

DRAFT

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

DRAFT

DRAFT

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

Clay County Schools

FLEMING ISLAND ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority	1
I. School Information	2
A. School Mission and Vision	2
B. School Leadership Team, Stakeholder Involvement and SIP Monitoring	2
C. Demographic Data	6
D. Early Warning Systems	7
II. Needs Assessment/Data Review	11
A. ESSA School, District, State Comparison	12
B. ESSA School-Level Data Review	13
C. ESSA Subgroup Data Review	14
D. Accountability Components by Subgroup	15
E. Grade Level Data Review	18
III. Planning for Improvement	19
IV. Positive Learning Environment	26
V. Title I Requirements (optional)	29
VI. ATSI, TSI and CSI Resource Review	32
VII. Budget to Support Areas of Focus	33

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

We will prepare our students to be independent life-long learners. We will provide a learning environment that is centered on our students, directed by our teachers, and supported by our homes and community.

Provide the school's vision statement

Fleming Island Elementary is a supportive and inclusive environment which engages and inspires students by promoting a growth mindset and belief that all students are capable of learning. We want our students to be problem solvers utilizing critical thinking skills to make a greater impact on the world.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Mallory McConnell

mallory.mcconnell@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

Analyzes data and works with team to develop goals for school based on historical academic and social emotional learning progress

Leadership Team Member #2

Employee's Name

Julie Dover

julie.dover@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Analyzes data and works with team to develop goals for school based on historical academic and social emotional learning progress

Leadership Team Member #3

Employee's Name

Stacey Johnson

stacey.johnson@myoneclay.net

Position Title

Teacher

Job Duties and Responsibilities

Leads PLCs for the grade level, analyze student data, works collaboratively with colleagues to intentionally plan for small group, differentiated instruction. All jobs and responsibilities align to SIP implementation.

Leadership Team Member #4

Employee's Name

Robin Barnard

robin.barnard@myoneclay.net

Position Title

Teacher

Job Duties and Responsibilities

Leads PLCs for the grade level, analyze student data, works collaboratively with colleagues to intentionally plan for small group, differentiated instruction. All jobs and responsibilities align to SIP implementation.

Leadership Team Member #5

Employee's Name

Kristen Tully

kristen.tully@myoneclay.net

Position Title

Teacher

Job Duties and Responsibilities

Leads PLCs for the grade level, analyze student data, works collaboratively with colleagues to intentionally plan for small group, differentiated instruction. All jobs and responsibilities align to SIP implementation.

Leadership Team Member #6

Employee's Name

Leigh Snyder

leigh.snyder@myoneclay.net

Position Title

ESE Teacher

Job Duties and Responsibilities

Leads PLCs for the grade level, analyze student data, works collaboratively with colleagues to intentionally plan for small group, differentiated instruction. All jobs and responsibilities align to SIP implementation.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

We meet 6 times per year involving the school leadership team, teachers and school staff, parents, families, and business/community leaders. We use a various data to review the needs of the campus from survey, climate data, and parental/stakeholder feedback.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

We meet 6 times per year involving the school leadership team, teachers and school staff, parents, families, and business/community leaders. During our meetings we will review student performance data for academics and behavior. We will make adjustments as needed. School staff will also be monitoring data on a monthly basis for a more "real time" approach.

DRAFT

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	28.9%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: A 2023-24: A 2022-23: A 2021-22: A

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	60	74	61	78	82	83	91			529
Absent 10% or more school days	11	7	5	5	13	1	7			49
One or more suspensions	2	1	1	0	1	0	9			14
Course failure in English Language Arts (ELA)	3	0	0	0	0	0	1			4
Course failure in Math	3	0	0	0	3	1	3			10
Level 1 on statewide ELA assessment	2	4	9	2	4	3	1			25
Level 1 on statewide Math assessment	15	18	13	7	21	13	5			92
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	9	22	6	17	15	10	6			85
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	7	16	6	6	8	2	3			48

Current Year 2026-27

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	9	2	2	5	4	0	6			28

Current Year 2026-27

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		2		2	1		1			6
Students retained two or more times										0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
School Enrollment		78	69	82	87	92	96			504
Absent 10% or more school days		8	5	8	6	5	8			40
One or more suspensions		1	1	3		1	5			11
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment		11	6	10	11	13	11			62
Level 1 on statewide Math assessment		17	15	13	13	22	9			89
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)			1							1
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)			1							1

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		2	4	5	11	11	7			40

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		2		1	1	1				5
Students retained two or more times										0

DRAFT

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.

DRAFT

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

DRAFT

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	80	66	62	78	63	59	80	62	57
Grade 3 ELA Achievement	86	66	61	83	66	59	78	65	58
ELA Learning Gains	67	63	63	71	62	60	67	62	60
ELA Lowest 25th Percentile	69	60	58	65	60	56	62	60	57
Math Achievement*	86	69	66	86	67	64	90	67	62
Math Learning Gains	84	69	64	70	65	63	84	68	62
Math Lowest 25th Percentile	84	58	50	55	57	51	75	59	52
Science Achievement	73	67	62	87	62	58	76	61	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					72	63		55	61

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

[†] District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						79%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						629
Total Components for the FPPI						8
Percent Tested						99%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
79%	74%	77%	80%	70%	69%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	66%	No		
English Language Learners	88%	No		
Asian Students	86%	No		
Black/African American Students	75%	No		
Hispanic Students	86%	No		
Multiracial Students	84%	No		
White Students	78%	No		
Economically Disadvantaged Students	70%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS										
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.
										GRAD RATE 2024-25
										C&C ACCEL 2024-25
										ELP PROGRESS
All Students	80%	86%	67%	69%	86%	84%	84%	73%		
Students With Disabilities	52%	67%	58%	84%	59%	74%	94%	41%		
English Language Learners	83%				92%					
Asian Students	79%		82%		93%	91%				
Black/African American Students	75%		71%		82%	73%				
Hispanic Students	88%	100%	72%		83%	87%				
Multiracial Students	85%		75%		81%	94%				
White Students	79%	83%	63%	68%	87%	83%	82%	78%		
Economically Disadvantaged Students	68%	83%	52%	52%	78%	83%	87%	58%		

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	78%	83%	71%	65%	86%	70%	55%	87%					
Students With Disabilities	51%		60%	53%	61%	66%	45%	62%					
Asian Students	91%				91%								
Black/African American Students	74%		64%		84%	64%							
Hispanic Students	80%	80%	74%		93%	74%		90%					
Multiracial Students	83%		71%		83%	65%							
White Students	77%	80%	71%	68%	84%	70%	57%	91%					
Economically Disadvantaged Students	66%	53%	74%	64%	76%	77%	54%	75%					

Page 726 of 2426

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%					

Page 727 of 2426

Page 17 of 34

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	86%	65%	21%	60%	26%
ELA	4	72%	64%	8%	60%	12%
ELA	5	76%	60%	16%	61%	15%
ELA	6	91%	72%	19%	62%	29%
Math	3	90%	69%	21%	66%	24%
Math	4	86%	65%	21%	65%	21%
Math	5	80%	61%	19%	62%	18%
Math	6	92%	70%	22%	60%	32%
Science	5	76%	66%	10%	60%	16%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

The most improvement areas for our school were our bottom quartile math gains and math gains overall. This past year our school focused heavily on Intentional small group instruction and benchmark aligned instruction to make this happen.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our lowest performance was in our 4th Grade ELA scores and our 5th Grade Math scores. We believe this is due to needing to continue to intentionally plan small group instruction aligned to data. This is also historically a lower cohort of students which follows this trend.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The greatest decline was in 5th Grade Science where we dropped 11 points. We also decreased in our 4th Grade ELA gains by 12 points. Again, we do see this as being a lower cohort but we see a strong alignment to ELA scores and science scores.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest data gap compared to the state was : 4th ELA, 5th Math, and 5th Science. This is also historically a lower cohort of students which follows this trend.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Our big concern is our Students with Disabilities performance in ELA Achievement and 5th grade Science.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Our highest priorities are in the area(s) of:

- Intervention
- Collaborative Planning
- PLCs
- Student Accountability
- Differentiation

DRAFT

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Description: Strategic implementation of differentiated instruction focused on identified students' needs for enrichment or remediation will ensure instruction meets the needs of students to successfully achieve a years' worth of learning gains in ELA and math and/or proficiency in science.

Impact on Student Learning: Differentiation is critical for student success because it allows teachers to meet the diverse learning needs, abilities, and interests of all students. By providing appropriate levels of support and challenge, differentiation helps students stay engaged, build confidence, and make meaningful academic progress. This approach promotes equitable learning opportunities and enables every student to reach their full potential.

Rationale: While proficiency levels remain high in both ELA and Math, learning gains for ELA declined from the previous year. Overall for the 24-25 school year, learning gains in ELA were 71% and in the 25-26 school year the learning gains for ELA were 69%. 6th grade learning gains increased from the 24-25 school year to 25-26, 5th grade remained the same, and 4th grade decreased by 12 percentage points.

Additionally, 2 of the 4 grade levels experienced a decline in overall proficiency from the previous year. While our overall math proficiency increased and we had extremely high success in learning gains and lowest quartile learning gains, we believe continued focus on differentiation in math will allow our school to show continued success. By focusing on differentiation, the school can increase engagement, improve achievement for all students, reduce learning gaps, and ensure that every learner is appropriately challenged and supported to reach their full potential.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Overall for the 24-25 school year, learning gains in ELA were 71% and in the 25-26 school year the learning gains for ELA were 69%. 6th grade learning gains increased from the 24-25 school year to 25-26, 5th grade remained the same, and 4th grade decreased by 12 percentage points.

For this year, our measurable outcomes will include: FAST data will reflect 4th - 6th grade students scoring at least 75% in the category of ELA Learning Gains and 85% in the category of Math Learning Gains.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Progress toward the desired outcomes will be monitored through: Weekly admin meetings, leadership teams will review trends from classroom walkthroughs, and focusing on the indicator S.2. in the One Clay Vision Instructional Core Indicators.

Quarterly reviews of walkthrough data will demonstrate an increase in observable evidence of differentiated instruction with both remediation and extended activities being implemented across classrooms for the needs of learners.

Differentiated instruction ensures that struggling students receive the support and scaffolding needed to access grade-level content while also providing advanced learners with opportunities for enrichment, deeper thinking, and accelerated growth.

Person responsible for monitoring outcome

Principal and Assistant Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Teachers will utilize intentional planning in this way: Teachers will use prior year data and ongoing formative assessments to intentionally plan benchmark aligned and differentiated tasks for instruction. Teachers will identify specific foundational skill gaps and group students with similar needs. Instruction within these small groups will be precisely tailored to address those gaps with scaffolded and differentiated materials. This allows for more intentional support for all students.

Person Monitoring:

Classroom teacher including any supporting ESE teacher or classroom assistant

By When/Frequency:

Bi-Monthly - PLC, Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The school-based leadership team will track progress through focused PLC meeting agendas, classroom walkthroughs, and evidence of intentional planning.

Action Step #2

Professional learning will be provided monthly in the format of whole group PL sessions by a combination of administration and/or teachers and will focus on differentiation.

Person Monitoring:

Administration and Teachers

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The school-based leadership team will track progress through session presentations and materials, PLC meeting agendas, and the use of classroom walkthroughs will show evidence of these strategies in practice.

Action Step #3

School-based Leadership Team meetings will be held monthly to reflect on how differentiated instruction is impacting student achievement. The school-based leadership team will regularly analyze the school-wide data, grade-level data, and the progress of students across the months to monitor and adjust the focus as needed.

Person Monitoring:

Administration, SBLT

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administrators will observe classrooms to see if the adjustments discussed at the data meetings are visible in instructional practices, specifically in the school specific walkthrough indicator (S.2.). This will also be evident and monitored through monthly meeting agendas and walkthrough logs.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Professional Learning Communities**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Description: We selected Professional Learning Communities (PLCs) to improve school performance because they provide a structured process for teachers to collaborate, analyze student data, and implement effective instructional strategies. By establishing high-functioning PLCs, our school expects to strengthen instructional practices, close achievement gaps, increase student proficiency on state assessments, and improve key accountability measures that contribute to our overall school grade. This approach supports a culture of continuous improvement and shared leadership, positioning our school for sustained academic success.

How it affects student learning:

PLCs support continuous professional growth by fostering a culture of collaboration, accountability, and reflective practice. As teachers engage in ongoing cycles of planning, implementation, assessment, and adjustment, instructional quality improves and student learning outcomes become more consistent.

Rationale:

PLCs promote collective responsibility for student achievement and support continuous improvement in teaching and learning. Data supporting this decision includes student proficiency rates, learning gains, state assessment results, common assessment data, and progress-monitoring outcomes. Recent data indicate a need to strengthen instructional consistency and increase student achievement across content areas. As a school, we saw a decrease of 11% points in 5th grade Science proficiency. We also saw a correlation of Science and ELA proficiency. Through PLCs, multiple content areas will be able to collaborate and create differentiated material in which to help close this gap. We will use data-driven decision-making in our PLCs to improve student outcomes and increase learning gains in multiple areas thus improving our overall school grade.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Walkthrough data will indicate at least 60% of classrooms demonstrating students engaged in differentiated learning tasks after quarter one. Walkthrough data will show an increase of at least 10% of classrooms demonstrating differentiated learning tasks each quarter.

For this year, our measurable outcomes will include: FAST data will reflect 4th - 6th grade students scoring at least 75% in the category of ELA Learning Gains and 85% in the category of Math Learning Gains. Additionally, we seek to increase our Science proficiency by 10% points.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Progress toward the desired outcomes will be monitored through: Administration visiting weekly PLC meetings and through PLC agendas. It will be further inspected through classroom walkthroughs.

Person responsible for monitoring outcome

Administration, Team Leaders

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Teachers will implement strategic instructional scaffolding by utilizing weekly PLCs to design and monitor the systematic removal of supports for students, ensuring that student work consistently aligns with the cognitive complexity of the BEST standards (ELA) and SSA/Science Standards.

Person Monitoring:

Classroom Teachers

By When/Frequency:

PLC Weekly Meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administrators will observe classrooms to see if the adjustments discussed at PLCs are visible in instructional practices. This will also be evident and monitored through PLC meeting agendas and walkthrough logs.

Action Step #2

Professional learning will be provided monthly in the format of whole group PL sessions by a combination of administration and/or teachers and will focus on differentiation.

Person Monitoring:

Administrators and Teachers

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The school-based leadership team will track progress through session presentations and materials, PLC meeting agendas, and the use of classroom walkthroughs will show evidence of these strategies in practice.

Action Step #3

School-Based Leadership team meetings will be held monthly to evaluate how instructional planning

of differentiated tasks based on student needs through PLCs is impacting student achievement by reviewing walkthrough data for indicator S.2.

Person Monitoring:
Administration and SBLT

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The school-based leadership team will regularly analyze the school-wide data, grade-level data, and the progress of students across the months to monitor and adjust the focus as needed.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Description: Student accountability focuses on establishing clear expectations for academic performance and behavior while helping students take ownership of their learning, attendance, conduct, and achievement goals.

How it affects student learning: When students are held accountable for their academic progress and behavior, they are more engaged in learning, attend school more regularly, complete assignments consistently, and contribute to a positive classroom environment. This increases instructional time and supports higher levels of student achievement.

Rationale: We selected student accountability as a school improvement strategy because data indicate that academic performance, attendance, behavior referrals, and student engagement directly impact student achievement and overall school performance. By implementing systems that promote responsibility, goal-setting, progress monitoring, and positive behavior, students become active participants in their success. Improving student accountability is expected to increase achievement, reduce disciplinary incidents, improve attendance, and positively impact the indicators used to determine our school grade.

Student data used to make this determination includes:

- State assessment proficiency and learning gains data
- Course grades
- Assignment completion rates and missing work data

- Student attendance and chronic absenteeism rates
- Discipline referrals (ODRs) and behavior reflection sheet data
- Student survey results
- Walkthrough data (C.3., S.3., T.3.)

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the beginning of the 2nd quarter, 100% of students will have documented their progress in individual data folders. By the end of the 2nd quarter, 100% of students will have participated in student-led conferences, contributing to a 20% increase in walkthrough data for each of the indicators regarding accountability (C.3., S.3., T.3.)

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The School Based Leadership Team will meet monthly to review progress of each team's implementation. Professional development will be provided as needed. Leadership team will review walkthrough data during weekly admin. meetings.

Person responsible for monitoring outcome

SBLT and Administration

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Student Goal Setting and Progress Monitoring

Person Monitoring:

Principal, Assistant Principal, SBLT

By When/Frequency:

Quarterly schoolwide data reviews

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will implement a consistent student goal-setting and progress-monitoring process aligned to academic and behavior expectations. Students will establish individualized goals using FAST, benchmark assessments, classroom assessments, attendance, and behavior data. Students will regularly reflect on their progress through data chats, goal trackers, student conferences, and classroom data notebooks. Teachers will provide timely feedback and opportunities for students to revise goals as they demonstrate growth.

School administrators and the SBLT will monitor implementation during classroom walkthroughs, PLC meetings, and student data notebook reviews. Grade level teams will analyze student progress during PLCs to determine effectiveness and identify students requiring additional support or intervention. Students will develop greater ownership of their learning by understanding their academic goals, monitoring their own progress, and taking responsibility for meeting expectations. Increased student engagement and motivation will lead to improved academic achievement, higher assignment completion rates, and increased learning gains.

Action Step #2

Schoolwide Student Accountability System

Person Monitoring:

Principal, Assistant Principal, MTSS/PBIS Team, School Counselor, Classroom Teachers

By When/Frequency:

Monthly Meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The school will implement a comprehensive student accountability system that reinforces responsibility for attendance, behavior, and academic success. Teachers will consistently communicate learning expectations, monitor assignment completion, utilize behavior reflection tools, and recognize students who demonstrate responsibility and growth. Attendance, behavior, and academic data will be reviewed regularly to identify students in need of additional supports, mentoring, or interventions.

Administrators and the SBLT, PBIS/MTSS teams will review attendance reports, office discipline referrals, behavior reflection data, and assignment completion rates weekly. Walkthroughs will monitor classroom implementation of accountability routines, student engagement strategies, and consistent expectations. Data discussions during PLCs and leadership meetings will guide intervention decisions and celebrate student successes.

Consistent expectations and regular monitoring will improve student attendance, reduce behavior referrals, increase assignment completion, and strengthen student responsibility for learning. These improvements will maximize instructional time, create a positive learning environment, and contribute to higher levels of student achievement and overall school performance.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

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B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

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VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

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Clay County Schools

FLEMING ISLAND HIGH SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority	1
I. School Information	2
A. School Mission and Vision	2
B. School Leadership Team, Stakeholder Involvement and SIP Monitoring	2
C. Demographic Data.....	6
D. Early Warning Systems	7
II. Needs Assessment/Data Review	10
A. ESSA School, District, State Comparison	11
B. ESSA School-Level Data Review	12
C. ESSA Subgroup Data Review	13
D. Accountability Components by Subgroup.....	14
E. Grade Level Data Review.....	17
III. Planning for Improvement.....	18
IV. Positive Learning Environment	26
V. Title I Requirements (optional).....	30
VI. ATSI, TSI and CSI Resource Review	33
VII. Budget to Support Areas of Focus	34

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Fleming Island High School provides excellence in education by preparing tomorrow's leaders to be determined, passionate, dedicated, and accountable through providing opportunities to soar in scholarship and leadership.

Provide the school's vision statement

Our vision is to empower every student to soar, reaching their highest academic potential while developing the social and emotional strength to navigate life's horizons with confidence. We cultivate a community where challenging academics, strong relationships, and emotional well-being converge to prepare students for a lifetime of success and meaningful contribution.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Thomas Pittman

Thomas.Pittman@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

- Oversees policies and procedures of the daily functions at Fleming Island High School
- Co-Math Administrator
- Community/Business Partnerships

Leadership Team Member #2

Employee's Name

Brittany Senna

Brittany.Senna@myonclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

- Master Schedule Creation
- Instructional Technology
- Oversees Guidance, Co-ELA, Science and Career and Technical Education Department Cambridge/AICE Administrator

Leadership Team Member #3

Employee's Name

Miranda Knox

Miranda.Knox@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

- Campus Professional Development
- State Testing
- Co-ELA, Social Studies, ESE and Reading Department Administrator
- Advanced Placement (AP) Administrator
- Climate and Culture

Leadership Team Member #4

Employee's Name

Mark McKinney

Mark.Mckinney@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

- Campus Facilities

- Co-Math, PE, NJROTC and Custodial Administrator
- Instructional Materials
- Lead Safety Administrator

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Data is presented to the FIHS School Advisory Council to collaborate, discuss, and identify areas of focus for the current school year. The SAC team includes admin, parents, students, employees, and business partners. In addition, our PBIS team (staff, students, and administration) meets monthly to review discipline and attendance data, as well as discuss other areas of need. Collaboration based on climate survey responses from parents, students, and staff was utilized to identify areas of focus and action steps for school improvement priorities.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Measurable outcomes and data addressing areas of focus in the School Improvement Plan will be reviewed monthly in Curriculum Council, PBIS, and PLC meetings. The School's Advisory Council will meet quarterly to monitor School Improvement Plan progression.

Within weekly content area PLCs, a variety of available data will be reviewed consistently including state testing (FAST PM1 & PM2), district testing (baseline and midyear information), and district supplemental online platform data (Aleks, Lexia, etc). Feedback regarding Student Success Team meetings will be provided to staff regularly to monitor the progress of at risk students. PLC protocol includes analyzing data for all subgroups, specifically our SWD and ELL populations. ESE Case Managers and our campus ESOL Facilitator will collaborate regularly with core academic teachers to ensure appropriate interventions are in place, and modify them as needed.

Attendance monitoring will occur monthly with our Attendance team including: administration, Social Worker, School Counselors, and the Dean. Students from previous school year who missed 10% or more of school will be placed on monitoring status at the beginning of the year. Student Success Team meetings with parents, students, administration, social worker, and school counselors will be held regularly and plans for success will be communicated to students respective teachers.

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C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH PK, 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	32.6%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: A 2023-24: A 2022-23: A 2021-22: A

D. Early Warning Systems

1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

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2. Grades 9-12 (optional)

Current Year (2026-27)

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
School Enrollment	464	464	431	456	1,815
Absent 10% or more school days	72	114	118	173	477
One or more suspensions	22	31	31	28	112
Course failure in English Language Arts (ELA)	4	9	3	2	18
Course failure in Math	15	8	14	9	46
Level 1 on statewide ELA assessment	20	20			40
Level 1 on statewide Algebra assessment	4	19	6	2	31

Current Year (2026-27)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	34	35	38	30	137

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	49	57	28	45	179

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	0	0	0	0	0
Students retained two or more times	0	0	0	0	0

DRAFT

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

DRAFT

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	78	69	62	77	66	59	75	64	55
Grade 3 ELA Achievement									
ELA Learning Gains	65	62	59	66	60	58	63	62	57
ELA Lowest 25th Percentile	64	59	55	68	59	56	66	62	55
Math Achievement*	63	61	52	78	59	49	81	61	45
Math Learning Gains	38	44	45	53	48	47	65	60	47
Math Lowest 25th Percentile	38	41	44	65	42	49	77	61	49
Science Achievement	92	82	74	89	82	72	92	80	68
Social Studies Achievement*	89	85	76	94	84	75	89	83	71
Graduation Rate	98	97	94	97	95	92	97	94	90
Middle School Acceleration									
College and Career Acceleration	80	67	74	77	63	69	73	60	67
Progress of ELLs in Achieving English Language Proficiency (ELP)					69	52		51	49

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

[†] District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						71%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						710
Total Components for the FPPI						10
Percent Tested						99%
Graduation Rate						98%
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
71%	76%	76%	77%	69%	63%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	51%	No		
English Language Learners	70%	No		
Asian Students	84%	No		
Black/African American Students	61%	No		
Hispanic Students	71%	No		
Multiracial Students	79%	No		
White Students	72%	No		
Economically Disadvantaged Students	64%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	78%		65%	64%	68%	38%	38%	92%	89%		98%	80%	
Students With Disabilities	48%		48%	51%	34%	34%	29%	70%	69%		92%	38%	
English Language Learners	86%		75%		57%	33%			81%		100%	58%	
Asian Students	97%		84%		83%	25%		94%	100%		100%	92%	
Black/African American Students	59%		70%	75%	40%	24%	24%	76%	82%		96%	62%	
Hispanic Students	83%		63%	61%	67%	39%	50%	91%	84%		100%	74%	
Multiracial Students	81%		79%	83%	63%	32%		100%	84%		100%	85%	
White Students	78%		63%	59%	73%	42%	40%	93%	91%		97%	81%	
Economically Disadvantaged Students	69%		63%	60%	54%	31%	36%	88%	85%		94%	63%	

Page 760 of 2426

28/2026

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	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%

Page 761 of 2426

Page 15 of 35

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	75%		63%	66%	81%	65%	77%	92%	89%		97%	73%	63%
Students With Disabilities	42%		48%	51%	69%	60%	64%	80%	55%		95%	36%	
English Language Learners	56%		68%	78%	71%	60%		70%	100%		100%	54%	63%
Asian Students	79%		76%		88%	60%		94%	100%		100%	74%	
Black/African American Students	61%		60%	59%	78%	56%		86%	88%		97%	47%	
Hispanic Students	68%		62%	66%	76%	74%	85%	86%	84%		96%	72%	57%
Multiracial Students	76%		78%	80%	75%	62%		100%	88%		100%	69%	
White Students	78%		62%	64%	83%	65%	75%	93%	89%		97%	76%	
Economically Disadvantaged Students	66%		60%	65%	75%	65%	77%	86%	81%		93%	53%	58%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	9	76%	66%	10%	60%	16%
ELA	10	79%	69%	10%	61%	18%
Biology	9	99%	95%	4%	87%	12%
Biology	10	78%	67%	11%	60%	18%
Algebra	9	72%	63%	9%	41%	31%
Algebra	10	29%	39%	-10%	31%	-2%
Geometry	9	88%	87%	1%	75%	13%
Geometry	10	54%	53%	1%	40%	14%
Geometry	11	11%	26%	-15%	26%	-15%
History	11	89%	83%	6%	75%	14%
Biology	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	10	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

Our school saw a 3% increase in 10th Grade ELA Proficiency. The growth was driven by the increased collaborative teaching/push-in model for standard 10th grade sections. The 10th Grade ELA team also consistently used district-provided curriculum guides. All 10th grade students who were not reading on grade level at the end of 9th grade were also scheduled into Intensive Reading to ensure remediation was provided.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Algebra had the lowest performance at 56%. Contributing factors included a personnel change at midyear, in addition to a disconnect between classroom resources being used and district-provided curriculum.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Geometry was the lowest performing with a 18% drop. This was due to an upcoming teacher retiring and a teacher leaving midyear. There seems to be a bit of a shift away from district provided curriculum.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

We saw a 1% gap below the state average for Algebra. This could potentially be because of a difference in the complexity of the tasks and not being fully aligned with provided curriculum guides.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

477 Total students were absent 10% or more school days

137 Students had two or more indicators

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Attendance

Algebra

ELA

SWD

Discipline/Suspensions

DRAFT

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Description: Systemic implementation of the district provided curriculum and resources in Algebra and Geometry courses. Educators will vet classroom tasks through PLC cycles, including sharing and analysis of common assessment data for remediation and to ensure instruction and tasks matches required cognitive complexity of every benchmark.

Impact on Student Learning: Maintaining consistent curriculum fidelity across both Algebra and Geometry is vital. These subjects are highly cumulative and each new concept acts as a building block on the previous one. Inconsistency can create structural gaps. The District has vetted materials to ensure resources provide predictable and equitable learning for all students.

Rationale: The rationale is to realign our classrooms and provide consistent resources that will allow for predictable and equitable learning for all students. This also ensures accurate actionable data across all PLCs.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

"Data driven instructional decisions are apparent" was at 40%. We would like to increase this to 50% by mid-year based off of teachers using district aligned curriculum that will produce predictable and equitable results. Also, using common assessments that are rigorous and aligned to district curriculum.

By focusing on providing consistent rigorous curriculum and addressing common assessment data, Algebra will increase proficiency to at least 60% and Geometry will increase to 70%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Progress will be monitored through:

- Weekly Admin Meetings: Leadership will review trends from classroom walkthroughs, focusing on the C.2. indicators, and the complexity of student work to identify coaching needs.
- Monthly leadership teams: Content area teams will correlate walkthrough trends with common assessment data to ensure rigor is translating into student mastery, and adjusting the PLC agenda and calendar as needed.

Impact: This would allow real-time feedback, ensuring that students in all classes consistently engage with benchmark-level content. By identifying and closing any rigor gaps in a timely manner, we ensure all students have an opportunity to engage in high-quality lessons that will lead to high proficiency.

Person responsible for monitoring outcome

Leadership Team

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:**Rationale:****Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Curriculum Realignment & Fidelity Checks: Teachers will implement rigorous benchmark-aligned instruction by utilizing their weekly PLCs to identify, understand, and monitor student progress by analyzing common assessment data. They will vet daily classroom tasks against state specifications to ensure student work matches the required rigor and cognitive complexity.

Person Monitoring:

Classroom teachers and school administrators

By When/Frequency:

Content PLC meetings happen a minimum of two times per month.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Impact will be monitored by:

PLC Reviews: Administration will verify weekly that PLC teams are using benchmark clarifications to establish the required level of depth and rigor.

Task Audits: Administration will cross-reference student work through weekly walkthroughs against state specifications to ensure cognitive complexity matches the benchmark.

Impact: This cycle ensures instructional consistency by verifying that lessons and student work are rigorous in nature and are at grade-level complexity. By identifying and addressing any misalignments immediately, leadership will ensure students are prepared for the specific requirements of state assessments.

Action Step #2

Instructional Coaching & Support: Professional learning will be provided monthly in the format of PD choice for whole group faculty meetings by teacher leaders on campus and will focus on rigorous tasks and appropriately using district aligned curriculum.

Person Monitoring:

Leadership Team and Teacher Leaders

By When/Frequency:

Monthly PL Sessions

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will monitor impact by:

The leadership team will use the walkthrough tool and discuss implementation of rigorous tasks being used in the classroom from the monthly sessions to ensure faculty can accurately identify the required complexity of state standards.

Peer observations will take place. The observational data will be used within PLCs for teachers to discuss and identify specific benchmarks that require further calibration.

During weekly walkthroughs, administrators will look for the specific instructional strategies modeled in PL sessions, documenting the frequency and quality of rigorous tasks implementation across all grade levels.

Impact: This systematic monitoring ensures that professional learning creates measurable changes in teacher practices. We want to ensure that teachers can design and apply rigorous tasks, the school ensures students are challenged throughout the year at the depth required for FAST assessment proficiency.

Action Step #3

Targeted Intervention Schedules: School-Based Leadership Team meetings will be held each month to reflect on how rigorous, benchmark aligned instruction is impacting student achievement by correlating walkthrough data for indicator C.2. with common assessment data to identify and address gaps.

Person Monitoring:

Leadership Team, School-Based Leadership Team Members

By When/Frequency:

Monthly School-Based Leadership Team Meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Impact will be monitored by:

Data Correlation: Leadership team will cross-reference walkthrough data (specifically indicator C.2

with Common Formative Assessment results throughout the year.

Identification of Gaps: The team will analyze walkthrough data to ensure alignment with content and engagement are corresponding with student mastery on assessments.

Data Based Planning: If we identify discrepancies between walkthrough success and assessment performance, the leadership team will focus efforts on coaching cycles or adjust the upcoming professional learning focus.

Impact: This type of monitoring allows for a clear check on instructional consistency. By ensuring that classroom practice leads to student achievement, schools can make certain that time and resources are focused on instructional shifts that address gaps in student proficiency.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Description: We will focus on targeted scaffolds in PLC planning with departments and Support Facilitators to ensure Students with Disabilities engage with rigorous tasks aligned to the B.E.S.T. Standards. The leadership team will use Indicator T.2 to monitor the implementation and process of removing supports, making certain rigorous tasks maintain the required cognitive complexity.

Impact on Student Learning: Student engagement with grade-level benchmarks increases ELA and Math proficiency. Students also need to have scaffolds removed at appropriate times to build the academic dependence and problem-solving stamina required for success on FAST and EOC assessments.

Rational: Our schools subgroup data demonstrated achievement gaps that we believe were caused by the overload from not removing scaffolds for student independence. Prioritizing the systematic removal of scaffolds over a simplified curriculum ensures students develop skills necessary to be independently successful on assessments and long-term success.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Walkthrough data will show a 15% increase in indicator T.2 (was 45% for the 25-26 school year) in all classrooms, and will show a 20% increase in classes with a Support Facilitator (push-in). Indicator T.2 discusses academic and behavior scaffolds being provided and removed when no longer needed. By May 2027, the Students with Disabilities will increase achievement from 61% to 65% proficiency on

state assessments.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Progress toward the desired outcomes will be monitored through:

- Weekly Leadership Meetings will analyze trends from Indicator T.2 (Instructional Scaffolding) on the walkthrough log, evaluating the alignment of scaffolds to the standards and the systematic removal of scaffolds to prioritize coaching support for teachers.
- Monthly PLCs will analyze ELA and Math performance data for Students with Disabilities subgroup (focusing on the lower 25%) and walkthrough trends to establish if instructional supports are facilitating mastery of grade-level benchmarks. Leadership will also adjust professional learning to focus on fading scaffolds appropriately.

Impact: This monitoring plan ensures that Students with Disabilities (particularly the lower 25%) receive the necessary supports to master complex benchmarks without compromising instructional rigor. In monitoring the very strategic implementation and remove of scaffolds, leadership can make sure that students develop the independence necessary to increase proficiency on statewide assessments.

Person responsible for monitoring outcome

Administration and Teacher Leaders

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Teachers will implement intentional instructional scaffolding planned out during weekly PLCs to design and monitor the removal of supports for Students with Disabilities, ensuring that independent student work consistently aligns with the cognitive complexity of the B.E.S.T. Standards.

Person Monitoring:
Classroom Teachers

By When/Frequency:
Weekly PLC Meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will monitor impact by:

Data Correlation: During weekly PLC meetings, teachers and leadership will analyze the scaffold use with the student work generated from those specific tasks.

Gap Identification: The team will address whether the provided scaffolds are facilitating high-quality student responses or if they are lowering the cognitive demands of the B.E.S.T. standards.

Responsive Planning: If student work indicates prompt dependency or teacher hand holding, teachers will immediately adjust the next week's planning to incorporate more aggressive scaffold fading to make certain students are advancing toward independent mastery.

Impact: This type of observation ensures that regular classroom tasks remain rigorous. By verifying that supports are temporary and purposeful, the school guarantees that SWD are consistently challenged to meet grade-level expectation.

Action Step #2

Data-Informed school-based professional learning will be provided monthly through existing whole-group interactive sessions. These will be led by teacher leaders on campus and the Administrative Team. These sessions will include how to integrate scaffolding strategies into rigorous tasks. This professional learning will address staff skill on how to maintain benchmark-level complexity while providing temporary supports that facilitate student access and independence.

Person Monitoring:
Assistant Principal and Teacher Leaders

By When/Frequency:
Monthly PL Sessions

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will monitor the impact by:

Data Correlation: Monthly, leadership will address professional learning attendance and feedback from professional learning on how to integrate scaffolding strategies into rigorous tasks sessions with school-wide walkthrough trends for Indicator T.2 (Instructional Scaffolding)

Gap Identification: The team will analyze if the scaffolding strategies modeled during the professional learning are being implemented consistently in the classrooms, specifically looking for the transitions from support to independence.

Responsive Planning: If the walkthrough data does not show a corresponding increase in effective scaffolding, the PL leaders will pivot to provide individualized coaching cycles or real-time modeling during the next opportunity for teachers to observe a peer.

Impact: This validates the efficacy of professional development. The school can maximize the impact of student success by ensuring that teacher learning equates directly into classroom practice.

Action Step #3

The leadership team will meet monthly to evaluate how strategic scaffolding is impacting student performance on Students with Disabilities by connecting walkthrough data for Indicator T.2 (Instructional Scaffolding) with common assessment results to identify and address barriers to independent student mastery.

Person Monitoring:

By When/Frequency:

Administrative Team, Teacher Leaders

Monthly Leadership Meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will monitor impact by:

Data Correlation: During our monthly leadership meetings, the team will compare “Proficient” ratings on Indicator T.2 (Instructional Scaffolding) with the performance data of Students with Disabilities on common assessments.

Gap Identification: The leadership team will note if specific classes showing growth in scaffolding implementation are also noticing a reduction in the achievement gap for SWD.

Responsive Planning: If assessment data remains stagnant despite indications on walkthrough logs, the leadership team will readjust the alignment of the scaffolds themselves to ensure they are actually benchmark-aligned and not just task-aligned.

Impact: This provides a high-level check on learning for all students. By ensuring that strategic supports for SWD results in measurable achievement gains, the school proves our school improvement efforts are effectively elevating the student experience.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Description: We know that we cannot teach students who are not at school. We require attendance to increase so that students can achieve at a higher level, close achievement gaps, and increase proficiency of all students. Our school will be focusing on improving student attendance.

Impact on Student Learning: Student attendance has a direct correlation with student academic success. We have highly qualified teachers that are very gifted at providing information and strategies to help students be successful. However, if students are not attending school they are missing out on important face to face instructional time and supports necessary for their individual success.

Rational: By launching a target focus on improving student attendance, we aim to maximize the instructional time spent with each student each day. This focuses on elevating the overall student academic proficiency, closing gaps, and ensuring that all students have consistent access to supports they need to be successful.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Last year our average daily attendance was 92%. We need to increase our impact on our students. By May 2027 we will increase our attendance from 92% to 93%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Progress toward the desired outcomes will be monitored through:

- The Admin team will discuss Average Daily Attendance monthly identifying subgroups of students that have lower attendance rates.
- PBIS team will also track ADA and come up with ways to celebrate students that are attending school and motivate/engage students that are not.
- SST will become involved when students that are missing at higher rates have been called by classroom teachers and referred to the team.

Impact: This monitoring ensures that we are identifying which students are struggling with attendance and planning ways to address this area and remove barriers if possible. This creates a positive relationship between the school and families to help students attend regularly and close achievement gaps.

Person responsible for monitoring outcome

Leadership Team and Teacher Leaders

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:**Rationale:****Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3

action steps and the person responsible for each step.

Action Step #1

School-wide implementation of PBIS Rewards will be implemented weekly, monthly, and quarterly by presenting students with attendance awards weekly, teacher distributed recognitions quarterly that are provided by the leadership team, and monthly drawings will take place for students that are recognized throughout the quarter by the teachers. The Dean, Teachers and Assistant Principal will be facilitating the distribution of these rewards throughout the year.

Person Monitoring:

Administration/Teachers/Dean

By When/Frequency:

The First round of rewards/recognitions will be given within the first week of school.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will monitor the impact by:

Data Correlation: The Dean will track the correlation between teachers giving out quarterly rewards and attendance and discipline data.

Gap Identification: The team will identify whether the rewards are actually providing the desired outcome with attendance and behaviors or if we need to readdress our focus and rewards systems.

Responsive Planning: When a gap is identified with attendance subgroups, or discipline data we will focus that quarters rewards on teachers identifying specific behaviors to reward the students. For example, if we see a spike in Defiance and Disrespect in the classroom with behaviors we will use the quarterly rewards to recognize students that are specifically demonstrating Respect in the classroom.

Impact: By monitoring this systematic approach to recognizing positive student behaviors we can identify areas that are showing gaps and use teachers across the entire campus to help target specific positive behaviors we want to see throughout the year that will help students be more successful and help teachers be able to focus on benchmark aligned curriculum and rigorous tasks.

Action Step #2

Professional learning will be provided during preplanning during a by professional learning session provided by the Dean and will focus on how to use our PBIS to specifically target behaviors we want to increase across the campus.

Person Monitoring:

Dean & Assistant Principal

By When/Frequency:

Preplanning

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will monitor the impact by:

Data Collection: We will track teacher distribution of the 10 quarterly rewards provided in a google sheets tracker.

Gap Identification: The team will identify whether the quarterly rewards are being distributed by teachers each quarter or if they are not implementing the program.

Responsive Planning: When the team identifies any areas that need to be addressed, we will meet with participants to see why they are not using the system, or provide training to help assist with targeted PBIS initiatives.

Impact: By monitoring the implementation of the quarterly rewards, we can see if teachers are using the Positive Behavior Intervention Supports. If they are not, we can have conversations as to barriers they are experiencing and help assist with systematic ways to implement the program. This will ensure that students are identified for positive behaviors or improvement in behaviors and allow teachers to focus on benchmark aligned curriculum and aligned rigorous tasks.

Action Step #3

Teachers will call home if a student misses 3 or more days in a row and note in focus. They will also refer these students to the Student Success Team as soon as possible. This will allow for the SST to quickly meet with the family and student to discuss barriers that may be prohibiting the student from attending school.

Person Monitoring:

Teachers/Dean

By When/Frequency:

Monthly and As needed throughout the year for individual students.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will monitor impact by:

Pulling ADA and subgroup attendance data to identify students that are achieving less than 90% attendance. Students will be referred to the Student Success Team to address barriers and other EWS.

We will track attendance data for students that have been identified to ensure that attendance improves.

Impact: Students will have assistance in removing barriers so that they will be able to focus on engaging in benchmark aligned curriculum and participate in rigorous aligned tasks. Better attendance will allow for students to get the instruction/supports they need to improve achievement and close gaps.

DRAFT

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

DRAFT

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

DRAFT

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

DRAFT

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

DRAFT

Clay County Schools

FLORIDA CYBER CHARTER ACADEMY AT CLAY



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority	1
I. School Information	2
A. School Mission and Vision	2
B. School Leadership Team, Stakeholder Involvement and SIP Monitoring	2
C. Demographic Data.....	20
D. Early Warning Systems	21
II. Needs Assessment/Data Review	26
A. ESSA School, District, State Comparison	27
B. ESSA School-Level Data Review	28
C. ESSA Subgroup Data Review	29
D. Accountability Components by Subgroup.....	30
E. Grade Level Data Review.....	33
III. Planning for Improvement.....	35
IV. Positive Learning Environment	51
V. Title I Requirements (optional).....	57
VI. ATSI, TSI and CSI Resource Review	60
VII. Budget to Support Areas of Focus	61

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Florida Cyber Charter Academy (FLCCA) is a high-quality, virtual public charter school dedicated to providing an innovative educational environment in which all students have the opportunity to succeed. Our mission is to ensure that students reach their full potential as they engage with their peers for live class instruction supplemented by independent learning in our Learning Management System (LMS). We are able to accomplish this through our dedicated and passionate community of students, families, teachers, administration, and with a governing board invested in pursuing academic excellence for all.

Provide the school's vision statement

At FLCCA, we celebrate the diversity of our students, families, and staff while building a connected, supportive community. We inspire every learner to grow, achieve, and contribute—empowering them to be productive citizens today and preparing them for success in their future endeavors.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Kristan Haberstro

khaberstro@flccacademy.org

Position Title

K-5 Academic Administrator

Job Duties and Responsibilities

The K–5 Academic Administrator serves as the instructional leader for the elementary school and is

responsible for leading all aspects of school improvement to increase student achievement, accelerate learning gains, improve proficiency, and advance overall academic outcomes. The administrator provides strategic leadership for the implementation of the School Improvement Plan (SIP) by establishing high expectations for teaching and learning, monitoring progress toward measurable goals, and fostering a culture of continuous improvement.

The K–5 Academic Administrator supervises instructional coaches, master teachers, and instructional staff through ongoing professional learning, instructional coaching, classroom observations, data analysis, and performance feedback. Responsibilities include monitoring curriculum implementation, instructional fidelity, assessment systems, grading practices, intervention effectiveness, and alignment to Florida's B.E.S.T. Standards to ensure rigorous, standards-aligned instruction in every classroom.

Using multiple sources of student performance and implementation data, the administrator leads data-driven decision-making to identify instructional priorities, monitor learning trends, evaluate the effectiveness of Tier I instruction and Multi-Tiered System of Supports (MTSS), and implement evidence-based strategies that improve student outcomes. The administrator oversees Professional Learning Communities (PLCs), instructional walkthroughs, coaching cycles, and data review meetings to ensure instructional consistency, strengthen teacher practice, and support continuous refinement of instructional systems.

In collaboration with the Florida Cyber Charter Academy leadership team, the K–5 Academic Administrator monitors implementation of the School Improvement Plan, allocates resources strategically, supports staff development, promotes meaningful family engagement, and ensures compliance with local, state, and federal accountability requirements. Through collaborative leadership, continuous monitoring, and strategic planning, the administrator cultivates a high-performing learning environment that promotes academic excellence, instructional effectiveness, and success for every student.

Leadership Team Member #2

Employee's Name

Page Green

pgreen@flccacademy.org

Position Title

6-12 Academic Administrator

Job Duties and Responsibilities

The 6–12 Academic Administrator serves as the instructional leader for the middle and high school

programs and is responsible for leading all aspects of school improvement to increase student achievement, accelerate learning gains, improve proficiency, strengthen graduation outcomes, expand college and career readiness, and advance overall academic performance. The administrator provides strategic leadership for the implementation of the School Improvement Plan (SIP) by establishing high expectations for teaching and learning, monitoring progress toward measurable goals, and fostering a culture of continuous improvement.

The 6–12 Academic Administrator supervises instructional coaches, master teachers, department leaders, and instructional staff through ongoing professional learning, instructional coaching, classroom observations, data analysis, and performance feedback. Responsibilities include monitoring curriculum implementation, instructional fidelity, assessment systems, grading practices, intervention effectiveness, and alignment to Florida's B.E.S.T. Standards and state graduation requirements to ensure rigorous, standards-aligned instruction across all content areas.

Using multiple sources of student performance and implementation data, the administrator leads data-driven decision-making to identify instructional priorities, monitor learning trends, evaluate the effectiveness of Tier I instruction and the Multi-Tiered System of Supports (MTSS), and implement evidence-based strategies that improve student outcomes. The administrator oversees Professional Learning Communities (PLCs), instructional walkthroughs, coaching cycles, and data review meetings to ensure instructional consistency, strengthen teacher practice, and support continuous refinement of instructional systems.

The 6–12 Academic Administrator also monitors key accountability measures, including End-of-Course (EOC) assessment performance, middle school acceleration, graduation rate, college and career acceleration, and student progression to ensure students are prepared for postsecondary success. The administrator collaborates with counselors, instructional leaders, and support staff to identify at-risk students, implement targeted academic interventions, monitor credit attainment and graduation progress, and increase participation in advanced coursework and acceleration opportunities.

Leadership Team Member #3

Employee's Name

Jennifer Burton

jbarton@flccacademy.org

Position Title

Special Programs Academic Administrator

Job Duties and Responsibilities

The Special Programs Academic Administrator provides strategic leadership and oversight for Florida Cyber Charter Academy's Exceptional Student Education (ESE), Multi-Tiered System of Supports (MTSS), English for Speakers of Other Languages (ESOL), and Gifted programs to ensure equitable access to high-quality instruction and support services for all students. The administrator leads the implementation of evidence-based practices that improve student achievement while ensuring compliance with all federal, state, and local laws, regulations, and accountability requirements.

The Administrator supervises the Exceptional Student Education (ESE) department, overseeing the development, implementation, and monitoring of Individual Education Plans (IEPs), student schedules, service delivery, and instructional supports to ensure students receive services aligned with their individual educational needs. Responsibilities include monitoring instructional fidelity, evaluating student progress, ensuring timely completion of compliance requirements, and supporting teachers in implementing effective accommodations, modifications, and specially designed instruction.

Using multiple sources of student performance and implementation data, the administrator leads the school's Multi-Tiered System of Supports (MTSS) by facilitating regular data review meetings, monitoring the effectiveness of Tier II and Tier III interventions, coordinating Child Find activities, and collaborating with instructional leaders to identify students requiring additional academic or behavioral support. The administrator works closely with school leadership, instructional coaches, counselors, teachers, and families to develop data-driven intervention plans, monitor student progress, and adjust supports to improve student outcomes.

The Special Programs Academic Administrator also oversees ESOL and Gifted services to ensure students receive appropriate instructional programming and support aligned with state requirements. Responsibilities include providing professional learning, supporting instructional staff with evidence-based strategies for diverse learners, promoting family engagement, and fostering collaboration among educators, families, district partners, and community stakeholders.

In collaboration with the Florida Cyber Charter Academy leadership team, the Administrator monitors implementation of the School Improvement Plan, evaluates the effectiveness of special programs, ensures compliance with accountability measures, and promotes a culture of continuous improvement focused on increasing student achievement, strengthening instructional practices, and ensuring equitable learning opportunities for every student.

Leadership Team Member #4

Employee's Name

Angie Canter

acanter@flccacademy.org

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal for grades K–12 provides instructional and operational leadership to support the successful implementation of Florida Cyber Charter Academy's mission, vision, and School Improvement Plan (SIP). Working collaboratively with school administrators, instructional coaches, master teachers, and faculty, the Assistant Principal supports the continuous improvement of teaching and learning through data-driven decision-making, instructional coaching, and ongoing monitoring of student achievement.

Responsibilities include supporting the implementation of high-quality, standards-aligned instruction; conducting classroom walkthroughs, formal evaluations, and instructional observations; providing timely feedback to teachers; and monitoring instructional fidelity to ensure consistent implementation of evidence-based instructional practices. The Assistant Principal collaborates with instructional leaders to analyze student performance data, identify instructional priorities, and support the development and implementation of targeted interventions to improve student achievement.

The Assistant Principal also oversees academic and attendance escalation processes by monitoring student engagement, attendance trends, and academic progress to ensure timely intervention and support. This includes collaborating with teachers, school counselors, MTSS staff, and families to address attendance concerns, reduce chronic absenteeism, implement truancy procedures in accordance with state requirements, and coordinate interventions for students demonstrating academic or behavioral risk factors.

Additionally, the Assistant Principal supports the implementation of the school's Multi-Tiered System of Supports (MTSS), participates in data review meetings, Professional Learning Communities (PLCs), and leadership meetings, and assists in monitoring progress toward School Improvement Plan goals. Responsibilities also include supporting the recruitment, hiring, onboarding, supervision, and professional growth of instructional staff, promoting meaningful family engagement, contributing to the review and refinement of school policies and procedures, and fostering a collaborative culture focused on continuous improvement, accountability, and student success.

Leadership Team Member #5**Employee's Name**

Lauren Moore

lmoore@flccacademy.org

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal for grades K–12 provides instructional and operational leadership to support the successful implementation of Florida Cyber Charter Academy's mission, vision, and School Improvement Plan (SIP). Working collaboratively with school administrators, instructional coaches, master teachers, and faculty, the Assistant Principal supports the continuous improvement of teaching and learning through data-driven decision-making, instructional coaching, and ongoing monitoring of student achievement.

Responsibilities include supporting the implementation of high-quality, standards-aligned instruction; conducting classroom walkthroughs, formal evaluations, and instructional observations; providing timely feedback to teachers; and monitoring instructional fidelity to ensure consistent implementation of evidence-based instructional practices. The Assistant Principal collaborates with instructional leaders to analyze student performance data, identify instructional priorities, and support the development and implementation of targeted interventions to improve student achievement.

The Assistant Principal also oversees academic and attendance escalation processes by monitoring student engagement, attendance trends, and academic progress to ensure timely intervention and support. This includes collaborating with teachers, school counselors, MTSS staff, and families to address attendance concerns, reduce chronic absenteeism, implement truancy procedures in accordance with state requirements, and coordinate interventions for students demonstrating academic or behavioral risk factors.

Additionally, the Assistant Principal supports the implementation of the school's Multi-Tiered System of Supports (MTSS), participates in data review meetings, Professional Learning Communities (PLCs), and leadership meetings, and assists in monitoring progress toward School Improvement Plan goals. Responsibilities also include supporting the recruitment, hiring, onboarding, supervision, and professional growth of instructional staff, promoting meaningful family engagement, contributing to the review and refinement of school policies and procedures, and fostering a collaborative culture focused on continuous improvement, accountability, and student success.

Leadership Team Member #6**Employee's Name**

Krissi Campbell

krcampbell@flccacademy.org

Position Title

K-5 Literacy Coach

Job Duties and Responsibilities

The K–5 Literacy Coach provides instructional leadership to strengthen literacy instruction and improve student achievement through the implementation of evidence-based reading practices aligned with Florida's B.E.S.T. Standards and the Science of Reading. The coach collaborates with teachers to plan, model, and co-teach high-quality literacy lessons; analyzes student performance data to guide instructional decision-making and intervention planning; and provides ongoing coaching, feedback, and job-embedded professional learning to improve instructional effectiveness.

The Literacy Coach facilitates grade-level Professional Learning Communities (PLCs) focused on collaborative planning, data analysis, student work, instructional best practices, and continuous improvement. The coach supports teachers in implementing research-based instructional strategies, differentiating instruction, and using formative and summative assessment data to address learning gaps and accelerate student growth.

Responsibilities include supporting the implementation of the school's literacy curriculum and the Comprehensive Evidence-Based Reading Plan (CERP), monitoring instructional fidelity, conducting classroom observations and coaching cycles, and collaborating with school leadership to strengthen Tier I instruction and the Multi-Tiered System of Supports (MTSS). The coach also assists with the implementation of evidence-based literacy routines, including explicit instruction, retrieval practice, vocabulary development, reading comprehension, and writing across the curriculum to ensure all students, including those requiring intervention, receive high-quality literacy instruction.

In collaboration with school leadership, the K–5 Literacy Coach monitors literacy initiatives, evaluates instructional effectiveness, supports implementation of the School Improvement Plan (SIP), and uses student achievement and implementation data to identify trends, recommend instructional adjustments, and support continuous improvement. Through collaborative leadership, professional learning, and instructional coaching, the Literacy Coach builds teacher capacity and promotes equitable literacy outcomes for all students.

Leadership Team Member #7

Employee's Name

Dr. Michelle Crespo-Melendrez

mcrepomelendrez@flccacademy.org

Position Title

6-12 Literacy Coach

Job Duties and Responsibilities

The 6–12 Literacy Coach provides instructional leadership to strengthen literacy instruction and improve student achievement through the implementation of evidence-based literacy practices aligned with Florida's B.E.S.T. Standards and the Science of Reading. The coach collaborates with teachers across all content areas to plan, model, and co-teach effective literacy instruction; analyzes student performance data to guide instructional decision-making and intervention planning; and provides ongoing coaching, feedback, and job-embedded professional learning to improve instructional effectiveness and student outcomes.

The Literacy Coach facilitates grade-level and content-area Professional Learning Communities (PLCs) focused on collaborative planning, data analysis, student work, instructional best practices, and continuous improvement. The coach supports teachers in integrating disciplinary literacy strategies, academic vocabulary development, close reading, text-based writing, and evidence-based discussion techniques across all content areas to strengthen student comprehension, communication, and critical thinking.

Responsibilities include supporting implementation of the school's literacy curriculum and the Comprehensive Evidence-Based Reading Plan (CERP), monitoring instructional fidelity, conducting classroom observations and coaching cycles, and collaborating with school leadership to strengthen Tier I instruction and the Multi-Tiered System of Supports (MTSS). The coach supports teachers in implementing evidence-based literacy routines, including explicit instruction, retrieval practice, vocabulary development, reading comprehension, writing across the curriculum, and student discourse to ensure all students, including those requiring intervention, receive high-quality literacy instruction.

In collaboration with school leadership, the 6–12 Literacy Coach monitors literacy initiatives, evaluates instructional effectiveness, and supports implementation of the School Improvement Plan (SIP). The coach uses student achievement and implementation data, including FAST, End-of-Course (EOC) assessments, benchmark assessments, and classroom performance data, to identify trends, recommend instructional adjustments, and support continuous improvement. Through collaborative leadership, professional learning, and instructional coaching, the Literacy Coach builds teacher capacity, strengthens literacy instruction across all disciplines, and promotes college, career, and life readiness for every student.

Leadership Team Member #8

Employee's Name

Dakota Olsavsky

dolsavsky@flccacademy.org

Position Title

K-5 Math Coach

Job Duties and Responsibilities

The K–5 Math Coach provides instructional leadership to strengthen mathematics instruction and improve student achievement through the implementation of evidence-based instructional practices aligned with Florida's B.E.S.T. Mathematics Standards. The coach collaborates with teachers to plan, model, and co-teach high-quality mathematics lessons; analyzes student performance data to guide instructional decision-making and intervention planning; and provides ongoing coaching, feedback, and job-embedded professional learning to improve instructional effectiveness and student outcomes.

The Math Coach facilitates grade-level Professional Learning Communities (PLCs) focused on collaborative planning, data analysis, student work, instructional best practices, and continuous improvement. The coach supports teachers in implementing research-based instructional strategies, including explicit instruction, retrieval practice, spaced review, mathematical discourse, multiple mathematical representations, and cognitively demanding tasks that promote conceptual understanding, procedural fluency, and mathematical reasoning.

Responsibilities include supporting implementation of the school's mathematics curriculum, monitoring instructional fidelity, conducting classroom observations and coaching cycles, and collaborating with school leadership to strengthen Tier I instruction and the Multi-Tiered System of Supports (MTSS). The coach assists teachers in analyzing formative and summative assessment data, identifying learning gaps, differentiating instruction, and implementing targeted supports that accelerate student learning and improve mathematics achievement.

In collaboration with school leadership, the K–5 Math Coach monitors mathematics initiatives, evaluates instructional effectiveness, and supports implementation of the School Improvement Plan (SIP). The coach uses student achievement and implementation data, including FAST Progress Monitoring, benchmark assessments, IXL Diagnostic data, Exact Path progress, and classroom performance data, to identify trends, recommend instructional adjustments, and support continuous improvement. Through collaborative leadership, professional learning, and instructional coaching, the Math Coach builds teacher capacity, strengthens mathematics instruction, and promotes equitable outcomes for all students.

Leadership Team Member #9**Employee's Name**

Jane Germany

jgermany@flccacademy.org

Position Title

6-12 Math Coach

Job Duties and Responsibilities

The 6–12 Math Coach provides instructional leadership to strengthen mathematics instruction and improve student achievement through the implementation of evidence-based instructional practices aligned with Florida's B.E.S.T. Mathematics Standards. The coach collaborates with teachers to plan, model, and co-teach high-quality mathematics lessons; analyzes student performance data to guide instructional decision-making and intervention planning; and provides ongoing coaching, feedback, and job-embedded professional learning to improve instructional effectiveness and student outcomes.

The Math Coach facilitates grade-level and content-area Professional Learning Communities (PLCs) focused on collaborative planning, data analysis, student work, instructional best practices, and continuous improvement. The coach supports teachers in implementing research-based instructional strategies, including explicit instruction, retrieval practice, spaced review, mathematical discourse, multiple mathematical representations, and cognitively demanding tasks that promote conceptual understanding, procedural fluency, mathematical reasoning, and problem-solving across all mathematics courses.

Responsibilities include supporting implementation of the school's mathematics curriculum, monitoring instructional fidelity, conducting classroom observations and coaching cycles, and collaborating with school leadership to strengthen Tier I instruction and the Multi-Tiered System of Supports (MTSS). The coach assists teachers in analyzing formative and summative assessment data, identifying learning gaps, differentiating instruction, and implementing targeted supports that accelerate student learning and improve mathematics achievement.

In collaboration with school leadership, the 6–12 Math Coach monitors mathematics initiatives, evaluates instructional effectiveness, and supports implementation of the School Improvement Plan (SIP). The coach uses student achievement and implementation data, including FAST Progress Monitoring, End-of-Course (EOC) assessment data, benchmark assessments, IXL Diagnostic data, Exact Path progress, and classroom performance data to identify trends, recommend instructional adjustments, and support continuous improvement. The coach also collaborates with teachers to strengthen student readiness for advanced mathematics coursework, acceleration opportunities, and postsecondary success.

Through collaborative leadership, professional learning, and instructional coaching, the 6–12 Math Coach builds teacher capacity, strengthens mathematics instruction across grades 6–12, and promotes equitable outcomes while preparing students with the mathematical knowledge and problem-solving skills necessary for success in college, careers, and life.

Leadership Team Member #10

Employee's Name

Michelle Cole

mcole@flccacademy.org

Position Title

K-5 Master Teacher

Job Duties and Responsibilities

The Master Teacher provides instructional leadership and implementation support to ensure the consistent delivery of high-quality, standards-aligned instruction across assigned grade levels. The Master Teacher partners with administrators, instructional coaches, and teachers to monitor instructional fidelity, support implementation of the School Improvement Plan (SIP), and promote continuous improvement through data-driven instructional practices.

Responsibilities include conducting instructional monitoring and fidelity checks to ensure the effective implementation of Tier I instruction, intervention programs, curriculum resources, and evidence-based instructional practices. The Master Teacher collaborates with teachers during planning and Professional Learning Communities (PLCs) to ensure lesson plans are aligned to Florida's B.E.S.T. Standards, learning targets, and schoolwide instructional expectations. The Master Teacher supports teachers in implementing research-based instructional strategies, including explicit instruction, retrieval practice, formative assessment, student discourse, and differentiated instruction to improve student engagement and achievement.

The Master Teacher analyzes formative and summative assessment data, benchmark results, implementation data, and instructional trends to identify strengths, prioritize areas for improvement, and support instructional decision-making. Responsibilities include monitoring progress toward School Improvement Plan goals, identifying students requiring additional support, and collaborating with administrators, instructional coaches, and the Multi-Tiered System of Supports (MTSS) team to ensure timely interventions and appropriate instructional adjustments.

In addition, the Master Teacher provides administrative support through oversight of academic and attendance escalations by monitoring student engagement, attendance, and academic performance; ensuring timely documentation and communication; coordinating intervention efforts; and collaborating with teachers, counselors, MTSS staff, and families to promote student success and reduce barriers to learning.

Through instructional monitoring, collaborative problem-solving, and ongoing support, the Master

Teacher strengthens instructional consistency, builds teacher capacity, and helps ensure equitable learning opportunities and improved student outcomes across the school.

Leadership Team Member #11

Employee's Name

Colin Wence

cwence@flccacademy.org

Position Title

6-8 Master Teacher

Job Duties and Responsibilities

The Master Teacher provides instructional leadership and implementation support to ensure the consistent delivery of high-quality, standards-aligned instruction across assigned grade levels. The Master Teacher partners with administrators, instructional coaches, and teachers to monitor instructional fidelity, support implementation of the School Improvement Plan (SIP), and promote continuous improvement through data-driven instructional practices.

Responsibilities include conducting instructional monitoring and fidelity checks to ensure the effective implementation of Tier I instruction, intervention programs, curriculum resources, and evidence-based instructional practices. The Master Teacher collaborates with teachers during planning and Professional Learning Communities (PLCs) to ensure lesson plans are aligned to Florida's B.E.S.T. Standards, learning targets, and schoolwide instructional expectations. The Master Teacher supports teachers in implementing research-based instructional strategies, including explicit instruction, retrieval practice, formative assessment, student discourse, and differentiated instruction to improve student engagement and achievement.

The Master Teacher analyzes formative and summative assessment data, benchmark results, implementation data, and instructional trends to identify strengths, prioritize areas for improvement, and support instructional decision-making. Responsibilities include monitoring progress toward School Improvement Plan goals, identifying students requiring additional support, and collaborating with administrators, instructional coaches, and the Multi-Tiered System of Supports (MTSS) team to ensure timely interventions and appropriate instructional adjustments.

In addition, the Master Teacher provides administrative support through oversight of academic and attendance escalations by monitoring student engagement, attendance, and academic performance; ensuring timely documentation and communication; coordinating intervention efforts; and collaborating with teachers, counselors, MTSS staff, and families to promote student success and reduce barriers to learning.

Through instructional monitoring, collaborative problem-solving, and ongoing support, the Master Teacher strengthens instructional consistency, builds teacher capacity, and helps ensure equitable learning opportunities and improved student outcomes across the school.

Leadership Team Member #12

Employee's Name

Shelby Macon

smacon@flccacademy.org

Position Title

9-12 Master Teacher

Job Duties and Responsibilities

The Master Teacher provides instructional leadership and implementation support to ensure the consistent delivery of high-quality, standards-aligned instruction across assigned grade levels. The Master Teacher partners with administrators, instructional coaches, and teachers to monitor instructional fidelity, support implementation of the School Improvement Plan (SIP), and promote continuous improvement through data-driven instructional practices.

Responsibilities include conducting instructional monitoring and fidelity checks to ensure the effective implementation of Tier I instruction, intervention programs, curriculum resources, and evidence-based instructional practices. The Master Teacher collaborates with teachers during planning and Professional Learning Communities (PLCs) to ensure lesson plans are aligned to Florida's B.E.S.T. Standards, learning targets, and schoolwide instructional expectations. The Master Teacher supports teachers in implementing research-based instructional strategies, including explicit instruction, retrieval practice, formative assessment, student discourse, and differentiated instruction to improve student engagement and achievement.

The Master Teacher analyzes formative and summative assessment data, benchmark results, implementation data, and instructional trends to identify strengths, prioritize areas for improvement, and support instructional decision-making. Responsibilities include monitoring progress toward School Improvement Plan goals, identifying students requiring additional support, and collaborating with administrators, instructional coaches, and the Multi-Tiered System of Supports (MTSS) team to ensure timely interventions and appropriate instructional adjustments.

In addition, the Master Teacher provides administrative support through oversight of academic and attendance escalations by monitoring student engagement, attendance, and academic performance; ensuring timely documentation and communication; coordinating intervention efforts; and

collaborating with teachers, counselors, MTSS staff, and families to promote student success and reduce barriers to learning.

Through instructional monitoring, collaborative problem-solving, and ongoing support, the Master Teacher strengthens instructional consistency, builds teacher capacity, and helps ensure equitable learning opportunities and improved student outcomes across the school.

Leadership Team Member #13

Employee's Name

Micki Clarke

mclarke@flccacademy.org

Position Title

MTSS and Special Programs Coordinator

Job Duties and Responsibilities

The MTSS Coordinator provides oversight for the implementation of Florida Cyber Charter Academy's K–12 Multi-Tiered System of Supports (MTSS) to ensure students receive timely, data-driven academic and behavioral interventions that improve student achievement and support equitable outcomes. The coordinator collaborates with school administrators, instructional coaches, master teachers, special programs staff, interventionists, teachers, district personnel, and families to implement a comprehensive system of supports aligned with the School Improvement Plan (SIP).

Responsibilities include facilitating weekly and monthly MTSS data meetings to analyze student performance, attendance, intervention participation, and progress-monitoring data; identifying students requiring additional academic or behavioral support; monitoring the effectiveness of Tier II and Tier III interventions; coordinating Child Find activities; and supporting evaluation referrals when appropriate. The coordinator collaborates with instructional teams to ensure intervention plans are data-driven, evidence-based, and adjusted regularly based on student response.

The MTSS Coordinator monitors implementation fidelity by reviewing intervention documentation, progress-monitoring plans, attendance and participation in intervention services, and the consistent implementation of schoolwide MTSS procedures. The coordinator supports teachers in selecting appropriate interventions, interpreting student data, and implementing instructional supports that address identified learning needs while ensuring compliance with district, state, and federal requirements.

Working with school leadership, the coordinator helps carry out the School Improvement Plan by checking how well interventions work, spotting schoolwide trends, supporting Professional Learning

Communities (PLCs), and making recommendations to improve Tier I instruction, intervention systems, and student supports. Responsibilities also include maintaining accurate documentation, supporting parent communication and engagement, participating in district committees, and fostering collaboration among educators, families, and community partners to ensure every student has access to appropriate educational services.

Through continuous monitoring, collaborative problem-solving, and data-driven decision-making, the MTSS and Special Programs Coordinator strengthens the school's intervention framework, promotes instructional consistency, and supports improved academic and behavioral outcomes for all students.

Leadership Team Member #14

Employee's Name

Jerry Hulshult

jhulshult@k12.com

Position Title

Executive Director

Job Duties and Responsibilities

The Executive Director provides strategic leadership and oversight to ensure the successful implementation of Florida Cyber Charter Academy's mission, vision, and School Improvement Plan (SIP). The Executive Director collaborates with school administrators to establish a culture of continuous improvement focused on increasing student achievement, strengthening instructional effectiveness, and meeting state accountability goals.

The Executive Director oversees organizational planning, budgeting, workforce planning, staffing, and resource allocation to ensure the school has the personnel, systems, and instructional resources necessary to support high-quality teaching and learning. In partnership with the governing board, district partners, and school leadership, the Executive Director ensures compliance with local, state, and federal laws, contractual requirements, and accountability expectations.

The Executive Director provides leadership and support to academic administrators through regular data reviews, leadership meetings, and strategic planning to monitor student performance, evaluate schoolwide initiatives, and ensure the effective implementation of evidence-based instructional practices. Responsibilities include overseeing staffing and recruitment, making staffing and Full-Time Equivalent (FTE) allocation decisions based on enrollment trends and state requirements, and supporting the selection and implementation of instructional resources aligned to Florida's B.E.S.T. Standards.

Additionally, the Executive Director fosters collaboration among school leaders, teachers, families, and community stakeholders to promote a positive school culture and shared commitment to student success. The Executive Director monitors progress toward School Improvement Plan goals, supports continuous refinement of instructional practices, ensures departmental accountability, and allocates resources to maximize student achievement and organizational effectiveness.

Leadership Team Member #15

Employee's Name

Heather Rivera

hrivera@flccacademy.org

Position Title

Dean of Students

Job Duties and Responsibilities

The Dean of Students provides leadership and oversight for student attendance, discipline, academic escalation, and school culture to promote a safe, supportive, and engaging learning environment aligned with Florida Cyber Charter Academy's mission, vision, and School Improvement Plan (SIP). The Dean collaborates with administrators, instructional staff, counselors, the MTSS team, and families to implement proactive systems that improve student engagement, reduce barriers to learning, and support positive academic and behavioral outcomes.

Responsibilities include overseeing the school's student discipline process by implementing positive discipline practices, ensuring consistent application of the Student Code of Conduct, maintaining accurate documentation, and collaborating with school staff to address behavioral concerns while fostering positive student relationships.

The Dean of Students monitors attendance and student engagement by identifying trends in chronic absenteeism, implementing attendance intervention plans, coordinating truancy prevention efforts, and partnering with students, families, and school personnel to improve attendance and participation in daily instruction. The Dean also oversees academic escalation processes by monitoring student progress, identifying students at risk of academic failure, facilitating timely interventions, and coordinating supports with teachers, counselors, instructional leaders, and the Multi-Tiered System of Supports (MTSS) team.

The Dean contributes to the implementation of the School Improvement Plan by analyzing attendance, behavior, and student engagement data to identify trends, monitor the effectiveness of interventions, and recommend strategies that improve student success. Responsibilities include participating in data review meetings, Professional Learning Communities (PLCs), and leadership

meetings to ensure schoolwide systems support academic achievement, positive behavior, and student well-being.

Additionally, the Dean of Students promotes a positive school culture by building strong relationships with students and families, recognizing positive student behaviors, supporting schoolwide engagement initiatives, facilitating restorative practices, and collaborating with staff to create a safe, inclusive, and respectful learning environment where all students can thrive.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

FLCCA involves input from various stakeholders, including the school leadership team, teachers, staff, parents, students, and community members, in alignment with ESEA 1114(b)(2). Feedback is gathered through surveys, meetings, and advisory groups to ensure the School Improvement Plan reflects the needs and priorities of the school community. The school leadership team reviews this input, along with student data, to identify strengths, areas for improvement, and actionable goals. Stakeholders have the opportunity to provide additional feedback on the draft plan prior to submission to promote transparency and shared ownership.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The FLCCA Leadership Team will meet monthly to review implementation and student performance data and monitor progress toward the goals outlined in the School Improvement Plan (SIP). A monthly implementation dashboard will be used to monitor leading and lagging indicators, including student achievement, attendance, intervention participation, instructional fidelity, walkthrough trends, coaching cycles, and Professional Learning Community (PLC) implementation. Administrators will conduct regular classroom walkthroughs and formal evaluations throughout the year to ensure the

consistent implementation of instructional practices aligned to the school's priority areas of focus.

Following each assessment cycle, the leadership team will analyze student performance data for all students, with particular attention to ESSA subgroups, including Black/African American students, Hispanic students, and Students with Disabilities (SWD), to evaluate progress toward schoolwide and subgroup achievement goals. Quarterly School Improvement Plan (SIP) reviews will be conducted to evaluate progress toward measurable outcomes, assess the effectiveness of instructional strategies and interventions, and determine whether adjustments to implementation are needed.

Decision rules will guide the school's continuous improvement process. When implementation fidelity or student performance falls below established expectations, instructional leaders will provide targeted coaching, adjust Tier I instruction and intervention supports, revise professional learning priorities, and allocate additional resources as needed. Data trends demonstrating successful implementation and positive student outcomes will be used to identify effective practices and support schoolwide scaling of successful strategies. This continuous improvement cycle ensures instructional decisions remain timely, data-driven, and responsive to student needs.

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C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION KG-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	6.8%
CHARTER SCHOOL	YES
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: C 2024-25: D 2023-24: D 2022-23: C 2021-22: C

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	29	26	20	10	16	18	14	16	16	165
Absent 10% or more school days	4	2	2	1	1	2	2	9	16	39
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	1	0	0	4	4	9
Course failure in Math	0	0	0	1	0	0	0	2	2	5
Level 1 on statewide ELA assessment	2	7	4	5	12	8	2	6	7	53
Level 1 on statewide Math assessment	4	4	7	3	3	13	4	1	9	48
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	2	7	4	5	0	0				18
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	4	4	3	3	3	0				17

Current Year 2026-27

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	4	3	2	3	7	2	6	7	36

Current Year 2026-27

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				1					2	3
Students retained two or more times						1				1

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	12	9	10	15	12	15	25	16	25	139
Absent 10% or more school days		1	4		1		16	6	8	36
One or more suspensions										0
Course failure in English Language Arts (ELA)		1						3	2	6
Course failure in Math		1					1	3	1	6
Level 1 on statewide ELA assessment	2	2	2	4	6	4	6	6	5	37
Level 1 on statewide Math assessment	3	2	2	5	8	6	7	7	8	48
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	1	1	4						7
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		1		5	4					10

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	1	1	2	3	2	6	3	5	24

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		1							1	2
Students retained two or more times										0

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2. Grades 9-12 (optional)

Current Year (2026-27)

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
School Enrollment					0
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Current Year (2026-27)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

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II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

DRAFT

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	45	60	64	42	57	61	42	54	58
Grade 3 ELA Achievement		67	64	53	66	62		58	59
ELA Learning Gains	60	57	62	43	56	61	39	51	59
ELA Lowest 25th Percentile	73	52	55	31	50	55	31	49	54
Math Achievement*	24	61	64	24	58	62	21	57	59
Math Learning Gains	34	56	61	31	54	60	42	57	61
Math Lowest 25th Percentile	43	49	52	48	49	53	46	51	56
Science Achievement	30	58	60	30	55	57	52	53	54
Social Studies Achievement*	53	77	77	51	75	74	46	74	72
Graduation Rate	94	84	77	76	82	72	82	77	71
Middle School Acceleration		66	79		67	75		68	71
College and Career Acceleration	15	37	61	12	40	56	26	43	54
Progress of ELLs in Achieving English Language Proficiency (ELP)					66	61		59	59

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						47%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						471
Total Components for the FPPI						10
Percent Tested						97%
Graduation Rate						94%
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
47%	40%	43%	48%	48%	48%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	42%	No		
Black/African American Students	43%	No		
Hispanic Students	44%	No		
Multiracial Students	41%	No		
White Students	46%	No		
Economically Disadvantaged Students	49%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	45%		60%	73%	24%	34%	43%	30%	53%		94%	15%	
Students With Disabilities	33%		43%		22%	71%							
Black/African American Students	41%		61%		22%	31%			58%				
Hispanic Students	37%		53%		20%	27%		31%	60%		93%	31%	
Multiracial Students	45%		55%		18%	45%							
White Students	48%		64%	69%	30%	37%	30%	27%	59%		91%	0%	
Economically Disadvantaged Students	33%		64%		27%						100%	19%	

Page 813 of 2426

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%		

Page 31 of 62

Page 814 of 2426

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%								

815 of 2426

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	4	47%	64%	-17%	60%	-13%
ELA	5	31%	60%	-29%	61%	-30%
ELA	6	53%	72%	-19%	62%	-9%
ELA	7	53%	62%	-9%	62%	-9%
ELA	8	42%	61%	-19%	60%	-18%
ELA	9	44%	66%	-22%	60%	-16%
ELA	10	54%	69%	-15%	61%	-7%
Math	4	20%	65%	-45%	65%	-45%
Math	5	15%	61%	-46%	62%	-47%
Math	6	33%	70%	-37%	60%	-27%
Math	7	27%	50%	-23%	53%	-26%
Math	8	28%	71%	-43%	61%	-33%
Science	5	31%	66%	-35%	60%	-29%
Science	8	22%	61%	-39%	52%	-30%
Civics	7	40%	95%	-55%	77%	-37%
Biology	10	42%	67%	-25%	60%	-18%
Algebra	9	21%	63%	-42%	41%	-20%
Geometry	10	4%	53%	-49%	40%	-36%
History	11	64%	83%	-19%	75%	-11%
ELA	3	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	3	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Civics	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Biology	8	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Biology	11	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Biology	12	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Algebra	8	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Algebra	10	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Algebra	11	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Algebra	12	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Geometry	8	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Geometry	9	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Geometry	11	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
History	10	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
History	12	<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?

The most significant improvement was in ELA learning gains for the lowest 25%, which increased from 31% to 73%. Overall ELA learning gains also improved from 43% to 60%.

Florida Cyber Charter Academy improved its school-wide instructional systems for grades K–12 in order to attain these outcomes. To determine student learning requirements and modify instruction, teachers used formative classroom data, benchmark exams, and FAST to establish data-driven instructional cycles. The focus of literacy education was on targeted small-group instruction, explicit instruction in line with Florida's B.E.S.T. Standards, and, when necessary, intervention using evidence-based digital resources including Amira, Exact Path, and i-Ready. The Science of Reading and successful teaching techniques to boost student engagement and retention were the main topics of professional development. To guarantee implementation fidelity and deliver timely feedback, instructional leaders and coaches used data chats, PLCs, coaching cycles, and classroom observations. Ongoing communication, literacy tools, family literacy support sessions, and academic assistance opportunities were added to family involvement initiatives in order to improve student results and fortify partnerships.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

With a performance rate of 15%, College and Career Acceleration (CCA) was the school's least successful accountability component in the 2025–2026 academic year. This result emphasizes the necessity of boosting student involvement in postsecondary readiness programs while guaranteeing that students are intellectually equipped to finish accelerated school.

A number of factors influenced this performance. Many students attended Florida Cyber Charter Academy beyond the conventional point at which acceleration pathways typically begin, restricting their potential to receive acceleration credit before graduation. Student preparation, necessary course completion, and variable levels of participation also affected enrollment in accelerated programs. As a

virtual school, FLCCA works to enhance mechanisms that promote early awareness, academic planning, and tailored support to help students take advantage of available opportunities.

In the 2026–2027 academic year, the school will increase individualized support for students interested in accelerated options, strengthen collaboration between teachers, administrators, and school counselors, and introduce earlier academic preparation. To boost student access and involvement, Florida Cyber Charter Academy will also look into increasing the number of advanced courses it offers, dual enrollment options, and industry certification pathways. These initiatives aim to increase the number of acceleration chances that are successfully completed while also enhancing college and job readiness.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The mathematics learning gains of the lowest 25% showed the greatest decline from the prior year, decreasing from 48% in 2025 to 43% in 2026. Although overall mathematics learning gains improved, the school's lowest-performing students did not make the expected level of growth, indicating the need for more intensive support for students with the greatest academic needs.

Several factors contributed to this decline. Analysis of student performance data identified persistent gaps in foundational mathematics skills and unfinished learning that limited students' ability to master grade-level standards. In addition, inconsistent attendance and engagement in the virtual learning environment reduced opportunities for students to participate in live instruction and targeted intervention. The school also identified a need for more consistent implementation of evidence-based instructional practices and increased opportunities for students to revisit previously taught concepts through retrieval practice and spaced review.

During the 2026–2027 school year, Florida Cyber Charter Academy will strengthen support for its lowest-performing mathematics students by implementing high-quality Tier I instruction, expanding targeted interventions through the MTSS framework, using Exact Path and IXL for personalized support, and increasing progress monitoring through benchmark assessments, FAST Progress Monitoring, and PLC data reviews to ensure students make accelerated learning gains.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Comparing college and career acceleration to the state average revealed the biggest disparity. In terms of college and career acceleration, Florida Cyber Charter Academy scored 15%, which is 46 percentage points lower than the state average of 61%. Expanding opportunities for students to effectively earn acceleration credit is still a major area for improvement, even though the school showed improvement in a number of academic accountability components.

Several factors contributed to this gap. As a virtual K–12 school, many students entered high school without prior participation in acceleration pathways or with credit deficiencies that limited access to advanced coursework. Student awareness of available acceleration opportunities, including dual enrollment, industry certifications, and other accelerated coursework, also varied. Additionally, balancing virtual coursework with the increased rigor and time commitment required for acceleration opportunities presented challenges for some students.

During the 2026–2027 school year, Florida Cyber Charter Academy will strengthen college and career readiness by expanding academic advising, increasing communication with students and families regarding available acceleration pathways, monitoring student eligibility and progress more frequently, and collaborating with school counselors and instructional staff to increase student participation and successful completion of acceleration opportunities. The school will also explore opportunities to expand acceleration course offerings, including additional advanced coursework, dual enrollment partnerships, and industry certification pathways, to provide students with greater access to college and career readiness opportunities. These efforts are intended to improve college and career acceleration outcomes while preparing students for postsecondary success.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Analysis of the Early Warning System (EWS) data identified student attendance and engagement in the virtual learning environment as the primary areas of concern.

During the 2025–2026 school year, 39 students were absent 10% or more of instructional days, with the highest rates occurring in Grades 7 and 8. Additionally, 53 students scored Level 1 on the statewide ELA assessment, and 48 students scored Level 1 in mathematics, demonstrating the strong relationship between inconsistent attendance, limited engagement, and academic performance. Middle school students also accounted for the majority of course failures, further indicating the need for increased monitoring and intervention.

During the 2026–2027 school year, the school will strengthen attendance monitoring, increase family

communication and student support, implement proactive escalation and engagement strategies, and utilize data-driven interventions to improve participation in live instruction, academic engagement, and student achievement.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Increase Mathematics Achievement, Learning Gains, and Outcomes for the Lowest 25% Across Grades K–12

Strengthen Tier I mathematics instruction through standards-based planning, retrieval practice, spaced review, data-driven instructional cycles, targeted intervention, and instructional coaching to increase mathematics proficiency, accelerate learning gains, and improve outcomes for students performing in the lowest 25%.

2. Expand College, Career, and Acceleration Opportunities

Increase student participation and success in acceleration pathways by strengthening academic advising and expanding access to advanced coursework, dual enrollment, industry certifications, and career readiness opportunities while increasing communication with students and families.

3. Strengthen Science Instruction and Achievement

Improve science achievement by ensuring consistent, standards-aligned instruction, expanding professional learning, implementing schoolwide retrieval cycles and spaced review, utilizing benchmark data to drive teaching and supplemental tools, and providing ongoing instructional coaching and monitoring.

4. Improve Student Attendance and Engagement in the Virtual Learning Environment

Increase student participation in live instruction through proactive attendance monitoring, family partnerships, student engagement strategies, and timely interventions to reduce chronic absenteeism and improve academic outcomes.

5. Sustain and Expand Literacy Achievement and Learning Gains

Continue to build on recent improvements in English Language Arts by using evidence-based literacy instruction, targeted interventions, progress monitoring, and instructional coaching to increase proficiency and learning gains for all students, especially those in the lowest 25%.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Mathematics achievement has been identified as a critical area of focus for Florida Cyber Charter Academy across grades 3–8 and Algebra 1 based on analysis of the 2025–2026 accountability data. Schoolwide mathematics achievement was 24%, representing the largest achievement gap when compared to state performance. Additionally, mathematics learning gains for students in the lowest 25% demonstrated the school's greatest decline, indicating a need for more intentional instructional supports for students requiring the greatest levels of intervention. While many students demonstrated growth, proficiency data indicate that significant numbers of students continue to experience unfinished learning and require additional support in developing foundational mathematics skills, conceptual understanding, mathematical reasoning, problem-solving, and application of grade-level standards.

Strong mathematics achievement is essential for student success across all content areas and prepares students for advanced coursework, college, career, and life readiness. Data analysis indicates the need to strengthen Tier I instruction through consistent implementation of evidence-based instructional practices, increased opportunities for retrieval practice and spaced review, explicit instruction, mathematical discourse, multiple mathematical representations, and cognitively demanding tasks that promote conceptual understanding in addition to procedural fluency.

During the 2026–2027 school year, Florida Cyber Charter Academy will strengthen mathematics instruction through standards-based planning, data-driven instructional decision-making, differentiated Tier I support using IXL, targeted Tier II and Tier III interventions through Exact Path, ongoing instructional coaching, Professional Learning Communities (PLCs), and common instructional walkthrough look-fors to ensure consistent implementation of high-quality instructional practices. These efforts are designed to increase mathematics achievement, accelerate learning gains, improve outcomes for students in the lowest 25%, and build teacher capacity through continuous improvement and instructional support.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

During the 2025–2026 school year, Florida Cyber Charter Academy's Mathematics Achievement was 24%, indicating a continued need to improve proficiency across tested grade levels. By the end of the 2026–2027 school year, students in Grades 3–8 Mathematics and Algebra 1 End-of-Course (EOC) will increase overall Mathematics Achievement from 24% to 35%, as measured by statewide assessments.

The school will also improve mathematics learning gains for students in the lowest 25% from 43% to 55% increase mathematics achievement among identified ESSA subgroups. Specifically, Florida Cyber Charter Academy will increase Mathematics Achievement for Students with Disabilities (SWD) from 22% to 30%, Hispanic students from 20% to 30%, Black/African American students from 22% to 30%, and White students from 30% to 40%.

FAST PM1 data will serve as the baseline for identifying student needs, informing instructional planning, and determining intervention placement. Students will demonstrate measurable growth by FAST PM2, with the school remaining on track to achieve the end-of-year proficiency target and improved mathematics learning gains for students in the lowest 25%.

Progress toward these goals will be monitored through a balanced system of leading and lagging indicators. Leading indicators will include student attendance, IXL completion and skill mastery, Exact Path lesson completion, intervention participation, standards mastery, classroom formative assessment data, and implementation of evidence-based instructional practices as measured through classroom walkthroughs and coaching cycles. Lagging indicators will include FAST progress monitoring, benchmark assessments, IXL diagnostic growth, Algebra 1 End-of-Course (EOC) results, and statewide assessment outcomes.

School leadership, instructional coaches, and teachers will review implementation and student performance data through Professional Learning Communities (PLCs), MTSS meetings, monthly implementation dashboards, and leadership data reviews to evaluate instructional effectiveness, monitor fidelity of implementation, and make timely, data-driven adjustments to instruction, intervention, professional learning, and resource allocation. Quarterly School Improvement Plan (SIP) reviews will be conducted to evaluate progress toward measurable outcomes, assess implementation fidelity, and determine whether instructional strategies, interventions, or professional learning require refinement.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Florida Cyber Charter Academy will monitor how mathematics instruction is implemented and how effective it is by using a comprehensive system of leading and lagging indicators, including student performance data and adult implementation measures, to ensure timely instructional adjustments and continuous improvement.

Leading indicators will be monitored weekly and biweekly to evaluate instructional implementation, student engagement, and intervention fidelity. These indicators include student attendance in Tier I mathematics instruction and intervention classes, IXL personalized skill plan completion and mastery rates, Exact Path lesson completion and growth toward individualized learning goals, standards mastery through Progress Learning, common formative assessments, and benchmark-aligned exit tickets, participation in Tier II and Tier III mathematics interventions, and classroom walkthrough trends related to student engagement and instructional quality.

In addition to student engagement measures, the school will monitor the fidelity of instructional practices through the following adult implementation indicators:

95% of mathematics classrooms will consistently implement retrieval practice, spaced review, and standards-aligned instructional routines, as measured through classroom walkthroughs.

90% of mathematics teachers will incorporate mathematical discourse, student explanation, and evidence-based questioning strategies during live instruction.

100% of grade-level and content-area PLCs will implement the established mathematics data protocol, including regular analysis of student work, assessment data, and instructional planning.

100% of instructional coaching cycles will be completed according to the annual coaching plan, including observation, feedback, modeling, and follow-up support.

100% of mathematics lesson plans will demonstrate alignment to Florida's B.E.S.T. Standards, identified learning targets, and schoolwide instructional expectations.

Leadership teams will conduct regular walkthroughs using common mathematics look-fors to monitor instructional consistency, provide timely feedback, and identify professional learning needs.

Lagging indicators will be reviewed following each assessment cycle and will include FAST progress monitoring, benchmark assessments, Progress Learning benchmark performance, standards-based common assessments, IXL diagnostic growth data, and statewide assessment readiness. These data will be analyzed to evaluate student growth, measure progress toward the school's Mathematics Achievement goal, and determine the effectiveness of instructional practices and interventions.

Implementation and student performance data will be reviewed regularly by administrators,

instructional coaches, and teacher leaders to evaluate fidelity, celebrate successes, identify areas for improvement, and make timely, data-driven adjustments to instruction, intervention, professional learning, and student supports.

Person responsible for monitoring outcome

Kristan Haberstro, Page Green, Katie Moore , Angie Canter , Dakota Olsavsky, Jane Germany, Michelle Cole , Colin Wence , Shelby Macon , Jennifer Burton

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Florida Cyber Charter Academy will implement IXL Math across grades K–12 as a supplemental instructional resource to support mathematics achievement and increase mastery of grade-level standards. IXL provides students with individualized, standards-aligned practice, adaptive skill recommendations, and immediate feedback based on student performance. Teachers will utilize IXL diagnostic data, analytics, and skill mastery reports to identify learning gaps, monitor student progress, and provide targeted instruction aligned to individual student needs. We will monitor implementation using IXL usage reports, diagnostic growth data, skill mastery progress, classroom formative assessments, benchmark data, and FAST/Algebra 1 EOC assessment results. Instructional leaders, coaches, and teachers will review data during PLCs and instructional planning meetings to determine next steps and adjust instruction. Implementation will be monitored through IXL usage reports, diagnostic growth data, skill mastery progress, classroom formative assessments, benchmark data, and FAST/Algebra 1 EOC assessment results. Instructional leaders, coaches, and teachers will review data during PLCs and instructional planning meetings to determine next steps and adjust instruction.

Rationale:

An analysis of mathematics data from 2025–2026 revealed that mathematics had the largest academic disparity when compared to state performance, with total proficiency at 24%. According to student data, there is a need for more opportunities to develop conceptual knowledge, practice core abilities, and retain previously learned mathematical concepts. IXL was chosen to meet these demands by offering individualized learning pathways that facilitate enrichment, reinforcement, and rehabilitation. IXL will give kids frequent exposure to priority requirements, improve long-term retention, and promote growth toward grade-level competency across K–12 mathematics when combined with teacher-led instruction, retrieval practice, and scheduled review routines.

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Florida Cyber Charter Academy will use Exact Path as a customized learning platform to enhance math proficiency in grades K–12. Exact Path automatically creates customized learning routes based on Florida's B.E.S.T. Mathematics Standards and uses adaptive diagnostic tests to find out each student's current performance level. To correct incomplete learning and expedite mastery of grade-

level material, students will participate in focused instruction and practice. To differentiate instruction, give focused interventions, and track students' progress, teachers will use Exact Path diagnostic reports, learning path data, and student progress reports. To make sure that interventions are responsive to student needs and in line with school development goals, student performance data will be routinely examined during PLCs, instructional planning meetings, and leadership data reviews.

Rationale:

According to an analysis of the 2025–2026 accountability data, mathematics achievement is one of the school's biggest areas of need. Individualized education that meets students at their current instructional level while accelerating progress toward grade-level competency is necessary, as evidenced by the considerable diversity in prerequisite skill mastery found in student performance data. The school chose Exact Path because it offers data-driven, adaptive learning routes that customize training based on each student's diagnostic results. Exact Path will assist in closing learning gaps, reinforcing key mathematical concepts, and encouraging better performance on benchmark examinations, FAST Progress Monitoring, and the Algebra 1 EOC by providing customized instruction and ongoing progress monitoring.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Florida Cyber Charter Academy will strengthen Tier I mathematics instruction for grades K–12 by consistently using high-quality, standards-aligned instructional practices based on Florida's B.E.S.T. Mathematics Standards. To increase student engagement, deepen conceptual understanding, and promote long-term retention of mathematical concepts, teachers will use explicit instruction, retrieval practice, spaced review, mathematical discourse, formative assessment, and data-driven instructional planning. Instruction will also emphasize students explaining their mathematical reasoning, using multiple mathematical representations (including visual models, equations, tables, graphs, and manipulatives as appropriate), and completing cognitively demanding tasks that require them to analyze, justify, and apply their mathematical thinking in authentic problem-solving situations. These instructional practices will ensure students develop conceptual understanding, procedural fluency, and mathematical reasoning. To ensure consistent implementation across all grade levels, instructional coaches, master teachers, and school administrators will provide ongoing professional learning, instructional coaching, collaborative Professional Learning Communities (PLCs), and timely feedback to support teacher growth and instructional effectiveness. Implementation will be monitored through classroom walkthroughs using common mathematics look-fors, lesson plan reviews, PLC artifacts, coaching documentation, benchmark assessment data, FAST Progress Monitoring, Algebra 1 End-of-Course (EOC) results, and ongoing analysis of student achievement and implementation data. School leadership will use these data to evaluate instructional fidelity, monitor student outcomes, identify trends, and make timely, data-driven adjustments to instruction, intervention, and professional learning.

Rationale:

An analysis of the 2025–2026 accountability data found the biggest academic disparity between the school and the state average in mathematics achievement. While supplemental intervention programs offer tailored assistance, raising the standard and uniformity of Tier I instruction for all students is necessary to improve achievement outcomes. Explicit instruction, regular formative assessment, retrieval practice, and periodic review all enhance student learning, retention, and information transfer, according to the Science of Learning. Florida Cyber Charter Academy will enhance mathematics education, boost student engagement, and improve proficiency and learning

gains throughout grades K–12 by implementing these evidence-based instructional routines as standard schoolwide expectations.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Implementation of Standards-Based Math Instruction and Retrieval Practices

Person Monitoring:

Kristan Haberstro, Page Green, Katie Moore ,
Angie Canter , Dakota Olsavsky , Jane Germany ,
Michelle Cole , Colin Wence , Shelby Macon ,
Jennifer Burton

By When/Frequency:

August 2026 – May 2027; monitored weekly
through PLCs and monthly through instructional
walkthroughs/data reviews

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will implement standards-aligned mathematics instruction that incorporates explicit instruction, retrieval practice, and spaced review to strengthen student retention and mastery of grade-level concepts. Instructional staff will intentionally revisit previously taught standards through structured review routines while providing opportunities for students to explain their mathematical reasoning, engage in meaningful mathematical discourse, and apply multiple representations to develop conceptual understanding.

To ensure consistent implementation across classrooms, instructional leaders will utilize common mathematics walkthrough look-fors during classroom observations and coaching cycles. These instructional non-negotiables include:

1. Explicit modeling of grade-level mathematical concepts and problem-solving strategies.
2. Retrieval practice and spaced review to reinforce previously taught standards and strengthen long-term retention.
3. Student discourse that promotes mathematical reasoning, explanation, justification, and productive discussion.
4. Alignment to Florida's B.E.S.T. Mathematics Standards, with clearly defined learning targets and success criteria.
5. Frequent checks for understanding using formative assessment strategies to inform immediate instructional adjustments.
6. Use of multiple mathematical representations (e.g., visual models, equations, tables, graphs, and manipulatives, as appropriate) to develop conceptual understanding.

Implementation will be monitored through classroom walkthroughs using these common mathematics look-fors, instructional coaching cycles, Professional Learning Community (PLC) documentation, lesson plan reviews, and analysis of formative, benchmark, and statewide assessment data to evaluate instructional fidelity, inform coaching, and determine the impact on student achievement.

Action Step #2

IXL Data-Driven Intervention

Person Monitoring:

By When/Frequency:

Kristan Haberstro, Page Green, Katie Moore ,
Angie Canter , Dakota Olsavsky , Jane Germany ,
Michelle Cole , Colin Wence, Shelby Macon,
Jennifer Burton

August 2026 – May 2027; monitored weekly
through data reviews and monthly through
leadership meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will utilize IXL Math diagnostic data and skill recommendations to provide individualized practice aligned to student needs. Students will engage in targeted practice to address unfinished learning, reinforce current grade-level standards, and support acceleration toward proficiency. Teachers and instructional leaders will monitor implementation through IXL usage reports, diagnostic growth data, skill mastery progress, FAST progress monitoring results, benchmark assessments, and PLC data discussions to adjust instruction and support student growth.

Action Step #3

Implementation of Exact Path

Person Monitoring:

Jennifer Burton, Kristan Haberstro, Micki Clarke,
Page Green, Katie Moore , Angie Canter , Dakota
Olsavsky , Jane Germany , Michelle Cole , Colin
Wence , Shelby Macon

By When/Frequency:

August 2026 – May 2027; monitored weekly
through MTSS meetings, PLCs and monthly
through instructional walkthroughs/data reviews

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students identified through the MTSS process as requiring Tier II and Tier III mathematics intervention will participate in Exact Path to receive personalized instruction aligned to their individual learning needs. Diagnostic data and individualized learning pathways will be used to target skill deficits, reinforce prerequisite concepts, and accelerate progress toward grade-level proficiency. Teachers will monitor student participation, lesson completion, and mastery data to provide timely instructional adjustments and additional support as needed.

The effectiveness of the intervention will be monitored through Exact Path diagnostic growth reports, learning path progress, benchmark assessment data, progress monitoring results, and classroom performance. During MTSS meetings and PLCs, we will review student progress to assess intervention effectiveness and decide on continuing, intensifying, or exiting Tier II or Tier III support based on their response.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Science achievement has been identified as a critical area of focus for Florida Cyber Charter Academy based on analysis of the 2025–2026 accountability data for Grade 5 Science, Grade 8 Science, and Biology 1 End-of-Course (EOC) assessments. Science proficiency remained at 30%,

indicating that achievement has remained stagnant and continues to require targeted instructional improvement. Data analysis indicates that students continue to experience challenges with mastery of grade-level science standards, scientific vocabulary, scientific reasoning, inquiry-based learning, and the application of scientific concepts to complex assessment items.

Several factors contributed to continued low performance, including a shortage of certified Biology teachers through January 2026, which affected instructional continuity and the consistent implementation of standards-aligned instruction. Limited opportunities for students to engage in scientific discourse, Claim-Evidence-Reasoning (CER) writing, and rigorous inquiry-based learning also contributed to gaps in content knowledge and higher-order thinking. These challenges impact students' readiness for advanced coursework by limiting their ability to analyze evidence, communicate scientific thinking, and apply scientific concepts in authentic contexts.

During the 2026–2027 school year, FLCCA will strengthen science instruction through consistent standards-based planning across Grades 3–8, implementation of schoolwide science walkthrough look-fors, explicit instruction in scientific vocabulary, routine use of Claim-Evidence-Reasoning (CER) writing, inquiry-based instructional practices, and increased opportunities for science writing and academic discourse. Instruction will also incorporate retrieval practice, spaced review, benchmark monitoring, and Progress Learning to provide timely, data-driven intervention and monitor student growth. In addition, a dedicated Grade 5 course for science test preparation will reinforce assessed standards, strengthen scientific reasoning, and increase student readiness for the statewide science assessment.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

During the 2025–2026 school year, the science achievement at Florida Cyber Charter Academy was 30%. By the end of the 2026–2027 school year, students in Grade 5 Science, Grade 8 Science, and Biology 1 EOC will increase overall science achievement from 30% to 40% as measured by statewide assessments. Progress toward this goal will be monitored through benchmark assessments, formative classroom assessments, progress learning reports, and standards mastery data.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Through continuous data analysis, instructional walkthroughs, coaching cycles, and standards-based progress monitoring, we will track the implementation and effects of the Science Achievement Area of Focus. School administration and master teachers will regularly observe classrooms to monitor the application of standards-aligned science education, retrieval practice, spaced review routines,

scientific discourse, and inquiry-based instructional strategies. To guarantee that high-quality scientific instruction is consistently implemented across all assessed grade levels, coaching and feedback will be given.

To identify instructional trends, adjust instruction, and provide targeted support, we will track student progress using benchmark exams, formative classroom assessments, progress learning data, and standards mastery reports. To assess mastery of the assessed standards and preparedness for the statewide science assessment, students enrolling in the Grade 5 Science Test Preparation course will have their progress tracked using benchmark data and standards-based assessments. Science PLCs will create instructional action plans, identify learning gaps, and assess student performance data on a regular basis. Throughout the year, leadership teams will evaluate scientific achievement data to track progress toward raising scientific achievement from 30% to 40%. They will also modify instruction to raise student competency.

Person responsible for monitoring outcome

Kristan Haberstro, Page Green, Katie Moore, Angie Canter, Michelle Cole, Colin Wence, Shelby Macon

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Florida Cyber Charter Academy will use Progress Learning to help students in Grades 3-8 and Biology 1 achieve their science achievement goals. Progress Learning provides individualized practice, formative assessments, benchmark assessments, and instructional materials that meet the Florida B.E.S.T. Standards and state science tests. Instructors will use the platform to pinpoint students' learning gaps and strengths, offer focused standards-based practice, and track their advancement toward competency. Progress Learning usage reports, benchmark assessment data, standards mastery reports, and classroom formative assessment outcomes will all help track implementation. During PLCs and data meetings, teachers, instructional coaches, and school administration will assess student performance to spot patterns, modify instruction, and give extra help to students who aren't meeting grade-level expectations.

Rationale:

Analysis of the 2025–2026 accountability data identified Science Achievement as an area of continued need, with overall proficiency remaining at 30%. Student performance data indicated a need for increased opportunities to practice and apply grade-level science standards, strengthen scientific reasoning, and reinforce previously taught concepts throughout the school year. Progress Learning was chosen because it offers benchmark tests, individualized practice, and standards-aligned teaching materials that facilitate data-driven instructional decision-making. The platform will be used in conjunction with excellent Tier I science education to track student progress over the course of the year, detect learning gaps, direct focused instruction, and reinforce priority standards through continuous retrieval and spaced review.

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Strengthen High-Quality Tier I Science Instruction

Person Monitoring:

Kristan Haberstro, Page Green, Katie Moore,
Angie Canter, Michelle Cole, Colin Wence, Shelby
Macon

By When/Frequency:

August 2026 – May 2027; monitored weekly
through PLCs and monthly through instructional
walkthroughs and data reviews.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To improve students' comprehension and retention of grade-level science standards, teachers will use explicit instruction, inquiry-based learning, retrieval practice, spaced review, and scientific discourse in their high-quality, standards-aligned science instruction. Instructors will use evidence-based teaching strategies to give students an opportunity to apply scientific reasoning while purposefully revisiting previously taught subjects through organized review routines.

To guarantee uniform implementation across Grades 3-8 and Biology 1, instructional leaders will provide mentoring and feedback. To measure both instructional fidelity and student results, implementation will be tracked through classroom walkthroughs, lesson plan reviews, PLC documentation, benchmark assessment data, formative classroom assessments, and student accomplishment data.

Action Step #2

Implement Progress Learning for Science Achievement

Person Monitoring:

Kristan Haberstro, Page Green, Katie Moore,
Angie Canter, Michelle Cole, Colin Wence, Shelby
Macon

By When/Frequency:

August 2026 – May 2027; monitored biweekly
through PLCs and monthly through leadership
data reviews.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

For students in Grades 3-8 and Biology 1, teachers will use Progress Learning to offer benchmark examinations, standards-aligned science practice, and focused instructional support. Throughout the academic year, Progress Learning reports will help teachers monitor student mastery, identify standards that need more instruction, and offer customized support. By reinforcing previously taught science topics and standards, the platform will also facilitate spaced review and retrieval practice across the entire school.

School administrators and instructors will use Progress Learning usage reports, benchmark assessment results, standards mastery reports, classroom formative assessment data, and PLC conversations to track implementation. To assess the success of the intervention, spot instructional trends, and make data-driven decisions to raise science achievement, leadership teams will routinely assess student progress.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Graduation/Acceleration specifically relating to Acceleration

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

College and career acceleration has been identified as a critical area of focus for Florida Cyber Charter Academy based on analysis of the 2025–2026 accountability data. The school earned 15% in college and career acceleration, making it the lowest-performing accountability component and the greatest gap when compared to the state average. While the school demonstrated improvements in several academic indicators, increasing student participation and successful completion of acceleration opportunities remains a significant need.

This performance was influenced by several factors, such as dual enrollment, industry certification options, and low student participation in advanced education. Many students didn't have access to acceleration programs or the required courses when they started school. Opportunities to raise students' understanding of available pathways and broaden acceleration options have also been identified as areas for development. Florida Cyber Charter Academy will improve students' college and career readiness during the 2026–2027 academic year by increasing academic advising, communicating more with students and their families, keeping an eye on students' progress, and looking into ways to increase advanced course offerings, dual enrollment, and industry certification pathways.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Florida Cyber Charter Academy received 15% in college and career acceleration during the 2025–2026 academic year. By expanding student engagement and successfully completing qualifying acceleration programs, such as advanced coursework, dual enrollment, and industry certifications, the school will raise college and career acceleration from 15% to 25% by the end of the 2026–2027 academic year.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Through continuous evaluation of student enrollment, eligibility, participation, and successful

completion of acceleration options, the College and Career Acceleration Area of Focus's implementation and effects will be tracked. To determine which students qualify for advanced coursework, dual enrollment, or industry certification pathways, school administrators, counselors, and instructional staff will routinely assess student transcripts, graduation plans, and academic achievement.

Through quarterly data reviews, counselor advisement logs, course enrollment reports, graduation tracking, and completion data, leadership teams will keep an eye on student participation. In order to identify obstacles, expand access to acceleration options, and guarantee that students receive the academic support required to effectively complete accelerated coursework, student progress will be discussed during leadership meetings.

Person responsible for monitoring outcome

Page Green, Katie Moore, Angie Canter, Colin Wence, Shelby Macon

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

High-Quality College and Career Advising Individualized academic planning, graduation tracking, postsecondary goal setting, and continuous monitoring of students' progress toward accelerated possibilities are all part of the entire college and career advising process that Florida Cyber Charter Academy will put in place. Administrators and school counselors will proactively find qualified students, offer tailored advice, and put them in touch with accelerated tracks that complement their academic objectives. Student academic goals, advisement records, course enrollment reports, graduation tracking, and participation data will all be used to track implementation.

Rationale:

Florida Cyber Charter Academy will put in place a thorough college and career advising approach that includes postsecondary goal-setting, graduation tracking, individualized academic planning, and continuous monitoring of students' progress toward acceleration possibilities. Administrators and school counselors will proactively find qualified students, offer tailored advice, and put them in touch with accelerated tracks that complement their academic objectives. The school will use student academic goals, advisement records, course enrollment reports, graduation tracking, and participation data to track implementation. Early college and career preparation and structured academic coaching boost students' involvement in advanced coursework and enhance their preparedness for postsecondary education. Enhancing advising systems will facilitate the effective completion of acceleration courses, improve access, and raise awareness of available options.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Expansion of College and Career Pathways Florida Cyber Charter Academy will increase access to acceleration opportunities by investigating more advanced coursework, dual enrollment collaborations, and industry certification pathways. To boost participation in acceleration possibilities, families and students will receive regular updates on eligibility requirements, programs that are offered, and enrollment deadlines. The team will use data on course enrollment, partnership growth, participation rates, and the successful fulfillment of accelerated opportunities to track implementation.

Rationale:

Students' involvement in college and career acceleration increases when they have greater access to demanding coursework and career-focused learning opportunities. Increasing student knowledge and offering more options can boost participation rates and enhance college preparedness results.

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Strengthen College and Career Advising

Person Monitoring:

Page Green, Katie Moore, Angie Canter, Colin Wence, Shelby Macon, School Counselors

By When/Frequency:

August 2026–May 2027; reviewed quarterly.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

School counselors and administrators will implement an individualized advising process to identify students eligible for acceleration opportunities, develop academic plans, monitor graduation progress, and provide ongoing support to increase student participation and successful completion of acceleration coursework.

Action Step #2

Expand College and Career Acceleration Opportunities

Person Monitoring:

Page Green, Katie Moore, Angie Canter

By When/Frequency:

Reviewed quarterly throughout the school year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

School leadership will evaluate current acceleration offerings and collaborate with district and postsecondary partners to expand advanced coursework, dual enrollment opportunities, and industry certification pathways. Student participation, enrollment, and completion data will be reviewed regularly to identify barriers and improve access to college and career acceleration opportunities.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The school will align rigorous attendance and engagement expectations for students in all grade levels to ensure students are actively engaged in live instruction in addition to asynchronous work. In a virtual learning environment, consistent synchronous attendance serves as the foundational baseline for all student academic achievement.

When students miss live, synchronous instructional sessions, they miss immediate feedback, real-time data-informed supplementation, and active student engagement strategies (such as chat waterfalls, collaboration boards, and targeted breakout tables). This lack of attendance directly disrupts the "I Do, We Do, You Do" instructional framework, leading to compounding learning gaps, low course completion rates, and decreased proficiency on state assessments. Student attendance and engagement in live class sessions ensure they are receiving benchmark-aligned instruction, equivalent learning experiences, and immediate intervention for academic support while fostering critical real-life connections with their teachers and peers. Review of prior-year data indicated that our absenteeism rate was a crucial need requiring immediate systemic alignment.

To reduce chronic absenteeism, particularly in grades 6–8, our primary strategy shifts from reactive attendance enforcement to proactive student engagement. By prioritizing real-life connections through personalized mentoring and interactive synchronous instruction, we aim to build a positive virtual school community. To ensure families are equipped for success, our Family and Community Engagement Specialist will host welcome meetings and conduct periodic check-ins with families struggling to access the learning platform. Furthermore, to prevent the accrual of absences, the Dean of Students and the attendance team will perform regular, targeted check-ins with students who reach 7 absences. This combination of continuous home-school partnerships, early intervention, and recognition of improved participation will help prevent disengagement before more severe escalation procedures become necessary.

- **Personalized Check-Ins & Mentoring:** Establish a routine where home room teachers conduct brief, regular virtual check-ins to build a foundation of trust.
- **Targeted Early Intervention:** The Dean of Students, alongside the attendance team, will perform regular check-ins to reach students who have reached 7 or more absences. This ensures early intervention to prevent a further accrual of absences and re-establish engagement before the student becomes chronically absent.
- **Fostering Real-Life Connections:** Focus on community-building within the virtual classroom,

designing activities that allow students to form authentic, real-life connections with their peers and instructors.

- Family Partnerships & Platform Support: The Family and Community Engagement Specialist will host welcome meetings to establish home routines right at the start of the year, along with periodic check-ins tailored for families who are struggling to access the platform.
- Tiered Recognition Systems: Implement systems that celebrate improved attendance and active participation in live sessions to motivate students who might already be struggling.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

For the 2026-2027 school year, the specific measurable outcome is to reduce the chronic absenteeism rate to under 5%, ensuring that overall daily synchronous session attendance reaches a minimum baseline of 92% across all grade levels.

Monitoring: Attendance data will be monitored weekly utilizing automated student information system (SIS) reports alongside daily synchronous platform engagement metrics. The administrative team, instructional coaches, and student support teams will review EWS dashboards to catch declining attendance early. Ongoing monitoring allows for rapid, tier-one and tier-two interventions before a student falls into chronic absenteeism. By keeping students actively present in live sessions, teachers can deploy real-time checks for understanding, immediately address misconceptions, and keep students on pace for academic mastery.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The school leadership and student support teams will closely monitor attendance and engagement data weekly, utilizing automated student information system (SIS) reports alongside daily synchronous platform metrics. Students falling behind will be routed bi-weekly through a tiered re-engagement process to quickly intervene if attendance or active participation is not meeting expectations.

Impact on Student Achievement: Ongoing monitoring allows for rapid, tier-one and tier-two interventions before a student falls into severe chronic absenteeism. By keeping students actively present and accountable in live sessions, teachers can deploy real-time checks for understanding, immediately address misconceptions, and keep students on pace for academic mastery.

Monitoring efforts will include:

1. Personalized Check-Ins & Mentoring

- Measurable Outcome: 100% of enrolled students will complete an initial virtual check-in through Start Start Call with their homeroom teacher by the end of week one, with biweekly follow-ups logged for any student falling below a 75% attendance rate.
- Monitoring Method: Homeroom teachers will log all check-ins, calls, and emails in PowerSchool. Administration will track completion of metrics through the Enduring Connection Call metric on the Asynchronous Review Evaluation to ensure check-in completion rates are meeting the benchmark.

2. Targeted Early Intervention

- Measurable Outcome: 100% of students reaching 7 absences will receive a documented intervention from the Dean of Students or the attendance team within 48 hours. This will result in a 15% reduction in the number of students progressing from 7 absences to the 10% chronic absenteeism threshold by the end of the semester.
- Monitoring Method: The attendance team will utilize weekly attendance reports pulled from PowerSchool to flag students approaching the 7-absence mark. Intervention steps and family contacts will be recorded directly into PowerSchool escalation logs to track progress and ensure that students receive the support they need.

3. Fostering Real-Life Connections

- Measurable Outcome: Student active participation in live synchronous sessions will increase, with 85% of students demonstrating engagement (e.g., chat responses, microphone usage, or poll completion) during weekly monitored lessons.
- Monitoring Method: Teachers will review Engageli participation reports and chat transcripts to gauge active engagement versus passive attendance. School leadership will also monitor this progress through regular virtual classroom observation cycles, noting evidence of community-building activities and student interaction.

4. Family Partnerships & Platform Support

- Measurable Outcome: 100% of newly enrolled families will attend a welcome meeting hosted by the Family and Community Engagement Specialist. Additionally, there will be a 20% decrease in technical/platform access absences during the first month of school compared to the previous year.
- Monitoring Method: Welcome meeting attendance will be tracked via Engageli rosters. The Engagement Specialist will maintain a log of periodic check-ins and support sessions provided to struggling families, tracking the resolution of access barriers over the first quarter.

5. Tiered Recognition Systems

- Measurable Outcome: Teachers will provide families an update on attendance data during their

monthly Enduring Connection Call.

- **Monitoring Method:** Homeroom teachers and administration will track the implementation of these monthly virtual engagement initiatives. The leadership team will cross-reference the list of recognized students with quarterly attendance data to measure the impact of the recognition on sustaining their improved attendance.

Person responsible for monitoring outcome

Kristan Haberstro, Page Green, Angie Canter, Katie Moore, Attendance Committee Lead

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Multi-Tiered Notification-Based Interventions and Mentoring-Based Engagement Infrastructure The school will utilize a two-pronged approach, working in coordination with families to support attendance expectations with notification-based strategies and mentoring. Tier 1: Universal messaging highlighting the correlation between live session attendance and course-passing rates, combined with interactive, highly engaging synchronous lesson designs requiring active camera and response verification. Global communication outlining that meaningful engagement includes, but is not limited to, active participation during live class through discussions, chat responses, whiteboard activities, tables, polls, quizzes, and interaction with the teacher. Tier 2: Targeted outreach via automated systems, direct phone contact, and structured mentoring to learning coaches when a student misses required sessions. Tier 3: Intensive attendance success plans, formal contracts, and truancy enforcement for students approaching chronic absenteeism to identify and mitigate barriers to logging in.

Rationale:

Rationale for evidence-based intervention: Research shows that clear, structured communication loops and strict policy reinforcement between the school and home significantly reduce chronic absenteeism in virtual settings. By pairing notification-based reminders with proactive administrative mentoring and engagement tracking, we build a culture of active presence. Leveraging data to intervene at the first sign of an absence prevents minor attendance issues from compounding into severe academic deficits.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Attendance Escalation Protocol

Person Monitoring:

Escalation Team/Attendance Lead/Social Worker

By When/Frequency:

Daily/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:**Action Step 1: Attendance Escalation Protocol**

Student attendance will be monitored promptly to record all attendance in accordance with state expectations. Families are notified within one day of an absence. Students falling below expectations are routed through the following progressive escalation track:

- Daily Review: Automated phone call/email on every absent day.
- 5 Days Unexcused: Robocall from the principal; email notification of Florida truancy law sent by the attendance department.
- 10 Days Unexcused: An attendance contract is sent by the social worker; this is grounds for withdrawal if no conference is scheduled.
- 15 Days Unexcused: Phone call from social worker; well-check home visit by local law enforcement may be requested; reported to DHSMV for possible driver's license suspension.
- 20 Days Unexcused: Student is subject to administrative withdrawal.

Action Step #2

Live Engagement & Camera Escalation

Person Monitoring:

Teachers, Escalation Team

By When/Frequency:

Weekly/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Student engagement will be monitored during live lessons. Families are notified via email and orientation sessions that attending all required class sessions and remaining on camera are mandatory engagement requirements. All class sessions begin with a reminder of attendance and camera expectations. Teachers will monitor and track student presence. Students who are not on camera will be considered absent. Teachers will attempt to re-engage students through verbal prompts. Failure to re-engage will lead to the student being marked absent for the class, receiving an email notification to both student and guardian, and being routed to an academic engagement contract process with school leadership. Failure to sign or meet the contract will result in administrative withdrawal.

Live session administrative walkthroughs will observe student participation, camera compliance, and response rates. Engagement data and active contract compliance will be reviewed bi-weekly with the leadership team.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

DRAFT

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

DRAFT

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

DRAFT

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

DRAFT

Clay County Schools

GREEN COVE SPRINGS JUNIOR HIGH SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority	1
I. School Information	2
A. School Mission and Vision	2
B. School Leadership Team, Stakeholder Involvement and SIP Monitoring	2
C. Demographic Data.....	6
D. Early Warning Systems	7
II. Needs Assessment/Data Review	10
A. ESSA School, District, State Comparison	11
B. ESSA School-Level Data Review	12
C. ESSA Subgroup Data Review	13
D. Accountability Components by Subgroup.....	14
E. Grade Level Data Review.....	17
III. Planning for Improvement.....	18
IV. Positive Learning Environment	27
V. Title I Requirements (optional).....	32
VI. ATSI, TSI and CSI Resource Review	35
VII. Budget to Support Areas of Focus	36

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Green Cove Springs Junior High is to achieve academic excellence by cultivating student ownership, developing lifelong learners, and fostering a safe, caring culture that benefits the entire community.

Provide the school's vision statement

Green Cove Springs Junior High will provide quality education in a safe environment for our diverse student population where social responsibility is fostered and all students are motivated to master academic goals.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Jim DeMarie

james.demarie@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

The principal ensures compliance with established rules, policies, and laws in the daily operation of the school. The principal develops and fosters good public relations, efficient school volunteer/partnership programs, and effective conferencing and communications with parents, students, and teachers. The principal coordinates and monitors the curricular program of the school to maximize student learning; conduct faculty/staff meetings as needed to meet student instructional needs; and

implement Florida's B.E.S.T. Standards.

Leadership Team Member #2

Employee's Name

Monica Green

monica.green@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant/vice principal is directly responsible to the school principal. He/she serves in a staff relationship with other assistant administrators in the school. The assistant principal assumes all administrative duties in the absence of the principal and assists in fulfilling any duties outlined on the principal's job description and delegated by the principal.

Leadership Team Member #3

Employee's Name

Christina Chiossone

christina.chiossone@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant/vice principal is directly responsible to the school principal. He/she serves in a staff relationship with other assistant administrators in the school. The assistant principal assumes all administrative duties in the absence of the principal and assists in fulfilling any duties outlined on the principal's job description and delegated by the principal.

Leadership Team Member #4

Employee's Name

Michael Taft

william.taft@myoneclay.net

Position Title

Teacher

Job Duties and Responsibilities

The teacher is responsible directly to the principal for the instruction, supervision, and evaluation of

students. Establish a classroom climate conducive to learning classroom management. Demonstrate an interest in and a willingness to assist students inside and outside the classroom. Provide for students of varying ability through the use of a variety of activities, techniques, questions, materials and student input.

Leadership Team Member #5

Employee's Name

Sabriya Bacote

sabriya.bacote@myoneclay.net

Position Title

Dean

Job Duties and Responsibilities

The dean is responsible directly to the principal for the guidance, supervision, and evaluation of students. The dean works to establish a school climate conducive to student learning and teacher support. The dean demonstrates an interest in and a willingness to assist students inside and outside the classroom. The dean provides for students of varying ability through the use of a variety of activities, techniques, questions, materials and student input.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

SIP development includes all members of the leadership team, including students, parents and community leaders. Regular School Advisory Council meetings will be held to assess data and discuss strategies to improve topics such as attendance, academic instruction, community involvement and continuing to improve the school culture at GCJ. Input from data analysis, faculty meetings, schoolwide surveys from staff, parents, and students shaped the development of the school improvement plan. That feedback was reviewed alongside PM3 student achievement data, behavior data, classroom walkthrough data etc. which helped prioritize goals and needs.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The SIP will be monitored regularly based on PM and FAST data to track student progress, weekly PLC meetings with departments to ensure standards are being taught with fidelity, and analyze student data with teachers to ensure that achievement gaps are being targeted through differentiated instruction. Monthly whole group PLC sessions will ensure that teachers are receiving training to provide students with quality instruction and understand how to create lessons based on standards that include learning targets, success criteria and aligned tasks to ensure that students can track their progress toward mastery of standards. Throughout the year, we will seek feedback through climate surveys, PLC discussions, and SAC meetings and put that alongside the ongoing analysis of student achievement data. If there is feedback or data that indicates a strategy is not meeting a goal, we will collaborate to revise the SIP.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 7-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	44.5%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: A 2023-24: A 2022-23: A 2021-22: B

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment								396	367	763
Absent 10% or more school days								81	90	171
One or more suspensions								67	48	115
Course failure in English Language Arts (ELA)								4	4	8
Course failure in Math								5	3	8
Level 1 on statewide ELA assessment								43	47	90
Level 1 on statewide Math assessment								36	20	56
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2026-27

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators								46	40	86

Current Year 2026-27

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year								4	1	5
Students retained two or more times								0	0	0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment								406	388	794
Absent 10% or more school days								80	94	174
One or more suspensions								44	63	107
Course failure in English Language Arts (ELA)									2	2
Course failure in Math								6	1	7
Level 1 on statewide ELA assessment								48	62	110
Level 1 on statewide Math assessment								32	32	64
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators								15	22	37

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL										TOTAL
	K	1	2	3	4	5	6	7	8		
Retained students: current year								1	2	3	
Students retained two or more times								1		1	

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

DRAFT

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

DRAFT

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	69	64	62	66	63	58	63	61	53
Grade 3 ELA Achievement			19			27			21
ELA Learning Gains	58	58	61	58	58	59	55	57	56
ELA Lowest 25th Percentile	43	50	53	49	51	52	41	47	50
Math Achievement*	81	72	65	80	74	63	76	72	60
Math Learning Gains	67	60	62	69	60	62	63	60	62
Math Lowest 25th Percentile	63	53	57	70	58	57	56	57	60
Science Achievement	71	64	57	62	62	54	71	64	51
Social Studies Achievement*	87	86	77	88	85	73	88	83	70
Graduation Rate									
Middle School Acceleration	84	75	82	64	64	77	59	61	74
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					65	53		56	49

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						69%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						623
Total Components for the FPPI						9
Percent Tested						98%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
69%	68%	62%	66%	57%	56%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	51%	No		
English Language Learners	49%	No		
Asian Students	86%	No		
Black/African American Students	56%	No		
Hispanic Students	64%	No		
Multiracial Students	72%	No		
White Students	72%	No		
Economically Disadvantaged Students	61%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	69%		58%	43%	81%	67%	63%	71%	87%	84%			
Students With Disabilities	40%		41%	34%	61%	61%	59%	43%	71%	50%			
English Language Learners	30%		46%	48%	53%	53%	35%	47%	63%	64%			
Asian Students	87%		78%		95%	91%		80%	87%	86%			
Black/African American Students	45%		49%	33%	57%	62%	52%	46%	77%	81%			
Hispanic Students	66%		57%	41%	77%	63%	54%	64%	83%	73%			
Multiracial Students	72%		45%		84%	62%	73%	71%	94%	71%			
White Students	73%		61%	48%	85%	67%	68%	75%	89%	86%			
Economically Disadvantaged Students	58%		53%	38%	70%	64%	57%	57%	81%	74%			

Page 861 of 2426

28/2026

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	66%		58%	49%	80%	69%	70%	62%	88%	64%			70%
Students With Disabilities	33%		42%	40%	48%	63%	67%	30%	69%	23%			
English Language Learners	44%		56%	50%	71%	84%	79%	50%	76%				70%
Asian Students	78%		68%		91%	91%		75%	100%	50%			
Black/African American Students	57%		56%	48%	59%	60%	59%	48%	74%	44%			
Hispanic Students	62%		53%	47%	77%	71%	73%	54%	89%	53%			68%
Multiracial Students	54%		63%	57%	76%	78%		42%	89%	47%			
White Students	68%		58%	48%	84%	69%	69%	68%	89%	70%			
Economically Disadvantaged Students	56%		55%	48%	69%	67%	69%	50%	82%	54%			70%

Page 862 of 2426

Page 15 of 37

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%

Page 16 of 37

Page 863 of 2426

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	7	70%	62%	8%	62%	8%
ELA	8	67%	61%	6%	60%	7%
Math	7	54%	50%	4%	53%	1%
Math	8	79%	71%	8%	61%	18%
Science	8	70%	61%	9%	52%	18%
Civics	7	100%	95%	5%	77%	23%
Civics	8	82%	82%	0%	75%	7%
Algebra	7	100%	99%	1%	96%	4%
Algebra	8	99%	93%	6%	84%	15%
Geometry	8	100%	98%	2%	95%	5%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

GCJ saw a 9% increase in 8th grade Science proficiency. This growth was driven by the implementation of weekly collaborative discussions focused on instructional practices especially focused on the standard level classes. This was in addition to PLC time where the teachers discussed data, students, and common formative assessments. Admin was intentional on getting into these classrooms on a regular basis to provide teacher feedback and action steps.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ELA Lower Quartile Learning Gains was at 42% which was a 7% drop from the previous year. ELA experienced a personnel concern right at the beginning of the school year with an ELA Support Facilitator resigning the first week of school which led to a series of long-term substitutes until a certified teacher was finally hired in February, another Support Facilitator resigned in December and wasn't filled until February, the ESE department had a new department head, and 5 out of the 6 Support Facilitators were in their first year of experience as a support facilitator. From the December through February timeframe, we had a shakeup of the master schedule with which courses and teachers the Support Facilitators were pushing into. On several occasions, Math and ELA swapped.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Both ELA and Math Lower Quartile Learning Gains saw a 7% drop from the previous year. ELA experienced a personnel concern right at the beginning of the school year with an ELA Support Facilitator resigning the first week of school which led to a series of long-term substitutes until a certified teacher was finally hired in February, another Support Facilitator resigned in December and wasn't filled until February, the ESE department had a new department head, and 5 out of the 6 Support Facilitators were in their first year of experience as a support facilitator. From the December through February timeframe, we had a shakeup of the master schedule with which courses and teachers the Support Facilitators were pushing into. On several occasions, Math and ELA swapped.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

8th grade Math and 8th grade Science each had an 18% gap when compared to the state average.

The 8th grade Math team is very strong and experienced, works collaboratively, and has been a consistent team for the last 3 years. GCJ has a strong group of accelerated 7th grade students who take the 8th grade course and FAST state assessment. One of our standard 8th grade Pre-Algebra Math teachers, Mrs. Banalewicz, is a model teacher on Teacher Led Small Group Instruction using recent and relevant data to determine each student's need - her ability to dive so deeply into her student's strengths and areas of opportunity creates the environment for her students to make tremendous gains and show incredibly high levels of proficiency for standard level classes. The Math department teachers offered consistent tutoring opportunities before school during the entire school year, and many students did take advantage of this.

The 8th Grade Science had three strong experienced teachers and this year we added an experienced science teacher to the team. The team worked collaboratively together throughout the year using common formative assessments and remediating benchmarks as needed. Leading up to the assessment the team took the time to review 6th and 7th grade standards. Teachers also participated in weekly collaborative discussions focused on instructional practices especially focused on the standard level classes. This was in addition to PLC time where the teachers discussed data, students, and common formative assessments.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Chronic absenteeism (missing 10% or more of school days) amongst our 7th and 8th grade students.

1. Students who were absent 10% or more of the school days.
2. LQ - ELA & Math

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. ESE - Support Facilitation in ELA & Math
2. LQ - ELA & Math (Direct Instruction)
3. PBIS - GCJ Teach-To's & LEAD Expectations (classroom management, high expectations)

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Description: General education teachers and ESE support facilitators will collaboratively plan during professional learning communities (PLCs) to implement an intentional, coordinated push-in model. This model will focus on embedding targeted scaffolds into core Tier-1 instruction, allowing students with disabilities to actively engage with rigorous, grade-level tasks aligned to the BEST Standards. Teams will utilize the OneClay Vision for Instruction (specifically monitoring the transition between teacher-led support and independent student cognitive heavy-lifting) to ensure that push-in accommodations provide necessary access while systematically fading out to build learner autonomy and maintain required task complexity.

Impact on Student Learning: By continuing to move away from pull-out models or fragmented co-teaching, 7th and 8th grade ESE students remain in the least restrictive environment during core instructional minutes, directly reducing the achievement gap. The strategic placement of a support facilitator within the classroom allows for immediate, real-time scaffolding of complex multi-step problems and dense informational texts. Students develop greater academic independence, reduce dependencies on adult prompts, and build the critical self-advocacy skills necessary for high school transition.

Rationale: An analysis of the prior year's state assessment and progress monitoring data for 7th and 8th grade students with disabilities revealed stagnant learning gains in both reading and math and a decrease in Lower Quartile learning gains in both reading and math. Observational and walkthrough data indicated that while push-in support facilitation was occurring, it frequently defaulted to passive monitoring or reduced the cognitive complexity of the grade-level task for ESE students rather than scaffolding them up to meet it. This highlighted a crucial need to refine the push-in model.

Strengthening collaborative PLC planning between content teachers and ESE support facilitators will

ensure that high-yield accommodations are proactively built into lessons, maximizing the impact of the support facilitator and ensuring SWD subgroups meet the rigor of the standards.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Prior Year Data: On the 2025–2026 PM3 FAST tests, 40% of SWD achieved proficiency in ELA with 41% learning gains, and 61% achieved proficiency in Math with 60% showing a learning gain.

Target Outcome: By the end of the 2026–2027 school year, the percentage of students with disabilities scoring proficient (Level 3 or above) will increase to at least 45% in ELA with at least 46% showing a learning gain and 65% proficiency in Mathematics with at least 60% showing a learning gain as measured by the PM3 FAST state assessment.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Weekly PLC/Collaborative Planning Monitoring: Admin and ESE Site Specialist will be present for weekly PLC meetings. This will verify that gen ed teachers and ESE support facilitators are co-planning specific, high-yield scaffolds for upcoming lessons rather than relying on on-the-spot adjustments.

Bi-Weekly Administrative Walkthroughs: School leadership will conduct targeted walkthroughs using the OneClay Vision for Instruction indicator T.2. These observations will explicitly track the support facilitator's role, verifying that they are actively delivering scaffolds rather than passively monitoring, and that they are systematically fading those supports during the lesson so that SWD are doing the "cognitive heavy-lifting."

Progress Monitoring Data Cycles: Student performance will be monitored quarterly using district interim assessments, FAST PM1 and PM2 data, and regular standards-aligned formative checks. ELA and Math departments, alongside the ESE team, will isolate the SWD subgroup data during data chats to ensure the 5% proficiency growth in ELA and 5% growth in Math are on track.

Person responsible for monitoring outcome

Jim DeMarie, Monica Green, Christina Chiossone

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Gen. ed. and ESE teachers will use weekly PLCs to co-plan High-Leverage Practices and Specially Designed Instruction (SDI) scaffolds that embed directly into Tier 1 instruction, making sure students with disabilities actively engage with rigorous Standards without lowering task complexity. Admin and the ESE Site Specialist will monitor implementation fidelity through weekly PLCs and bi-weekly walkthroughs focused on the OneClay Vision for Instruction (Indicator T.2), verifying that teacher/support facilitator supports are systematically faded so students assume the cognitive “heavy-lifting.” Leadership and instructional teams will conduct quarterly data chats isolating the SWD subgroup on FAST PM1, PM2, and interim assessments to make sure instructional scaffolds are adjusted to secure the targeted 5% proficiency gains.

Rationale:

The rationale for selecting this strategy is that proactive, collaborative planning bridges the gap between core content expertise and specialized instruction before a lesson begins. Past data showed that passive or uncoordinated push-in support frequently watered down grade-level expectations, leading to stagnant learning gains for students with disabilities (SWD).

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Collaborative Planning

Person Monitoring:

Jim DeMarie, Monica Green, Christina Chiossone

By When/Frequency:

May 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Gen ed teachers and support facilitators will implement the instructional priority by utilizing dedicated, weekly collaborative planning time to deconstruct upcoming standards and proactively embed targeted scaffolds into core Tier-1 lessons. They will execute a coordinated push-in model where the support facilitator actively delivers these planned accommodations during multi-step math tasks and informational text analysis, while systematically fading the supports during the lesson to make sure SWD independently perform the cognitive heavy-lifting.

Action Step #2

Professional Learning

Person Monitoring:

Jim DeMarie, Monica Green, Christina Chiossone

By When/Frequency:

May 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

Professional learning will be provided [frequency: monthly, quarterly, etc.] in the format of [options can include whole group PL sessions, coaching cycles, peer observations, etc.] by [who will facilitate the professional learning] and will focus on...

Professional learning will be provided monthly in the format of co-teaching "Learning Labs" and in class modeling by the ESE Site Specialist/Department Head and District ESE Specialists, and will focus on the real time execution of the OneClay Vision for Instruction framework, specifically practicing side-by-side coaching techniques that allow teachers and facilitators to fluidly introduce and fade accommodations without interrupting the rigor of Tier 1 tasks.

The ESE Site Specialist and admin will use a look-for checklist during bi-weekly walkthroughs. They will track whether the specific side-by-side techniques modeled during Professional Learning (ex. specific prompting hierarchies, non-verbal cues, physical positioning) are being used independently by the teacher-facilitator teams.

The final measure of the professional learning's impact is whether high-yield, fluid scaffolding leads to the targeted 45% ELA and 65% Math proficiency goals.

Action Step #3

SBLT Meetings

Person Monitoring:

Jim DeMarie, Monica Green, Christina Chiossone

By When/Frequency:

May 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

School-based Leadership Team meetings will be held monthly to reflect on how [the instructional priority] is impacting student achievement by.....

SBLT meetings will be held monthly to reflect on how the support facilitation and targeted scaffolding model is impacting student achievement by reviewing admin walkthrough data tied to indicator T.2, analyzing common formative assessments and FAST PM data specific to the SWD subgroup, and cross-referencing this data to make sure a direct correlation between proactive scaffold planning and student learning gains is evident.

Immediately following a monthly data review meeting, the SBLT (principal, assistant principals, ESE site specialist, and Core 4) will conduct simultaneous walkthroughs in 7th and 8th-grade math and ELA classrooms during push-in periods.

The team will observe the exact same classroom at the same time to score it using OneClay Indicator T.2. The team then meets immediately after to compare scores and notes. The SBLT's impact is monitored by whether the leadership team sees a uniform, school-wide increase in the correct execution of active scaffolding and timely fading across quarters. If the scores remain low or inconsistent, it signals that the SBLT must adjust its administrative feedback loop.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Benchmark-aligned (Direct) Instruction

Description: This will focus on strengthening the clarity, delivery, and rigorous alignment of daily Tier-1 direct instruction across all classrooms. Teachers will utilize the OneClay Vision for Instruction (Indicator T.1 - Explicit Instruction) to design and deliver daily lessons where learning intentions, success criteria, and direct teacher modeling are perfectly mapped to the full cognitive complexity of the B.E.S.T. Standards and Benchmarks. Direct instruction will move away from passive lecturing and toward explicit, high-impact modeling (e.g., think-alouds for complex reading tracking and step-by-step math problem-solving). Cooperative planning time will be protected so teachers can unpack standard clarifications, define clear evidence of mastery, and ensure that independent tasks strictly mirror the vocabulary, format, and demands of state progress monitoring.

Impact on Student Learning: When direct instruction is explicitly aligned to the benchmark, student learning becomes highly focused and predictable. Students no longer waste cognitive energy trying to guess the goal of a lesson; instead, clear success criteria allow them to track their own mastery of the standard in real time. For 7th and 8th graders preparing for high school transitions, experiencing consistent, grade-level direct modeling builds the core background knowledge and vocabulary needed to process grade level text and math concepts. This direct alignment ensures that the work students complete at their desks successfully prepares them for the exact format and rigor they will encounter on state assessments.

Rationale: A review of 2025–2026 PM3 data showed a 7% decline in lower quartile learning gains across both ELA and Mathematics, as struggling students were not consistently exposed to the explicit modeling required to navigate full benchmark complexity. Prioritizing explicit, benchmark-aligned direct instruction ensures every student receives an equitable, high-yield instructional foundation daily.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Prior Year Baseline Data: Performance data from the 2025–2026 academic year revealed a critical 7% decline in lower quartile student learning gains on the PM3 FAST ELA and Math assessments.

Specific Measurable Outcome: By the 2026–2027 Spring FAST PM3 ELA and Mathematics assessments, the percentage of lower quartile students demonstrating a learning gain will increase by 10%, successfully reversing the 7% contraction and establishing a positive growth trajectory through

authenticated, benchmark-aligned daily instruction.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

- LEAD Protocol completes 2x a Quarter to monitor benchmarks and quality of questioning for formative assessments
- Data Tracker with Benchmarks
- Admin Classroom Walkthrough Data- monitor for quality of questioning and instructional practices
- Data from SWD Students on Flex week- Remediation strategies that were used and next steps

Person responsible for monitoring outcome

Jim DeMarie, Monica Green, Christina Chiossone

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Teachers will deliver daily Tier 1 lessons that map directly to the B.E.S.T. Standards, using clear success criteria and step-by-step teacher modeling based on the OneClay Vision for Instruction (Indicator T.1). To keep us on track, administration will conduct regular walkthroughs and use the LEAD Protocol twice a quarter to look for high-quality teacher questioning and tight alignment to the benchmarks. Meanwhile, instructional teams will use a Benchmark Data Tracker to host regular data chats, paying close attention to how our lower quartile students are performing. This allows teachers to quickly adjust their remediation strategies, especially during student flexible learning weeks, to make sure these students are hitting that targeted 10% learning gain.

Rationale:

The rationale for choosing this strategy is that our prior year's data showed a clear decline in lower quartile student learning gains because struggling students weren't getting the targeted, explicit teacher modeling they needed to unpack difficult benchmarks. By ensuring that daily Tier 1 instruction relies on transparent success criteria and high-impact modeling—like think-alouds and step-by-step problem-solving—we remove the guesswork for students and give them a clear, equitable roadmap to mastery. Using the OneClay Vision for Instruction (Indicator T.1) and reinforcing it with consistent administrative feedback keeps our daily lessons tightly aligned to the strict rigor of the Florida B.E.S.T. Standards. Ultimately, pairing this high-quality instruction with data-driven remediation weeks guarantees that our lowest-performing students get the exact, real-time adjustments necessary to turn that 10% learning gain target into a reality.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Explicit Modeling: Gradual Release

Person Monitoring:

By When/Frequency:

Jim DeMarie, Monica Green, Christina Chiossone May 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will [implement the instructional priority in this way]...

Teachers will implement this instructional priority by using a strict "I Do, We Do, You Do" lesson format anchored in the OneClay Vision for Instruction (Indicator T.1).

The "I Do" (Explicit Modeling): Rather than passive lecturing, teachers will spend 7–10 minutes conducting explicit metacognitive think-alouds. In ELA, the teacher will read a complex grade-level text aloud, visually marking clues and speaking their inner thought process to show students exactly how to track themes or analyze structure. In Math, the teacher will think aloud through a multi-step problem, explicitly naming the problem-solving strategies and structural properties of the B.E.S.T. standards.

The Lesson Alignment: Teachers will display and verbally unpack clear Learning Targets and Success Criteria at the beginning of the lesson. They will ensure that the independent task (the "You Do") strictly mirrors the exact vocabulary, formatting, and cognitive complexity of the B.E.S.T. benchmark item specifications, ensuring struggling and lower quartile students are practicing the precise skills required for mastery.

Admin will conduct weekly walkthroughs using a look-for focused on OneClay Indicator T.1.

Leadership.

Is the teacher explicitly modeling the standard's full cognitive complexity (Think-Aloud), or just explaining directions?

Does the independent student task match the rigor and format of the benchmark specifications?

Action Step #2

Professional Learning

Person Monitoring:

By When/Frequency:

Jim DeMarie, Monica Green, Christina Chiossone May 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional learning will be provided [frequency: monthly, quarterly, etc.] in the format of [options can include whole group PL sessions, coaching cycles, peer observations, etc.] by [who will facilitate the professional learning] and will focus on...

Deconstructing Item Specifications: Training teachers how to unpack the cognitive complexity, specific vocabulary, and formatting demands of state progress monitoring items so they know exactly what standard mastery looks like.

Think-Alouds and Modeling (Gradual Release): Providing explicit examples and scripting templates for both complex reading tracking and multi-step math problem-solving.

Designing Rigorous Independent Tasks: Coaching collaborative planning teams on how to audit daily student assignments, ensuring they strictly mirror the rigor of Tier-1 instruction rather than defaulting to low-level compliance worksheets.

Admin will conduct targeted walkthroughs soon after these PD sessions using a rubric based on the OneClay Vision for Instruction (Indicator T.1) to measure the percentage of teachers successfully implementing the newly learned strategy (example, using a scripted "think-aloud" or displaying standard-aligned success criteria).

Action Step #3

Data Meetings

Person Monitoring:

Jim DeMarie, Monica Green, Christina Chiossone

By When/Frequency:

May 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Data meetings will be held weekly during collaborative planning time/PLCs. Admin and school based leadership data will be reviewed monthly during SBLT, to reflect on how benchmark-aligned direct instruction and explicit modeling are impacting student achievement.

Admin walkthroughs to look for the planned remediation modeling in action.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Description: Continue to strengthen the CougarsLEAD initiative as our school-wide PBIS program.

Impact on Student Learning: Fostering a positive learning environment with classroom and school-wide expectations helps reduce classroom disruptions and minimize the amount of instructional time students miss due to behavioral concerns. Maximizing instructional time provides students with greater opportunities to learn, engage, and achieve academic success.

Rationale: An analysis of discipline data from the 2024–2025 and 2025–2026 school years indicates a significant increase in student referrals. During the 2024–2025 school year, Green Cove Junior High recorded 421 discipline referrals. In the 2025–2026 school year, that number increased to 724 referrals, representing an approximately 72% increase.

This increase also reflects a substantial amount of lost instructional time, as students are frequently removed from class to meet with Student Services regarding behavioral concerns or assigned disciplinary consequences. Of the 763 referrals processed during the 2025–2026 school year, 507 resulted in students being removed from class for disciplinary actions such as Class Detention, In-School Suspension (ISS), or Out-of-School Suspension (OSS). Strengthening the CougarsLEAD initiative will provide a proactive framework for reinforcing positive behaviors, improving school climate, and increasing student access to instruction.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the 2026–2027 school year, Green Cove Junior High will strengthen implementation of the CougarsLEAD PBIS framework, resulting in a reduction of discipline referrals from 763 to 687 or fewer, representing a 10% decrease. Additionally, the number of referrals resulting in student removal from the classroom (Class Detention, ISS, or OSS) will decrease from 507 to 456 or fewer.

As a result of increased positive behavior supports and consistent school-wide expectations, students will spend more time engaged in classroom instruction, leading to improved student achievement and an increase in positive responses on student climate surveys related to school connectedness, safety, and school culture.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Progress towards the desired outcome will be measured through:

- PBIS team monthly discipline monitoring facilitated by Dean
- “Dean’s Corner” in the school wide newsletter to provide teachers with discipline information and assistance throughout the school year.

This data will be shared with the faculty and staff to ensure that behavioral supports are being implemented and adjusted as needed.

GCJ’s Dean will have monthly check-ins with students of concern to monitor their progress and ensure success.

Person responsible for monitoring outcome

Jim DeMarie, Monica Green, Christina Chiossone

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

To achieve these outcomes, we will strengthen our school-wide "CougarsLEAD" PBIS framework by teaching clear behavioral expectations and using a unified reward system to actively reinforce positive student behaviors. To keep our implementation on track, our Dean will facilitate monthly PBIS team data reviews, check in monthly with students of concern, and share insights through a "Dean's Corner" in the staff newsletter to support teachers with real-time behavior strategies. School leadership and the PBIS team will continuously monitor school-wide discipline referral trends and classroom removal rates to ensure our interventions are reducing lost instructional time. This consistent, data-driven approach allows us to quickly adjust our positive supports, keeping students out of student services and engaged in their classrooms to drive up academic achievement.

Rationale:

The rationale for selecting the CougarsLEAD PBIS framework is that proactive, positive behavior tracking directly targets the root cause of our lost instructional time. Our prior data showed a frustrating 72% spike in discipline referrals, which translated to hundreds of hours students spent in student services or suspension instead of learning. By shifting our focus from purely reactive discipline to explicit, school-wide expectations and consistent positive rewards, we can prevent behavioral disruptions before they start. Backing this up with monthly data check-ins by the Dean ensures we can catch struggling students early, support our teachers with practical classroom strategies, and keep our 7th and 8th graders right where they belong—safely learning inside the classroom.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

"Teach-To's"

Person Monitoring:

Jim DeMarie, Monica Green, Christina Chiossone

By When/Frequency:

May 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Develop and implement Green Cove Junior High "Teach-To" practices that provide teachers with a consistent framework for teaching, modeling, reinforcing, and responding to school-wide behavioral expectations in the classroom.

Implementation Activities:

PBIS team will create a set of GCJ "Teach-To" expectations aligned with the CougarsLEAD PBIS framework and school-wide behavior expectations.

Teacher Leaders/Admin will provide professional learning for teachers on implementing the Teach-To practices.

Incorporate Teach-To strategies into classroom routines, including explicit instruction of behavioral expectations, positive reinforcement systems, and consistent responses to inappropriate behaviors. Conduct classroom walkthroughs to monitor implementation and provide feedback and support to teachers.

Review discipline and classroom behavior data quarterly to evaluate effectiveness and identify areas for additional support.

Completed GCJ Teach-To framework and resources

Professional development agendas and sign-in sheets

Classroom walkthrough data

PBIS team meeting minutes

Reduction in discipline referrals and referrals resulting in loss of instructional time

Action Step #2

PBIS Team behavior data reviews

Person Monitoring:

Jim DeMarie, Monica Green, Christina Chiossone

By When/Frequency:

May 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Establish a process for reviewing behavior data through the PBIS Team to identify trends, monitor the effectiveness of interventions, and provide targeted support for students and staff.

Implementation Activities:

Conduct monthly PBIS Team meetings to review discipline referral data, suspension data, attendance trends, and other relevant behavioral indicators.

Analyze data by grade level, location, time of day, referral type, and student subgroup to identify patterns and areas of concern.

Utilize data to identify students in need of additional behavioral supports and interventions before behaviors escalate to more serious disciplinary consequences.

Develop and implement targeted action plans for identified areas of concern, including reteaching expectations, increasing supervision, adjusting procedures, or providing additional student support.

Share behavior data trends and recommended strategies with faculty and staff during regular meetings to promote consistency in implementation.

Monitor the effectiveness of interventions and adjust supports based on ongoing data analysis.

Celebrate areas of improvement and recognize staff and students who contribute to positive school climate outcomes.

Through ongoing review and analysis of behavior data, Green Cove Junior High will proactively address behavioral concerns, reduce discipline referrals and exclusionary discipline practices, increase instructional time, and improve overall school climate. The school will achieve a 10% reduction in discipline referrals and referrals resulting in loss of instructional time compared to the 2025–2026 school year.

Action Step #3

Data Meetings

Person Monitoring:

Jim DeMarie, Monica Green, Christina Chiossone

By When/Frequency:

May 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Data meetings will be held monthly to reflect on how our focus is impacting student achievement by closely monitoring the closing of academic gaps resulting from recovered instructional time.

Monthly and quarterly tracking showing an upward trend in passing grades (C or higher) and proficiency on benchmark assessments for students with reduced referral rates.

Reviewing discipline and attendance reports to verify that the target 10% reduction in classroom removals (ISS/OSS/Detention) directly correlates to a proportional increase in standard instructional hours logged by high-risk subgroups.

DRAFT

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

DRAFT

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

DRAFT

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

DRAFT

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

DRAFT

Clay County Schools

GROVE PARK ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority	1
I. School Information	2
A. School Mission and Vision	2
B. School Leadership Team, Stakeholder Involvement and SIP Monitoring	2
C. Demographic Data.....	6
D. Early Warning Systems	7
II. Needs Assessment/Data Review	11
A. ESSA School, District, State Comparison	12
B. ESSA School-Level Data Review	13
C. ESSA Subgroup Data Review	14
D. Accountability Components by Subgroup.....	15
E. Grade Level Data Review.....	18
III. Planning for Improvement.....	19
IV. Positive Learning Environment	28
V. Title I Requirements (optional).....	34
VI. ATSI, TSI and CSI Resource Review	39
VII. Budget to Support Areas of Focus	40

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Grove Park Elementary is to prepare students to become successful and productive Global thinkers in an ever-changing world.

Provide the school's vision statement

Grove Park Elementary, in the development of collective commitments, will recognize the potential of all students through the power of belief, perseverance, and holding ourselves and our students accountable with high expectations.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Shadreka Smith

shadreka.smith@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

Coordinate the activities of the School Advisory Council, monitor the implementation of the curriculum, support and promote teacher effectiveness, maintain standards of appropriate student conduct and school atmosphere, and implement programs designed to meet the unique needs of special student populations and subgroups.

Leadership Team Member #2

Employee's Name

Jonathan Halter

Jonathan.halter@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Assist in coordinating the School Advisory Council activities, monitoring the implementation of the curriculum, building and promoting teacher effectiveness, maintaining standards of appropriate student conduct and school atmosphere, and implementing programs designed to meet the unique needs of special student populations and sub-groups.

Leadership Team Member #3

Employee's Name

Allison Altwater

allison.altwater@myoneclay.net

Position Title

Coordinator of Student and Teacher Success

Job Duties and Responsibilities

Foster a positive school climate and culture by cultivating strong relationships with external stakeholders and enhancing parental involvement. Implement comprehensive teacher coaching cycles to support educators in effective behavior management and instruction. Additionally, guide the disaggregation of data to identify student needs and improve support programs, ultimately empowering teachers and enhancing student outcomes.

Leadership Team Member #4

Employee's Name

Angela Nguyen

angela.nguyen@myoneclay.net

Position Title

Title 1 Lead

Job Duties and Responsibilities

The Title I Lead serves as a key member of the School Improvement Plan (SIP) Leadership Team by

ensuring that Title I resources, programs, and family engagement efforts support the school's improvement goals. The Title I Lead collaborates with staff, families, and district personnel to monitor student achievement data, identify areas of need, support intervention efforts, and ensure compliance with federal Title I requirements while promoting meaningful stakeholder involvement in the school improvement process.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Grove Park Elementary School leadership engaged a diverse group of stakeholders, including the School Advisory Council (SAC), teachers, staff, families, and community members, throughout the School Improvement Plan (SIP) development process. During the spring, school leadership hosted a community engagement event to gather feedback and strengthen stakeholder involvement in school improvement efforts. The School Advisory Council met to review student achievement data, identify areas of need, and provide input on school priorities. Over the summer, the extended leadership team analyzed academic and attendance data, developed a professional learning plan, and identified evidence-based interventions to address student needs.

At the beginning of the school year, all faculty and staff will participate in a collaborative review of student performance data and school improvement priorities. Through structured discussions and guiding questions, stakeholders will identify areas for growth and recommend strategies to improve student outcomes. Additionally, Grove Park Elementary regularly collects stakeholder feedback through surveys, meetings, and school events, ensuring that families, staff, and community partners have meaningful opportunities to contribute to decision-making and support the continuous improvement of the school.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3),

ESEA Section 1114(b)(3)).

The Leadership Team will meet quarterly with District Title One support to ensure compliance with our Title One Plan, evaluate implementation, analyze plan effectiveness, and identify adjustments or needs for additional targeted support.

The School Advisory Council will convene quarterly to thoroughly review and assess student performance data. During these meetings, we will delve into our progress toward established academic and behavioral goals and engage in meaningful discussions to gather feedback on current interventions and strategies. This collaborative environment will enable us to reflect on our practices, celebrate successes, and identify areas for improvement, as well as review available feedback to assist with the development and approval of SIP updates. Furthermore, stakeholder input will be actively sought to ensure that our initiatives remain responsive to the needs of our students and community.

The Student Success Team will hold monthly meetings dedicated to closely monitoring individual student progress. We will engage in an in-depth analysis of performance metrics to better understand each student's academic journey and identify specific areas where support is needed. By collaborating on targeted interventions, we aim to create tailored strategies that foster student growth and success. Additionally, these meetings will serve as a platform for discussing best practices, sharing resources, and refining our methods to ensure that every student has the opportunity to thrive in our learning environment.

The Leadership Team will meet quarterly with District Title One support staff to ensure our compliance with the Title One Plan and to evaluate the implementation of our strategies. These meetings will involve a comprehensive analysis of the effectiveness of our plan, with an emphasis on identifying both our strengths and areas that may require adjustments. By leveraging feedback and insights gained from these discussions, we will proactively seek out additional targeted support to address any gaps in our services. Through this collaboration, we aim to enhance our educational offerings, ensuring they are equitable and effective in meeting the unique needs of all our students.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: B 2024-25: C 2023-24: C 2022-23: D 2021-22: C

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	18	75	84	65	49	66	73	0	0	430
Absent 10% or more school days	25	31	13	15	29	21	19	0	0	153
One or more suspensions	4	5	6	4	6	13	5	0	0	43
Course failure in English Language Arts (ELA)	5	2	1	1	2	0	1	0	0	12
Course failure in Math	4	1	1	3	3	7	1	0	0	20
Level 1 on statewide ELA assessment	20	21	26	14	16	15	11	0	0	123
Level 1 on statewide Math assessment	28	39	27	23	35	32	19	0	0	203
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	40	46	38	14	16					154
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	31	40	32	16	18					137

Current Year 2026-27

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	17	18	8	10	20	17	10	0	0	100

Current Year 2026-27

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		1		8						9
Students retained two or more times										0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
School Enrollment	82	54	48	70	67	65	57			443
Absent 10% or more school days	27	14	10	21	14	14	11			111
One or more suspensions	1		2	9	8	5				25
Course failure in English Language Arts (ELA)	2	2	1	5	1	2	3			16
Course failure in Math	9		2	2	9		3			25
Level 1 on statewide ELA assessment		19	14	22	21	18	8			102
Level 1 on statewide Math assessment	24	17	15	19	18	28	6			127
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)				2						2
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	22	21	15	26	23	28	7			142

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1			4	1					6
Students retained two or more times				1	1	1				3

DRAFT

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.

DRAFT

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

DRAFT

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026		2025		2024	
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	52	66	62	47	63	59
Grade 3 ELA Achievement	42	66	61	37	66	59
ELA Learning Gains	70	63	63	66	62	60
ELA Lowest 25th Percentile	73	60	58	67	60	56
Math Achievement*	52	69	66	53	67	64
Math Learning Gains	69	69	64	63	65	63
Math Lowest 25th Percentile	56	58	50	46	57	51
Science Achievement	43	67	62	41	62	58
Social Studies Achievement*			95			92
Graduation Rate						
Middle School Acceleration						
College and Career Acceleration						
Progress of ELLs in Achieving English Language Proficiency (ELP)			72		63	

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						57%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						457
Total Components for the FPPI						8
Percent Tested						100%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
57%	55%	51%	37%	43%	46%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	51%	No		
English Language Learners	54%	No		
Black/African American Students	55%	No		
Hispanic Students	50%	No		
Multiracial Students	68%	No		
White Students	63%	No		
Economically Disadvantaged Students	57%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	52%	42%	70%	73%	52%	69%	56%	43%					
Students With Disabilities	37%		67%	70%	28%	52%	50%						
English Language Learners	38%	29%	58%	64%	55%	75%	53%	57%					
Black/African American Students	48%	48%	66%	66%	50%	74%	54%	33%					
Hispanic Students	40%	19%	68%	77%	55%	68%	45%	27%					
Multiracial Students	71%		78%		52%	72%							
White Students	66%		74%		58%	60%		57%					
Economically Disadvantaged Students	52%	47%	69%	76%	51%	69%	56%	32%					

Page 901 of 2426

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%

Page 902 of 2426

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%

Page 903 of 2426

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	40%	65%	-25%	60%	-20%
ELA	4	48%	64%	-16%	60%	-12%
ELA	5	48%	60%	-12%	61%	-13%
ELA	6	61%	72%	-11%	62%	-1%
Math	3	49%	69%	-20%	66%	-17%
Math	4	53%	65%	-12%	65%	-12%
Math	5	40%	61%	-21%	62%	-22%
Math	6	53%	70%	-17%	60%	-7%
Science	5	40%	66%	-26%	60%	-20%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

Grove Park experienced its most significant growth in Math Lower Quartile (LQ) Learning Gains, which increased by 11% over the previous year. This success is attributed to a comprehensive strategy that included a heightened focus on data-driven decision-making, the implementation of intentional small group instruction, and the use of benchmarked questioning. Additionally, the school invested in professional growth through targeted coaching cycles and mentorship for instructional staff.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Science overall proficiency remains the lowest performing area at 41%, showing no growth from the prior year. Internal analysis suggests this stagnation is due to a lack of consistent science instruction across all grade levels and a documented deficiency in access to science-specific instructional resources.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The most notable decline occurred in Math proficiency, which saw a 2% decrease compared to the prior year. Contributing factors to this downward trend include inconsistent instructional support in previous years and challenges related to teacher attendance, which disrupted the continuity of learning.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The most significant performance gap compared to the state average is in 2nd Grade ELA, which is currently 26% below the state average. This gap is primarily driven by challenges with teacher retention, which has impacted the stability of the primary literacy learning environment.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Based on our Early Warning System (EWS) data, two primary areas of concern have been identified:

1. Attendance: A total of 154 students have missed 10% or more of the school year, placing them at risk for chronic absenteeism. Excessive absences limit students' access to core instruction, intervention, and opportunities to build foundational literacy and math skills, ultimately impacting overall academic achievement.
2. Mathematics Achievement: There are 204 students performing at Level 1 in mathematics, indicating a significant need for strengthened Tier 1 instruction, standards-aligned lessons, targeted small-group intervention, and ongoing progress monitoring. Increasing mathematics proficiency for these students will be a critical focus area to improve overall school performance.

These areas will be addressed through data-driven decision-making, consistent attendance monitoring, benchmark-aligned instruction, targeted interventions, and collaboration through Professional Learning Communities (PLCs) to improve student outcomes.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Moving into the upcoming academic year, the school will focus on the following five high-priority areas to address the data trends identified above:

1. Benchmark Aligned Instruction: Ensuring all core teaching is strictly mapped to state standards.
2. K-2 Literacy: Strengthening foundational reading skills to close the achievement gap in early grades.
3. Intentional Small Groups: Utilizing data to provide targeted, differentiated support for all learners.
4. Student Engagement and Rigor: Increasing the complexity of student tasks and their active participation in the learning process.
5. Tier 1 Behavior Supports: Implementing school-wide behavioral systems to create a more stable and focused learning environment.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Teachers across all grade levels will engage in collaborative planning to dissect aligned benchmarks and ensure that both learning objectives and daily classroom activities are strictly mapped to state standards. This focus was identified as a critical need due to a 2% decline in Math proficiency and a significant achievement gap in 2nd Grade ELA, which remains 26% below the state average. Aligning learning activities directly to these benchmarks is essential to ensure students are mastering the specific standards required for proficiency.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

During the 2025–2026 school year, 60.7% of classroom walkthroughs demonstrated benchmark-aligned instruction. By the end of the 2026–2027 school year, the school will increase this percentage to at least 65% by ensuring teachers consistently implement standards-aligned instruction, clear learning targets and success criteria, purposeful student engagement, and data-driven instructional practices, as measured through administrative walkthroughs and instructional fidelity monitoring.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This area will be monitored through administrative walkthroughs, coaching cycles, and triangular data analysis. Furthermore, Progress Monitoring (PM) data will be analyzed from PM1 to PM2 to ensure

that benchmark-aligned instruction is translating into student growth.

Person responsible for monitoring outcome

Shadreka Smith- Principal and Jonathan Halter-Assistant Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Implement a comprehensive, evidence-based instructional framework that includes benchmark-aligned Tier 1 instruction, data-driven small-group instruction, explicit teacher modeling, guided practice, frequent formative assessment, and targeted intervention through the school's Multi-Tiered System of Supports (MTSS). Teachers will use Benchmark Advance (ELA), Eureka Math, FAST progress monitoring, and district assessment data to identify learning needs, provide differentiated instruction, and monitor student growth. Professional Learning Communities (PLCs), instructional coaching, and ongoing progress monitoring will ensure instructional practices are implemented with fidelity and adjusted based on student performance.

Rationale:

Research demonstrates that high-quality Tier 1 instruction, combined with explicit instruction, frequent formative assessment, and timely, targeted intervention, significantly improves student achievement. Using student data to inform instruction allows teachers to address learning gaps before they widen, while collaborative PLCs and instructional coaching strengthen instructional consistency across classrooms. This evidence-based approach supports increased proficiency, reduces the number of students performing below grade level, and ensures all students receive the instruction and intervention needed to meet grade-level expectations.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Implement Intentional Data-Driven Small Group Instruction

Person Monitoring:

Teachers, Coordinator of Student and Teacher Success, Instructional Coaches, Administration

By When/Frequency:

Daily during core instruction and intervention blocks; student groupings reviewed and adjusted during weekly PLCs based on formative and progress monitoring data.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will analyze formative assessment data, Benchmark Advance and Eureka assessment data,

FAST progress monitoring results, and classroom performance data to identify student learning needs and develop flexible, standards-aligned small groups in both ELA and Mathematics. Small-group instruction will target identified skill deficits while providing enrichment opportunities for students who have demonstrated mastery. Instruction will be differentiated, evidence-based, and aligned to grade-level benchmarks to accelerate student achievement.

The effectiveness of this action step will be monitored through weekly PLC data discussions, instructional walkthroughs, lesson plan reviews, small-group observation feedback, FAST progress monitoring data, district benchmark assessments, and classroom formative assessment results. Instructional Coaches, the Coordinator of Student and Teacher Success, and school administrators will provide ongoing coaching and feedback to ensure small-group instruction is implemented with fidelity and adjusted based on student progress.

Action Step #2

Strengthen Professional Learning Communities (PLCs) Through Data-Driven Collaborative Planning

Person Monitoring:

Administration, Instructional Coaches, Teacher Leaders, District Support Personnel

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

School administrators, instructional coaches, and PLC facilitators will provide ongoing professional learning, collaborative planning, and instructional coaching to build teacher capacity in designing and delivering rigorous, benchmark-aligned instruction. Professional learning will focus on implementing higher-order questioning, academic discourse, collaborative learning structures, productive struggle, evidence-based reasoning, and student-centered instructional practices that promote mastery of grade-level standards.

Through weekly PLCs, coaching cycles, and collaborative planning sessions, leadership teams will facilitate the analysis of student achievement data, benchmark progressions, and district instructional resources to support teachers in planning engaging, standards-aligned learning experiences that meet the needs of all learners.

Implementation will be monitored through instructional walkthroughs using the district instructional framework, classroom observations, PLC agendas and artifacts, lesson plan reviews, student work analysis, and formative and benchmark assessment data. Administrators and instructional coaches will provide timely feedback, modeling, and job-embedded coaching to ensure consistent implementation of rigorous instructional practices across all classrooms.

Expected Impact:

Teachers will strengthen their instructional practices by consistently implementing benchmark-aligned, rigorous, and engaging lessons that promote critical thinking, academic discourse, and student ownership of learning. As a result, students will demonstrate increased engagement, deeper understanding of grade-level standards, and improved achievement in ELA and Mathematics.

Action Step #3

Increase Student Engagement and Academic Rigor

Person Monitoring:

Teachers, PLC Teams, Instructional Coaches, Administration

By When/Frequency:

Daily; monitored through weekly PLCs and ongoing instructional walkthroughs.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will intentionally design and implement rigorous, benchmark-aligned learning experiences that actively engage students in meaningful learning. Instruction will incorporate higher-order questioning, academic discourse, collaborative learning structures, productive struggle, and

evidence-based reasoning to deepen student understanding and promote mastery of grade-level standards. Students will be expected to explain their thinking, justify responses using text or mathematical evidence, and apply learning to authentic, real-world tasks across all content areas. Teachers will collaboratively plan these learning experiences during weekly PLCs using student data, benchmark progressions, and district instructional resources to ensure alignment and consistency. Implementation will be monitored through instructional walkthroughs using the district instructional framework, classroom observations, PLC artifacts, lesson plan reviews, student work analysis, and formative and benchmark assessment data. Instructional Coaches and administrators will provide timely feedback and coaching to strengthen instructional practices and ensure rigorous, student-centered learning is consistently evident in every classroom.

Expected Impact:

Students will demonstrate higher levels of engagement, critical thinking, academic discourse, and ownership of learning, resulting in increased proficiency and achievement in ELA and Mathematics.

Action Step #4

Strengthen Student Outcomes Through Ongoing Data Analysis and Collaborative Problem Solving

Person Monitoring:

Principal, Assistant Principal, Instructional Coaches, MTSS/Problem-Solving Team, PLC Facilitators, School Counselor, and Classroom Teachers

By When/Frequency:

Monthly Problem-Solving Team meetings; Beginning, Middle, and End-of-Year Data Chats; Biweekly PLC data discussions throughout the 2026–2027 school year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

School leaders, instructional coaches, PLC facilitators, and teachers will engage in a comprehensive, data-driven problem-solving process to monitor student academic achievement, attendance, and behavior. Monthly Problem-Solving Team (PST/MTSS) meetings will be held to review schoolwide, grade-level, classroom, and individual student data to identify trends, determine student needs, and develop targeted intervention and enrichment plans.

Beginning-, middle-, and end-of-year Data Chats between administrators and teachers will focus on analyzing FAST Progress Monitoring, district benchmark assessments, classroom formative assessments, attendance, behavior, and Early Warning System (EWS) indicators to evaluate student progress toward school improvement goals. Additionally, biweekly Professional Learning Community (PLC) meetings will include collaborative data discussions that support instructional planning, monitor the effectiveness of interventions, and adjust instruction based on student performance.

Implementation will be monitored through PST and PLC agendas, data chat documentation, MTSS records, intervention plans, student data trackers, instructional walkthroughs, and progress monitoring results. School leadership will regularly evaluate the effectiveness of instructional and behavioral interventions by monitoring trends in student achievement, attendance, behavior, and progress toward the school's SIP goals. This continuous cycle of data analysis and collaborative problem-solving will ensure timely instructional adjustments and improve outcomes for all students.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Grades K–5 will focus on strengthening benchmark-aligned literacy instruction through the implementation of explicit reading instruction, targeted small-group interventions, and data-driven instructional planning. Teachers will utilize ongoing assessment data to identify student needs, differentiate instruction, and provide timely interventions aligned to grade-level standards. Instruction will emphasize foundational reading skills, vocabulary development, reading comprehension, and evidence-based responses to text to ensure all students have access to rigorous grade-level content.

This area of focus directly impacts student learning by ensuring that literacy instruction is responsive to individual student needs while maintaining high expectations and alignment to Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards. Through intentional small-group instruction and targeted intervention, students will receive the support necessary to close skill gaps and accelerate reading achievement.

This focus was identified as a crucial need based on the review of prior-year data, which revealed persistent achievement gaps among several student subgroups and proficiency rates below state expectations in ELA. Additionally, second-grade ELA performance was identified as a significant area of concern, performing 26 percentage points below the state average. Progress Monitoring and state assessment data indicated a need for stronger alignment between instruction and standards, increased opportunities for differentiated instruction, and more consistent implementation of evidence-based literacy practices across classrooms. By strengthening benchmark-aligned instruction and intervention systems, the school aims to increase student proficiency, close achievement gaps, and improve literacy outcomes for all students in grades K–5.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Based on 2025–2026 assessment data, overall ELA proficiency for students in grades **K–5 was 41%**. By the end of the 2026–2027 school year, the school will increase overall ELA proficiency from **41% to 54%**, as measured by the Florida statewide ELA assessment.

Additionally, students in grades K–5 will demonstrate measurable growth in literacy achievement through Progress Monitoring assessments, with the school increasing the percentage of students meeting or exceeding grade-level expectations from PM1 to PM3. Particular emphasis will be placed on accelerating achievement among identified RAISE subgroups and reducing performance gaps

through targeted, benchmark-aligned instruction and intervention.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Progress toward this goal will be monitored through regular classroom walkthroughs, Progress Monitoring (PM1, PM2, and PM3) data analysis, collaborative data chats, and Chomp & Achieve data reviews. Administrative and instructional leadership teams will conduct frequent walkthroughs to monitor the implementation of benchmark-aligned literacy instruction, student engagement, and targeted small-group interventions.

Teachers will participate in ongoing data chats to analyze student performance trends, identify skill deficits, and adjust instructional practices and intervention plans accordingly. Chomp & Achieve meetings will provide structured opportunities for grade-level teams to review student progress, celebrate growth, identify students in need of additional support, and develop action plans to accelerate achievement.

The continuous review of formative assessment data, district assessments, Progress Monitoring results, and state assessment indicators will ensure timely instructional adjustments and targeted support. Ongoing monitoring will lead to improved instructional decision-making, increased student engagement, stronger intervention implementation, and accelerated literacy growth, resulting in higher ELA proficiency rates and reduced achievement gaps among student subgroups.

Person responsible for monitoring outcome

Principal, Assistant Principal, Instructional Coaches, Reading Interventionists, MTSS Team, PLC Facilitators, and Classroom Teachers.

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Grades K–5 will implement a comprehensive, evidence-based literacy framework that emphasizes explicit, systematic reading instruction aligned to the Science of Reading and grade-level benchmarks. Core instruction will be delivered using Benchmark Advance and supported through differentiated, data-driven small-group instruction, targeted interventions, and ongoing progress monitoring within the school's MTSS framework. Teachers will utilize FAST Progress Monitoring, Benchmark Advance assessments, classroom formative assessments, and district assessment data to identify student needs, adjust instruction, and provide timely intervention. Weekly PLCs, instructional coaching, Chomp & Achieve data meetings, and MTSS reviews will ensure instructional decisions are data-driven and implemented with fidelity.

Rationale:

Research demonstrates that explicit, systematic literacy instruction, coupled with high-quality Tier 1 instruction, targeted small-group interventions, and frequent progress monitoring, significantly improves reading achievement, particularly for students identified through the RAISE initiative. Collaborative PLCs, instructional coaching, and ongoing data analysis strengthen instructional practices, ensure timely intervention, and support accelerated learning for students performing below grade level. This evidence-based approach is designed to increase ELA proficiency, close achievement gaps, and ensure all students have access to rigorous, benchmark-aligned literacy instruction.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Implement Data-Driven, Benchmark-Aligned Literacy Instruction and Targeted Small-Group Interventions

Person Monitoring:

Principal, Assistant Principal, Instructional Coaches, MTSS Team, PLC Facilitators, and Classroom Teachers

By When/Frequency:

Daily during core ELA instruction and intervention blocks; monitored weekly through PLCs, MTSS meetings, and instructional walkthroughs.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Grades K–5 teachers will strengthen benchmark-aligned literacy instruction by implementing explicit, systematic reading instruction grounded in the science of reading, utilizing Benchmark Advance instructional resources, and providing targeted, data-driven small-group instruction during both core and intervention blocks. Teachers will use FAST progress monitoring, Benchmark Advance assessments, classroom formative assessments, and ongoing student performance data to identify literacy skill gaps, form flexible instructional groups, and deliver differentiated instruction that addresses students' specific needs while maintaining grade-level rigor.

Implementation will be monitored through instructional walkthroughs, lesson plan reviews, PLC collaboration, intervention schedules, student data trackers, Progress Monitoring and FAST assessment results, student work analysis, and MTSS documentation. Data chats and Chomp & Achieve meetings will be used to review student progress, evaluate the effectiveness of instructional practices and interventions, and make timely adjustments to instructional groups to accelerate literacy growth and increase reading proficiency for all students.

Action Step #2

Administration, Instructional Coaches, Teacher Leaders, District Literacy Support Personnel

Person Monitoring:

Administration, Instructional Coaches, Teacher Leaders, District Literacy Support Personnel

By When/Frequency:

Weekly through PLCs and coaching cycles; monthly through district-supported professional learning and collaborative planning sessions.

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

Teachers will participate in ongoing, job-embedded professional learning designed to strengthen benchmark-aligned literacy instruction across Grades K–5. Professional learning will be delivered through weekly PLCs, instructional coaching cycles, collaborative planning sessions, and district-supported training. Learning opportunities will focus on the Science of Reading, explicit and systematic literacy instruction, Benchmark Advance implementation, data-driven instructional planning, effective small-group instruction, differentiation, student engagement, academic discourse, and the use of formative and progress monitoring data to accelerate student learning.

Implementation will be monitored through PLC agendas and artifacts, professional learning attendance records, coaching cycle documentation, lesson plan reviews, instructional walkthroughs, classroom observations, and teacher reflections. School leaders, instructional coaches, and district literacy support personnel will provide ongoing feedback and coaching to ensure high-quality implementation and continuous improvement. Student performance data, including FAST progress monitoring, Benchmark Advance assessments, and classroom formative assessments, will be reviewed regularly to evaluate the impact of professional learning on instructional practices and student literacy outcomes.

Action Step #3

Strengthen Data-Driven Decision Making Through Chomp & Achieve and MTSS Data Reviews

Person Monitoring:

Principal, Assistant Principal, Instructional Coaches, MTSS Team, PLC Facilitators, and Classroom Teachers

By When/Frequency:

Monthly following each progress monitoring cycle and district assessment window; reviewed quarterly to evaluate schoolwide progress.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Grade-level teams will participate in monthly Chomp & Achieve data meetings and MTSS reviews to analyze FAST Progress Monitoring, Benchmark Advance, classroom formative assessments, and district assessment data. Teams will identify trends among RAISE grades, determine benchmark-specific literacy needs, evaluate the effectiveness of Tier 1 core instruction and interventions, and develop data-driven action plans to accelerate student achievement. Instructional decisions will include adjusting flexible small groups, intensifying interventions, monitoring student response to instruction, and identifying enrichment opportunities for students demonstrating mastery.

Implementation will be monitored through meeting agendas, PLC and Chomp & Achieve artifacts, MTSS documentation, intervention plans, student data trackers, classroom walkthroughs, and FAST PM1–PM3 growth data. School leaders and instructional coaches will monitor the fidelity of instructional adjustments and use student growth data to determine the effectiveness of interventions. Progress will be evaluated regularly to ensure the school remains on track to increase ELA proficiency from 41% (K-5th) to 54% while improving literacy outcomes for all RAISE grade levels.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data

reviewed.

The school will strengthen and refine its schoolwide Positive Behavioral Interventions and Supports (PBIS) framework to improve Tier 1 behavioral outcomes across all grade levels and common areas. Staff will consistently teach, model, reinforce, and monitor schoolwide behavioral expectations to foster a safe, positive, and engaging learning environment where all students can succeed.

A positive learning environment directly impacts student achievement by maximizing instructional time, reducing behavioral disruptions, increasing student engagement, and promoting positive relationships among students and staff. Through consistent implementation of PBIS practices, students will develop the social-emotional and behavioral skills necessary to be successful in the classroom and throughout the school community.

This area was identified as a critical need based on a review of prior-year discipline data, which revealed 94 behavioral incidents requiring administrative intervention. Analysis of behavior trends indicated a need for greater consistency in Tier 1 behavior supports, behavior expectation instruction, positive reinforcement systems, and restorative practices across classrooms and common areas. Strengthening PBIS implementation will reduce behavioral incidents, increase time spent engaged in learning, and contribute to improved academic and social-emotional outcomes for all students.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

During the 2025–2026 school year, the school recorded **94 behavioral incidents** requiring administrative intervention. By the end of the 2026–2027 school year, the school will reduce the number of behavioral incidents from **94 to 80 or fewer**, as measured by discipline referral and incident data.

Additionally, the school will increase the percentage of classrooms demonstrating consistent implementation of Tier 1 PBIS practices, as measured through classroom walkthroughs and PBIS fidelity checks. By the end of the 2026–2027 school year, the school will increase its Tier 1 behavior expectations from 60.9 to 70% as measured by administration walkthroughs.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Progress toward this goal will be monitored through monthly discipline data reviews, Tier 1 PBIS fidelity checks, classroom and common-area walkthroughs, restorative behavior form analysis, and PBIS team meetings. The PBIS team and school leadership will regularly review behavior trends by

grade level, location, time of day, and student subgroup to identify patterns and implement targeted supports.

Teachers will utilize restorative behavior forms and classroom behavior data to address student needs proactively and reinforce positive behaviors. Ongoing monitoring will allow staff to make data-informed decisions, strengthen preventive supports, and ensure consistent implementation of schoolwide expectations.

By reducing behavioral incidents and increasing positive student behaviors, the school will maximize instructional time, improve student engagement, and create a more supportive learning environment that promotes academic achievement and student success.

Person responsible for monitoring outcome

Principal, Assistant Principal, PBIS Team, School Counselor, MTSS Team, Classroom Teachers, and Support Staff.

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The school will implement a comprehensive Tier 1 Positive Behavioral Interventions and Supports (PBIS) framework to establish a safe, positive, and predictable learning environment that maximizes instructional time and student engagement. Schoolwide behavioral expectations aligned to the G3 values—Respectful, Responsible, Safe, and Kind—will be explicitly taught, modeled, practiced, and reinforced across all classrooms and common areas. Staff will utilize consistent behavior acknowledgment systems, including Green Tickets, a schoolwide point system, Student of the Month recognition, and quarterly PBIS celebrations, to reinforce positive behaviors. Behavioral decisions will be driven by ongoing analysis of office discipline referrals, minor incident reports, attendance data, restorative practices documentation, Green Ticket and point system data, and school climate survey results. Monthly PBIS and MTSS data meetings will be used to identify trends, evaluate the effectiveness of Tier 1 supports, and implement targeted interventions when needed. Implementation fidelity will be monitored through classroom and common-area walkthroughs, PBIS fidelity checklists, coaching feedback, lesson plan reviews, and behavior data dashboards.

Rationale:

Research supports Tier 1 PBIS as a highly effective, evidence-based framework for improving school climate, increasing positive student behaviors, reducing disciplinary incidents, and maximizing instructional time. Explicit instruction of behavioral expectations, combined with consistent positive reinforcement and data-based decision-making, leads to improved student engagement, stronger relationships, and higher academic achievement. Regular monitoring of implementation fidelity and behavior outcomes through PBIS and MTSS processes ensures that supports remain proactive, equitable, and responsive to student needs. This intervention directly supports the school's goal of strengthening Tier 1 behavior systems and reducing behavioral incidents from 94 to 80 or fewer while fostering a positive, safe, and inclusive learning environment for all students.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Implement Consistent Schoolwide PBIS Expectations and Behavior Instruction

Person Monitoring:

Teachers, PBIS Team, School Counselor, Administration, Support Staff

By When/Frequency:

Beginning August 11, 2026, with daily implementation and monthly monitoring throughout the 2026–2027 school year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers and staff will consistently implement the school's PBIS framework by explicitly teaching, modeling, practicing, and reinforcing behavioral expectations across all instructional and non-instructional settings. During the first weeks of school and at scheduled intervals throughout the year, students will receive direct instruction on schoolwide expectations aligned to the G3 values of Respectful, Responsible, Safe, and Kind. Behavior lessons will be delivered in classrooms and common areas, including hallways, cafeterias, restrooms, playgrounds, buses, and arrival/dismissal locations, with opportunities for modeling, role-playing, and reteaching as needed.

Staff will use a common language and consistent behavior acknowledgment system to reinforce positive behaviors while implementing restorative practices and reteaching strategies to address inappropriate behaviors before they escalate.

Implementation will be monitored through PBIS lesson plans, classroom and common-area walkthroughs, PBIS fidelity checklists, behavior acknowledgment data, office discipline referrals, minor incident reports, attendance data, and stakeholder perception surveys. The PBIS Team and school leadership will review behavior data monthly to identify trends, evaluate the effectiveness of Tier 1 supports, and make data-driven adjustments that improve student behavior, increase instructional time, and promote a positive school climate.

Action Step #2

Strengthen Positive Behavior Through Schoolwide Recognition and Reinforcement

Person Monitoring:

PBIS Team, Teachers, School Counselor, Administration

By When/Frequency:

Beginning August 2026 with daily implementation, monthly data reviews, and quarterly behavior celebrations throughout the 2026–2027 school year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The school will implement a comprehensive, schoolwide PBIS recognition system to reinforce positive student behaviors and increase student engagement. Staff will consistently acknowledge students who demonstrate the G3 expectations of being Respectful, Responsible, Safe, and Kind through Green Tickets, the schoolwide point tracking system, Student of the Month recognition, classroom incentives, and quarterly PBIS celebrations. Positive reinforcement will be implemented consistently

across classrooms and common areas to encourage desired behaviors, build positive relationships, and foster a safe and supportive school culture.

The PBIS Team and school leadership will monitor implementation through Green Ticket and point distribution data, Student of the Month participation, PBIS celebration eligibility, classroom acknowledgment trends, office discipline referrals, minor behavior incidents, attendance data, and school climate survey results. Monthly PBIS data reviews will be used to identify trends, evaluate the effectiveness of Tier 1 behavior supports, ensure equitable implementation across grade levels, and make data-driven adjustments to strengthen positive student behavior and reduce disciplinary incidents.

Action Step #3

Strengthen Tier 1 Behavior Supports Through Data-Driven PBIS and MTSS Reviews

Person Monitoring:

Principal, Assistant Principal, PBIS Team, MTSS Team, School Counselor, Classroom Teachers

By When/Frequency:

Monthly beginning August 2026, with quarterly reviews of schoolwide behavior trends throughout the 2026–2027 school year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The PBIS Team, MTSS Team, administrators, and grade-level teams will conduct monthly data meetings to analyze schoolwide behavior data and evaluate the effectiveness of Tier 1 behavioral supports. Teams will review office discipline referrals, minor behavior incidents, restorative practice documentation, attendance data, Green Ticket and point system data, common area behavior trends, and student perception data to identify patterns by grade level, student subgroup, location, and time of day. Based on the data, teams will develop and monitor targeted action plans, identify students requiring additional behavioral supports, and adjust schoolwide and classroom practices to improve student outcomes.

Implementation will be monitored through meeting agendas, data dashboards, MTSS and PBIS documentation, behavior trend reports, intervention plans, walkthrough observations, and fidelity checks. School leadership will use monthly and quarterly data reviews to evaluate the impact of Tier 1 supports, ensure consistent implementation across the school, and make data-driven decisions that strengthen the PBIS framework. Success will be measured by reductions in office discipline referrals and behavioral incidents, increased positive behavior acknowledgments, improved school climate, and achievement of the school's goal of reducing behavioral incidents from 94 to 80 or fewer.

Action Step #4

Build Staff Capacity Through Ongoing PBIS Professional Learning

Person Monitoring:

Principal, Assistant Principal, PBIS Team, School Counselor, Instructional Coaches

By When/Frequency:

Professional learning provided at the beginning of the school year and reinforced quarterly during PBIS meetings, with ongoing support and coaching throughout the 2026–2027 school year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The administration and PBIS Team will provide ongoing professional learning to ensure consistent implementation of the school's Tier 1 PBIS framework. Professional learning will focus on explicitly teaching and reinforcing schoolwide behavior expectations aligned to the G3 values (Respectful, Responsible, Safe, and Kind), implementing behavior lesson plans, utilizing the schoolwide point system and Green Tickets with fidelity, applying restorative practices, and recognizing students through classroom and schoolwide incentives, Student of the Month, and quarterly PBIS celebrations. The PBIS Team will provide teachers with behavior lesson plans, implementation resources, and

coaching to support consistent practices across all classrooms and common areas. Quarterly PBIS meetings will be used to review implementation data, evaluate the effectiveness of Tier 1 supports, share best practices, and identify opportunities for continuous improvement.

Implementation will be monitored through classroom walkthroughs, PBIS fidelity checklists, lesson plan reviews, Green Ticket and point system data, office discipline referrals, behavior data, quarterly PBIS meeting agendas, and school climate data. School leadership will use these data sources to ensure consistent implementation of PBIS practices, strengthen staff capacity, and support the school's goal of reducing behavioral incidents while fostering a positive, safe, and engaging learning environment.

DRAFT

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

<https://www.oneclay.net/o/gpe/>

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

<https://www.oneclay.net/o/gpe/>

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Grove Park Elementary is committed to strengthening its academic program through a comprehensive, data-driven approach that increases both the quality and effectiveness of instruction while providing enriched and accelerated learning opportunities for all students. The school will strengthen Tier 1 instruction by ensuring lessons are benchmark-aligned, standards-based, engaging, and rigorous across all content areas. Teachers will utilize collaborative Professional Learning Communities (PLCs), instructional coaching, and ongoing professional learning to improve

instructional practices, implement high-impact teaching strategies, and effectively analyze student data to inform instruction.

To increase the amount and quality of learning time, teachers will provide intentional, data-driven small-group instruction during core instructional blocks and intervention periods. Students will receive differentiated support and enrichment based on FAST Progress Monitoring, classroom formative assessments, and district assessment data to ensure instruction is responsive to individual learning needs while maintaining grade-level expectations.

As part of the school's RAISE initiative, Grades K–5 will strengthen literacy instruction through explicit, systematic reading instruction grounded in the Science of Reading, benchmark-aligned instructional practices, targeted interventions, and frequent progress monitoring to accelerate student achievement and close learning gaps.

Additionally, the school will strengthen its Positive Behavioral Interventions and Supports (PBIS) framework by explicitly teaching and reinforcing schoolwide expectations to maximize instructional time, increase student engagement, and foster a safe, positive learning environment. By integrating high-quality instruction, data-driven decision-making, targeted interventions, ongoing professional learning, and a strong Tier 1 behavior system, Grove Park Elementary will provide all students with an enriched, rigorous, and accelerated educational experience that supports academic success and continuous growth.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Grove Park Elementary provides a comprehensive system of supports to address students' mental health needs. The school counselor delivers classroom guidance lessons focused on social-emotional learning, conflict resolution, self-regulation, goal setting, and responsible decision-making. Individual and small-group counseling services are provided for students identified through the MTSS process, teacher referrals, behavior data, or family concerns. Students also have access to mentoring opportunities, restorative practices, behavior intervention supports, and community-based mental health resources when appropriate.

Through the school's Positive Behavioral Interventions and Supports (PBIS) framework, students are explicitly taught schoolwide expectations and recognized for demonstrating positive behaviors. These supports foster a safe, inclusive, and supportive learning environment that promotes positive relationships, increases student engagement, and removes non-academic barriers to learning.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Grove Park Elementary promotes college and career readiness by exposing students to a variety of postsecondary and career opportunities beginning in the elementary grades. Students participate in career exploration activities, guest speakers, community partnerships, and classroom learning experiences that highlight career pathways and workforce skills. Teachers intentionally integrate the Florida B.E.S.T. Standards and Portrait of a Graduate competencies, including collaboration, communication, critical thinking, creativity, and problem-solving, into daily instruction.

The school encourages students to develop leadership, responsibility, perseverance, and goal-setting skills through student leadership opportunities, PBIS recognition programs, service-learning activities, and extracurricular experiences. These opportunities help students build the foundational academic

and employability skills necessary for future success.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Grove Park Elementary implements a comprehensive Multi-Tiered System of Supports (MTSS) integrated with a schoolwide Positive Behavioral Interventions and Supports (PBIS) framework to proactively prevent and address behavioral concerns. Universal Tier 1 supports include explicit instruction of schoolwide expectations, consistent behavior routines, restorative practices, positive reinforcement systems, and social-emotional learning opportunities. Student behavior is monitored through office discipline referrals, restorative behavior forms, attendance data, classroom observations, and PBIS data.

Students requiring additional support receive targeted Tier 2 and Tier 3 interventions developed through the MTSS process in collaboration with classroom teachers, the school counselor, Exceptional Student Education (ESE) staff, families, and other support personnel. Behavioral supports are coordinated with services provided under the Individuals with Disabilities Education Act (IDEA) to ensure students receive appropriate interventions that promote positive behavioral and academic outcomes.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Grove Park Elementary provides ongoing, job-embedded professional learning designed to improve instructional effectiveness and student achievement. Teachers, paraprofessionals, and instructional staff participate in weekly Professional Learning Communities (PLCs), instructional coaching cycles, collaborative planning, district professional development, and data meetings focused on benchmark-aligned instruction, the Science of Reading, effective mathematics instruction, student engagement, academic rigor, differentiated instruction, and data-driven decision-making.

Instructional Coaches and school leaders provide continuous coaching, feedback, and classroom support through observations, modeling, and reflective conversations. The school also implements mentoring and induction supports for new teachers, leadership development opportunities, and collaborative structures that promote teacher effectiveness, retention, and continuous professional growth, particularly in high-need instructional areas.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Grove Park Elementary collaborates with local early childhood providers, district prekindergarten programs, and families to ensure a smooth transition into kindergarten. Transition activities include kindergarten orientation, school tours, classroom visits, family engagement events, registration assistance, and opportunities for students and families to become familiar with school routines, expectations, and available supports.

Kindergarten teachers collaborate with preschool providers and families to review developmental information and identify students who may require additional academic, behavioral, or social-emotional supports. During the first weeks of school, students receive explicit instruction in classroom routines, schoolwide expectations, literacy foundations, and social-emotional skills to support a successful transition into elementary school and establish a strong foundation for future academic success.

DRAFT

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

DRAFT

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

DRAFT

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

DRAFT

Clay County Schools

J.L. WILKINSON ELEMENTARY SCHL



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority	1
I. School Information	2
A. School Mission and Vision	2
B. School Leadership Team, Stakeholder Involvement and SIP Monitoring	2
C. Demographic Data.....	8
D. Early Warning Systems	9
II. Needs Assessment/Data Review	13
A. ESSA School, District, State Comparison	14
B. ESSA School-Level Data Review	15
C. ESSA Subgroup Data Review	16
D. Accountability Components by Subgroup.....	17
E. Grade Level Data Review.....	20
III. Planning for Improvement.....	21
IV. Positive Learning Environment	29
V. Title I Requirements (optional).....	32
VI. ATSI, TSI and CSI Resource Review	35
VII. Budget to Support Areas of Focus	36

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Our mission is to work collaboratively with all stakeholders to create a challenging learning environment that is rewarding to all students. We will increase student achievement by encouraging high expectations for success through research based and developmentally appropriate instruction that allows for individual differences and learning styles. We will ensure this learning environment by promoting a safe, orderly, caring and supportive community built on honesty, respect and integrity.

Provide the school's vision statement

Wilkinson Elementary exists to provide a safe, caring and stimulating environment to prepare lifelong learners for success by assisting them in acquiring the necessary skills to achieve their fullest potential in a competitive global workplace.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Carolyn Hayward

carolyn.hayward@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

Instructional leader/supervisor of the school and all school activities

Leadership Team Member #2

Employee's Name

Kara Hoffmann

kara.hoffmann@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Leader of PBIS and staff professional development, head of discipline

Leadership Team Member #3

Employee's Name

M. LeAnne Jones

mary.jones@myoneclay.net

Position Title

Title 1 Teacher

Job Duties and Responsibilities

Title I ELA, Title I compliance

Leadership Team Member #4

Employee's Name

Alice VanVactor

alice.vanvactor@myoneclay.net

Position Title

Title 1 Teacher, ITF

Job Duties and Responsibilities

Title 1 Teacher, ITF

Leadership Team Member #5

Employee's Name

Sara Amidon

sara.amidon@myoneclay.net

Position Title

Title 1 Teacher

Job Duties and Responsibilities

K-2 coach, interventionist

Leadership Team Member #6

Employee's Name

Brian Massey

brian.massey@myoneclay.net

Position Title

Title 1 Teacher

Job Duties and Responsibilities

Title 1 math and science

Leadership Team Member #7

Employee's Name

Lisa Schiller

lisa.schiller@myoneclay.net

Position Title

Teacher

Job Duties and Responsibilities

Kindergarten Team Leader

Leadership Team Member #8

Employee's Name

Shirley Legette

shirley.legette@myoneclay.net

Position Title

Teacher

Job Duties and Responsibilities

First Grade Team Leader

Leadership Team Member #9

Employee's Name

Danielle Schlofman

danielle.schlofman@myoneclay.net

Position Title

Teacher

Job Duties and Responsibilities

Third Grade Team Leader

Leadership Team Member #10

Employee's Name

Megan Ruoss

megan.ruoss@myoneclay.net

Position Title

Teacher

Job Duties and Responsibilities

Fourth Grade Team Leader

Leadership Team Member #11

Employee's Name

Bethany Gomez

bethany.gomez@myoneclay.net

Position Title

Teacher

Job Duties and Responsibilities

Fifth Grade Team Leader

Leadership Team Member #12

Employee's Name

Jordan Rundio

jordan.rundio@myoneclay.net

Position Title

Teacher

Job Duties and Responsibilities

Sixth Grade Team Leader

Leadership Team Member #13

Employee's Name

Arnold Anloague

arnold.anloague@myoneclay.net

Position Title

School Counselor

Job Duties and Responsibilities

guidance and assessment

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Advisory Council including administrators, teachers and school staff, parents and community members, meets regularly throughout the year to evaluate the needs of the school and its stakeholders. During the first meeting of the year, SAC members will review the data and evaluate the goals and action steps proposed in the draft of the SIP. They may suggest changes as they see fit.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

SIP monitoring will occur at least quarterly. Data from all sources (FAST/STAR, Lexia, classroom performance, etc.) will be reviewed regularly by teachers and administrators in data meetings and PLC. The School Based Leadership Team comprised of teachers and school and district level administrators and specialists, will meet monthly to review the progress of ELA instruction and interventions. The ITF and school psychologist will meet monthly with teachers of

scholars in MTSS to review their progress. If the data indicate that the plan requires revision, this will be done through our School Advisory Council.

DRAFT

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: B 2023-24: B 2022-23: B 2021-22: B

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	83	104	87	91	103	78	97			643
Absent 10% or more school days	21	28	18	13	13	24	18			135
One or more suspensions	1	3	4	1	8	5	6			28
Course failure in English Language Arts (ELA)	3	2	2	2	1	0	0			10
Course failure in Math	3	1	1	5	1	0	0			11
Level 1 on statewide ELA assessment	9	26	16	23	18	8	11			111
Level 1 on statewide Math assessment	9	11	19	12	14	11	8			84
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	3	9	5	12						29
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	4	7	5	12	14					42

Current Year 2026-27

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	9	12	18	11	14	13	10			87

Current Year 2026-27

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3	2	0	12	0	0	0			17
Students retained two or more times	0	0	0	0	2	0	0			2

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	104	85	94	105	91	89	96			664
Absent 10% or more school days	24	15	20	16	19	16	25			135
One or more suspensions				2	1	2	2			7
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment	12	20	21	20	24	24	11			132
Level 1 on statewide Math assessment	8	5	21	10	30	26	8			108
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)				6						6
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)				2						2

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	13	6	9	28	36	22	15			129

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2			15						17
Students retained two or more times				2			1			3

DRAFT

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.

DRAFT

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

DRAFT

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026		2025		2024	
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	59	66	62	51	63	59
Grade 3 ELA Achievement	51	66	61	54	66	59
ELA Learning Gains	69	63	63	54	62	60
ELA Lowest 25th Percentile	67	60	58	53	60	56
Math Achievement*	65	69	66	56	67	64
Math Learning Gains	79	69	64	58	65	63
Math Lowest 25th Percentile	69	58	50	60	57	51
Science Achievement	61	67	62	53	62	58
Social Studies Achievement*			95			92
Graduation Rate						
Middle School Acceleration						
College and Career Acceleration						
Progress of ELLs in Achieving English Language Proficiency (ELP)						

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						65%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						520
Total Components for the FPPI						8
Percent Tested						97%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
65%	55%	57%	54%	59%	52%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	54%	No		
English Language Learners	50%	No		
Hispanic Students	63%	No		
Multiracial Students	76%	No		
White Students	66%	No		
Economically Disadvantaged Students	63%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	59%	51%	69%	67%	65%	79%	69%	61%					
Students With Disabilities	37%	50%	64%	65%	43%	78%	75%	21%					
English Language Learners	36%				64%								
Hispanic Students	55%	38%	63%	70%	73%	81%							
Multiracial Students	69%		67%		85%	83%							
White Students	59%	53%	70%	67%	63%	79%	74%	63%					
Economically Disadvantaged Students	57%	49%	66%	64%	63%	78%	69%	61%					

Page 946 of 2426

Category	2018	2019	2020	2021	2022	2023
Category A	73%	53%	56%	58%	59%	50%
Category B	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.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
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%					

48 of 2426

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	49%	65%	-16%	60%	-11%
ELA	4	59%	64%	-5%	60%	-1%
ELA	5	53%	60%	-7%	61%	-8%
ELA	6	69%	72%	-3%	62%	7%
Math	3	54%	69%	-15%	66%	-12%
Math	4	68%	65%	3%	65%	3%
Math	5	57%	61%	-4%	62%	-5%
Math	6	74%	70%	4%	60%	14%
Science	5	60%	66%	-6%	60%	0%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

We had an 8% increase in proficiency in ELA for grades K-6. (Our greatest increase was 14% for 4th grade) We focused on benchmark aligned instruction, tier 1, problem solving to target scholars of greatest need, increased scholar engagement and motivation.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

3rd grade ELA showed the lowest performance at 51% proficiency. This is a 3% drop from last year and a 2% drop for that cohort of scholars. This grade level didn't implement leveled small groups and we had a new teacher that began in January teaching ELA. This was also a new curriculum and didn't include regular collaborative planning.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

3rd grade Math had an 8% decline from 62% to 54%. (This cohort of scholars was at 65% proficiency in 2nd grade) This year we had a 2nd year teacher teaching a large number of scholars who during her first year taught ELA.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

3rd grade Math had the greatest gap of -12% compared to the state.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance

Increase in behavior

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

3rd Grade ELA/Math

4th/5th Grade Math - Continued

Teacher development

SWD

DRAFT

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Description - Strong tier 1/benchmark aligned instruction is high-quality, rigorous core instruction that happens daily in the general education classroom and is designed to meet the academic and behavioral needs of at least 80–90% of all students.

Impact on Scholar Learning - Strong tier 1/benchmark aligned instruction ensures every student is consistently challenged with grade-level rigor and proactively supported to succeed, boosting both their academic achievement and their confidence as learners.

Rationale - Strong tier 1/benchmark aligned instruction is the foundation for ensuring that all scholars are set up for success. We focused on Tier 1 in 25-26 and our scholars had great growth, so we know that this is an area we should continue.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With intentional benchmark aligned rigorous tier 1 instruction, we will increase our overall proficiency in ELA from 62% to 63%.

Using the strategies and action steps described below, we will increase our proficiency in each grade level as follows:

Kindergarten will increase from 74% to 75%

Grade 1 will increase from 61% to 65%

Grade 2 will increase from 52% to 60%**

With intentional benchmark aligned rigorous tier 1 instruction, we will increase our overall proficiency in ELA from 58% to 60%.

Using the strategies and action steps described below, we will increase our proficiency in each grade level as follows:

Grade 3 will increase from 51% to 60%

Grade 4 will increase from 59% to 60%

Grade 5 will increase from 53% to 55%

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

We will use district and local assessments to monitor progress of data. We will also use admin walkthroughs. We will monitor progress weekly through walkthroughs and at montly problem solving meetings.

Person responsible for monitoring outcome

Hayward

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Strengthen Tier 1 Instruction

Person Monitoring:

Hayward

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will implement strong Tier 1 instruction by delivering standards-aligned, explicit lessons that include clear learning targets, checks for understanding, purposeful student engagement, and differentiated support to meet the needs of all learners.

Action Step #2

Professional Learning

Person Monitoring:

Hayward

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional Learning will be provided monthly through Wildcat U, PLCs, and Collaborative Learning with teams. We will focus on student engagement, rigor, and formative assessment.

Action Step #3

Data Review

Person Monitoring:

Admin

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The School Based Leadership Team will meet monthly to review implementation of strong Tier 1 instructional practices and analyze student achievement data to identify trends, celebrate growth, and determine instructional adjustments and supports needed to improve student outcomes.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Student Engagement**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Description - Student engagement is the visible, active participation of students interacting with the curriculum/lesson/task.

Impact on Student Learning - Students will interact more and get deeper mastery and there will be a reduction in learning gaps.

Rationale - Active participation is one of the single greatest catalysts for academic achievement. This was a focus last year and we believe it contributes to our growth.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

During the 25-26 school year, our walkthrough data showed 50% student engagement in 4 domains and 39.2% in active participation. For the 26-27 school year, we will increase each of those areas to

75%

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Admin will conduct "time on task" type of data collections during walkthroughs

Look for the type of engagement - these will be identified in walkthrough log.

Person responsible for monitoring outcome

Hayward

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:**Rationale:****Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Engagement Look fors

Person Monitoring:

Hayward

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will implement high-impact engagement strategies by designing lessons that promote active participation, collaborative learning, academic discourse, and frequent opportunities for students to think critically and demonstrate their understanding.

Action Step #2

Wildcat U

Person Monitoring:

Hayward

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Wildcat U will be held monthly with all teachers. Topics will include student engagement strategies, rigorous tasks, checking for understanding/formative assessment, questioning strategies. Facilitators

will vary from admin to district specialists.

Action Step #3

Data Review

Person Monitoring:

Hayward

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

School Based Leadership Team meetings will be held monthly to reflect on how student engagement strategies are impacting student achievement by analyzing formative assessment data, reviewing student work, monitoring classroom walkthrough trends, and identifying instructional adjustments needed to improve outcomes.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Description - Working together to design lessons, align instruction, and share teaching strategies to support scholar needs.

Impact on Scholar Learning - Creates consistent, engaging, and effective instruction which will increase scholar achievement, confidence, and overall growth.

Rationale - Data indicates inconsistencies in proficiency between grade level teachers and this will create consistency and high quality instruction. Strengthening collaboration builds collective expertise and efficacy and continues our culture of learning.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

During the 25-26 school year, we had 60% of our teachers collaboratively planning. By the end of the 26-27 school year, 100% of grade level teams will participate in collaborative planning meetings and use scholar data to create and implement targeted instruction, resulting in measurable growth on district and state assessments.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Google Form - Teams will complete a form after planning sessions. It will include the standard, starting data points, instructional strategy/strategies they will use. We will be able to do walkthroughs looking for these strategies.

Scholar Impact - Highly effective teachers sharing and planning with others will create a ripple effect of high impact instruction increasing proficiency in all.

Person responsible for monitoring outcome

Admin Team

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:**Rationale:****Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Collaborative Learning Schedule/Implementation

Person Monitoring:

Admin

By When/Frequency:

July

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The learning teams will meet on the 3rd Wednesday of the month. They will use a google form to submit their plan once it is created. Admin will review the information and implement look fors during walkthroughs.

Action Step #2

Wildcat U "Training"

Person Monitoring:

Hoffmann

By When/Frequency:

August

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will conduct a professional learning session in Wildcat U with learning on what the Collaborative Learning for teams will look like.

Action Step #3

Monthly Data Review

Person Monitoring:

Hoffmann

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Data will be collected and reviewed from walkthroughs and the google form with monthly chosen strategies at our monthly Problem Solving meetings.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

We are a model PBIS school and want to continue our success with scholar behavior supports. We noticed an increase in referrals, BIFs, and ISS visits during the 25-26 school year.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

ISS visits - 201

Wildcat 200 Club - 371 (down 20 from 24-25)

52 Referrals - (33 '24-'25)

During the 26-27 school year, we will decrease the number of referrals to 30 or less and increase Wildcat 200 club members to 400. Our target months for review will be November, January, April, and May.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Admin will track monthly using the Wildcat 200 tracking sheet. We will use Focus District Reports to review monthly discipline incidents. This data will be reviewed by the admin team and the PBIS team each month.

Person responsible for monitoring outcome

Hoffmann

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:**Rationale:****Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

PBIS

Person Monitoring:

Admin

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will implement the school's PBIS framework by explicitly teaching, modeling, reinforcing, and consistently recognizing expected Wildcat behaviors while using classroom management strategies to create a positive learning environment.

Action Step #2

Professional Learning - PBIS

Person Monitoring:

Admin

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional learning will be provided at the beginning of the year in the format at Wildcat U and preplanning by Hoffmann and will focus on expectations and a book study called "Flooded."

Action Step #3

Monthly Data Review - PBIS

Person Monitoring:

Hoffmann

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will review monthly behavior data at our PBIS team meetings and share outcomes at the monthly Problem Solving Team Meetings. The team will monitor and analyze behavior data monthly to identify trends, evaluate the effectiveness of interventions, and make data-driven decisions to improve scholar behavior outcomes and reduce discipline referrals.

DRAFT

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

<https://wes.myoneclay.net/>

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

<https://wes.myoneclay.net/>

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

We will continue rigorous, benchmark aligned instruction. Teachers will participate in PLCs, Wildcat U, and Monthly collaborative learning. We will continue to work in the MTSS Problem Solving process.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under

this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

No Answer Entered

DRAFT

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

DRAFT

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

DRAFT

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

DRAFT

Clay County Schools

KEYSTONE HEIGHTS ELEMENTARY



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority	1
I. School Information	2
A. School Mission and Vision	2
B. School Leadership Team, Stakeholder Involvement and SIP Monitoring	2
C. Demographic Data.....	13
D. Early Warning Systems	14
II. Needs Assessment/Data Review	18
A. ESSA School, District, State Comparison	19
B. ESSA School-Level Data Review	20
C. ESSA Subgroup Data Review	21
D. Accountability Components by Subgroup.....	22
E. Grade Level Data Review.....	25
III. Planning for Improvement.....	26
IV. Positive Learning Environment	35
V. Title I Requirements (optional).....	39
VI. ATSI, TSI and CSI Resource Review	42
VII. Budget to Support Areas of Focus	43

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity and respect. Through these values, we will maximize student potential and promote individual responsibility.

Provide the school's vision statement

Keystone Heights Elementary School exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Elizabeth Turbeville

elizabeth.turbeville@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

1. Ensure compliance with established rules, and laws in the daily operation of the school.
2. Develop and foster good public relations, efficient school volunteer/partnership programs, effective conferencing and communications with parents, students, and teachers.

3. Coordinate and monitor the curricular program of the school to maximize student learning; conduct faculty/staff meetings as needed to meet student instructional needs; implement Standards as established by the Florida Department of Education.
4. Coordinate school advisory council activities and implement a school improvement plan.
5. Coordinate efficient utilization of school facilities and ensure proper security, maintenance and cleanliness of the campus.
6. Be responsible for the timely and accurate submission of all required school records/reports and the accurate entry of information into the district database.
7. Provide leadership by participating in professional development activities and encouraging the professional development of instructional support and administrative staff including training to accurately report FTE participation, student performance, teacher appraisal, school safety, and discipline data.
8. Be responsible for effective business management operations, the development of a school budget and efficient cost accounting.
9. Maintain standards of appropriate student conduct through fair and equitable enforcement of the Clay County District Schools Code of Student Conduct.
10. Be responsible for faithfully and effectively implementing school/district personnel procedures including: interviewing, hiring, evaluating school staff and coordinating teacher induction programs, and administering master contracts.
11. Coordinate supervision of extra-curricular activities and duty assignments.
12. Provide a safe learning environment through preparation and implementation of emergency evacuation plans, fire drills, etc.
13. Be responsible for implementing programs designed to meet the needs of special student populations (Ex. ESE, Title I, 504s, Drop Out Prevention, etc.).
14. Assure that the school meets all State and Southern Association of Schools and Colleges accreditation standards.
15. Be responsible for proper receipt and accounting of all school board property and maintaining an accurate property inventory.
16. Provide for the purchase of appropriate textbooks, equipment and other instructional materials necessary to meet the needs of the students.
17. Serve on district wide committees when requested.
18. Be responsible for the development and implementation of a school technology plan.
19. Be responsible for the performance of all personnel employed by the School Board and assigned to the school site.
20. Provide leadership for the implementation of the Principles of Professional Conduct for the Education Profession.
21. Provide leadership in the implementation of the district and state assessments and other tests designed and adopted to measure student achievement.

22. Communicate effectively, both orally and in writing, with parents, staff, students and community.
23. Maintain visibility and accessibility on the school campus.
24. Serve as coach/mentor to Assistant Principals, new Principals or others who are preparing for School Principal certification.
25. Provide leadership for all stakeholders in the development of school beliefs, vision, mission, and goals and align them with the district mission, school improvement, and curriculum.
26. Perform other duties as assigned by the Superintendent consistent with the goals and objectives of the position.

Required Qualifications:

1. Eligible to receive, or holds (a) Valid Florida Certification as School Principal or (b) Educational Leadership, accompanied with verification of completion of district/state Principal Preparation Program.
2. Masters Degree.
3. Completed Clay County Candidate Preparation Phase Screening and Training requirements as required by current Clay County Human Resources Management Development (HRMD) Plan or have completed a program with similar requirements.
4. Three years of successful teaching experience.
5. A minimum of two years successful school-based administrative experience.
6. Eligible to receive, or holds a valid certificate in Educational Leadership, has at least two (2) years of school-based administrative experience and is recommended by the Superintendent for a Principalship position at a school requiring unique leadership skills.

Leadership Team Member #2

Employee's Name

Cory Stone

cory.stone@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant/vice principal is directly responsible to the school principal. He/she serves in a staff relationship with other assistant administrators in the school.

Responsibilities and duties of this position include:

1. Assume all administrative duties in absence of the principal.
2. Assist in fulfilling any duties outlined on the principal's job description and delegated by the principal.

Leadership Team Member #3

Employee's Name

Kayleigh Williams

kayleigh.williams@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant/vice principal is directly responsible to the school principal. He/she serves in a staff relationship with other assistant administrators in the school.

Responsibilities and duties of this position include:

1. Assume all administrative duties in absence of the principal.
2. Assist in fulfilling any duties outlined on the principal's job description and delegated by the principal.

Leadership Team Member #4

Employee's Name

Siobhan Miller

marie.miller@myoneclay.net

Position Title

Title 1 Lead

Job Duties and Responsibilities

1. Assists students one-on-one or in small groups to guide and assist students in reading, math, science and enrichment.
2. Provides assistance to students who are working in small groups or independently on assignments.
3. Prepares and/or assists in the preparation and set-up of materials, supplies, visual enhancements, and activities for daily lessons, unit work and the classroom in general. Maintains an inventory of supplies and recommends the amount needed to be ordered.
4. Maintains student folders or portfolios that document student progress toward learning goals.
5. Monitors children's behavior during mealtimes, arrival and departure from school, and/or field trips to ensure the safety of students and school rules.
6. Assembles and prepares bulletin board displays of student work or educational themes and materials to enhance student learning.

Leadership Team Member #5

Employee's Name

Shannon Bishop

shannon.bishop@myoneclay.net

Position Title

Principal's Secretary/Bookkeeper

Job Duties and Responsibilities

1. Performs posting and reconciliation activities relating to maintaining the school's funds including posting receipts and checks to receipts, expense journals and to depository ledger; writing checks and official receipts for cash received; reconciling bank statements; maintaining and balancing ledgers; and, preparing financial reports.
2. Performs miscellaneous secretarial and clerical duties, such as, calling for substitute teachers, ordering supplies, editing newspaper, emptying money from vending machines, arranging for maintenance of office equipment, registering students, making copies, distributing/collecting insurance forms, distributing yearbooks, answering phones, greeting public, processing field trip and bus applications; arranging for printing of forms/reports, and typing.
3. Enters data on computer for information relating to property records, warehouses and purchase orders, print center requests, sick leave, budget information, etc.
4. May verify purchase orders to ensure information is complete and maintains files of purchase orders and requisitions; receives and distributes supplies and materials.
5. May perform accounts payable duties including verifying purchase requisitions against invoices, writing checks and submitting to the District office for payment.
6. May balance the school budget and make internal budget transfers, prepares budget amendments for the District to line the budget as needed.
7. May maintain and submit school payroll records, including collecting leave forms, ensuring leave forms are complete and signed by the administrator, and distributing forms to the District office.
8. Maintains ledger for sales tax due; prepares sales tax return and writes check for tax.
9. May operate the school store including selling, ordering items, pricing, stocking, inventory and maintaining records and accounts.
10. May prepare internal accounts information for annual audit to ensure records and reports are complete.
11. May coordinate school activities, i.e., student pictures, fundraising events, etc. Collaborates with outside vendors to gather information and respond to issues or concerns.
12. Determines amount of school funds to be invested, sends investment monies to investment agencies and posts interest.

13. Performs other duties of a similar nature or level.
14. Types memos, correspondences, reports, schedules, etc. Makes copies and files appropriately.

Leadership Team Member #6

Employee's Name

Brandi Kirkland

brandi.kirkland@myoneclay.net

Position Title

KHE Math/Science Coach

Job Duties and Responsibilities

1. Assist the classroom teacher in establishing a classroom environment conducive to learning.
2. Demonstrate knowledge of curriculum, assessments, research-based instructional practices, supplemental services and intervention strategies and programs.
3. Demonstrate knowledge of the implementation of a Multi-tiered System of Supports, including policies, procedures and practices.
4. Attend coaching institutes and other training and professional learning opportunities.
5. Model effective instruction at each grade level.
6. Collaborate with regular classroom, Title I and ESE teachers to implement the core and supplemental programs.
7. Align core curriculum instruction with appropriate materials, technology resources and assessments.
8. Assist teachers in implementing the appropriate time blocks for elementary and/or secondary instruction.
9. Assist teachers in assessing, analyzing data, grouping, and making informed instructional decisions about intervention strategies.
10. Provide demonstration lessons, coaching and inservice training.
11. Assist in identifying professional development needs.
12. Monitor student progress and collaborate with teachers to provide differentiated instruction.

Leadership Team Member #7

Employee's Name

Mindy Brosnan

mindy.brosnan@myoneclay.net

Position Title

ITF/KHE Reading Coach

Job Duties and Responsibilities

1. Assist the classroom teacher in establishing a classroom environment conducive to learning.
2. Demonstrate knowledge of curriculum, assessments, research-based instructional practices, supplemental services and intervention strategies and programs.
3. Demonstrate knowledge of the implementation of a Multi-tiered System of Supports, including policies, procedures and practices.
4. Attend coaching institutes and other training and professional learning opportunities.
5. Model effective instruction at each grade level.
6. Collaborate with regular classroom, Title I and ESE teachers to implement the core and supplemental programs.
7. Align core curriculum instruction with appropriate materials, technology resources and assessments.
8. Assist teachers in implementing the appropriate time blocks for elementary and/or secondary instruction.
9. Assist teachers in assessing, analyzing data, grouping, and making informed instructional decisions about intervention strategies.
10. Provide demonstration lessons, coaching and inservice training.
11. Assist in identifying professional development needs.
12. Monitor student progress and collaborate with teachers to provide differentiated instruction.

Leadership Team Member #8**Employee's Name**

Stephanie Gunter

stephanie.gunter@myoneclay.net

Position Title

Kindergarten Team Leader

Job Duties and Responsibilities

- Lead Weekly Grade Level PLC's
- Represent Team at Monthly SBLT
- Collaborate with School Improvement Team to set goals

Leadership Team Member #9**Employee's Name**

Polly Reschke

polly.reschke@myoneclay.net

Position Title

1st Grade Team Leader

Job Duties and Responsibilities

- Lead Weekly Grade Level PLC's
- Represent Team at Monthly SBLT
- Collaborate with School Improvement Team to set goals

Leadership Team Member #10**Employee's Name**

Jennifer Fender

jennifer.fender@myoneclay.net

Position Title

2nd Grade Team Leader

Job Duties and Responsibilities

- Lead Weekly Grade Level PLC's
- Represent Team at Monthly SBLT
- Collaborate with School Improvement Team to set goals

Leadership Team Member #11**Employee's Name**

Lindsey Dallas

lindsey.dallas@myoneclay.net

Position Title

3rd Grade Team Leader

Job Duties and Responsibilities

- Lead Weekly Grade Level PLC's
- Represent Team at Monthly SBLT
- Collaborate with School Improvement Team to set goals

Leadership Team Member #12**Employee's Name**

Kristin Slayton

kristin.slayton@myoneclay.net

Position Title

4th Grade Team Leader

Job Duties and Responsibilities

- Lead Weekly Grade Level PLC's
- Represent Team at Monthly SBLT
- Collaborate with School Improvement Team to set goals

Leadership Team Member #13

Employee's Name

Hollianne Page

hollianne.page@myoneclay.net

Position Title

5th Grade Team Leader

Job Duties and Responsibilities

- Lead Weekly Grade Level PLC's
- Represent Team at Monthly SBLT
- Collaborate with School Improvement Team to set goals

Leadership Team Member #14

Employee's Name

Meaghan Jankowski

meaghan.jankowski@myoneclay.net

Position Title

3rd Grade Team Leader

Job Duties and Responsibilities

- Lead Weekly Grade Level PLC's
- Represent Team at Monthly SBLT
- Collaborate with School Improvement Team to set goals

Leadership Team Member #15

Employee's Name

Allison Sanders

allison.sanders@myoneclay.net

Position Title

6th Grade Team Leader

Job Duties and Responsibilities

- Lead Weekly Grade Level PLC's
- Represent Team at Monthly SBLT
- Collaborate with School Improvement Team to set goals

Leadership Team Member #16

Employee's Name

Jennifer Cumbus

jennifer.cumbus@myoneclay.net

Position Title

ESE Team Leader

Job Duties and Responsibilities

- Lead Weekly Grade Level PLC's
- Represent Team at Monthly SBLT
- Collaborate with School Improvement Team to set goals

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

We began our SIP process for the 26-27 school year at the end of May 2026 by discussing our end of the year data from the 25-26 school year at our SAC meeting with parents, teachers, staff and

community members. We also discussed this data with teachers during end of the year data meetings. Collectively, we set goals for the 26-27 school year. With our leadership team and grade level team leaders during the One Clay Leadership Academy, we set action steps towards our goals and discussed our school processes to set us on a path of success for the upcoming school year.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

We will regularly monitor our focus area goals and measurable objectives throughout the school year during monthly SBLT meetings, which will continuously measure the health of our Tier 1 instruction. Through consistent communication between our SBLT meetings and weekly monitoring of grade level PLC's, an intentional professional learning calendar targeting our SIP goals, and quarterly data meetings, a consistent system of monitoring will hold the implementation of instruction accountable by all.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	98.5%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: C 2024-25: B 2023-24: B 2022-23: B 2021-22: B

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	122	100	112	106	116	118	102			776
Absent 10% or more school days	30	18	20	20	23	32	24			167
One or more suspensions	7	9	6	5	7	22	19			75
Course failure in English Language Arts (ELA)	5	2	8	4	0	2	1			22
Course failure in Math	2	1	1	5	0	0	1			10
Level 1 on statewide ELA assessment	7	24	25	21	19	34	12			142
Level 1 on statewide Math assessment	5	5	25	13	21	40	10			119
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	6	15	21	21	0	0	0			63
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	6	13	21	17	21	0	0			78

Current Year 2026-27

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	16	12	22	18	19	31	10			128

Current Year 2026-27

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	2	2	15	0	0	1			22
Students retained two or more times	0	0	0	3	0	0	0			3

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	107	102	114	115	111	97	114			760
Absent 10% or more school days	32	19	21	22	18	18	24			154
One or more suspensions	6	13	7	14	24	16	20			100
Course failure in English Language Arts (ELA)							1			1
Course failure in Math							1			1
Level 1 on statewide ELA assessment	16	30	28	17	36	12	16			155
Level 1 on statewide Math assessment	14	19	21	9	23	19	10			115
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	3	1	2	7						13
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	2	1	1	3	4	5			19

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	5	3	4	2						14
Students retained two or more times				1						1

DRAFT

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.

DRAFT

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

DRAFT

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026		2025		2024	
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	57	66	62	58	63	59
Grade 3 ELA Achievement	53	66	61	64	66	59
ELA Learning Gains	62	63	63	51	62	60
ELA Lowest 25th Percentile	49	60	58	58	60	56
Math Achievement*	59	69	66	65	67	64
Math Learning Gains	54	69	64	62	65	63
Math Lowest 25th Percentile	37	58	50	50	57	51
Science Achievement	53	67	62	56	62	58
Social Studies Achievement*			95			92
Graduation Rate						
Middle School Acceleration						
College and Career Acceleration						
Progress of ELLs in Achieving English Language Proficiency (ELP)				72	63	55

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						53%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						424
Total Components for the FPPI						8
Percent Tested						100%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
53%	58%	58%	56%	58%	68%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	48%	No		
Black/African American Students	55%	No		
Hispanic Students	55%	No		
Multiracial Students	51%	No		
White Students	54%	No		
Economically Disadvantaged Students	48%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	57%	53%	62%	49%	59%	54%	37%	53%					
Students With Disabilities	48%	55%	55%	53%	41%	55%	43%	30%					
Black/African American Students	67%				42%								
Hispanic Students	50%	33%	65%		61%	65%							
Multiracial Students	50%		75%		45%	33%							
White Students	57%	58%	60%	49%	60%	54%	38%	53%					
Economically Disadvantaged Students	49%	42%	58%	48%	53%	50%	36%	49%					

Page 990 of 2426

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%					

Page 991 of 2426

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	53%	56%	57%	56%	66%	65%	52%	58%					
Students With Disabilities	32%	42%	56%	64%	51%	56%	57%	39%					
Hispanic Students	61%		68%		65%	63%							
Multiracial Students	60%				80%								
White Students	53%	55%	57%	55%	67%	64%	49%	59%					
Economically Disadvantaged Students	47%	53%	55%	52%	63%	61%	52%	46%					

92 of 2426

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	53%	65%	-12%	60%	-7%
ELA	4	58%	64%	-6%	60%	-2%
ELA	5	41%	60%	-19%	61%	-20%
ELA	6	72%	72%	0%	62%	10%
Math	3	69%	69%	0%	66%	3%
Math	4	54%	65%	-11%	65%	-11%
Math	5	42%	61%	-19%	62%	-20%
Math	6	66%	70%	-4%	60%	6%
Science	5	50%	66%	-16%	60%	-10%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement is ELA learning gains. We moved from 51% to 59%. The new actions our school took during 25/26 was instituting a structured hour block of differentiated Tribe Time built into our master schedule and the accountability aligned with it.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that showed our lowest performance is our math lowest quartile learning gains. The contributing factors are follow through with math acadience, deficit mindset, teacher attendance, ownership of data, lack of communication internally and externally, and classroom management.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The greatest decline from the prior year was once again math lowest quartile learning gains- 50%.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

5th grade ELA and 5th grade Math- both 20% The main factor was teacher deficit mindset.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

1. Student attendance
- 2, Level 1s for ELA

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Benchmark aligned instruction- ELA, Math, Science

Differentiation (Even within Tier 1)

Student Engagement

DRAFT

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Benchmark aligned instruction using district aligned resources through our school based professional learning focus to maximize strong classroom instruction for all learners.

Impact on Student Learning by ensuring tasks align with the rigor of grade-level benchmarks, students are more likely to develop proficiency in grade-level content. This builds the critical thinking stamina necessary for students to meet or exceed proficiency targets on the FAST assessment.

Rationale: Data indicates that while instructional structures (like small groups) are in place, student proficiency has plateaued (ELA) or declined (Math & Science) due to a lack of benchmark alignment. Ensuring grade level benchmarks are being taught, this will empower teachers to utilize tools to bridge the gap between daily tasks and state expectations.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Walkthrough data will show a 30% increase in indicators in Indicators C.1. (Benchmark-Aligned Learning Targets and Success Criteria) and C.2. (Rigorous Tasks) in all classrooms, and show a 25% increase in literacy and a 25% increase in math classrooms by the end of the school year. By May 2027, the percentage of students scoring at or above a Level 3 on the Florida Assessment of Student Thinking (FAST) in ELA will increase from 55% to 58% and for Math from 58% to 63%

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Progression toward the desired outcomes will be monitored through:

Weekly classroom walkthroughs

Weekly administration calibration meetings

Quarterly individual teacher accountability data meetings

Person responsible for monitoring outcome

Beth Turbeville, Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

We will implement district curriculum- Eureka Math Squared for Math, Benchmark Advanced for ELA, Foundations for Primary Literacy in K-2, HMH for Science and HMH for Social Studies- at Tier 1. We will use various resources on the math and ELA decision trees for Tier 2 and Tier 3 interventions.

Rationale:

Our administrative team will engage in daily walkthroughs that will look for benchmark alignment in ELA, math and science [primarily and based on our data]. Our team will meet for weekly administrative meetings to calibrate our noticings and provide feedback for teachers to engage in a cycle of ongoing support in an effort to close gaps.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Teachers will use prior year data and ongoing formative assessments to identify specific foundational skill gaps and group students with similar needs. Instruction within these small groups will be precisely tailored to address those gaps through focused activities, varied pacing, and differentiated materials. This allows for more intensive support for the lowest quartile and targeted reinforcement for all students.

Person Monitoring:

Classroom Teachers

By When/Frequency:

Data analysis will occur bi-monthly during content

PLC team meetings. Implementation of small group instruction focused on data informed needs will occur 4-5 times a week

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The school based leadership team will track progress through focused classroom walkthroughs observing the implementation of data-driven small groups and differentiated instruction. Additionally, FAST data analysis will be reviewed at PM2, specifically examining growth of the lowest quartile and overall proficiency. Within PLC learning teams that meet twice a month, teacher collected formative assessment data will provide ongoing insights into student learning within these targeted groups, informing necessary adjustments to instruction and groupings.

Action Step #2

Professional learning will be provided quarterly by school based and district based math coaches and will focus on strategies for small group instruction, high student engagement (Building Thinking Classrooms, for example), and including effective use of manipulatives and representations.

Person Monitoring:

Beth Turbeville, Principal

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The leadership team will analyze data from formative assessments (quick checks, exit tickets) and summative assessments (unit tests, progress monitoring assessments) to see if student understanding and performance improve in areas where these strategies are emphasized. The team will look for trends in student achievement over time. Administrators or instructional coaches can conduct walkthroughs or formal observations, specifically looking for the use of small group instruction, manipulatives and representations.

Action Step #3

The school based leadership team meetings will be held monthly to reflect on how benchmark-aligned instruction is impacting student achievement by correlating walkthrough indicators C.1 and C.2 with common formative assessment results to identify and address instructional gaps.

Person Monitoring:

Principal, AP's, School Based Leadership Team Members

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administrators will observe classrooms to see if the adjustments discussed are visible in instructional practices. The school-based problem-solving team will regularly analyze the schoolwide data, grade-level data, and the progress of students in the lowest quartile across the months.

We will monitor impact by:

Data correlation during SBLT meetings, leadership will cross-reference walkthrough data with common formative assessment results

gap identification- The team will analyze whether high scores on walkthrough indicators are resulting in corresponding student mastery on assessments

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Differentiation using district aligned resources through our school based professional learning focus to maximize strong classroom instruction for all learners during Tier 1 instruction.

Impact on Student Learning by ensuring tasks are varied to meet individual learning needs during Tier 1 instruction. This includes scaffolded instruction for students who need support and allowing students independence as they demonstrate proficiency.

Rationale: Data indicates that while instructional structures (like small groups) are in place, student proficiency has plateaued (ELA) or declined (Math & Science) due to a lack of differentiation in Tier 1 instruction. Ensuring student academic needs are being met will empower students and teachers to close gaps.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Walkthrough data will show a 30% increase in indicators in Indicators S.2. (Students engage in differentiated learning tasks based on needs) by the end of the school year. By May 2027, the percentage of students scoring at or above a Level 3 on the Florida Assessment of Student Thinking (FAST) in ELA will increase from 55% to 58% and for Math from 58% to 63%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Administrators, coaches and teachers will use prior year data and ongoing formative assessments to identify students with similar needs. These students will be grouped for differentiated groups during Tribe Time. During Tier 1 instruction, monitoring for differentiation will take place through

walkthroughs, professional learning and weekly PLC discussions.

Person responsible for monitoring outcome

KHE Administrative Team

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

We will implement district math curriculum- Eureka Squared for Tier 1 instruction. We will use practice and practice partner, GreatMinds Catalyst, FLmath4all.org, B1G-M Strategies to support differentiation during the Tier 1 "practice" after direct, explicit instruction. We will implement district ELA curriculum- Benchmark Advanced, along with various tier 1 resources in the decision tree to support differentiation during Tier 1 Tribe Time.

Rationale:

Declines in data shows a need for differentiation during Tier 1. Teachers will group students based on academic need and provide targeted support during Tribe Time for Tier 1 ELA and during the math block after explicit instruction has been delivered.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Teachers will implement differentiation by utilizing weekly PLC's to analyze and monitor student data to provide tasks during Tier 1 instruction to support and build each student's capacity.

Person Monitoring:

Teacher Leaders

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will monitor impact by:

Differentiation data notated on PLC agendas

differentiation discussions in PLC's

professional learning share-outs

implementation tracking during weekly walkthroughs

Impact: The systematic monitoring ensures that professional learning results in measurable changes in teacher practice. By verifying that teachers can design and execute differentiation strategies during Tier 1, the school ensures students are consistently empowered to grow and move closer towards the

depth required for FAST assessment proficiency.

Action Step #2

Professional learning will be provided monthly in the format of a whole group session by content provided by administration or district coaches and/or teacher leaders focusing on differentiation in Tier 1.

Person Monitoring:

Beth Turbeville, Principal

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will monitor impact by:

data correlation during weekly administrative meetings, the team will correlate the frequency of “true” ratings on the indicator S.2- Students engage in differentiated learning tasks based on needs (during Tier 1 instruction)

gap identification- the SBLT team will look for trends from 25/26 school year to 26/27 school year to look for a reduction in an achievement gap

Action Step #3

The school based leadership team meetings will be held monthly to reflect on how differentiation is impacting student achievement by correlating walkthrough indicator S.2. with common formative assessment results to identify and address instructional gaps.

Person Monitoring:

Principal, AP's, School Based Leadership Team Members

By When/Frequency:

Monthly School Based Leadership Team Meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will monitor impact by:

Data correlation during SBLT meetings, leadership will cross-reference walkthrough data with common formative assessment results

gap identification- The team will analyze whether high scores on walkthrough indicators are resulting in corresponding student mastery on assessments

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Description: ELA required by RAISE on analyzing and interpreting data to improve specific learning gaps identified in prior year data.

Impact on Student Learning: Aims to improve overall ELA proficiency through differentiated support.

Rationale: Prior year data shows a significant need for overall ELA proficiency in grade 5 compared to district and state. Given the previous focus on reading intervention and small groups in ELA, differentiated tier 1 instruction is crucial to address this need.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Weekly walkthrough progress walks will show a 5% increase in ELA proficiency on the PM3 FAST Assessment in the 6th grade student cohort from the PM3 FAST Assessment in 2025-2026.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Progress towards the desired outcome will be measured through:

- weekly classroom walkthroughs (observing tier 1 differentiation)
- walkthrough indicator aligned with our SIP plan
- progress monitoring data analyzed and discussed at SBLT monthly meetings

Person responsible for monitoring outcome

Beth Turbeville-Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

We will use Lexia Power Up and Corrective Decoding/Reading as Tier 1 supplemental resources for differentiation to support student need as determined through 2025-2026 PM3 data.

Rationale:

Our administrative team and teachers will engage in the SBLT process in alignment with SIP goals - weekly PLC's, Professional Learning, Leadership Team Daily Walkthroughs, Weekly Administrative Meetings, and monthly SBLT meetings to ensure progress monitoring takes place, along with a pivot as needed to stay on track.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Teachers will use prior year data and ongoing formative assessments to progress monitor students. Teachers will utilize supplemental resources provided through SAVVAS and other ELA resources provided through the district to meet the needs of each student during Tier 1 instruction.

Person Monitoring:
Classroom Teachers

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will analyze data from formative assessments to see if student understanding and performance improve in areas where these strategies are emphasized. The team will look for trends in student achievement over time. Administrators and instructional coaches can conduct walkthroughs or formal observations, specifically looking for the use differentiation during Tier 1 ELA instruction.

Action Step #2

Teachers will engage in professional learning that is provided by administration, district specialists, and fellow colleagues that are aligned with our SIP goal specific to differentiation during Tier 1 instruction.

Person Monitoring:
Beth Turbeville-Principal

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional learning is intentionally planned and will be delivered by the KHE administrative team in alignment with our SIP goal specific to differentiation during Tier 1 ELA instruction. Each month, team leaders will bring Tier 1 progress monitoring data to the SBLT and the team will evaluate the progress to determine next steps.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Description: Targeted focus on chronic absenteeism, addressing the number of students who miss 10% or more of school days throughout the school year.

Impact on Student Learning: Aims to maximize instructional time for learning.

Rationale: Due to a consistent number of chronically absent students throughout previous years, we will provide an attendance framework for building relationships, mentorship, and to educate families on the importance of school attendance.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Based on Focus attendance data, our area of focus is **chronic absenteeism**. By using the strategies and the action plan as described in our School Improvement Plan, we will *reduce* **chronic absenteeism** from 19% to **15%** by the end of the 2026-2027 school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Progress towards the desired outcome will be measured through:

- weekly attendance meetings with the school based attendance team
- daily attendance tracking
- SST meetings with families to prevent chronic absenteeism
- Climate student survey data in 2027 (an increase in desire to come to school)

Person responsible for monitoring outcome

Attendance Team

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

KHE will implement our PBIS initiatives through the OneClay Culture lessons in the portal and through our school-based PBIS expectations and incentives.

Rationale:

Through the PBIS lessons on our campus, our hope is that students will find the intrinsic value in coming to school. Through extrinsic prizes or rewards, our PBIS initiative can also encourage students to come to school, as well. Our attendance team will continue to plan fresh and new ideas to reduce our chronic absenteeism to encourage students to consistently come to school to increase academic proficiency.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Teachers will begin the school year by establishing a positive relationship with parents and will track student attendance daily. Teachers will make phone calls home to parents after 3 missed days to check on the well-being of students and will log this information into a spreadsheet created by the attendance team and into the Focus contact log.

Person Monitoring:

Teachers

By When/Frequency:

Daily/ weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The attendance secretary monitors daily student attendance along with teacher and school contact with parents and families through a school wide spreadsheet where information and tracking of student attendance is logged after parent contact is made regarding 3 missed school days in a row. The attendance team will meet every Tuesday at 9:00 AM to discuss and analyze ongoing attendance data utilizing the spreadsheet that teachers have completed and align with attendance reports run through Focus. The attendance team will work to follow the attendance decision tree sending postcards, letters and schedule SST meetings according to the number of absences a student may have. The attendance team will notify the principal of chronic attendance concerns. The attendance team will intervene with families of students who begin to have some attendance concerns to have a proactive approach to keep students in school consistently.

Action Step #2

Professional learning will be provided quarterly by school based PBIS team, Attendance team, and district based Climate and Culture and will focus on strategies to actively engage student interest and student engagement.

Person Monitoring:

Attendance Team/ PBIS Team

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The PBIS team will analyze behavioral data from classroom PBIS lessons, discipline referrals, and classroom behavior to see if student understanding of school and district PBIS expectations are meeting the needs of KHE. The team will look for trends in student discipline and participation over time. The PBIS and Attendance teams will meet with the leadership team to collaborate on PBIS and Attendance team initiatives to ensure high interest incentives for behavior and attendance are increasing student attendance and positively impacting student discipline across common areas. In collaboration, PBIS and Attendance teams will determine the need for relevant quarterly professional learning to align the strategy and student engagement based on what is occurring campus wide.

Action Step #3

School-Based Leadership Team Meetings will be held monthly to correlate student attendance with the impact on academic achievement for specific students.

Person Monitoring:

SBLT

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The SBLT will conduct monthly data triangulations, comparing student academic data, discipline data and attendance data. By analyzing the correlation between a positive climate and academic

performance, the school can identify if behavioral improvements are successfully leading to higher student achievement and address any remaining instructional gaps.

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V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

<https://www.oneclay.net/o/khe/>

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

At KHE, we strive to build positive bonds with the Keystone Heights community. Our community school is filled with teachers and staff who live within walking distance and are generational learners. We are thrilled to offer multiple family engagement nights including an art show, chorus concerts, and a STEAM night. We also send home our monthly "Tribe Talk!" newsletter showcasing all of the activities and events taking place on our campus. Parents enjoy eating lunch with their children in our cafeteria and know most of our staff on a first name basis! We simply love our Keystone community!

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Our school is always looking ahead for ways in which to strengthen the academic program for our

students. Our economically disadvantaged rating is 100% in our surrounding demographic and we have the challenge of meeting the basic needs of our students before academic needs. Over the last two years we attempted to have an accelerated ELA and math 4th, 5th and 6th class, the data did not support it's success. This year we are focusing on differentiation at Tler 1 in all subject areas and aligned benchmark instruction in all subject areas to strengthen our academic program as a whole.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

We utilize our Title 1 funding to fund people- our math/science coach, to lead grade level PLC's and serve as mentor,- our MTSS coordinator and reading coach, to help assist with our student intervention team and mentor teachers in ELA, and to fund 6 Title 1 assistants to assist teachers with providing small group instruction to students. All of these people are used to support our SIP goals in an effort to meet our measurable outcomes for student success.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

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VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

DRAFT

Clay County Schools

KEYSTONE HEIGHTS JR-SR HIGH



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority	1
I. School Information	2
A. School Mission and Vision	2
B. School Leadership Team, Stakeholder Involvement and SIP Monitoring	2
C. Demographic Data.....	7
D. Early Warning Systems	8
II. Needs Assessment/Data Review	12
A. ESSA School, District, State Comparison	13
B. ESSA School-Level Data Review	14
C. ESSA Subgroup Data Review	15
D. Accountability Components by Subgroup.....	16
E. Grade Level Data Review.....	19
III. Planning for Improvement.....	21
IV. Positive Learning Environment	28
V. Title I Requirements (optional).....	31
VI. ATSI, TSI and CSI Resource Review	34
VII. Budget to Support Areas of Focus	35

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging, and rewarding for all students. We will increase student achievement by providing students with learning opportunities that are rigorous and relevant, which transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity, and respect. Through these values, we will maximize student potential and promote individual responsibility.

Provide the school's vision statement

KHHS exists to prepare lifelong learners for success in a global and competitive workplace and to help them acquire applicable life skills.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Melanie Rodriguez

melanie.rodriguez@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

Community Liaison

Master Schedule
School HR
Workers' Comp
Enrollment Projections
Communications
Pre-Planning
Professional Development
Public Relations
School Advisory Council
School Board Liaison
School Budget
Administrative Assistants
Summer School
Academic & Athletic Supplements
Suspension Reviews
Instructional Resources
CPS
Boys & Girl's Club
Volunteers
School Improvement Plan
PD Facilitator

Leadership Team Member #2

Employee's Name

Barry Underwood

barry.underwood@myoneclay.net

Position Title

Vice Principal

Job Duties and Responsibilities

11th & 12th Grade Activities

Clubs/Activities/Field Trips

Duty Assignments

Parking

Maintenance/W.O.

FSSAT/CSTAG

Teacher Certification/OOF

FTE

KEYS

MSDS Records

Lunch Schedules for Staff

Master Schedule

Exam Schedules (end of semester)

Course Catalog

Title IX Coordinator

Grades (Posting & Changes)

Electives/CTE Teachers

Substitutes

Custodians

Facilities/FISH

Curriculum Council

PD Facilitator

Leadership Team Member #3

Employee's Name

Spencer Johnson

spencer.johnson@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

9th & 10th Grade Activities

Testing

PBS

SST/Attendance

FIC Cards

Furn./Property

EWS-Attendance

Chromebooks

Bus Duty (morning/afternoon)

Bus Evacuations

Fire/Tornado Drills

TOY/SREY

Summer School (LEAD)

SS/Science Teachers

New Teachers

PD Facilitator

Leadership Team Member #4

Employee's Name

Jillian Lee

jillian.lee@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

7th & 8th Grade Activities

ESE/ESOL

Professional Development

MTSS/504

Title I

Master Schedule ESE Support

CPS Wellness/OPS Team

OneClay Cultural Lessons

School Advisory Council

ELA/Reading Teachers

Literacy Team

Web Crew/Indian Welcome

PBIS

MTSS/504

CPS

School Improvement Plan

PD Facilitator

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The process of developing the 2026-2027 School Improvement Plan involved collaboration among the school leadership team, our Title I Coordinator, our District Title I Curriculum Specialist, and our School Advisory Council, which comprises teachers, students, and business partners. Their input was used to help build our area of focus based on our student data.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The progress monitoring of our SIP will be based on student PM1, PM2, and PM3 FAST data, student attendance, and student achievement based on subgroups. Our SAC team will meet quarterly to discuss our progress in meeting our goals and develop new strategies if needed.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 7-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	93.1%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: B 2024-25: B 2023-24: B 2022-23: A 2021-22: B

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment								206	248	454
Absent 10% or more school days								6	6	12
One or more suspensions								51	46	97
Course failure in English Language Arts (ELA)								15	14	29
Course failure in Math								14	21	35
Level 1 on statewide ELA assessment								40	47	87
Level 1 on statewide Math assessment								30	19	49
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)								60	80	140
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)								30	19	49

Current Year 2026-27

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators								30	24	54

Current Year 2026-27

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year								5	16	21
Students retained two or more times										0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL										TOTAL
	K	1	2	3	4	5	6	7	8		
School Enrollment								114	89	203	
Absent 10% or more school days								54	52	106	
One or more suspensions								41	34	75	
Course failure in English Language Arts (ELA)								21	27	48	
Course failure in Math								31	35	66	
Level 1 on statewide ELA assessment								48	32	80	
Level 1 on statewide Math assessment								43	19	62	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0	
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0	

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators								63	52	115

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year								3	4	7
Students retained two or more times										0

2. Grades 9-12 (optional)

Current Year (2026-27)

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
School Enrollment	181	194	185	195	755
Absent 10% or more school days	43	53	51	56	203
One or more suspensions	22	29	22	10	83
Course failure in English Language Arts (ELA)	12	1	4	7	24
Course failure in Math	7	0	16	16	39
Level 1 on statewide ELA assessment	18	20	0	0	38
Level 1 on statewide Algebra assessment	10	17	11	0	38

Current Year (2026-27)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	17	17	21	17	72

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	18	12	18	14	62

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	0	0	0	0	0
Students retained two or more times	0	0	0	0	0

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II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

DRAFT

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	54	69	62	57	66	59	55	64	55
Grade 3 ELA Achievement									
ELA Learning Gains	50	62	59	53	60	58	52	62	57
ELA Lowest 25th Percentile	48	59	55	50	59	56	44	62	55
Math Achievement*	64	61	52	61	59	49	61	61	45
Math Learning Gains	53	44	45	51	48	47	57	60	47
Math Lowest 25th Percentile	43	41	44	33	42	49	41	61	49
Science Achievement	59	82	74	58	82	72	53	80	68
Social Studies Achievement*	79	85	76	77	84	75	71	83	71
Graduation Rate	91	97	94	93	95	92	91	94	90
Middle School Acceleration	58			61			64		
College and Career Acceleration	74	67	74	70	63	69	72	60	67
Progress of ELLs in Achieving English Language Proficiency (ELP)					69	52		51	49

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

[†] District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						61%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						674
Total Components for the FPPI						11
Percent Tested						98%
Graduation Rate						91%
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
61%	60%	60%	67%	54%	51%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	45%	No		
Black/African American Students	54%	No		
Hispanic Students	53%	No		
Multiracial Students	65%	No		
White Students	62%	No		
Economically Disadvantaged Students	59%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS										
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.
All Students	54%		50%	48%	65%	53%	43%	59%	79%	58%
Students With Disabilities	28%		45%	46%	39%	46%	45%	26%	56%	31%
Black/African American Students	55%		37%		53%	47%		80%		
Hispanic Students	35%		48%	33%	31%	36%	50%	42%	71%	91%
Multiracial Students	53%		69%		56%	62%		62%	86%	
White Students	55%		49%	49%	67%	55%	42%	60%	80%	58%
Economically Disadvantaged Students	49%		50%	52%	59%	50%	41%	54%	77%	47%
										92%
										76%

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	57%		53%	50%	61%	51%	33%	58%	77%	61%	93%	70%	
Students With Disabilities	31%		43%	45%	35%	39%	30%	29%	58%	25%	98%	41%	
Black/African American Students	59%		75%		56%	31%							
Hispanic Students	38%		46%	33%	42%	45%	33%	19%	80%				
Multiracial Students	62%		53%		50%	29%							
White Students	58%		54%	52%	62%	53%	34%	60%	77%	62%	94%	73%	
Economically Disadvantaged Students	49%		49%	46%	55%	49%	35%	49%	70%	52%	82%	36%	

Page 1031 of 2426

Page 17 of 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%	

Page 1032 of 2426

Page 18 of 36

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	7	56%	62%	-6%	62%	-6%
ELA	8	44%	61%	-17%	60%	-16%
ELA	9	63%	66%	-3%	60%	3%
ELA	10	51%	69%	-18%	61%	-10%
Math	7	44%	50%	-6%	53%	-9%
Math	8	73%	71%	2%	61%	12%
Science	8	48%	61%	-13%	52%	-4%
Civics	7	90%	95%	-5%	77%	13%
Civics	8	83%	82%	1%	75%	8%
Biology	9	86%	95%	-9%	87%	-1%
Biology	10	54%	67%	-13%	60%	-6%
Algebra	8	98%	93%	5%	84%	14%
Algebra	9	51%	63%	-12%	41%	10%
Algebra	10	17%	39%	-22%	31%	-14%
Geometry	9	96%	87%	9%	75%	21%
Geometry	10	47%	53%	-6%	40%	7%
Geometry	11	12%	26%	-14%	26%	-14%
History	11	68%	83%	-15%	75%	-7%
History	12	75%	67%	8%	56%	19%
Biology	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Biology	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	7	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra	11	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Geometry	8	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Geometry	12	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
History	10	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				

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III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

9th grade ELA increased by 14 points.

Geometry increased by 14 points.

9th grade ELA worked collaboratively with District Coach.

Geometry scores increased due to having a more experienced Geometry teacher.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

8th Grade ELA

8th Grade Science

7th Grade Math

8th and 10th-grade (2028 and 2030 cohorts) have historically had our lowest proficient scores. We lost an experienced veteran teacher in our 7th-grade math.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

10th ELA -13 pts

8th ELA -12pts

7th Math -9

8th and 10th-grade (2028 and 2030 cohorts) have historically had our lowest proficient scores.

We lost an experienced veteran teacher in our 7th-grade math.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

8th grade ELA showed the greatest gap vs state average w/ 16% difference.

8th grade ELA cohort (2030) have historically had our lowest proficient scores.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

JH Behavior - 97

HS Attendance - 203

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

ELA 9th and 10th

8th Math Proficiency

JH Acceleration

ESE - SDI

PBIS - Behavior JH/Attendance SH

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Description: Improving proficiency in 9th-grade ELA and 8th-grade Math through rigorous, differentiated instruction. We are targeting foundational gaps to ensure all students are prepared for high school milestones like Algebra 1 and 10th-grade ELA.

Rationale: 2025–26 data shows both cohorts at only 44% proficiency. Specifically, 9th-grade ELA students are 17% below the district average, and 8th-grade Math students are 6% below the district. These specific gaps represent a critical need that must be addressed to ensure future graduation success.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Overall walkthrough data will show a 30% increase in Indicators C.2 (Rigorous task) and S.2 (Student engages in differentiated learning tasks), and will show a 50% increase specifically in ELA and math classrooms. By May of 2027, the percentage of students scoring at or above Level 3 on the Florida Assessment of Student Thinking (FAST) in 9th-grade ELA will increase from 44% to over 50%, and our 8th-grade Math will increase from 44% to over 50%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Progress toward the desired outcomes will be monitored through:

Weekly admin meeting. Leadership will review trends from classroom walkthroughs, focusing on the indicator C.2 (Rigorous task) and S.2 (Differentiation).

Weekly content Professional Learning Communities, where teachers are analyzing student work, common assessments, and determining if/when and with whom remediation is necessary.

Monthly department head meetings will identify data trends using PM data to ensure classroom rigor is translating into student mastery, and adjust the PL calendar as needed.

Impact: This cycle provides real-time feedback, ensuring every student consistently engages with benchmark-level content. By identifying and closing “rigor gaps” immediately, we ensure all students have an opportunity to engage in rigorous lessons with high-quality instruction and a direct increase in student proficiency.

Person responsible for monitoring outcome

ELA Content Administrator, Jillian Lee, Math Content Administrator, Melanie Rodriguez

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The school is implementing a High-Impact Instructional Framework that focuses on explicit and systematic instruction, corrective feedback, differentiation, and scaffolded supports. These evidence-based strategies are designed to improve outcomes for all students, especially students with disabilities, by ensuring access to rigorous, benchmark-aligned tasks. This approach is grounded in research from sources such as What Works Clearinghouse and High-Leverage Practices in Special Education.

Rationale:

This strategy (improving strong instruction) was selected to directly address learning gaps identified in student performance data, particularly among students with disabilities. Research shows that explicit instruction, corrective feedback, differentiation, and scaffolding are highly effective in supporting struggling learners. These practices promote clarity, engagement, and mastery of rigorous content, making them essential for improving academic outcomes and increasing access to grade-level standards.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Benchmark-aligned rigorous task

Person Monitoring:

Jillian Lee (ELA Content Administrator) and
Melanie Rodriguez (Math Content Administrator).

By When/Frequency:

Ongoing, weekly from August 2026 through May 2027.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administrators will conduct weekly classroom walkthroughs to observe instruction, track trends for indicators C.2 and S.2, and review progress during weekly leadership meetings.

Action Step #2

Professional Learning

Person Monitoring:

Jillian Lee and Melanie Rodriguez.

By When/Frequency:

Monthly throughout the 2026-2027 school year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional learning will be provided monthly in the format of collaborative coaching cycles and targeted data-driven planning sessions by the ELA and Math Content Administrators and will focus on aligning daily student tasks to the rigor of state benchmarks and executing effective small-group differentiation.

Progress will be monitored during monthly department head meetings, where leadership will cross-reference walkthrough trends with Progress Monitoring (PM) data to adjust the professional learning calendar as needed.

Action Step #3

School-based Leadership Team

Person Monitoring:

Jillian Lee and Melanie Rodriguez.

By When/Frequency:

Monthly through May 2027.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

School-based Leadership Team meetings will be held monthly to reflect on how rigorous task implementation and differentiation are impacting student achievement by analyzing classroom walkthrough metrics, reviewing common assessment data, and ensuring that weekly PLC remediation plans are closing student "rigor gaps" immediately.

The team will review monthly school-wide data sets to verify progress toward the targeted 30% increase in rigorous/differentiated indicators and the 50% increase in literacy and math focus classrooms. The data analysis provided by these meetings will drive leadership decisions to determine the need for teacher data discussions, student data chats, and/or coaching implementation based on need.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as

a crucial need from the prior year data reviewed.

Description: Focusing on integrating differentiation, scaffolded supports, and benchmark-aligned checks for understanding within a rigorous tasks framework to provide intentionally targeted, specially designed instruction for all learners.

Rationale: 2025–26 data reveal a significant achievement gap for the SWD subgroup compared to non-ESE peers: 27% lower in ELA, 28% lower in Math, 36% lower in Science, and 24% lower in Social Studies. This disparity highlights a critical need for systematic scaffolding to ensure equitable proficiency across all core content areas.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

25-26 Walkthrough data shows 32.1% of classroom walkthroughs exhibited differentiation.

Walkthrough data will show an increase of 30% in indicator S.2 (Students engaged in differentiated learning tasks based on needs) in all subject areas. By the end of May 2027, SWD subgroup will have an increase of 10% proficiency on FAST ELA assessments and FAST Math assessments.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Progress toward the desired outcomes will be monitored through:

Weekly admin meeting. Leadership will review trends from classroom walkthroughs, focusing on indicator S.2 (Students engaged in differentiated learning tasks based on needs).

Daily classroom walkthroughs and coaching cycles are specifically designed for the implementation and documentation of differentiated instruction to meet the needs of the SWD subgroup.

Weekly content, Professional Learning Communities will identify specific students and the appropriate level of support after analyzing work samples, common assessments, and PM data. PLCs will focus on what benchmarks are being taught, how they are being taught, who has/has not mastered a specific benchmark, and next steps for remediation/enrichment.

Impact: An increase in indicator S.2 (Students engaged in differentiated learning tasks based on needs) of 30%, integrated with an emphasis on rigorous tasks, via walkthrough data, will significantly impact the learning experience for the SWD subgroup by holding students to high expectations and

meeting subgroups' individual learning needs.

Person responsible for monitoring outcome

ELA Content Administrator, Jillian Lee; Math Content Administrator, Melanie Rodriguez; ESE Administrator, Jillian Lee; Science and Social Studies Content Administrator, Spencer Johnson

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

This intervention involves the integration of intentional differentiation, specially designed accommodations, and benchmark-aligned checks for understanding within a rigorous tasks framework. It focuses on providing "specially designed instruction" tailored to the individual needs of the Students with Disabilities (SWD) subgroup. Key components include using classroom walkthroughs and coaching cycles to monitor the execution of indicator S.2 (Students engaged in differentiated learning tasks based on needs) to ensure students are held to high expectations while receiving the necessary support to succeed.

Rationale:

Prior year data from 2025–26 highlights a profound achievement gap for the SWD subgroup, who performed 27% lower in ELA, 28% lower in Math, 36% lower in Science, and 24% lower in Social Studies than their non-ESE peers. Furthermore, walkthrough data indicate that only 32.1% of classrooms currently exhibit differentiation. This intervention was identified as a crucial need because systematic scaffolding and targeted differentiation are essential to closing these significant proficiency gaps and ensuring equitable access to core content for all learners.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Teachers will integrate intentional differentiation, specially designed accommodations, and benchmark-aligned checks for understanding within the rigorous tasks framework to maximize engagement and comprehension for the Students with Disabilities (SWD) subgroup across all core subject areas.

Person Monitoring:

ELA Content Administrator, Jillian Lee; Math Content Administrator, Melanie Rodriguez; ESE Administrator, Jillian Lee; Science and Social

By When/Frequency:

Monthly, Weekly, Daily, ongoing from August 2026 through May 2027

Studies Content Administrator, Spencer Johnson

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional learning will be provided quarterly in the format of peer observations, co-planning sessions, and ESE coaching cycles by the ESE instructional support team, which will focus on building effective scaffolding strategies and real-time checks for understanding that do not lower grade-level rigor.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

KHHS average daily attendance increased to 94% school-wide during the 25-26 school year. However, according to the 2026 climate survey, 41.6% of JH students and 40.5% of HS students surveyed expressed they liked coming to school everyday. The student learning experience is a crucial part of academic achievement. By increasing the percentage of students who enjoy being at school everyday, academic proficiency, learning gains, and overall student well-being will increase.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Based on 2025-2026 climate survey data, 41.6% of JH students and 40.5% of HS students surveyed said they liked coming to school everyday. By the 2026-2027 climate survey release, an increase by 20% in both JH and HS students.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Progress toward the desired outcomes will be monitored through:

It starts with student connection at KHHS. Increasing recruitment initiatives for student groups (Student Council, WEB, Athletic Leadership Council), clubs (robotics, gaming club, Boys & Girls Club), extra-curricular activities (band, athletics, ROTC) and CTE programs have shown to make a

significant, positive impact on the student learning experience.

Updating school culture wraps in hallways and cafeteria to highlight student groups, academic achievement, fine arts, CTE programs, and athletics.

Teachers will greet students at the classroom door daily, promoting a safe and welcoming learning environment. Teachers will utilize discipline flowchart to maximize student learning and decrease office discipline referrals by 10%.

Weekly recognitions for Students of the Week, CTE student of the week, and attendance recognitions to highlight student achievement and attendance. Addition of a KHHS Citizen of the Week to highlight students who exhibit our T.R.I.B.E traits (T-Tenacity, R-Respect, I-Integrity, B-Belonging, E-Excellence).

Monthly data chats with PBIS team to analyze student discipline, attendance, and problem-solve to meet the needs of students. Weekly positive phone calls home by PBIS team.

Person responsible for monitoring outcome

PBIS Administrator, Jillian Lee; Dean, Justin Hunter

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Faculty and staff will establish positive connections with students through engaging/active classrooms and by incorporating a Positive Behavioral Intervention System. KHHS will foster student expectations of success at the beginning of the school year in grade-level assemblies. KHHS will provide meaningful two-way communication between the school and families.

Rationale:

Using the Center of PBS guide, research shows teachers need to establish a positive connection with students, families, and other educators. When we establish these connections, students in return will feel connected to their teachers or peers. Families will feel connected by receiving information via email, in person, social media, or positive phone calls from home. Research says teachers need to engage students in relevant learning. Most students do not like to sit in a boring classroom. Students are more up to come to school if their classes are more engaging. Teaching students positive expectations at the beginning of the school year sets them up for success!

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Weekly Discipline Review

Person Monitoring:

Jillian Lee (PBIS Administrator) and Justin Hunter (Dean).

By When/Frequency:

Daily, ongoing from August 2026 through May 2027.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will greet students at the classroom door daily to promote a safe, welcoming learning environment and will utilize the school's discipline flowchart to maximize student learning time and actively work to decrease office discipline referrals (ODRs) by 10%.

Administrators and the Dean will conduct daily environment checks and track weekly discipline referral rates to ensure the flowchart is being utilized consistently across all classrooms.

Action Step #2

Professional Learning

Person Monitoring:

Jillian Lee and Justin Hunter.

By When/Frequency:

Quarterly throughout the 2026-2027 school year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional learning and orientation will be provided quarterly in the format of whole-group PBIS sessions and collaborative team planning by Jillian Lee and Justin Hunter and will focus on reinforcing our T.R.I.B.E traits (T-Tenacity, R-Respect, I-Integrity, B-Belonging, E-Excellence), executing weekly student/CTE recognitions, and coordinating the student club and extracurricular recruitment initiatives to boost connection.

Impact will be monitored by tracking student participation rates in updated extracurriculars/clubs and documenting the weekly completion of positive phone calls home and Citizen of the Week recognitions.

Action Step #3

Monthly Data Chats

Person Monitoring:

Jillian Lee and Justin Hunter.

By When/Frequency:

Monthly through May 2027.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Data meetings will be held monthly with the PBIS team to reflect on how school climate, attendance, and behavioral interventions are impacting student achievement by analyzing localized student discipline data, checking attendance trends, and problem-solving tailored interventions to support student well-being.

The team will cross-reference monthly behavioral and attendance datasets against the prior year's metrics to ensure the campus is on track for a 20% increase in positive student climate survey responses.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

The process by which our school will review school improvement funding allocations and ensure resources are allocated based on need is by incorporating the collaboration of our School Advisory Council, Community Partnership School, Guidance, Teachers, Parents, and Students in the decision-making process. Some resources we will utilize this year for school improvement will be funded through Title 1, as well as our Community Partnership Schools. During our first SAC meeting, we will approve our SIP and collaborate to review resources and address allocations based on student needs. Some resources that will be discussed, but not limited to, are: per-pupil expenditures, instructional time, early intervention, teacher quality, school leadership quality, facilities and rigorous content/courses, and specialized instructional support personnel. Each of these factors contributes to student success and will be discussed to determine which intervention or activity will have the greatest impact on improving our area of focus.

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

<https://www.oneclay.net/o/khh/>

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

No Answer Entered

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B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

DRAFT

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

DRAFT

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

DRAFT

Clay County Schools

LAKE ASBURY JUNIOR HIGH SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority	1
I. School Information	2
A. School Mission and Vision	2
B. School Leadership Team, Stakeholder Involvement and SIP Monitoring	2
C. Demographic Data.....	7
D. Early Warning Systems	8
II. Needs Assessment/Data Review	11
A. ESSA School, District, State Comparison	12
B. ESSA School-Level Data Review	13
C. ESSA Subgroup Data Review	14
D. Accountability Components by Subgroup.....	15
E. Grade Level Data Review	18
III. Planning for Improvement.....	19
IV. Positive Learning Environment	26
V. Title I Requirements (optional).....	29
VI. ATSI, TSI and CSI Resource Review	32
VII. Budget to Support Areas of Focus	33

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging, and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant, and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity, and respect. Through these values, we will maximize student potential and promote individual responsibility.

Provide the school's vision statement

The School District of Clay County exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Lydia Creel

lydia.creel@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

Analyzes data and works with teams to develop goals for LAJH based on historical academic, behavioral, and social emotional learning progress to improve learning outcomes for all students.

Leadership Team Member #2

Employee's Name

Daniel Davis

daniel.davis@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Analyzes data and works with teams to develop goals for LAJH based on historical academic, behavioral, and social emotional learning progress to improve learning outcomes for all students.

Leadership Team Member #3

Employee's Name

Robert Granese

robert.granese@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Analyzes data and works with teams to develop goals for LAJH based on historical academic, behavioral, and social emotional learning progress to improve learning outcomes for all students.

Leadership Team Member #4

Employee's Name

Jennifer Umbaugh

jennifer.umbaugh@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Analyzes data and works with teams to develop goals for LAJH based on historical academic, behavioral, and social emotional learning progress to improve learning outcomes for all students.

Leadership Team Member #5

Employee's Name

Samantha Harney

Samantha.harney@myoneclay.net

Position Title

ELA Classroom Teacher

Job Duties and Responsibilities

ELA teacher and Department Chair working to assist in data analysis as we set goals for student growth and achievement.

Leadership Team Member #6

Employee's Name

Judi McHugh-Clark

Judith.mchughclark@myoneclay.net

Position Title

Math Classroom Teacher

Job Duties and Responsibilities

Mathematics teacher working to assist in data analysis as we set goals for student growth and achievement.

Leadership Team Member #7

Employee's Name

Meg Sieruta

margaret.sieruta@myoneclay.net

Position Title

Science Classroom Teacher

Job Duties and Responsibilities

Science teacher and Department Chair working to assist in data analysis as we set goals for student growth and achievement.

Leadership Team Member #8

Employee's Name

Hannah Harrell

Hannah.harrell@myoneclay.net

Position Title

Social Studies Classroom Teacher

Job Duties and Responsibilities

Social Studies teacher and Department Chair working to assist in data analysis as we set goals for student growth and achievement.

Leadership Team Member #9**Employee's Name**

Michael Phillips

Michael.phillips@myoneclay.net

Position Title

ESE Teacher

Job Duties and Responsibilities

ESE Teacher working to ensure that students receive supports designed to help them meet academic and SEL goals as outlined in their IEP or 504.

Leadership Team Member #10**Employee's Name**

Heather Kane

Heather.kane@myoneclay.net

Position Title

School Counselor

Job Duties and Responsibilities

As a school counselor, she designs and delivers academic and SEL counseling aimed at improving student outcomes. Leading, advocating and collaborating to promote equity and access for all students by connecting the school counseling program to the school's academic mission and school improvement plan.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

After identifying key stakeholders, including members of the school leadership team, staff, parents, students, and community leaders, their insight and feedback was gathered. This information was analyzed to identify common themes and concerns and integrated into the draft of the SIP. An opportunity to review and vet the plan was provided to further validate and refine the plan, ensuring that it is reflective of the collective vision of our school community and the expectation that all students be taught to high academic standards.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The SIP will be regularly monitored via weekly classroom walkthroughs, student progress monitoring of academics, SEL participation, SAC meeting notes, Curriculum Council reviews, analysis of survey results, and systematic reviews of discipline data to ensure equitable outcomes. We also monitor faculty PLC participation and feedback and actively solicit staff and community input. A variety of analyzed data results will be shared and reviewed monthly with the school leadership team, SAC, and community stakeholders, with adjustments made as needed and recommended by the team.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 6-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	51.5%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: A 2023-24: A 2022-23: A 2021-22: B

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment							437	491	470	1,398
Absent 10% or more school days							71	105	104	280
One or more suspensions							58	70	69	197
Course failure in English Language Arts (ELA)							8	4	3	15
Course failure in Math							2	14	8	24
Level 1 on statewide ELA assessment							40	72	47	159
Level 1 on statewide Math assessment							69	64	38	171
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2026-27

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							56	69	50	175

Current Year 2026-27

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							0	0	1	1
Students retained two or more times							0	0	0	0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL										TOTAL
	K	1	2	3	4	5	6	7	8		
School Enrollment											0
Absent 10% or more school days								93	134		227
One or more suspensions								48	71		119
Course failure in English Language Arts (ELA)								3	10		13
Course failure in Math								13	15		28
Level 1 on statewide ELA assessment								57	145		202
Level 1 on statewide Math assessment								46	56		102
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)											0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)											0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators								58	86	144

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year								2	11	13
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

DRAFT

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

DRAFT

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	63	64	62	66	63	58	60	61	53
Grade 3 ELA Achievement			19			27			21
ELA Learning Gains	55	58	61	59	58	59	58	57	56
ELA Lowest 25th Percentile	47	50	53	52	51	52	47	47	50
Math Achievement*	75	72	65	81	74	63	77	72	60
Math Learning Gains	66	60	62	61	60	62	63	60	62
Math Lowest 25th Percentile	58	53	57	60	58	57	61	57	60
Science Achievement	64	64	57	64	62	54	67	64	51
Social Studies Achievement*	89	86	77	85	85	73	85	83	70
Graduation Rate									
Middle School Acceleration	73	75	82	75	64	77	73	61	74
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					65	53		56	49

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

[†] District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						66%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						590
Total Components for the FPPI						9
Percent Tested						99%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
66%	67%	66%	68%	59%	60%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	47%	No		
English Language Learners	59%	No		
Asian Students	77%	No		
Black/African American Students	61%	No		
Hispanic Students	60%	No		
Multiracial Students	68%	No		
White Students	67%	No		
Economically Disadvantaged Students	60%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	63%		55%	47%	75%	66%	58%	64%	89%	73%			
Students With Disabilities	40%		39%	33%	57%	59%	51%	33%	73%	35%			
English Language Learners	49%		55%	54%	66%	63%	53%	41%	94%	57%			
Asian Students	80%		55%		90%	80%				80%			
Black/African American Students	54%		61%	57%	62%	63%	47%	57%	89%	59%			
Hispanic Students	59%		54%	48%	68%	60%	55%	46%	88%	61%			
Multiracial Students	58%		63%	55%	77%	70%	79%	61%	83%	69%			
White Students	66%		53%	42%	78%	67%	58%	69%	90%	76%			
Economically Disadvantaged Students	56%		51%	44%	69%	61%	59%	51%	87%	66%			

Page 1067 of 2426

28/2026

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	66%		59%	52%	81%	61%	60%	64%	85%	75%			
Students With Disabilities	42%		52%	49%	62%	64%	55%	35%	66%	45%			
English Language Learners	55%		62%	62%	70%	73%	73%						
Black/African American Students	51%		51%	53%	71%	61%	53%	50%	79%	77%			
Hispanic Students	64%		56%	58%	78%	63%	67%	60%	89%	58%			
Multiracial Students	59%		57%	56%	82%	61%		63%	97%	66%			
White Students	68%		61%	51%	82%	61%	59%	66%	83%	78%			
Economically Disadvantaged Students	60%		58%	53%	76%	60%	56%	59%	83%	65%			

Page 1068 of 2426

Page 16 of 34

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%			

Page 17 of 34

Page 1069 of 2426

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	68%	72%	-4%	62%	6%
ELA	7	58%	62%	-4%	62%	-4%
ELA	8	64%	61%	3%	60%	4%
Math	6	72%	70%	2%	60%	12%
Math	7	42%	50%	-8%	53%	-11%
Math	8	82%	71%	11%	61%	21%
Science	8	65%	61%	4%	52%	13%
Civics	7	99%	95%	4%	77%	22%
Civics	8	87%	82%	5%	75%	12%
Algebra	7	100%	99%	1%	96%	4%
Algebra	8	90%	93%	-3%	84%	6%
Geometry	8	94%	98%	-4%	95%	-1%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

Civics EOC Achievement demonstrated the greatest improvement, increasing from **85% to 90% proficiency**, while **Mathematics Learning Gains** also increased from **62% to 66%**. These gains reflect the continued implementation of benchmark-aligned instruction, frequent data analysis through PLCs, targeted intervention based on formative assessment data, and consistent use of rigorous instructional practices. Teachers regularly monitored student progress, adjusted instruction, and provided timely support, resulting in improved student achievement.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Grade 7 Mathematics Achievement showed the lowest performance, declining to **42% proficiency**, while **ELA Learning Gains of the Lowest 25%** also decreased from **52% to 48%**. Several factors contributed to these results. The current Grade 7 cohort demonstrated lower academic performance across multiple content areas, indicating a cohort trend rather than a single subject concern. Additionally, increased learning gaps and the continued need for differentiated Tier I instruction impacted student achievement. These data reinforce the need for consistent schoolwide instructional practices, increased opportunities for reading, writing, speaking, and listening across content areas, and strengthened supports for students requiring additional intervention.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Grade 7 Mathematics Achievement experienced the greatest decline, decreasing from **58% proficiency in 2025 to 42% in 2026**, while **Grade 7 ELA Achievement** declined from **65% to 58%**. This cohort demonstrated lower performance across multiple content areas, indicating a consistent academic trend rather than an isolated area of concern. Contributing factors included staffing vacancies that resulted in periods of substitute instruction, as well as inconsistent implementation of Tier I instructional practices. These results highlight the need for greater consistency in benchmark-aligned instruction, rigorous grade-level tasks, and schoolwide instructional expectations to improve

achievement for all learners.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Grade 7 Mathematics Achievement demonstrated the largest gap compared to the state average, with Lake Asbury Junior High scoring **42% proficiency** compared to the **Florida average of 53%**, an 11-point difference.

Analysis of student performance and instructional data indicated a need for greater consistency in Tier I instruction across classrooms. While advanced mathematics courses continued to perform at exceptionally high levels (**94% proficiency in both Algebra I and Geometry**), instructional practices in general education classrooms varied in rigor and consistency. Additionally, students would benefit from more intentional implementation of schoolwide literacy and problem-solving strategies, including text annotation, evidence-based writing (RACE), and mathematical problem solving (CUBE) to strengthen comprehension, reasoning, and application across all content areas. These findings directly informed the school's 2026–2027 improvement plan focused on consistent instructional systems, literacy across the curriculum, and increased support for students requiring additional scaffolds.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Concentration of Students with Multiple Early Warning Indicators:

A significant number of students demonstrate two or more Early Warning Indicators, including chronic absenteeism, behavioral referrals, and course failures in ELA and/or Mathematics. These students require consistent Tier I instruction, timely intervention, and coordinated academic and behavioral supports through the school's MTSS process.

Consistency of Tier I Instruction and Student Engagement:

Walkthrough observations, discipline data, and student performance trends indicate a need for greater consistency in classroom routines, instructional expectations, and student engagement. Classrooms impacted by staffing transitions experienced increased disruptions and reduced instructional time, reinforcing the need for schoolwide instructional systems and consistent implementation of Tier I practices.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. **Strengthen Consistent, High-Quality Tier I Instruction**
2. **Implement Schoolwide Literacy, Academic Vocabulary, and Student Discourse**
3. **Strengthen Professional Learning Communities to Improve Instruction and Student Achievement**

4. Strengthen Positive Learning Environments Through Consistent Routines and ROAR Expectations

5. Increase Achievement for Students with Disabilities Through Effective Co-Teaching and Differentiated Instruction

DRAFT

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction, ELA, Professional Learning, Student Engagement

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Description

Strengthen Tier I instruction through explicit, benchmark-aligned instructional practices that engage students in reading, writing, speaking, and listening using grade-level content. Instruction will emphasize academic vocabulary, evidence-based writing (RACE), and structured student discourse across all content areas.

Rationale

FAST and statewide assessment data identified a need to strengthen Overall ELA Achievement (63%) and Grade 7 ELA Achievement (58%). Research demonstrates that explicit literacy instruction, academic discourse, and writing across content areas improve comprehension and achievement for all students.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By Spring 2027, Overall ELA Achievement will increase from 63% to 66% as measured by statewide assessment results.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Implementation and impact will be monitored through classroom walkthroughs aligned to the OneClay Vision instructional indicators, PLC reviews of student work and assessment data, and analysis of FAST PM1, PM2, and PM3 results. Walkthrough trends, formative assessment data, and student performance outcomes will be used to provide feedback, adjust instruction, and monitor progress toward the measurable outcome.

Person responsible for monitoring outcome

Principal and Assistant Principals

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Implement explicit, benchmark-aligned Tier I instruction that provides all students with daily opportunities to read, write, speak, and listen using grade-level content. Instruction will emphasize academic vocabulary, evidence-based writing (RACE), structured student discourse, and frequent checks for understanding aligned to the OneClay Vision.

Rationale:

Research supports explicit instruction, benchmark-aligned learning, academic discourse, and writing across content areas as high-impact instructional practices that improve comprehension, engagement, and student achievement.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Implement Schoolwide Literacy Practices

Person Monitoring:

Principal and Assistant Principals

By When/Frequency:

Bi-weekly walk-throughs and PLC attendance

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Implement consistent schoolwide expectations for academic vocabulary, RACE writing, structured student discourse, and text-based responses across all content areas. Monitor implementation through classroom walkthroughs, student work samples, and PLC discussions.

Action Step #2

Strengthen Benchmark-Aligned Instruction

Person Monitoring:

Principal and Assistant Principals

By When/Frequency:

Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Monitor and provide feedback on the implementation of benchmark-aligned learning targets, success criteria, rigorous instructional tasks, and frequent checks for understanding through bi-weekly classroom walkthroughs and PLC participation. Use walkthrough trends, student work, and formative assessment data to identify strengths and instructional next steps.

Action Step #3

Use PLCs to Improve Instruction

Person Monitoring:

Principal and Assistant Principals

By When/Frequency:

Bi-weekly classroom walkthroughs; bi-weekly PLC attendance; FAST PM1, PM2, and PM3; quarterly data reviews.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Facilitate collaborative PLCs to analyze student work, formative assessment results, and FAST data to identify instructional adjustments and monitor implementation of schoolwide literacy practices. Use PLC outcomes to guide instructional planning and improve student achievement.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Professional Learning, Student Engagement**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Area of Focus Description

Strengthen positive learning environments through consistent classroom routines, explicit behavioral expectations, and bell-to-bell instruction that promotes active student engagement. Establishing predictable instructional environments will maximize instructional time, increase student engagement, and support academic achievement across all grade levels.

Rationale

School climate, Early Warning Indicator data, attendance, discipline, and classroom walkthroughs identified a need for greater consistency in classroom routines, instructional expectations, and student engagement. Strengthening Tier I behavioral supports and instructional routines will maximize instructional time, reduce disruptions, and improve student outcomes.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By Spring 2027, students with two or more Early Warning Indicators will decrease from 143 to 125.

By Spring 2027, office discipline referrals will decrease by 10% (ODRs = were at 1.064 for school year 2025-2026) and positive school climate survey responses related to student behavior and

respect will improve.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Implementation and impact will be monitored through classroom walkthroughs, discipline and attendance data, Early Warning Indicator reviews, MTSS meetings, and school climate survey results. Walkthrough trends and student data will be used to provide feedback, strengthen implementation of schoolwide expectations, and monitor progress toward the desired outcomes.

Person responsible for monitoring outcome

Principal and Assistant Principals

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Implement consistent Tier I behavioral and instructional practices through explicit teaching of schoolwide expectations, predictable classroom routines, bell-to-bell instruction, and positive reinforcement aligned to ROAR expectations.

Rationale:

Research supports explicit behavioral expectations, predictable routines, and positive behavioral interventions as effective practices for increasing student engagement, maximizing instructional time, and improving academic outcomes.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Implement Consistent Classroom Routines

Person Monitoring:

Principals, Assistant Principals, and Dean of Students

By When/Frequency:

Bi-Weekly walk throughs, daily cafeteria and hallway monitoring

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Implement and reinforce consistent classroom routines, bell-to-bell instructional expectations, ROAR behaviors, and transition procedures across all learning environments. Monitor implementation

through classroom walkthroughs, student engagement observations, and instructional feedback.

Action Step #2

Strengthen Student Engagement

Person Monitoring:

Principal and Assistant Principals

By When/Frequency:

Bi-weekly walk-throughs

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Monitor student engagement and active participation through classroom walkthrough observations focused on instructional transitions, collaborative learning, and student ownership. Use observation trends to provide feedback and identify opportunities for instructional support.

Action Step #3

Use Student Data to Guide Instruction and Intervention

Person Monitoring:

Principal, Assistant Principal, Dean of Students

By When/Frequency:

Monthly and quarterly data reviews

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Review attendance, discipline, and academic performance data to identify trends, prioritize student needs, and adjust instructional and behavioral supports. Monitor the effectiveness of schoolwide practices through ongoing analysis of student outcomes and Early Warning Indicator data.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Area of Focus Description

Strengthen student attendance through proactive identification, family communication, and schoolwide supports that promote consistent school attendance and student engagement. Increasing instructional time through improved attendance will support student achievement across all grade levels.

Rationale

Early Warning Indicator and attendance data identified chronic absenteeism as a barrier to student achievement. Students who miss instructional time are less likely to demonstrate proficiency and learning gains. Strengthening attendance monitoring and early intervention will increase student access to high-quality instruction and improve academic outcomes.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By Spring 2027, the percentage of students identified with attendance below 90% will decrease by 10% from the 2025–2026 baseline as measured through Early Warning Indicator and school attendance data.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Attendance data will be reviewed regularly to identify attendance trends, monitor students identified through the Early Warning System, and evaluate the effectiveness of attendance interventions. Student attendance data will be used to guide family outreach, student supports, and schoolwide attendance initiatives to increase instructional time and improve academic outcomes.

Person responsible for monitoring outcome

Principal and Assistant Principals

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Implement a comprehensive attendance monitoring and intervention process that includes early identification of attendance concerns, family communication, recognition of positive attendance, and targeted supports for students demonstrating chronic absenteeism. Attendance data will be analyzed regularly to evaluate the effectiveness of interventions and increase student access to daily instruction.

Rationale:

Research demonstrates that early identification, family engagement, positive reinforcement, and timely intervention improve student attendance and increase opportunities for academic success.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Monitor and Support Student Attendance

Person Monitoring:

Principal and Assistant Principals

By When/Frequency:

Monthly attendance data reviews

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Review attendance data monthly to identify attendance trends and students requiring additional support. Implement timely family communication and appropriate attendance interventions for students identified through the Early Warning System. Monitor attendance data to evaluate the effectiveness of interventions and improve student access to daily instruction.

Action Step #2

Promote a Positive Culture of Attendance

Person Monitoring:

Principal and Assistant Principals

By When/Frequency:

Monthly and Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Promote the importance of daily attendance through schoolwide announcements, positive messaging, the grade-level attendance challenge, ROAR recognition, and quarterly attendance celebrations for students and staff. Monitor schoolwide attendance trends to evaluate the effectiveness of attendance initiatives and celebrate improvements in attendance.

DRAFT

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

DRAFT

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

DRAFT

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

DRAFT

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

DRAFT

Clay County Schools

LAKE SIDE ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority	1
I. School Information	2
A. School Mission and Vision	2
B. School Leadership Team, Stakeholder Involvement and SIP Monitoring	2
C. Demographic Data.....	9
D. Early Warning Systems	10
II. Needs Assessment/Data Review	14
A. ESSA School, District, State Comparison	15
B. ESSA School-Level Data Review	16
C. ESSA Subgroup Data Review	17
D. Accountability Components by Subgroup.....	18
E. Grade Level Data Review.....	21
III. Planning for Improvement.....	22
IV. Positive Learning Environment	32
V. Title I Requirements (optional).....	35
VI. ATSI, TSI and CSI Resource Review	38
VII. Budget to Support Areas of Focus	39

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Lakeside's mission is to work collaboratively with all stakeholders to provide a public education that is motivating, challenging, and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant, and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity, and respect. Through these values, we will maximize student potential and promote individual responsibility.

Provide the school's vision statement

Lakeside Elementary exists to prepare lifelong learners for success in a global and competitive workplace by acquiring applicable life skills.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Dawn Wolfe

dawn.wolfe@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

The principal's duties include working collaboratively with stakeholders to ensure students are receiving high levels of instruction. Responsibilities also include overseeing the school's leadership team, serving as the instructional leader of the school, and providing professional development to

staff based on data and needs. Other duties include communicating with stakeholders, maintaining the budget, and performing other operational functions of the school.

Leadership Team Member #2

Employee's Name

Beth Warner

amanda.warner@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Providing instructional leadership, providing PD to teachers based on data and needs, and working collaboratively with stakeholders to ensure high levels of instruction.

Leadership Team Member #3

Employee's Name

Sandy Damron

sandy.damron@myoneclay.net

Position Title

Intervention Team Facilitator

Job Duties and Responsibilities

Provides input and guidance to promote student achievement by collaborating with teachers and parents regarding student intervention and progress monitoring data.

Leadership Team Member #4

Employee's Name

Amanda Ivins

amanda.ivins@myoneclay.net

Position Title

Kindergarten Team Lead

Job Duties and Responsibilities

As a grade-level team leader, the focus will be on improving student achievement by modeling and supporting effective instructional practices, data analysis practices, parent communication, and overseeing best practices among team members through professional learning communities.

Leadership Team Member #5**Employee's Name**

Corrine Johnson

corrine.johnson@myoneclay.net

Position Title

Kindergarten Team Leader

Job Duties and Responsibilities

As a grade-level team leader, the focus will be on improving student achievement by modeling and supporting effective instructional practices, data analysis practices, parent communication, and overseeing best practices among team members through professional learning communities.

Leadership Team Member #6**Employee's Name**

Mariah Kern

kateri.kern@myoneclay.net

Position Title

1st Grade Team Leader

Job Duties and Responsibilities

As a grade-level team leader, the focus will be on improving student achievement by modeling and supporting effective instructional practices, data analysis practices, parent communication, and overseeing best practices among team members through professional learning communities.

Leadership Team Member #7**Employee's Name**

Katherine Hunt

katherine.hunt@myoneclay.net

Position Title

2nd grade Team Leader

Job Duties and Responsibilities

As a grade-level team leader, the focus will be on improving student achievement by modeling and supporting effective instructional practices, data analysis practices, parent communication, and overseeing best practices among team members through professional learning communities.

Leadership Team Member #8

Employee's Name

Kristal Thomas

kristal.thomas@myoneclay.net

Position Title

3rd Grade Team Leader

Job Duties and Responsibilities

As a grade-level team leader, the focus will be on improving student achievement by modeling and supporting effective instructional practices, data analysis practices, parent communication, and overseeing best practices among team members through professional learning communities.

Leadership Team Member #9

Employee's Name

Jenny Lee

jenny.lee@myoneclay.net

Position Title

4th Grade Team Lead/SAC Co Chair/Title 1 Lead

Job Duties and Responsibilities

Facilitates the development of the SIP and SAC meetings. Provides input and guidance to promote student achievement by collaborating with teachers and parents regarding student intervention and progress monitoring data.

Leadership Team Member #10

Employee's Name

Bryan Corless

bryan.corless@myoneclay.net

Position Title

5th Grade Team Leader

Job Duties and Responsibilities

As a grade-level team leader, the focus will be on improving student achievement by modeling and

supporting effective instructional practices, data analysis practices, parent communication, and overseeing best practices among team members through professional learning communities.

Leadership Team Member #11

Employee's Name

Amanda Davis

amanda.davis@myoneclay.net

Position Title

6th Grade Team Leader

Job Duties and Responsibilities

As a grade-level team leader, the focus will be on improving student achievement by modeling and supporting effective instructional practices, data analysis practices, parent communication, and overseeing best practices among team members through professional learning communities.

Leadership Team Member #12

Employee's Name

Christy Loveland

christine.loveland@myoneclay.net

Position Title

ESE Team Leader

Job Duties and Responsibilities

As a grade-level team leader, the focus will be on improving student achievement by modeling and supporting effective instructional practices, data analysis practices, parent communication, and overseeing best practices among team members through professional learning communities.

Leadership Team Member #13

Employee's Name

Chad Perry

chad.perry@myoneclay.net

Position Title

Resource Team Leader

Job Duties and Responsibilities

As a grade-level team leader, the focus will be on improving student achievement by modeling and supporting effective instructional practices, data analysis practices, parent communication, and

overseeing best practices among team members through professional learning communities.

Leadership Team Member #14

Employee's Name

Lidia DeAngelo

lidia.deangelo@myoneclay.net

Position Title

Intervention Team Facilitator

Job Duties and Responsibilities

Provides input and guidance to promote student achievement by collaborating with teachers and parents regarding student intervention and progress monitoring data.

Leadership Team Member #15

Employee's Name

Tara Bunn

tara.bunn@myoneclay.net

Position Title

Title 1 Lead/SAC Co Chair

Job Duties and Responsibilities

Facilitates the development of the SIP and SAC meetings. Provides input and guidance to promote student achievement by collaborating with teachers and parents regarding student intervention and progress monitoring data.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The stakeholders are comprised of the administration, teachers, parents, and the SAC team. The stakeholders collaborate to create the School Improvement Plan. School-wide data is shared and discussed. The needs and areas of improvement guide the development of the plan. The SAC team

meets quarterly to analyze and share data. The first quarter meeting is to review the current data from Progress Monitoring 1, if available at that time, review the current year's School Improvement Plan, review the Title 1 plan, and discuss any other pertinent information. Quarter 2 and 3 meetings are held to discuss current data, progress toward school improvement goals, Title 1 goals, and any other important information. The last meeting of the year is held in May. During this meeting, goals are established for the next school year that will be included in this plan based on PM 3 data.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The school improvement plan will be monitored by several school groups throughout the year. The admin team will monitor the goals of the SIP every quarter using school progress monitoring data. Progress towards these goals will also be monitored through classroom walkthroughs. The school-based leadership team will also be responsible for monitoring progress toward established goals using assessment data every quarter. As the plan is being monitored, if necessary, changes need to take place; the admin team, the school-based leadership team, and the SAC team will work collaboratively to make those changes.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	94.5%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: B 2023-24: B 2022-23: B 2021-22: A

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	77	94	79	104	103	107	105			669
Absent 10% or more school days	20	21	18	19	16	20	12			126
One or more suspensions	6	1	8	4	7	15	10			51
Course failure in English Language Arts (ELA)						1				1
Course failure in Math						1	2			3
Level 1 on statewide ELA assessment	7	24	16	11	24	25	9			116
Level 1 on statewide Math assessment	1	12	14	10	17	19	2			75
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	3	1	5	8	17	24	9			67
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		6	4	6	8	5	1			30

Current Year 2026-27

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	6	9	14	11	15	15	4			74

Current Year 2026-27

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	4	1	0	6	1	0	0			12
Students retained two or more times										0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	91	81	97	113	101	106	114			703
Absent 10% or more school days	24	21	19	20	18	17	29			148
One or more suspensions	2	6	6	5	12	16	10			57
Course failure in English Language Arts (ELA)				3	1					4
Course failure in Math							3			3
Level 1 on statewide ELA assessment	8	21	18	17	23	36	14			137
Level 1 on statewide Math assessment	4	21	18	17	23	36	14			133
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	4	37	36	23	23					123
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)			1	1						2

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	18	12	11	29	26	34	9			139

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	2	1	4						8
Students retained two or more times				1						1

DRAFT

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.

DRAFT

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

DRAFT

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026		2025		2024	
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	63	66	62	53	63	59
Grade 3 ELA Achievement	62	66	61	51	66	59
ELA Learning Gains	61	63	63	59	62	60
ELA Lowest 25th Percentile	59	60	58	52	60	56
Math Achievement*	73	69	66	64	67	64
Math Learning Gains	77	69	64	67	65	63
Math Lowest 25th Percentile	67	58	50	58	57	51
Science Achievement	62	67	62	47	62	58
Social Studies Achievement*			95			92
Graduation Rate						
Middle School Acceleration						
College and Career Acceleration						
Progress of ELLs in Achieving English Language Proficiency (ELP)						

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						66%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						524
Total Components for the FPPI						8
Percent Tested						100%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
66%	58%	56%	60%	58%	63%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	46%	No		
English Language Learners	55%	No		
Black/African American Students	62%	No		
Hispanic Students	59%	No		
Multiracial Students	77%	No		
White Students	66%	No		
Economically Disadvantaged Students	62%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	63%	62%	61%	59%	73%	77%	67%	62%					
Students With Disabilities	32%	47%	58%	48%	34%	61%	71%	18%					
English Language Learners	46%		54%	40%	68%	67%							
Black/African American Students	48%		58%	62%	63%	73%	67%	60%					
Hispanic Students	56%	35%	53%	56%	71%	81%	75%	47%					
Multiracial Students	72%		73%		79%	82%							
White Students	67%	73%	63%	54%	75%	74%	58%	67%					
Economically Disadvantaged Students	58%	60%	57%	54%	68%	74%	68%	53%					

Page 1106 of 2426

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%

Page 1107 of 2426

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%

Page 1108 of 2426

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	59%	65%	-6%	60%	-1%
ELA	4	57%	64%	-7%	60%	-3%
ELA	5	51%	60%	-9%	61%	-10%
ELA	6	75%	72%	3%	62%	13%
Math	3	66%	69%	-3%	66%	0%
Math	4	63%	65%	-2%	65%	-2%
Math	5	64%	61%	3%	62%	2%
Math	6	91%	70%	21%	60%	31%
Science	5	58%	66%	-8%	60%	-2%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

Our data shows growth across multiple subject areas this year, but our single largest increase was in Science, which achieved an outstanding 14-point jump.

Close behind, we also saw double-digit growth in Grade 3 ELA Proficiency and Math Lower Quartile Gains, both improved by 11 points, while Math Learning Gains rose by 10 points. Our overall achievement also reflected this upward trajectory, with Overall ELA Proficiency Gains and Math Overall Achievement both climbing by 9 points.

These significant improvements were reached by focusing on strong Tier 1 Instruction, data-driven grade-level collaboration, and for students who required extra support, rigorous monthly progress monitoring.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

While we are encouraged that none of our data points suffered a decline this year, our areas of lowest growth were centered on school-wide literacy. Specifically, Overall ELA Gains showed the lowest performance with only 2 points of growth, followed closely by our ELA Lower Quartile, which saw only 3 points of growth.

When analyzing these trends alongside our successes—such as the 11-point leap in 3rd-grade ELA proficiency—a clear trend emerges: our primary literacy interventions successfully impacted our youngest testers, but that momentum did not scale evenly across all grade levels or deeply enough into our lowest-performing 25% of students. While our Tier 1 instructional focus lifted baseline proficiency, our school-wide intensive reading interventions were stretched thin across upper-grade levels due to scheduling and personnel issues. This limited the targeted, small-group time necessary to move the needle for students who were already significantly behind.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Our primary area of concern from the prior year is centered on our Second Grade performance, which experienced notable drops in both core subjects.

The greatest single decline was in Second Grade ELA Proficiency, which dropped 16 points (falling from 63% to 47% proficient). We also experienced a significant setback in Second Grade Math, which declined by 9 points (dropping from 65% to 56% proficient).

Better behavior plans were needed in classrooms. There was not enough time planned for the practice and instruction in phonics. The data was not analyzed effectively and promptly. Gaps were not caught earlier, and interventions should have started sooner. PLC time could have been used more effectively to guide small group instruction in order to close gaps.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

When compared to state performance scores, our largest variance was in Fifth Grade ELA, which showed a -10% difference from the state average. The 10% gap indicates a clear trend: while our students may master basic reading skills in earlier grades, they faced a hurdle when transitioning to the high-level critical thinking and stamina required by fifth-grade state standards. A new ELA Curriculum was in place for this school year, and teachers are still learning how to use the curriculum to best meet the needs of the students.

Additionally, we identified a notable gap in our primary math data, with Second Grade Math reflecting an -8% difference from the state average. Tier 1 instruction did not mirror the rigorous depth of knowledge that was required for students to be successful on the state assessment.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Reflecting on the EWS data, the following are areas of concern:

Number of Level 1 students in 4th and 5th grade - ELA

Number of students with potential Reading Deficiency in 4th and 5th grade

The climate survey shows that only 41% of 4th-6th graders agree that they like coming to school every day.

The climate survey shows that only 46.1% of 4th-6th grades agree that the behaviors in their classes are appropriate and allow their teacher to teach.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Overall ELA Proficiency

ELA Gains for the BQ in ELA and Math

2nd grade ELA Proficiency

Positive Learning environment - improving the percentage of students who like coming to school every day

DRAFT

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

This area of focus will be strengthening Tier 1 instruction in ELA across grades 3-6. Tier 1 represents the core, standards-aligned reading curriculum that every student receives daily. By focusing on this area, we aim to ensure that daily core lessons are highly rigorous, explicitly taught, and aligned with state standards. Also, by strengthening Tier 1 instruction, it ensures that fewer students require intensive interventions later on. It also creates an equitable learning environment where all students can access a high-level curriculum.

While our most recent data shows an increase in overall ELA proficiency, a look at our three-year ELA proficiency reveals a historical lack of consistency. A 62% proficiency rate still leaves nearly 40% of our students in 3-6 grade reading below grade level. To prevent future dips and ensure that our recent gains become a permanent upward trend, we need to focus on Tier 1 instructional practices.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the 26-27 school year, Overall ELA Proficiency as demonstrated on the FAST PM 3 Assessment will increase from 62% to 65%. More specifically, the following outcomes will be achieved:

Grade 3 - 59% to 65%

Grade 4 - 57% to 62%

Grade 5 - 51% to 56%

Grade 6 - 75% to 80%

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach

the desired outcome.

Progress towards the desired outcome will be measured through:

- Monthly School-Based Leadership Team to review Tier 1 and Progress Monitoring Data
- Weekly Classroom walkthroughs to ensure benchmark-aligned, rigorous instruction is taking place
- Quarterly Grade Level Data Chats
- Weekly PLCs to inform ongoing instruction and maximize achievement

Person responsible for monitoring outcome

Dawn Wolfe - Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Explicit and Systematic instruction is provided to students to increase academic progress and address learning gaps.

Rationale:

Direct and explicit teaching involves a teacher modeling and providing explanations of the specific strategies students are learning, giving guided practice and feedback on the use of the strategies, and promoting independent practice to apply the strategies.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Implement Weekly Data-Driven PLCs

Person Monitoring:

Dawn Wolfe/Beth Warner

By When/Frequency:

Weekly (throughout school year)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Grade-level teams will meet weekly to analyze student work, review formative data, identify trends, plan small-group instruction, and review progress-monitoring data for students at risk. Teachers will collaborate to intentionally plan for Tier 1 lessons. Administration will review PLC agendas, minutes, and planning documents.

Action Step #2

Professional Learning**Person Monitoring:**

Dawn Wolfe/Beth Warner

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

School-based professional learning will be facilitated monthly in the format of whole-group sessions. Professional learning will be centered around student engagement strategies and the Science of Learning. To ensure this professional learning translates into action, Admin will monitor through targeted walk-throughs using a school-specific walkthrough indicator that is directly tied to this learning.

Action Step #3

Monthly School-Based Leadership Team Meetings

Person Monitoring:

Dawn Wolfe/School Based Leadership Team

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The SBLT will meet monthly to review the walkthrough data to look for implementation of the monthly professional learning. The team will also review school-level data to determine trends and make instructional adjustments to meet student needs.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Intervention**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Targeted ELA and Math Tier 1 interventions will be implemented for students in grades 3-6th based on individual needs. The focus will be on students in the Bottom Quartile. Inconsistent academic growth of students in the bottom quartile has occurred over the last several years. Without consistent growth, these students fall progressively further behind their peers each year, making future grade-level content increasingly inaccessible.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Prior data indicates inconsistent growth in the learning gains of Bottom Quartile students in Math and Reading. Learning gains of the Bottom Quartile in ELA dropped from 59% to 52% in the 24-25 school year. They increased slightly in the 25-26 school year to 55%. In Math, there was a significant drop from 63% to 58% in the 24-25 school year. It increased to 69% in the 25 -26 school year. We will

focus on increasing Bottom Quartile Learning gains in Math and Reading during the 26-27 school year. The goal will be to increase ELA Bottom Quartile Learning gains from 55% to 60%, and in Math, 69% to 72%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Progress towards the desired outcomes will be monitored through a variety of ways. Bottom Quartile students in Reading and Math will be identified at the beginning of the year, and their academic progress will be monitored by the grade level and the School-Based Leadership Team. PLC teams will monitor and analyze data from multiple sources. The data will be used by the grade-level PLC teams to inform ongoing instructional adjustments and targeted support throughout the school year to maximize student academic growth.

Person responsible for monitoring outcome

Administration

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Explicit and Systematic instruction is provided to students to increase academic progress and address learning gaps.

Rationale:

Direct and explicit teaching involves a teacher modeling and providing explanations of the specific strategies students are learning, giving guided practice and feedback on the use of the strategies, and promoting independent practice to apply the strategies.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Identification of our Bottom Quartile students in Reading and Math in grades 3rd-6th

Person Monitoring:

Administration

By When/Frequency:

September

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

At the beginning of the year, teachers in 3rd -6th grade will be provided with a list of their Bottom Quartile students. These students will be identified so that teachers can begin to develop intentional instructional plans to support their specific areas of need. The names of these students will be housed on one spreadsheet so that their data can be tracked and monitored. During grade-level PLCs, these students will be discussed. The progress of these students will also be discussed monthly during the School-Based Leadership Team Meetings.

Action Step #2

Small group and/or individual instruction

Person Monitoring:

Administration

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Targeted ELA and Math Tier 1 interventions will be implemented for students in grades 3rd-6th. Teachers will utilize the Tier 1 intervention materials from the county-adopted ELA Curriculum. Math Interventions will be aligned to grade-level benchmarks. High leverage practices and intentional planning to meet the needs of these students will also be utilized to increase student achievement. Progress monitoring data of this group of students will be tracked through a spreadsheet. This data will be analyzed during grade-level PLCs and monthly school-based leadership meetings to assess progress.

Action Step #3

Data Meetings/Monitoring

Person Monitoring:

Administration/Grade level teachers

By When/Frequency:

weekly/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Data from these students, including grades, progress monitoring, FAST, and classroom work, will be analyzed weekly and monthly to ensure that this group of students is making academic progress. Data will be monitored weekly through grade-level PLCs and monthly during School-Based Leadership meetings.

Action Step #4

Professional Learning

Person Monitoring:

Administration

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

School-based professional learning will be facilitated monthly in the format of whole-group sessions. Professional learning will be centered around student engagement strategies and the Science of Learning. To ensure this professional learning translates into action, Admin will monitor through targeted walk-throughs using a school-specific walkthrough indicator that is directly tied to this learning.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Lakeside has been identified as an RAISE school regarding 2nd-grade ELA proficiency scores. State Assessment data shows that only 47% of 2nd-grade students scored a Level 3 or above. Students need to have the necessary skills in place to become proficient readers and to comprehend instructional material. Students also need to be able to use critical thinking skills to comprehend the material that is being used in the content areas.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Data from the 25-26 school year shows that only 47% of 2nd-grade students scored at a Level 3 or above. The goal will be to increase that percentage for the 26-27 school year to 55% proficient.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Students will be screened at the beginning of the year using Acadience, and that data will be used as a baseline to determine growth. This screener will also be given two other times during the school year to monitor progress. Progress monitoring through the STAR ELA assessment will also be used to track the data for this grade level. Students who score well below and below the benchmark on either assessment will be targeted for additional support.

Person responsible for monitoring outcome

Administration/2nd grade teachers/Intervention Team Facilitator

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Students who require additional support will receive differentiated small group instruction in conjunction with whole group instruction. Tier 1 Intervention materials from the Benchmark Advance Reading series will be used to provide additional support to identified students.

Rationale:

With increased academic support, identified students should make academic growth.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Targeted Small group instruction during the ELA Block

Person Monitoring:

Administration

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers in 2nd grade will develop small groups based on assessment and screening data. The groups will address the specific reading needs of each student. It will involve the identification of specific reading deficiencies so that the instruction can be tailored to those needs. Explicit systematic instruction with a variety of instructional strategies will be used to close learning gaps. Progress will be monitored through Acadience, STAR, and classroom performance data.

Action Step #2

Professional Learning

Person Monitoring:

Administration

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

School-based professional learning will be facilitated monthly in the format of whole-group sessions. Professional learning will be centered around student engagement strategies and the Science of Learning. Professional learning will also be centered on how to effectively use the Tier 1 Benchmark Advance ELA Intervention materials so that student deficiencies in the area of reading are addressed. To ensure this professional learning translates into action, Admin will monitor through targeted walk-throughs using a school-specific walkthrough indicator that is directly tied to this learning.

Action Step #3

Data Meetings/Monitoring

Person Monitoring:

Administration

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Data from 2nd-grade students, including grades, progress monitoring, FAST, and classroom work, will be analyzed weekly and monthly to ensure that this group of students is making academic progress. Data will be monitored weekly through grade-level PLCs and monthly during School-Based Leadership meetings.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The school climate survey given to fourth through sixth graders reported that only 46% of those students liked coming to school. This means that more than half of the students in those grade levels feel disconnected or unmotivated by the school environment. 38% of students feel that classroom behaviors are appropriate and allow teachers to teach. When 62% of students perceive their learning environment as disrupted, it indicates that instructional time is being heavily compromised by behavioral issues. Both of these data points directly impact academic achievement and student well-being.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By May of 2027, the percentage of students responding favorably to “ I like coming to school” will increase from 46% to 55%. Positive responses to

“ Behaviors in my classes are appropriate and allow teachers to teach” will increase from 38% to 50% by May 2027.

Our school walk through indicator will monitor student engagement in lessons. Since this is a new tool, we do not have previous data to support it, but our goal is to have an outcome of 60% active student engagement by May 2027. This data will also report a decrease in ODRs and an increase in students wanting to come to school.

ODRs will decrease from 118 to 100 by the end of the school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

During weekly Admin meetings, leadership will monitor walkthrough data and the school-specific walkthrough indicator to see what percentage of student engagement is happening.

PBIS team, SBLT, and Admin will monitor ODRs to examine trends and look for areas of concern. Conduct Quarterly Pulse Checks: Use brief, anonymous 3-question digital surveys every quarter to

monitor student perceptions of safety, behavior, and belonging. Students in grades 4th-6th will respond to the Pulse checks.

Person responsible for monitoring outcome

Administration

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Lakeside staff will design a safe and engaging environment, establish positive connections, and build student/teacher relationships so that students want to attend Lakeside Elementary and feel connected to their school.

Rationale:

Children who feel safe, welcome and connected to their school will want to attend. Fostering high expectations of success has an effect size of 1.44(Hattie)

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Increase of student engagement during classroom instruction

Person Monitoring:

Administration

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will implement the instructional priority by providing lessons that foster student engagement, provide opportunities for student ownership, allow for student collaboration, and student application of learning to tasks that require critical thinking.

Administration will monitor this by the use of the walkthrough tool.

Action Step #2

Professional Development

Person Monitoring:

Administration

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

Monthly whole-group professional development will be provided on engagement strategies and the science of learning. Impact will be monitored through data gathered through the walkthrough tool.

Action Step #3

Data Reviews

Person Monitoring:

Administration/SBLT/PBIS Team

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action**step:**

Meetings will be held monthly to review the school-specific walkthrough indicator, along with quarterly pulse checks to determine the impact of professional development on engagement. Data will also be used to examine positive behavior systems in place and school-wide expectations. Gaps in the data will indicate if supports need changing, adjusting, and/or the addition of other supports.

DRAFT

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

DRAFT

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

DRAFT

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

DRAFT

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

DRAFT

Clay County Schools

LAKE SIDE JUNIOR HIGH SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority	1
I. School Information	2
A. School Mission and Vision	2
B. School Leadership Team, Stakeholder Involvement and SIP Monitoring	2
C. Demographic Data.....	6
D. Early Warning Systems	7
II. Needs Assessment/Data Review	10
A. ESSA School, District, State Comparison	11
B. ESSA School-Level Data Review	12
C. ESSA Subgroup Data Review	13
D. Accountability Components by Subgroup.....	14
E. Grade Level Data Review.....	17
III. Planning for Improvement.....	18
IV. Positive Learning Environment	24
V. Title I Requirements (optional).....	26
VI. ATSI, TSI and CSI Resource Review	29
VII. Budget to Support Areas of Focus	30

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Lakeside Junior High School exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

Provide the school's vision statement

Lakeside Junior High School is dedicated to providing a safe physical environment so that each student can obtain the tools necessary to be successful in the twenty-first century. This is accomplished by establishing high positive expectations, mutual self-respect among students and staff, and community involvement to enable students to become confident, self-directed, life-long learners.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Laura Mayberry

laura.mayberry@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Assists the principal as a leader of all instructional, operational, and cultural components of Lakeside Junior High. Manages all aspects of the academic and behavioral success of students in 7th grade.

Leadership Team Member #2

Employee's Name

Dustin James

dustin.james@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

Leader of all instructional, operational, and cultural components of Lakeside Junior High. Manages all budgetary items and well as all personnel.

Leadership Team Member #3

Employee's Name

Justin Jones

justin.jones@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Assists the principal as a leader of all instructional, operational, and cultural components of Lakeside Junior High. Manages all aspects of academic and behavioral success of students in 8th grade.

Leadership Team Member #4

Employee's Name

Sherry Bumpers

sherry.bumpers@myoneclay.net

Position Title

Teacher, ELA Department Head

Job Duties and Responsibilities

Teacher will lead their department's Content PLCs, gather data, and participate in the monthly school-based leadership teams meetings.

Leadership Team Member #5

Employee's Name

Jennifer Williams

jennifer.williams@myoneclay.net

Position Title

Teacher, Math Department Head

Job Duties and Responsibilities

Teacher will lead their department's Content PLCs, gather data, and participate in the monthly school-based leadership teams meetings.

Leadership Team Member #6

Employee's Name

Position Title

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #7

Employee's Name

Jonathan Jones

jonathan.jones@myoneclay.net

Position Title

Teacher, Science Department Head

Job Duties and Responsibilities

Teacher will lead their department's Content PLCs, gather data, and participate in the monthly school-based leadership teams meetings.

Leadership Team Member #8

Employee's Name

Andrew Thomasson

andrew.thomasson@myoneclay.net

Position Title

Teacher, Social Studies Department Head

Job Duties and Responsibilities

Teacher will lead their department's Content PLCs, gather data, and participate in the monthly school-based leadership teams meetings.

Leadership Team Member #9

Employee's Name

Jaime Salem

jamison.salem@myoneclay.net

Position Title

Teacher/Support Facilitator, ESE Department Head

Job Duties and Responsibilities

Teacher will collect and monitor data on ESE students, meet with departments as needed during Content PLCs, and participate in monthly school-based leadership team meetings.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

We will use the School Advisory Council, including teachers, support staff, parents, and community members to gain input from all stakeholders.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Data will be collected throughout the year, and we will discuss updates at our monthly school-based leadership meetings and our weekly administrative team meetings. At any time, if the SIP needs to be revised, we will make those changes to ensure continuous improvement.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 6-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	56.2%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: A 2023-24: A 2022-23: A 2021-22: A

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment								392	392	784
Absent 10% or more school days								76	87	163
One or more suspensions								79	54	133
Course failure in English Language Arts (ELA)								19	2	21
Course failure in Math								9	8	17
Level 1 on statewide ELA assessment								54	46	100
Level 1 on statewide Math assessment								47	38	85
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2026-27

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators								48	38	86

Current Year 2026-27

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year								0	0	0
Students retained two or more times								0	0	0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment								410	451	861
Absent 10% or more school days								74	98	172
One or more suspensions								62	74	136
Course failure in English Language Arts (ELA)								6	3	9
Course failure in Math								10	2	12
Level 1 on statewide ELA assessment								53	54	107
Level 1 on statewide Math assessment								37	21	58
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators								27	28	55

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year									1	1
Students retained two or more times									1	1

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

DRAFT

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

DRAFT

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	67	64	62	65	63	58	64	61	53
Grade 3 ELA Achievement			19			27			21
ELA Learning Gains	59	58	61	61	58	59	56	57	56
ELA Lowest 25th Percentile	52	50	53	54	51	52	54	47	50
Math Achievement*	80	72	65	79	74	63	76	72	60
Math Learning Gains	55	60	62	61	60	62	56	60	62
Math Lowest 25th Percentile	62	53	57	69	58	57	61	57	60
Science Achievement	69	64	57	67	62	54	74	64	51
Social Studies Achievement*	85	86	77	87	85	73	90	83	70
Graduation Rate									
Middle School Acceleration	71	75	82	66	64	77	66	61	74
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					65	53		56	49

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						67%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						600
Total Components for the FPPI						9
Percent Tested						98%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
67%	69%	66%	73%	69%	67%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	49%	No		
English Language Learners	41%	No		
Asian Students	72%	No		
Black/African American Students	53%	No		
Hispanic Students	61%	No		
Multiracial Students	68%	No		
White Students	70%	No		
Economically Disadvantaged Students	62%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	67%		59%	52%	80%	55%	62%	69%	85%	71%			
Students With Disabilities	41%		47%	45%	56%	51%	56%	39%	71%	35%			
English Language Learners	27%		51%	53%	57%	51%	55%	13%	38%	27%			
Asian Students	69%		75%		94%	50%							
Black/African American Students	52%		51%	45%	63%	53%	52%	45%	72%	46%			
Hispanic Students	60%		58%	57%	73%	57%	56%	61%	74%	55%			
Multiracial Students	74%		65%	58%	81%	49%	45%	76%	96%	71%			
White Students	71%		60%	49%	85%	57%	69%	75%	91%	77%			
Economically Disadvantaged Students	58%		57%	56%	74%	53%	56%	61%	82%	58%			

Page 1144 of 2426

28/2026

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	65%		61%	54%	79%	61%	69%	67%	87%	66%			85%
Students With Disabilities	37%		48%	43%	50%	61%	66%	35%	61%	27%			
English Language Learners	45%		63%	68%	65%	49%	63%	77%	71%	58%			85%
Asian Students	75%		53%		100%	67%			92%	83%			
Black/African American Students	48%		56%	51%	61%	56%	68%	50%	80%	47%			
Hispanic Students	62%		59%	51%	81%	59%	74%	68%	85%	69%			83%
Multiracial Students	62%		66%	63%	78%	58%	63%	63%	88%	67%			
White Students	70%		62%	54%	82%	63%	69%	69%	89%	68%			
Economically Disadvantaged Students	56%		58%	55%	72%	60%	66%	57%	83%	56%			82%

Page 1145 of 2426

Page 15 of 31

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%

Page 16 of 31

Page 1146 of 2426

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	7	64%	62%	2%	62%	2%
ELA	8	66%	61%	5%	60%	6%
Math	7	59%	50%	9%	53%	6%
Math	8	75%	71%	4%	61%	14%
Science	8	68%	61%	7%	52%	16%
Civics	7	95%	95%	0%	77%	18%
Civics	8	82%	82%	0%	75%	7%
Algebra	7	100%	99%	1%	96%	4%
Algebra	8	93%	93%	0%	84%	9%
Geometry	8	100%	98%	2%	95%	5%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

We saw a 4-point increase in Middle School Acceleration. This was achieved through more strategic scheduling.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ELA Lower Quartile Learning Gains

Of our students who scored a Level 1 in the previous year, 58% made a learning gain. However, out of those who scored a Level 2 the previous year, only 47% made a gain. An increased focus on our students who scored a Level 1 may have led to missed opportunities in moving our students who scored a Level 2.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Math Lower Quartile Learning Gains

Our ELL students lagged behind their peers in terms of learning gains. Our SWD students made gains at the same rate as their non-SWD peers. We had one teacher whose students performed significantly better than those of other teachers, underscoring the need for more collaboration in our Content PLCs.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

We were above the state average in all proficiency components. The largest positive gap (not counting Algebra & Geo) was 8th Grade Science. We were 16 points above the state average.

We were 14 points above the state average in 8th Grade Math.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

In 2024-2025, we had 55 students with 2 or more early warning indicators. In 2025-2026, that number increased to 86.

The number of students who scored a Level 1 on their math assessment increased from 58 to 85.

We also saw a small increase in the number of students who failed their Math course (12 to 17) or ELA course (9 to 21).

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

- Engaging the invisible student
- Student Accountability
- Engagement with the standards in mind
- Using all 50 minutes effectively

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Learning Gains in Reading

This was selected because Reading is a crucial aspect of every content area. The data support that Learning Gains in Reading declined by 2% in the 2025-2026 school year. LQ Learning gains also dropped by 2%.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

2025-2026 Reading Learning Gains dropped from 61% to 59%.

Walkthrough data will show a 20% increase in indicators C.2 (Rigorous tasks allow students to demonstrate the success criteria and achieve the learning target) and T.1 (Frequent checks for understanding take place throughout the lesson with corrective feedback when necessary) in all core content classrooms. By May 2027, the % of students making a learning gain will increase from 59% to 62%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

PM1/2/3 Data - Data will be monitored in 2026-2027 to gauge the effectiveness of strategies implemented to increase Reading Learning Gains. Data will be shared with teachers so that continual pivots can be made to make for the most effective teaching practices.

Person responsible for monitoring outcome

Dustin James

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Teacher Actions

Person Monitoring:

Dustin James

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will meet twice a month during their Content PLCs to discuss data from common assessments.

Teachers will participate in professional development around Total Participation Techniques and implement them in their classrooms to increase student participation. We have chosen to use the Cognitive Engagement Model as our site-specific indicator for 2026-2027, so teachers will receive feedback after every classroom walkthrough regarding student participation in the assigned task, as well as the cognitive level of the task. Increased participation will give teachers more information about the gaps in students' knowledge.

Action Step #2

Professional Development

Person Monitoring:

Laura Mayberry

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional learning will be provided once a month via Whole Group PLCs. The focus will be on model teachers sharing their best practices using Total Participation Techniques.

Action Step #3

Leadership Team Actions

Person Monitoring:

Dustin James

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

School-based Leadership Team meetings will be held monthly to reflect on data provided by each department head, along with PM1 and PM2 data.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Lower Quartile Learning Gains

This was selected because our biggest drop from 2024-2025 to 2025-2026 was in lower quartile learning gains.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

ELA dropped from 54% in 2024-2025 to 52% in 2025-2026. Math dropped from 69% in 2024-2025 to 62% in 2025-2026.

Walkthrough data will show a 20% increase in indicators C.2 (Rigorous tasks allow students to demonstrate the success criteria and achieve the learning target) and T.1 (Frequent checks for understanding take place throughout the lesson with corrective feedback when necessary) in all core content classrooms. By May 2027, the % of lower quartile students making a learning gain will increase from 52% to 55% in ELA and increase from 62% to 67% in math.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

PM1/2/3 Data - Data will be monitored in 2026-2027 to gauge the effectiveness of strategies implemented to increase Lower Quartile Learning Gains. Data will be shared with teachers so that continual pivots can be made to make for the most effective teaching practices.

Person responsible for monitoring outcome

Laura Mayberry

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Teacher Actions

Person Monitoring:

Laura Mayberry

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will meet twice a month during their Content PLCs to discuss data from common assessments.

Teachers will participate in professional development around Total Participation Techniques and implement them in their classrooms to increase student participation. We have chosen to use the Cognitive Engagement Model as our site-specific indicator for 2026-2027, so teachers will receive feedback after every classroom walkthrough regarding student participation in the assigned task, as well as the cognitive level of the task. Increased participation will give teachers more information about the gaps in students' knowledge.

Action Step #2

Professional Development

Person Monitoring:

Laura Mayberry

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional learning will be provided once a month via Whole Group PLCs. The focus will be on model teachers sharing their best practices using Total Participation Techniques.

Action Step #3

Leadership Team Actions

Person Monitoring:

Dustin James

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

School-based Leadership Team meetings will be held monthly to reflect on data provided by each department head, along with PM1 and PM2 data.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

163 out of 784 students were absent for 10% or more of the school year in 2025-2026. This missed instructional time resulted in learning gaps that were significant for our lower quartile math and ELA students.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

In 2025-2026, 76 of our 7th graders were absent for 10% or more of the year. Our goal is to reduce their absences in 2026-2027 through interventions including phone calls home, and individual meetings with counselors, case managers (for SWDs), and/or our administrative team.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

We will track these students and discuss them at our monthly school -based leadership team meetings.

Person responsible for monitoring outcome

Justin Jones

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the

evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:**Rationale:****Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Teacher Actions

Person Monitoring:

Justin Jones

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will make phone calls home when students have had excessive unexcused absences. Teachers will increase their implementation of Total Participation Techniques to create a more engaging classroom where students feel connected to the teacher, their peers, and the school.

Action Step #2

Data Team Meetings

Person Monitoring:

Justin Jones

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Data meetings will be held monthly to reflect on how the phone calls home and intervention meetings are impacting attendance.

Action Step #3

Professional Learning

Person Monitoring:

Justin Jones

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional learning will be provided once a month via Whole Group PLCs. As part of these meetings, teachers will share strategies that they have used to improve student attendance.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

DRAFT

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

DRAFT

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

DRAFT

Clay County Schools

MCRAE ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority	1
I. School Information	2
A. School Mission and Vision	2
B. School Leadership Team, Stakeholder Involvement and SIP Monitoring	2
C. Demographic Data.....	5
D. Early Warning Systems	6
II. Needs Assessment/Data Review	10
A. ESSA School, District, State Comparison	11
B. ESSA School-Level Data Review	12
C. ESSA Subgroup Data Review	13
D. Accountability Components by Subgroup.....	14
E. Grade Level Data Review.....	17
III. Planning for Improvement.....	18
IV. Positive Learning Environment	28
V. Title I Requirements (optional).....	31
VI. ATSI, TSI and CSI Resource Review	35
VII. Budget to Support Areas of Focus	36

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Our mission is to foster a supportive and inclusive community that engages every student in a journey of lifelong learning. By cultivating a growth mindset, we empower our students to become resilient problem solvers and critical thinkers. Together, we strive to develop the skills and character necessary for our students to make a greater impact on the world.

Provide the school's vision statement

Our vision is to empower a community of lifelong learners who are equipped to reach their full potential in a constantly changing world.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Tammy Winkler

Tamera.winkler@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

Tammy Winkler is the instructional leader of the school. In her role, she communicates goals and strategies for attaining school goals and provides a support system for improving the knowledge and skill set of every teacher and assistant at the school.

Leadership Team Member #2

Employee's Name

Ashley Kibler

ashley.kibler@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Ashley Kibler is an instructional leader of the school. In her role, she communicates goals and strategies for attaining school goals and provides a support system for improving the knowledge and skill set of every teacher and assistant at the school.

Leadership Team Member #3

Employee's Name

Alexandra Scamahorn

Alexandra.scamahorn@myoneclay.net

Position Title

Reading Coach/Title 1 Lead

Job Duties and Responsibilities

Alex Scamahorn is the instructional leader for our school. She serves as a liaison between teachers and administration to improve instructional practices and provides resources to help teachers support students to reach proficiency. She provides coaching opportunities to teachers to provide strong instruction and ensure mastery grade level standards.

Leadership Team Member #4

Employee's Name

Tara Lybarger

tara.lybarger@myoneclay.net

Position Title

Math Coach

Job Duties and Responsibilities

Tara Lybarger is the instructional leader for our school. She serves as a liaison between teachers and administration to improve instructional practices and provides resources to help teachers support students to reach proficiency. She provides coaching opportunities to teachers to provide strong

instruction and ensure mastery grade level standards.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Advisory Council was involved in the SIP development process, as well as community leaders. SAC evaluates our school goals, our parent engagement plan, and our budget. Business/Community leaders are involved in our parent engagement events. SAC and business leaders provide feedback on our school goals and events. They make suggestions on how we can improve these aspects of our school including what we can add to make our school more effective when it comes to meeting the needs of students.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The SIP will be monitored for effective implementation by analyzing our data on a regular basis. Every quarter, the school leadership team and teachers will evaluate data to determine whether students, particularly students with the greatest achievement gap, are making adequate progress in reading and math. Data used will include FAST progress monitoring, Acadience assessments, and common assessments/exit tickets. SAC will also monitor the implementation by examining data at meetings. This data will include academic, behavior, and attendance reports.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: A 2023-24: A 2022-23: A 2021-22: B

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	72	83	80	89	86	82	74			566
Absent 10% or more school days	19	16	10	17	17	13	12			104
One or more suspensions	6	10	11	3	8	15	16			69
Course failure in English Language Arts (ELA)	5	0	2	5	0	0	2			14
Course failure in Math	3	0	0	0	0	0	0			3
Level 1 on statewide ELA assessment	4	22	6	16	11	10	8			77
Level 1 on statewide Math assessment	17	20	22	24	31	19	6			139
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	11	4	7	6	8	2			38
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	11	4	7	6	8	2			38

Current Year 2026-27

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	11	12	10	17	13	10	6			79

Current Year 2026-27

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	4	6	3	7	0	0	0			20
Students retained two or more times										0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	70	74	77	83	73	66	63			506
Absent 10% or more school days	17	15	15	17	11	15	8			98
One or more suspensions	5	5	42	10	9	5	17			93
Course failure in English Language Arts (ELA)	2	3								5
Course failure in Math	3	2					1			6
Level 1 on statewide ELA assessment	1	8	22	13	6	8	6			64
Level 1 on statewide Math assessment	11	9	15	9	11	6	3			64
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)				13						13
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	10	9	19	17	14	6	7			82

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1			2						3
Students retained two or more times										0

DRAFT

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.

DRAFT

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

DRAFT

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026		2025		2024				
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†			
ELA Achievement*	59	66	62	68	63	59	63	62	57
Grade 3 ELA Achievement	56	66	61	65	66	59	66	65	58
ELA Learning Gains	53	63	63	65	62	60	64	62	60
ELA Lowest 25th Percentile	50	60	58	65	60	56	61	60	57
Math Achievement*	77	69	66	75	67	64	69	67	62
Math Learning Gains	71	69	64	73	65	63	69	68	62
Math Lowest 25th Percentile	65	58	50	53	57	51	60	59	52
Science Achievement	68	67	62	75	62	58	74	61	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					72	63		55	61

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

[†] District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						62%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						499
Total Components for the FPPI						8
Percent Tested						100%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
62%	67%	66%	66%	61%	60%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	47%	No		
Hispanic Students	58%	No		
White Students	64%	No		
Economically Disadvantaged Students	57%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	59%	56%	53%	50%	77%	71%	65%	68%					
Students With Disabilities	41%	32%	42%	33%	57%	63%	61%	47%					
Hispanic Students	42%		53%		63%	73%							
White Students	61%	58%	54%	51%	79%	71%	67%	67%					
Economically Disadvantaged Students	52%	49%	50%	47%	72%	66%	58%	60%					

Page 1177 of 2426

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%					

426

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS										
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.
GRAD RATE 2022-23										
C&C ACCEL 2022-23										
ELP PROGRESS										
All Students	63%	66%	64%	61%	69%	69%	60%	74%		
Students With Disabilities	31%	36%	59%	67%	46%	60%	52%	54%		
Hispanic Students	50%		60%		40%	60%				
White Students	64%	69%	64%	56%	71%	69%	57%	76%		
Economically Disadvantaged Students	55%	59%	63%	65%	63%	66%	59%	66%		

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	57%	65%	-8%	60%	-3%
ELA	4	61%	64%	-3%	60%	1%
ELA	5	60%	60%	0%	61%	-1%
ELA	6	62%	72%	-10%	62%	0%
Math	3	75%	69%	6%	66%	9%
Math	4	82%	65%	17%	65%	17%
Math	5	61%	61%	0%	62%	-1%
Math	6	89%	70%	19%	60%	29%
Science	5	68%	66%	2%	60%	8%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

This year, our greatest area of improvement was math proficiency. Fourth Grade Math, especially, showed significant growth with 82% proficiency. Which increased 13 points from 69% in the 24-25 school year. Fourth Grade Math also improved significantly in Learning Gains, up to 75% compared to 55% in the 24-25 school year. Lowest Quartile Learning Gains increased to 68% compared to 42% in the 24-25 school year. Due to the lower proficiency and Learning Gains in the 24-25 school year, Fourth Grade Math was a focus for our school and the Math Coach. The Fourth Grade math teachers received training on using Math Catalyst as well as Building Thinking Classrooms. The Math Coach and Support Facilitators worked in weekly PLC teams to build in UDL and collaboration in the math classes. Small groups were data driven, students were intentionally grouped, and students in the Lowest Quartile were targeted by the Math Coach focusing on prerequisite skills and FAST style questioning.

Another area of improvement was in Second Grade Math Proficiency. This year they scored 72% proficient compared to 61% in the 24-25 school year: an increase of 11 points. This improvement is due to a strong instructional team which included 2 new teachers that collaborated well with the team. Another change this year was that all four classrooms were self-contained, which was a new structure for this grade level. Additionally, the cohort is strong in math.

In ELA, the component that showed the most improvement was Second Grade, which increased from 46% to 69%. This is a 23 point increase. Second Grade was an area of focus because of the low proficiency in 24-25, and our school was in the RAISE program as a result. This school year, three of the teachers were new to the grade level and collaborated on their ELA lessons. They shared data at PLCs and targeted fluency and comprehension in whole group instruction. The teachers implemented the Benchmark Curriculum and utilized its many resources. Additional support was added in the form of small groups, including Title I push-in assistance for phonics and comprehension groups, as well as providing reading interventions for students below benchmark. These interventions included PRIDE, UFLI, and Foundations. These interventions were provided by the classroom teachers, ESE teachers, and Title I assistants. Student progress was monitored through the MTSS process. Two of the 2nd Grade classroom teachers are former Title I assistants and have extensive experience

delivering small group instruction and are highly knowledgeable of the intervention programs and how to implement them effectively.

Another area of improvement was the Second Grade cohort mentioned above that moved to Third Grade. This group was a high area of focus. This cohort's proficiency increased from 46% in Second Grade to 57% in Third Grade. This 11 point increase is measured by a significant increase in the rigor of assessments from Renaissance to FAST. The Title I department devoted a great deal of resources to this cohort in the form of personnel. The reading coach conducted comprehension small groups targeting the lowest quartile students who scored a level 2 on FAST PM1. Title I Assistants also conducted comprehension small groups and provided extensive intervention groups using PRIDE, UFLI, and Corrective Decoding. Multiple students went through the MTSS process.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our lowest performing component was Fifth Grade Math. Overall proficiency in this grade level was 59%, down from 78% in the 24-25 school year. Also, overall learning gains were 49%, down from 71% in the 24-25 school year. Lowest quartile learning gains were 42%, down from 58% in the 24-25 school year. That cohort showed low proficiency and learning gains in Fourth Grade the previous year. In Fifth Grade schedule had a 3 way split schedule which resulted in larger class sizes and difficulty with behaviors due to not being able to spread out the behavior concerns.

Another low performing area was First Grade Math which showed 56% proficiency, down from 68% in the 24-25 school year. In this grade level, there were 2 brand new teachers. Also, in one classroom the teacher left in October and that classroom had a long term substitute until January when a brand new teacher was hired.

In ELA, the area of lowest performance was Fifth Grade learning gains and Fourth and Fifth Grade lowest quartile learning gains. This area dropped significantly from the 24-25 school year. Several factors contributed to this decline. During the 24-25 school year, the school's area of focus was lowest quartile learning gains. Many resources were devoted to this goal including targeted small groups conducted by the reading coach in Fourth and Fifth Grade. Another factor was inconsistencies in instruction. One of the Fourth Grade ELA teachers moved from Kindergarten and had never taught upper grades. The other Fourth Grade ELA teacher experienced health issues in April and had to take leave for the remainder of the school year. Additionally, in Fifth Grade, the cohort moved from a 2-way switch (with 4 teachers in Fourth Grade) to a 3-way switch in Fifth Grade (with 3 teachers). This resulted in larger classrooms where behavior concerns could not be easily separated.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Our greatest decline was Fifth Grade math. Overall proficiency in this grade level was 59%, down from 78% in the 24-25 school year, a decline of 19 points. Also, overall learning gains were 49%, down from 71% in the 24-25 school year, a decline of 22 points. . Lowest quartile learning gains were 42%, down from 58% in the 24-25 school year, a decline of 16 points.

The greatest decline in ELA was the lowest quartile learning gains for the cohort moving into Fifth Grade. In Fourth Grade, this cohort had a 72% in lowest quartile learning gains, which decreased by 34 percent in Fifth Grade. As mentioned above, the cohort moved from a 2-way switch to a 3-way switch. The Fifth Grade teachers reported concerns with attendance and behavior throughout the school year. Because of the significant need in Third Grade, the Reading Coach was unable to devote as much time to targeted small groups. There was a decline in Fourth Grade lowest quartile learning gains as well for reasons detailed above.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our greatest gap is in First Grade math proficiency. Overall proficiency was 59% compared to the state average of 66%: a 7 point gap. In this grade level, there were 2 brand new teachers. Also, in one classroom the teacher left in October and that classroom had a long term substitute until January when a brand new teacher was hired.

The greatest gap in ELA is First Grade. First Grade proficiency is 51%. The state's proficiency is 61%. This is a decline of 19 points from last year. The instructional team changed from 24-25 to 25-26. We started the year with three of the four teachers being new to teaching ELA, and two of these teachers were new to the profession. One of the teachers resigned in October, leaving that classroom without a teacher until January.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

According to our EWS data, 104 students had an attendance rating below 90%. This is an area of concern that we will focus on next year for one of our SIP/Title I Goals. This year, administration held meetings with parents of students who had excessive absences. They sent home letters on a regular basis to inform parents of excessive absenteeism. Students were rewarded for good attendance at times of the year when frequent absences occur.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

- 5th grade math proficiency, learning gains, and lowest quartile learning gains (Tier 1 instruction).
- 6th grade math (the cohort that scored 59% proficiency in the 25-26 school year).
- 1st grade math proficiency (Tier 1 instruction).
- ELA lowest quartile learning gains in 4th and 5th grade
- ELA proficiency in 2nd, 4th, and 6th grade

DRAFT

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Area of Focus Description and Rationale: McRae's math proficiency for grades 3-6 in the 25-26 school year is 76%. This is an increase from 70% in the 24-25 school year. Overall proficiency in 5th grade math is 59%. Lowest Quartile learning gains for 4-6 math averaged to 66% in the 25-26 school year. The lowest quartile learning gains in 5th grade for this school year is 42%. For that reason, our focus is to increase proficiency in math in 5th grade as well as lowest quartile learning gains. each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

42% of 5th grade Bottom Quartile students made a Learning Gain on the final FAST assessment. This year, A minimum of 50% of 5th and 6th Grade Bottom Quartile students will demonstrate a Learning Gain in Math on the PM3 FAST.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Our focus this year will be on improving Tier 1 instruction using research-backed models to reach all learners and increase collaboration in math classrooms. We will also monitor this work by creating a small group schedule for our school. We will review data and form small groups of students to target areas in need of support with researched-based programs, specially designed instruction, and high leverage practices. Small groups will be monitored by administration with observation and walkthroughs and feedback will be provided during debriefs. Instructional coaches will provide model

lessons, complete observations and give actionable feedback.

Person responsible for monitoring outcome

Tara Lybarger

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

We will strengthen classroom instruction by using Universal Design for Learning (UDL) and Specially Designed Instruction (SDI). UDL provides multiple ways for students to access information - such as visuals, hands-on activities, and technology - so every child can understand the lesson in a way that works best for them. SDI gives extra support and strategies tailored to students who need additional help, ensuring their unique learning needs are met. Along with these approaches, students will have more chances to collaborate with their peers, which builds confidence, allows directed math discord, and helps them practice new skills together. This will be monitored through PLC documentation, observations, walk throughs, and student data.

Rationale:

By using UDL and SDI, we ensure that all students, regardless of their learning needs, have equal opportunities to succeed. These strategies give every child access to the content in ways that fit their strengths while providing extra support when needed. Peer collaboration further strengthens learning by allowing students to share ideas, practice skills, and build confidence in a supportive and structured environment.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Strengthen Tier 1 Instruction

Person Monitoring:

Tara Lybarger

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Our focus this year will be on improving Tier 1 instruction using research-backed models to reach all

learners and increase collaboration in math classrooms. We will also monitor this work by creating a small group schedule for our school. We will review data and form small groups of students to target areas in need of support with researched-based programs, specially designed instruction, and high leverage practices. Small groups will be monitored by administration with observation and walkthroughs and feedback will be provided during debriefs. Instructional coaches will provide model lessons, complete observations and give actionable feedback.

Action Step #2

Data chats/Problem Solving Sessions

Person Monitoring:

Tammy Winkler, Ashley Kibler, Tara Lybarger

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

At PLCs and at formal data chats, coaches will conduct problem solving sessions. With teachers, the coaches will analyze student data and make actionable plans on ways to strengthen Tier 1 instruction, build in structured, productive student collaboration, and build targeted small groups.

Action Step #3

Review current data from formative assessments. Mid-module and end-of-module assessments, exit tickets, FAST progress monitoring. Admin will participate in these data chats and review PLC binders for data, small group formations, and learning targets.

Person Monitoring:

Tammy Winkler and Ashley Kibler

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Review current data from formative assessments. Mid-module and end-of-module assessments, exit tickets, FAST progress monitoring. Admin will participate in these data chats and review PLC binders for data, small group formations, and learning targets.

Action Step #4

Professional Learning- Lesson Planning, small groups, student collaboration

Person Monitoring:

Tammy Winkler, Ashley Kibler, and Tara Lybarger

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Thorough lesson planning will be completed during PLCs. The leader will question and the team will discuss to clarify expectations for lessons. They will review data to target students in need of remediation, practice, and enrichment. Teams will agree on activities that students will complete to master these skills. Lessons will be monitored through PLC meetings/binders and walk throughs. Teachers will be given specific/actionable feedback for improvement. Collaborative Techniques will be demonstrated throughout the year during Whole Group PLC and Team meetings.

Action Step #5

Professional Development

Person Monitoring:

Tammy Winkler and Ashley Kibler

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will participate in monthly whole group Professional Development. Teachers will participate

in coaching cycles and peer observations. Administrators will meet monthly to decide if Professional Development schedule is effective or if any changes need to be made based upon student academic achievement.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Overall ELA proficiency is 60%. This is a decrease from 67% last year. Our goal is to increase proficiency to 61% for the 26-27 school year. By targeting lowest quartile learning gains in 4th and 5th grade (and cohorts moving to 5th and 6th) in both whole group and small group instruction, and by targeting proficiency in 4th and 6th grade with Tier 1 instruction, we will be able to increase our overall proficiency.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Increase overall ELA proficiency (3rd-6th grade) from 60% to 61%.

- 3rd grade: 57% to 58%
- 4th grade: 63% to 64%
- 5th grade: 59% to 60%
- 6th grade: 61% to 62%

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

We will monitor student progress using FAST PM1, PM2, and PM3. We will also use Acadience Reading to assess three times a year and progress monitor. Our teachers will meet regularly with the reading coach to analyze data and respond to the data. Mrs. Winkler and Mrs. Kibler will monitor the implementation of teaching strategies and student collaboration through walk-throughs and formal observations.

Person responsible for monitoring outcome

Tammy Winkler, Ashley Kibler, and Alex Scamahorn

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

We will strengthen Tier 1 instruction by targeting the lowest quartile by using Universal Design for Learning (UDL) in order to design lessons that include multiple means of engagement, representation, and action and expression. A second way that we will target the lowest quartile with small group instruction. The third intervention we will utilize to target the lowest quartile is increasing student collaboration.

Rationale:

We will strengthen Tier 1 instruction by targeting the lowest quartile by using Universal Design for Learning (UDL) in order to design lessons that include multiple means of engagement, representation, and action and expression. According to CAST, "the goal of UDL is learner agency that is purposeful and reflective, resourceful and authentic, strategic and action oriented." The purpose of UDL is to design the learning environment to reach all learners, rather than attribute problems to learner deficits. When learning environments are planned using UDL, barriers are reduced and "every learner can engage in rigorous, meaningful learning." We will utilize UDL when planning our learning environments during PLCs so that Tier I instruction will be effective in all classrooms. This will be monitored through PLC documentation, observations, walk thrus, and student data. A second way that we will target the lowest quartile with small group instruction. Small group instruction is effective when teachers tailor instructional strategies and supports to meet the needs of individual students. The general education teacher will use data to plan lessons with the ESE teacher to determine the individual student's area(s) of strength and need. Examples include but are not limited to graphic organizers, multi-sensory activities, chunking, visual aids, sentence starters, and pre-teaching. This will be monitored through PLC documentation, observations, walk thrus, and student data. The third intervention we will utilize to target the lowest quartile is increasing student collaboration. Collaborative learning helps develop higher-level thinking, improves communication skills, and prepares students for the future. We will increase effective student collaboration by teaching students how to define group roles, develop and abide by group norms, set clear goals, practice active listening, and hold themselves accountable for their learning. During PLC and other planning sessions, teachers will intentionally plan how student collaboration will take place. This will be monitored through PLC documentation, observations, walk thrus, and student data.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Targeting the lowest quartile in whole group instruction using UDL strategies

Person Monitoring:

Tammy Winkler, Ashley Kibler, and Alex Scamahorn

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will specifically target students in the lowest quartile during whole group lessons by using UDL strategies, including multiple means of engagement (intentional peer groups, specific feedback, activating background knowledge, engaging hooks), representation (visuals, presentations, videos, text, audio), and expression (whiteboards, exit tickets, oral responses, creating visuals, choice boards).

Strengthening Tier 1 instruction provides all students with equitable access and opportunity to master grade level standards and skills. By implementing UDL practices, classroom instruction is structured in a way to prevent students from needing interventions. For students who do require intervention, we will provide SDI in targeted small groups. Student collaboration provides students with the opportunity to verbalize their thinking, work out challenging content and skills in a low-risk environment, and practice these skills multiple times.

Action Step #2

Targeting the lowest quartile using small group instruction

Person Monitoring:

Tammy Winkler, Ashley Kibler, and Alex Scamahorn

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The reading coach will collaborate with the classroom teacher and ESE teacher to develop intentional small groups for students in the lowest quartile. This will extend to intervention groups as well. The coach will provide Title I assistants with training and plans for providing intentional scaffolded support (that reflect the support provided in the classroom) in the Tier 2 and Tier 3 intervention programs, including but not limited to PRIDE and Corrective Reading. The coach will monitor implementation by observing Title I small groups. She will also monitor student progress monitoring data.

Action Step #3

Enhance student collaboration through directed discourse

Person Monitoring:

Tammy Winkler, Ashley Kibler, and Alex Scamahorn

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The instructional team will strategize on ways to increase student collaboration in small groups settings implementing student collaboration practices, including directed discourse. Students will be grouped intentionally (both heterogenous and homogenous groups as needed), taught how to interact positively with peers, and held accountable for their work. The teachers will provide frequent, specific feedback. This will be monitored by attending weekly PLCs, reviewing PLC binder documentation, evaluating student progress monitoring data, and classroom walk throughs.

Action Step #4

Professional Learning

Person Monitoring:

Tammy Winkler and Ashley Kibler

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional Learning will be provided monthly to teachers. This PD will come in the form of Whole

Group PLC, Grade Level Specific PD as needed. Teachers will also participate in coaching cycles and peer observations. Administrators will meet monthly to decide if changes need to be made to the instruction.

Action Step #5

Monitor and reflect on the progress of implementing the instructional practices.

Person Monitoring:

Tammy Winkler, Ashley Kibler, Alex Scamahorn

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Together as a team, we will monitor monthly data (Benchmark Assessments, Acadience, etc.) to monitor student progress. If sufficient progress is not made, the administration team and Reading Coach will meet directly with teacher to discuss alternative strategies to use.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

For the 25-26 school year, 293 referrals were submitted school wide. Behaviors and the resulting referrals not only disrupt learning for the specific student who exhibits the behavior, but also for the rest of the students in that particular class. Oftentimes, consequences such as ISS and/or OSS also reduce instructional time for those students. Our goal is to reduce this number in the 26-27 school year to 250 referrals or fewer. This will help optimize instructional time for all students. We plan to provide PD to school faculty and staff on using PBIS strategies and best practices for scaffolding behaviors. We also plan to change and improve our school wide PBIS strategies and incentives.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

For the 25-26 school year, students received 293 referrals. We set a goal to reduce this to 250 or fewer referrals for the 26-27 school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The number of referrals will be monitored and shared with staff regularly during the school year. The

PBIS team will review data on a monthly basis as well and adjust practices accordingly

Person responsible for monitoring outcome

Ashley Kibler

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Positive Behavioral Interventions and Supports (PBIS) strategies will be implemented schoolwide to promote positive behavior, improve school climate, and support students' social-emotional and behavioral needs. Staff will provide consistent expectations, reinforcement systems, and behavioral interventions throughout the school year. Student behavior data, attendance, and discipline referrals will be monitored regularly to assess effectiveness and guide continuous improvement.

Rationale:

PBIS is an evidence-based framework that supports improved student behavior, increased engagement, and a positive learning environment. Implementing PBIS helps reduce disciplinary incidents, strengthen relationships, and create consistent behavioral expectations across grade levels. Ongoing monitoring of behavior and attendance data will ensure interventions are responsive to student needs and aligned with measurable school improvement goals

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Implement school wide PBIS expectations and behavior reinforcement systems in all classrooms and common areas throughout the school year.

Person Monitoring:

Ashley Kibler

By When/Frequency:

Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administrators and PBIS team members will conduct walkthroughs, review behavior referral data monthly, and monitor consistency of PBIS implementation across classrooms.

Action Step #2

Provide ongoing staff training and coaching on PBIS practices to ensure consistent implementation across grade levels.

Person Monitoring:

Ashley Kibler

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Staff participation records, coaching feedback, and classroom observations will be reviewed to assess implementation fidelity and identify additional support needs.

Action Step #3

Monitor discipline referrals, attendance, and behavior data monthly to evaluate effectiveness and adjust interventions based on student needs.

Person Monitoring:

Ashley Kibler

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The PBIS team will analyze data trends during monthly meetings and use findings to revise interventions, provide targeted supports, and measure progress toward school improvement goals.

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V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

Our School Improvement Plan will be shared with our SAC committee. We will collaborate and share ideas for school improvement and family engagement. This plan will also be shared with our faculty and be posted on McRae Elementary's website.

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

McRae Elementary will continue to build positive relationships with the families that we serve and our community by keeping them informed of our accomplishments and our goals. These will be shared through our newsletter, during assemblies, and using our Facebook page. This information will also be shared with our SAC committee and members will contribute ideas for school improvement. Parents will have constant access to their student's data and grades through FOCUS. Teachers will meet with parents to discuss their child's progress. Our school will have several Title 1 events throughout the school year to promote family participation and engagement.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section

1114(b)(7)(A)(ii)).

Teachers will review curriculum maps created by district specialists. They will meet weekly during PLC time and will focus on grade level standards and on planning effective lessons based on UDL practices. They will implement Total Participation strategies to increase student engagement and collaboration. Data will be reviewed 3 times per year and small groups will be formed to meet the needs of students. Our coaches, general education/ESE teachers, and Title 1 assistants will provide targeted support to students using researched-based programs and strategies. These small groups will be strengthened using SDI and student collaboration techniques.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

No Answer Entered

DRAFT

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Our counselor, social worker, behavior site coach, and nurse are available to serve students and families in need of extra support. Our Student Success Team meets with families to problem solve and to provide additional resources. We work with Vision is Priceless to provide glasses to our students. Waste Not, Want Not, the Reinhold Foundation, and other donors have supported our Weekend Feeding Program.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Our PBIS committee creates expectations for the common areas of our school. These procedures and rules are clearly explained to all students by Principal Winker the first week of school. The expectations are posted, reviewed, and modeled throughout the year. Students are reminded of procedures/rules, especially when we see misbehavior and after longer breaks. Employees are posted around campus to monitor behavior and to keep students on track. Teachers collaborate with students to create class procedures and rules. They provide models of these expectations, and students are recognized for doing the right thing. When we noticed that students need more support, we create behavior plans and students participate in social skills activities.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other

school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

McRae is the Hidden Gem of Clay County. We are a family. We help and support each other. Everyone has someone to go to for support. Every team has a team lead. We have two instructional coaches. A team of teachers attend OneClay Leadership and the ESE Summit every summer to be prepared to share resources and strategies. Groups of teachers meet in PLCs every week and focus on standards, assessments, data, and small group targeted support. Every PLC has a leader trained in highly effective PLC work. Teachers attend ongoing OneClay Quarterly meetings. District Coaches offer Quarterly Meetings. All teachers are encouraged to complete LETRS training focused on researched-based practices. Our Title 1 assistants complete MicroCredentials trainings. Teachers know that they can reach out at any time for additional support. We offer collaborative lesson planning, data analysis, and provide model lessons. We debrief after walk-throughs and observations to celebrate great teaching strategies and to tweak instruction.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Our Pre-K teachers and assistants teach Pre-K students how to do school. They prepare them for Kindergarten by helping them to learn how to listen to instruction and collaborate with peers. They help them to build independence by modeling effective, respectful communication and self care. They are given support as they learn basic skills and complete tasks independently. They are constantly reminded that they are moving up to Kindergarten and need to be ready. As they learn all of these skills and behaviors, their confidence grows.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

DRAFT

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

Yes

DRAFT

DRAFT

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

Clay County Schools

MIDDLEBURG ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority	1
I. School Information	2
A. School Mission and Vision	2
B. School Leadership Team, Stakeholder Involvement and SIP Monitoring	2
C. Demographic Data.....	10
D. Early Warning Systems	11
II. Needs Assessment/Data Review	15
A. ESSA School, District, State Comparison	16
B. ESSA School-Level Data Review	17
C. ESSA Subgroup Data Review	18
D. Accountability Components by Subgroup.....	19
E. Grade Level Data Review.....	22
III. Planning for Improvement.....	23
IV. Positive Learning Environment	30
V. Title I Requirements (optional).....	34
VI. ATSI, TSI and CSI Resource Review	37
VII. Budget to Support Areas of Focus	38

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Our mission is to work collaboratively with ALL to provide an educational experience that is motivating, challenging and rewarding for ALL. Our teachers will increase student achievement for ALL in a working and learning environment built upon respect, responsibility and safety.

Provide the school's vision statement

Middleburg Elementary School exists to prepare lifelong learners for personal success in a global and competitive workplace and in acquiring applicable life skills necessary for connections in an ever changing world.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Becky Wilkerson

becky.wilkerson@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

The Principal establishes the high-level vision and communicates the fundamental purpose behind the school improvement goals to all stakeholders. They align the master schedule, budget, and school resources to ensure staff have the time and tools needed to meet these targets. Ultimately, they maintain school-wide accountability while actively protecting teachers from outside distractions and initiative fatigue.

Leadership Team Member #2

Employee's Name

Ashleigh Haug

ashleigh.haug@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal manages the day-to-day execution of the improvement plan by tracking progress data and monitoring structural benchmarks. They bridge the gap between school culture and academics by analyzing how attendance, behavior, and discipline impact overall student achievement. Through formal observations and instructional feedback, they ensure that targeted school-wide strategies are consistently utilized in every classroom.

Leadership Team Member #3

Employee's Name

Sarah Artzer

sarah.artzer@myoneclay.net

Position Title

Title I Teacher/ELA Coach

Job Duties and Responsibilities

Coaches translate high-level improvement goals into actionable, daily classroom strategies by analyzing student data directly alongside teachers. They provide non-evaluative, job-embedded professional development through co-teaching, modeling lessons, and running non-punitive feedback cycles. By meeting educators where they are, they customize their support to help every teacher build the specific skills required to hit the school's targets.

Leadership Team Member #4

Employee's Name

Mary Bicknell

mary.bicknell@myoneclay.net

Position Title

Title I Teacher/Math Coach

Job Duties and Responsibilities

Coaches translate high-level improvement goals into actionable, daily classroom strategies by analyzing student data directly alongside teachers. They provide non-evaluative, job-embedded professional development through co-teaching, modeling lessons, and running non-punitive feedback cycles. By meeting educators where they are, they customize their support to help every teacher build the specific skills required to hit the school's targets.

Leadership Team Member #5

Employee's Name

Morgan Polan

morgan.polan@myoneclay.net

Position Title

School Counselor

Job Duties and Responsibilities

The school counselor removes systemic barriers to learning by aligning social-emotional supports directly with academic achievement goals. They analyze attendance, behavior, and enrollment data to design targeted interventions for students who are falling behind. By collaborating with teachers and administrators, they ensure that the school culture remains supportive and mentally healthy so that students are emotionally ready to learn.

Leadership Team Member #6

Employee's Name

Michelle McEachin

michelle.mceachin@myoneclay.net

Position Title

ESE Site Specialist

Job Duties and Responsibilities

The Exceptional Student Education (ESE) site specialist ensures that school improvement goals are universally accessible by advocating for compliant, high-quality instruction for students with disabilities. They analyze specialized data and coordinate individualized education programs (IEPs) to guarantee that students receive the specific accommodations and modifications they need to succeed. By collaborating with general education teachers and co-teaching teams, they build staff capacity to implement differentiated strategies that close achievement gaps for exceptional learners.

Leadership Team Member #7

Employee's Name

Stacey Gay

stacey.gay@myoneclay.net

Position Title

Media Specialist

Job Duties and Responsibilities

The library media specialist advances school improvement goals by curating a diverse, high-quality collection of print and digital resources that directly align with the curriculum. They collaborate with classroom teachers to co-plan and co-teach units that embed critical research skills, information literacy, and ethical resource citation into the content areas. By maintaining an engaging, accessible library environment, they cultivate a school-wide culture of reading and independent inquiry that directly supports student vocabulary and comprehension targets.

Leadership Team Member #8**Employee's Name**

Lauren Stewart

lauren.stewart@myoneclay.net

Position Title

Kindergarten Team Leader

Job Duties and Responsibilities

Teacher leaders guide professional learning communities (PLCs) and grade-level teams in analyzing student work and planning targeted instruction. Operating with peer-to-peer influence rather than administrative authority, they build vital grassroots buy-in for new school initiatives. Finally, they serve as a crucial feedback loop by informing administration whether strategies are succeeding on the ground or if teachers need more support.

Leadership Team Member #9**Employee's Name**

Deirdre Romano

deirdre.romano@myoneclay.net

Position Title

1st Grade Team Leader

Job Duties and Responsibilities

Teacher leaders guide professional learning communities (PLCs) and grade-level teams in analyzing student work and planning targeted instruction. Operating with peer-to-peer influence rather than

administrative authority, they build vital grassroots buy-in for new school initiatives. Finally, they serve as a crucial feedback loop by informing administration whether strategies are succeeding on the ground or if teachers need more support.

Leadership Team Member #10

Employee's Name

Taylor Papaiani

taylor.papaiani@myoneclay.net

Position Title

2nd Grade Team Leader

Job Duties and Responsibilities

Teacher leaders guide professional learning communities (PLCs) and grade-level teams in analyzing student work and planning targeted instruction. Operating with peer-to-peer influence rather than administrative authority, they build vital grassroots buy-in for new school initiatives. Finally, they serve as a crucial feedback loop by informing administration whether strategies are succeeding on the ground or if teachers need more support.

Leadership Team Member #11

Employee's Name

Brittany Morris

brittany.morris@myoneclay.net

Position Title

3rd Grade Team Leader

Job Duties and Responsibilities

Teacher leaders guide professional learning communities (PLCs) and grade-level teams in analyzing student work and planning targeted instruction. Operating with peer-to-peer influence rather than administrative authority, they build vital grassroots buy-in for new school initiatives. Finally, they serve as a crucial feedback loop by informing administration whether strategies are succeeding on the ground or if teachers need more support.

Leadership Team Member #12

Employee's Name

Sara Quiett

sara.quiett@myoneclay.net

Position Title

4th Grade Team Leader

Job Duties and Responsibilities

Teacher leaders guide professional learning communities (PLCs) and grade-level teams in analyzing student work and planning targeted instruction. Operating with peer-to-peer influence rather than administrative authority, they build vital grassroots buy-in for new school initiatives. Finally, they serve as a crucial feedback loop by informing administration whether strategies are succeeding on the ground or if teachers need more support.

Leadership Team Member #13**Employee's Name**

Lauren Quillin

lauren.quillin@myoneclay.net

Position Title

5th Grade Team Leader

Job Duties and Responsibilities

Teacher leaders guide professional learning communities (PLCs) and grade-level teams in analyzing student work and planning targeted instruction. Operating with peer-to-peer influence rather than administrative authority, they build vital grassroots buy-in for new school initiatives. Finally, they serve as a crucial feedback loop by informing administration whether strategies are succeeding on the ground or if teachers need more support.

Leadership Team Member #14**Employee's Name**

Alicia Baker-Allen

alicia.bakerallen@myoneclay.net

Position Title

6th Grade Team Leader

Job Duties and Responsibilities

Teacher leaders guide professional learning communities (PLCs) and grade-level teams in analyzing student work and planning targeted instruction. Operating with peer-to-peer influence rather than administrative authority, they build vital grassroots buy-in for new school initiatives. Finally, they serve as a crucial feedback loop by informing administration whether strategies are succeeding on the ground or if teachers need more support.

Leadership Team Member #15

Employee's Name

Crystal Champine

crystal.champine@myoneclay.net

Position Title

Resource Team Leader

Job Duties and Responsibilities

Teacher leaders guide professional learning communities (PLCs) and grade-level teams in analyzing student work and planning targeted instruction. Operating with peer-to-peer influence rather than administrative authority, they build vital grassroots buy-in for new school initiatives. Finally, they serve as a crucial feedback loop by informing administration whether strategies are succeeding on the ground or if teachers need more support.

Leadership Team Member #16

Employee's Name

Victoria Martin

victoria.martin@myoneclay.net

Position Title

ESE Team Leader

Job Duties and Responsibilities

Teacher leaders guide professional learning communities (PLCs) and grade-level teams in analyzing student work and planning targeted instruction. Operating with peer-to-peer influence rather than administrative authority, they build vital grassroots buy-in for new school initiatives. Finally, they serve as a crucial feedback loop by informing administration whether strategies are succeeding on the ground or if teachers need more support.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

All stakeholders, including our school leadership team, teachers, staff, parents, students, businesses, and community leaders are invited to attend regularly scheduled School Advisory Council Meetings to provide input on our School Improvement Plan. All of our families are invited to attend Title I events throughout the school year where feedback and input on the Title I program and activities are collected. Families are also periodically surveyed through our social media, website, and email. Through these mediums, stakeholders evaluate the data to form our school improvement plan and provide input on prioritization of needs through data analysis, and selecting interventions to meet those needs.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Ongoing data analysis will occur throughout the year for each teacher/class and during whole-group professional learning communities. During the creation of the School Improvement Plan, checkpoints were determined to monitor the progress of each goal and measure the impact of learning in meeting the State's academic standards. These checkpoints include progress monitoring assessments through the State, as well as classroom and district assessments that will determine growth and/or mastery of the standards. Our school leadership team will continue to monitor progress through classroom walkthroughs, common planning, professional learning community minutes, and staff feedback. If adequate progress is not being made, the implemented strategies and interventions will be modified to ensure continuous improvement. Data will be monitored and shared with the leadership team monthly to support ongoing adjustments. We will also share data with our School Advisory Council, who will review and provide feedback to assist with the development and approval of all SIP updates.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: B 2024-25: A 2023-24: C 2022-23: A 2021-22: A

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	88	81	87	76	94	82	76	0	0	584
Absent 10% or more school days	24	17	25	18	12	18	19	0	0	133
One or more suspensions	5	4	2	7	10	8	9	0	0	45
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	10	18	13	18	15	7	10	0	0	91
Level 1 on statewide Math assessment	9	9	15	7	12	7	13	0	0	72
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	4	4	1	18	0	0	0	0	0	27
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0	0	0	0	0	0

Current Year 2026-27

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	9	9	8	10	8	5	11	0	0	60

Current Year 2026-27

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	5	4	3	7	0	0	0	0	0	19
Students retained two or more times	0	0	0	1	1	0	0	0	0	2

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	83	79	79	87	80	94	68			570
Absent 10% or more school days	26	13	10	8	19	19	15			110
One or more suspensions	1	5	7	4	5	13	6			41
Course failure in English Language Arts (ELA)	6	1	4	1		1	2			15
Course failure in Math	2		2	3	2	1	1			11
Level 1 on statewide ELA assessment	9	16	18	7	6	13	5			74
Level 1 on statewide Math assessment	9	16	18	7	6	13	15			84
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	5	3	3	8	4	13	6			42
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	6	3	4	1		6	1			21

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators			1		1	4	1			7

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	6	4	2	1						13
Students retained two or more times				1						1

DRAFT

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.

DRAFT

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

DRAFT

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026		2025		2024				
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†			
ELA Achievement*	65	66	62	68	63	59	58	62	57
Grade 3 ELA Achievement	53	66	61	72	66	59	62	65	58
ELA Learning Gains	58	63	63	66	62	60	54	62	60
ELA Lowest 25th Percentile	54	60	58	51	60	56	49	60	57
Math Achievement*	66	69	66	73	67	64	63	67	62
Math Learning Gains	63	69	64	67	65	63	51	68	62
Math Lowest 25th Percentile	47	58	50	54	57	51	38	59	52
Science Achievement	69	67	62	54	62	58	40	61	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					72	63		55	61

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

[†] District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						59%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						475
Total Components for the FPPI						8
Percent Tested						100%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
59%	63%	52%	63%	63%	54%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	48%	No		
Black/African American Students	52%	No		
Hispanic Students	64%	No		
Multiracial Students	74%	No		
White Students	58%	No		
Economically Disadvantaged Students	57%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	65%	53%	58%	54%	66%	63%	47%	69%					
Students With Disabilities	47%	47%	50%	53%	39%	53%	47%	46%					
Black/African American Students	56%		50%		50%	50%							
Hispanic Students	59%		55%		78%	65%							
Multiracial Students	72%		64%		72%	86%							
White Students	65%	49%	58%	51%	66%	62%	42%	72%					
Economically Disadvantaged Students	61%	49%	58%	55%	63%	60%	49%	60%					

Page 1221 of 2426

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%					

Page 1222 of 2426

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%					

Page 1223 of 2426

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	53%	65%	-12%	60%	-7%
ELA	4	68%	64%	4%	60%	8%
ELA	5	63%	60%	3%	61%	2%
ELA	6	71%	72%	-1%	62%	9%
Math	3	61%	69%	-8%	66%	-5%
Math	4	67%	65%	2%	65%	2%
Math	5	70%	61%	9%	62%	8%
Math	6	59%	70%	-11%	60%	-1%
Science	5	71%	66%	5%	60%	11%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

5th grade science showed the most improvement (15% increase). Our new actions included a change in personnel and scheduling to allow for teachers to have more equitable instructional minutes. We also implemented a science field day during the instructional day for all 5th grade students to participate in benchmark aligned engaging student tasks.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Math lowest quartile learning gains showed the lowest performance. The contributing factors were not having consistent 6th grade math teachers (both classes had long term substitutes). We also struggled to make learning gains in 4th grade due to high proficiency in 3rd grade math.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

3rd grade ELA proficiency showed the lowest performance. We had a brand new 3rd grade instructional team, new curriculum, and midyear changes in personnel including a long term sub.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

3rd Grade ELA proficiency had the greatest gap when compared to the state average. We had a brand new 3rd grade instructional team, new curriculum, and midyear changes in personnel including

a long term sub.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

3rd grade had the highest number of students with a substantial reading deficiency with 18 students. We had 10 3rd graders with 2 or more indicators.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. 3rd Grade ELA proficiency
2. ELA Learning Gains
3. Math Lowest Quartile Learning Gains

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B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Systematic implementation of district curriculum resources through PLC cycles focused on understanding and teaching the essential B.E.S.T. standards. Educators will align classroom tasks to the depth of the state specifications to ensure instruction matches the required cognitive complexity of each benchmark. By ensuring task alignment with the rigor of grade level benchmarks students are more likely to develop proficiency in grade level content. This will build student critical thinking stamina for students to meet or exceed proficiency targets on the FAST assessment.

Our rationale for choosing benchmark aligned instruction is based on our decrease in 3rd grade ELA proficiency (19%) and a substantial gap between our school data, the county (12%) and state (7%). In 3rd grade classroom walkthroughs we have identified a need to align student tasks to the rigor of the assessed benchmarks.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Walkthrough data will show a 30% increase in benchmark-aligned instruction and tasks (45% to 75%) in all classrooms.

By May of 2027 the percentage of students scoring at or above a level 3 in 3rd grade ELA will increase from 53% to 64%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Progress toward the desired outcomes will be monitored through:

- Weekly Admin Meetings: Leadership will review trends from classroom walkthroughs focusing on the indicators benchmark aligned instruction and tasks to identify teacher support needed. Leadership will identify students with potential for deficiency in reading or math and plan for the next SBLT meeting.
- Monthly school based leadership team meetings to correlate walkthrough trends with student assessment data to ensure classroom instruction is leading to student mastery, adjusting the professional learning calendar as needed.

Combining Administrative weekly meetings with school based leadership team monthly meetings will ensure instruction and student tasks are consistently aligned and that collaboration is taking place to support teachers with developing instruction as well as student tasks to meet the rigor of the benchmark which will directly impact and increase student proficiency.

Person responsible for monitoring outcome

Becky Wilkerson

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

This large-scale randomized study evaluates the impact of varying levels of professional support—from basic workshops to ongoing coaching—on a peer-assisted kindergarten reading program (K-PALS), which directly relates to teacher peer observations as the intervention relies on teachers acting as observers who monitor student pairs, provide feedback, and collaborate during implementation support sessions to troubleshoot classroom practices.

Rationale:

We chose this study because it provides strong, randomized evidence that combining peer-assisted classroom practices with varying tiers of professional support and observation directly enhances instructional fidelity and student learning outcomes. Study: Scaling up an Early Reading Program: Relationships among Teacher Support, Fidelity of Implementation, and Student Performance across Different Sites and Years <https://ies.ed.gov/ncee/WWC/Study/70947>

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3

action steps and the person responsible for each step.

Action Step #1

All teachers will engage in personalized goal setting and monitoring three times a year

Person Monitoring:

Becky Wilkerson and Ashleigh Haug

By When/Frequency:

3 times a year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will engage in personalized goal setting based on last years data and create individualized action plans to achieve their goals.

Action Step #2

Conduct Collaborative "Alignment Audits" During Planning

Person Monitoring:

Becky Wilkerson and Ashleigh Haug

By When/Frequency:

Weekly Planning

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Conduct Collaborative "Alignment Audits" During Planning: Grade-level teams will unpack upcoming benchmarks to identify their exact cognitive complexity (e.g., identifying vs. analyzing). Teams will then use a "backwards planning" protocol to evaluate their upcoming independent tasks, exit tickets, and assessments against the benchmark to ensure they require the same level of rigorous thinking.

Action Step #3

Peer observations

Person Monitoring:

Becky Wilkerson and Ashleigh Haug

By When/Frequency:

At least twice yearly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

All teachers will engage in peer observations (Kindergarten & 1st, 2nd & 3rd, 4th - 6th content areas) to monitor benchmark alignment, exchange feedback, and collaborate on instructional practices.

Action Step #4

Teachers will engage in professional learning to address necessary skills to meet our goal

Person Monitoring:

Becky Wilkerson and Ashleigh Haug

By When/Frequency:

Monthly Whole Group PLC

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will engage in professional learning about deconstructing benchmarks, utilizing FAST resources, aligning instructional tasks to the complexity and rigor of the benchmarks, etc.

Action Step #5

School-Based Leadership Team Meetings

Person Monitoring:

Principal, AP, and School Based Leadership Team Monthly Members

By When/Frequency:**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

School-Based Leadership Team meetings will be held monthly to reflect on how benchmark aligned

instruction is impacting student achievement by correlating walkthrough data with Common Formative Assessment results to identify and address instructional gaps.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Small-group Instruction

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Across grades K–6, educators will systematically implement data-driven small group instruction during dedicated intervention and differentiation blocks, utilizing formative assessments and district diagnostic data to cluster students by specific skill deficits or enrichment needs.

Teachers will deliver scaffolded, explicit instruction tailored to these student profiles, focusing on foundational literacy and early numeracy in primary grades (K–2) while targeting benchmark gaps, close-reading strategies, and multi-step mathematical problem-solving in intermediate grades (3–6). By shifting to this targeted structure, students receive personalized feedback and immediate error correction that accelerates the closing of achievement gaps, allowing struggling students to access grade-level B.E.S.T. standards through scaffolded support while proficient students receive the extension necessary to reach mastery.

Our rationale for choosing small group instruction is based on our decline in both ELA (-8%) and Math (-4%) learning gains schoolwide and a substantial achievement gap for our students with disabilities. Students with disabilities were 18% less proficient in ELA, 27% less proficient in math, and ELA learning gains for students with disabilities declined 12% from the previous year, leaving a 8% achievement gap. Based on this data we have identified a need to collaboratively plan for systematic, targeted, data-driven small group instruction.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Walkthrough data will show a 30% increase in targeted small group instruction from 34% to 64% in all classrooms.

By May of 2027 ELA Learning gains at 64%, Math lowest quartile learning gains at 55%

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Progress toward the desired outcomes will be monitored through

- Weekly Admin Meetings: Leadership will analyze trends from walk throughs T2 and S3 and the alignment of the tasks in small groups to the students needs. This data will be utilized to plan for SBLT meetings, PD and PLC's.
- Monthly SBLT Meetings: The team will analyze ELA, Math and Science performance data for students and identify student groups in need of enrichment or remediation as well as review walk-through trends to identify focus for upcoming PD and PLC's. Additionally, the team will review small group data to ensure that the remediation or enrichment is moving students to mastery or the benchmark and beyond.

This monitoring plan ensures ALL students receive the necessary supports to master complex benchmarks and that the appropriate rigor is being maintained to allow students to increase their proficiency.

Person responsible for monitoring outcome

Becky Wilkerson

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

This study evaluated the impact of a 12-week, 30-minute daily schema-based instruction (SBI) mathematics tutoring program on 136 third-grade students across 12 urban schools, specifically measuring its effectiveness in teaching explicit one- and two-step word problem-solving strategies to a highly diverse, high-need student population.

Rationale:

This study directly relates to our focus on data-driven, small-group instruction by demonstrating how providing targeted, explicit, and scaffolded mathematics interventions—specifically focusing on multi-step problem-solving and immediate feedback—substantially accelerates the learning gains of high-need student populations, including students with disabilities and English language learners, who face the largest achievement gaps. Impact of Small-Group Tutoring Interventions on the Mathematical Problem Solving and Achievement of Third-Grade Students with Mathematics Difficulties [Word problem intervention vs. control] <https://ies.ed.gov/ncee/WWC/Study/86422>

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Standardize the weekly PLC data protocol

Person Monitoring:

Becky Wilkerson and Ashleigh Haug

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teams will collectively analyze common formative assessment data, identify and replicate the instructional methods that yielded the highest mastery, and isolate specific student misconceptions. Using these insights, the team will sort students into groups based on need and determine the exact instructional materials and targeted strategies required to drive them to mastery.

Action Step #2

Peer Observations

Person Monitoring:

Becky Wilkerson and Ashleigh Haug

By When/Frequency:

At least twice yearly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

All teachers will engage in peer observations (Kindergarten & 1st, 2nd & 3rd, 4th - 6th content areas) to monitor benchmark alignment, exchange feedback, and collaborate on instructional practices related to small group instruction.

Action Step #3

School-Based Leadership Team Meetings

Person Monitoring:

Principal, AP, School-Based Leadership Team Members

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

School-Based Leadership Team meetings will be held monthly to reflect on small group instruction is impacting student achievement by correlating walkthrough data with Common Formative Assessment results to identify and address instructional gaps.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data

reviewed.

Facilitate development of school-wide, grade level and class behavioral goals and expectations that will allow the classroom environment to be a place where students can learn and teachers can teach. Included in the plan will be positive behavior support and consistent accountability measures allowing all students, faculty and staff to have common understanding of the expectations in all areas of the school environment.

Strengthening our Tier 1 PBIS system by establishing clear consistent expectations, positive supports and accountability measures creates a learning environment where students are able to meet the demands of benchmark aligned instruction, where students remain in the learning environment where they can learn and enjoy coming to school and teachers are able to teach without distraction.

Climate survey data showed 54% of students felt like behavior in class is appropriate and allows for teachers to teach. These results indicate that there are inconsistent behavioral expectations which impedes students' ability to remain in class learning, preventing them from being able to meet the demands of the benchmark aligned instruction and is a barrier to a learning environment where students enjoy learning.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Walkthrough data will show a 30% increase in indicator C3 in all classrooms. By May 2027 the percentage of students responding favorably to the survey question, "students in my class behave so teachers can teach" will increase from 54% to 60%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Progress toward the desired outcomes will be monitored through

- Weekly Admin Meetings: Leadership will review indicator C3 (Tier 1 behavior expectations are intentionally planned, taught, and consistently reinforced) walk through data alongside referral trends to identify classrooms needing immediate Tier 1 behavioral support.
- Monthly SBLT Meetings: The team will correlate indicator C3 with student achievement data to verify that teacher explicit teaching of behavioral expectations and benchmark aligned instruction and tasks are improving the student learning experience.

- **Data-Driven Adjustments:** If walkthrough data for Cd do not meet the 30% increase target SBLT will adjust coaching resources, PD and PLC work to focus on explicit teaching of expectations
- **Impact:** Systematic monitoring ensures teachers and students stay focused on our goals for benchmark aligned instruction and tasks and classrooms where students can learn which will increase student time in class, on tasks that will prepare them for the rigor of the standard and increase attendance as students enjoy coming to school.

Person responsible for monitoring outcome

Becky Wilkerson

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

This study evaluates the Incredible Years Teacher Classroom Management Program across nine urban elementary schools, directly supporting the establishment of school-wide, tier-1 behavioral goals by demonstrating how structured teacher training, modeling, and proactive observation systems effectively reduce disruptive behavior to maximize instructional time for teachers and learning for students.

Rationale:

We chose our approach based on this study because it proves that structured classroom management training combined with systematic, ongoing observations successfully equips teachers with the proactive strategies and consistent accountability measures needed to reduce behavioral distractions and maximize learning time. Study: Effects of a Universal Classroom Management Teacher Training Program on Elementary Children with Aggressive Behaviors <https://ies.ed.gov/ncee/WWC/Study/89768>

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Teacher implementation

Person Monitoring:

Becky Wilkerson and Ashleigh Haug

By When/Frequency:

Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

Teachers will implement this priority by collaboratively teaching explicit behavioral expectations, utilizing consistent positive rewards, and applying uniform accountability measures to ensure a predictable and focused learning environment for all students.

Action Step #2

Tier 1 PBIS Foundations & Positive Reinforcement Systems

Person Monitoring:

Becky Wilkerson and Ashleigh Haug

By When/Frequency:

End of Quarter 1

Describe the Action to Be Taken and how the school will monitor the impact of this action**step:**

Staff will receive professional development on collaboratively defining, teaching, and reinforcing explicit behavioral expectations through a shared matrix, while learning to effectively utilize positive behavior supports and high ratios of positive feedback to motivate students and encourage desired behaviors.

Action Step #3

School-Based Leadership Team meetings will be held monthly to reflect on how the Positive Learning Environment is impacting student achievement by correlating walkthrough data for indicators S.3. and T.3. with Common Formative Assessment results to identify and address instructional gaps.

Person Monitoring:

Principal, AP, School-Based Leadership Team Members

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action**step:**

School-Based Leadership Team meetings will be held monthly to reflect on how the Positive Learning Environment is impacting student achievement by correlating walkthrough data Common Formative Assessment results to identify and address instructional gaps.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

The draft School Improvement Plan (SIP) are first presented to the School Advisory Council (SAC) for stakeholder review, input, and official approval, with periodic progress updates shared at subsequent meetings throughout the school year. To ensure broad stakeholder engagement, key goals and progress updates are communicated to families and students via Title I meetings, report card conferences, and digital platforms like school newsletters, while school staff and leadership review the plans during inservice week and use Professional Learning Communities (PLCs) to monitor ongoing student data. For permanent public access, a physical copy of these documents is maintained in the school's front office, and a digital copy is made publicly available on the school's website at <https://www.oneclay.net/o/mbe/page/family-resources>. Furthermore, in accordance with 20 U.S.C. § 6314(b)(4) and ESEA Section 1114(b)(4), all communications are provided in an understandable format and language to the extent practicable by translating key summaries into primary home languages, utilizing digital website translation tools.

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

To build positive relationships with parents, families, and community stakeholders in fulfillment of our school's mission, we actively engage our community through personalized, face-to-face academic

conferences with every family. During these meetings, we collaboratively review the Title I School-Parent Compact, which clearly outlines the shared commitments of the student, family, and school staff in supporting student success. We further strengthen this partnership by keeping parents continuously informed of their child's progress through regular progress reports, digital communication platforms, and inviting stakeholders to participate in decision-making opportunities like the School Advisory Council. By fostering open, two-way communication and defining clear roles for academic support, we create a unified, welcoming network that effectively meets the diverse needs of our students.

<https://www.oneclay.net/o/mbe/page/family-resources>

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

To strengthen the academic program and increase the amount and quality of learning time, the school will implement an enriched and accelerated curriculum anchored in our designated Area of Focus for instructional alignment and data-driven instruction (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)). We plan to maximize learning time by restructuring the daily schedule to include dedicated, uninterrupted blocks for core subjects alongside evidence-based intervention and acceleration periods tailored to individual student needs. The quality of instruction will be enhanced through regular, collaborative Professional Learning Communities (PLCs) where teachers analyze real-time performance data to adjust their pacing, differentiate lessons, and integrate high-order critical thinking skills across all tiers of instruction. By continually monitoring student progress and providing targeted professional development for our faculty, we ensure that every student receives a rigorous, comprehensive, and well-rounded academic experience that effectively eliminates learning gaps.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

DRAFT

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

DRAFT

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

DRAFT

Clay County Schools

MIDDLEBURG HIGH SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority	1
I. School Information	2
A. School Mission and Vision	2
B. School Leadership Team, Stakeholder Involvement and SIP Monitoring	2
C. Demographic Data.....	6
D. Early Warning Systems	7
II. Needs Assessment/Data Review	10
A. ESSA School, District, State Comparison	11
B. ESSA School-Level Data Review	12
C. ESSA Subgroup Data Review	13
D. Accountability Components by Subgroup.....	14
E. Grade Level Data Review.....	17
III. Planning for Improvement.....	18
IV. Positive Learning Environment	26
V. Title I Requirements (optional).....	29
VI. ATSI, TSI and CSI Resource Review	32
VII. Budget to Support Areas of Focus	33

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Middleburg High School exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

Provide the school's vision statement

To provide a safe, educational environment that fosters students' intellectual, social, emotional, and physical potential, empowering them to become productive lifelong learners.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Martin Aftuck

martin.aftuck@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

Support SIP team when needed and track goals.

Leadership Team Member #2

Employee's Name

Jordan Hobbs

jordan.hobbs@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Lead SIP team with Teacher leaders. Collect discipline data to present at meetings. Track goals.

Leadership Team Member #3**Employee's Name**

Deborah Curry

deborah.curry@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Collect ELA data to present and track. Track goals.

Leadership Team Member #4**Employee's Name**

Carrie Mescall

carrie.mescall@myoneclay.net

Position Title

English Teacher/Department Head

Job Duties and Responsibilities

Review Grammar, collect data and track goals. Relay information to ELA department.

Leadership Team Member #5**Employee's Name**

Candace Bates

candace.bates@myoneclay.net

Position Title

Math Teacher

Job Duties and Responsibilities

Collect data and track goals. Relay information to Math Department.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Stakeholders are involved in SAC meetings and invited to participate in events. Business stakeholders help provide funds for onboarding freshmen events throughout the year. Parents provide feedback and support when needed at meetings and help organize volunteers at events throughout the year. Teachers help collect data and analyze the data to track goals and see new needs throughout the school year at meetings. Students give feedback through surveys and help volunteer at events throughout the year.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Attendance will be tracked weekly. As data comes in, the SAC team will work with the PBIS team (Mindset Motivators & Attendance Success Team) to appropriately reward students and encourage attendance. Students that are not attending will be tracked and referred to the attendance success team to be addressed and come up with a plan to work with the student on improving attendance.

Discipline will be tracked bi-weekly. As data comes in, the SAC team will work with the PBIS team (Mindset Motivators & Dean) to establish how to address areas of opportunity.

English Scores will be tracked through county testing 3 times throughout the year with a final state assessment. Student data will be tracked by teachers and support facilitators to indicate student areas of opportunity. As student data comes in, teachers will adjust and readdress materials that need improvement. The head of the Literacy Council will be responsible for tracking the data and relaying that information to the faculty.

Math Scores will be tracked through county testing 2 times throughout the year with a final state assessment. Student data will be tracked by teachers and support facilitators to indicate student areas of opportunity. As student data comes in, teachers will adjust and readdress content.

Administrators will track how often small groups are being used in the classroom and meet with department heads and individual teachers as needed to address any areas of opportunity.

All of these efforts together will help close achievement gaps and increase the achievements of students in meeting the State's academic standards.

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C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH PK, 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	58.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: B 2023-24: A 2022-23: A 2021-22: B

D. Early Warning Systems

1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

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2. Grades 9-12 (optional)

Current Year (2026-27)

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
School Enrollment	510	519	484	444	1,957
Absent 10% or more school days	128	136	147	179	590
One or more suspensions	89	84	52	31	256
Course failure in English Language Arts (ELA)	44	37	28	4	113
Course failure in Math	25	8	30	7	70
Level 1 on statewide ELA assessment			35	7	42
Level 1 on statewide Algebra assessment		1	28	5	34

Current Year (2026-27)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	67	54	62	34	217

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	89	76	68	22	255

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

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II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

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A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	66	69	62	57	66	59	55	64	55
Grade 3 ELA Achievement									
ELA Learning Gains	62	62	59	55	60	58	57	62	57
ELA Lowest 25th Percentile	58	59	55	53	59	56	60	62	55
Math Achievement*	57	61	52	48	59	49	53	61	45
Math Learning Gains	47	44	45	44	48	47	56	60	47
Math Lowest 25th Percentile	44	41	44	44	42	49	55	61	49
Science Achievement	83	82	74	79	82	72	79	80	68
Social Studies Achievement*	81	85	76	80	84	75	85	83	71
Graduation Rate	96	97	94	96	95	92	93	94	90
Middle School Acceleration									
College and Career Acceleration	81	67	74	78	63	69	64	60	67
Progress of ELLs in Achieving English Language Proficiency (ELP)					69	52		51	49

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

[†] District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						68%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						678
Total Components for the FPPI						10
Percent Tested						98%
Graduation Rate						96%
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
68%	64%	66%	70%	58%	55%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	52%	No		
English Language Learners	47%	No		
Asian Students	67%	No		
Black/African American Students	62%	No		
Hispanic Students	67%	No		
Multiracial Students	76%	No		
White Students	68%	No		
Economically Disadvantaged Students	65%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	66%		62%	58%	60%	47%	44%	83%	81%		96%	81%	
Students With Disabilities	39%		57%	61%	32%	32%	22%	64%	57%		97%	54%	
English Language Learners	26%		60%	65%	50%	36%							
Asian Students	75%		58%										
Black/African American Students	62%		64%	73%	41%	41%	38%	73%	77%		100%	54%	
Hispanic Students	66%		61%	62%	55%	42%	42%	83%	82%		93%	79%	
Multiracial Students	67%		61%		56%	61%		96%	88%		90%	89%	
White Students	67%		62%	55%	63%	47%	45%	82%	82%		97%	84%	
Economically Disadvantaged Students	60%		61%	61%	55%	43%	42%	78%	79%		92%	79%	

Page 1257 of 2426

28/2026

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	57%		55%	53%	49%	44%	44%	79%	80%		96%	78%	
Students With Disabilities	28%		47%	48%	30%	40%	44%	51%	47%		92%	57%	
English Language Learners	21%		33%	20%	64%								
Black/African American Students	47%		53%	47%	38%	50%		81%	80%		97%	68%	
Hispanic Students	45%		53%	43%	39%	38%	26%	69%	77%		98%	85%	
Multiracial Students	62%		58%	60%	58%	48%		81%	72%		100%	80%	
White Students	59%		55%	57%	51%	45%	47%	80%	80%		96%	78%	
Economically Disadvantaged Students	50%		52%	52%	45%	43%	46%	76%	77%		95%	73%	

Page 1258 of 2426

Page 15 of 34

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%	
Page 1259 of 2426													
Page 16 of 34													

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	9	67%	66%	1%	60%	7%
ELA	10	65%	69%	-4%	61%	4%
Biology	9	96%	95%	1%	87%	9%
Biology	10	71%	67%	4%	60%	11%
Biology	11	80%	59%	21%	52%	28%
Algebra	9	69%	63%	6%	41%	28%
Algebra	10	33%	39%	-6%	31%	2%
Geometry	9	90%	87%	3%	75%	15%
Geometry	10	60%	53%	7%	40%	20%
Geometry	11	27%	26%	1%	26%	1%
History	11	82%	83%	-1%	75%	7%
Biology	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	10	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	30	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

There were increases across the board for all content areas for all students. Specifically, 9th Grade ELA improved 9 points. Overall ELA achievement went up 9 points. Algebra EOC went up 8 points. Increased focus on standards based instruction with tasks that aligned with benchmarks. Incorporated support facilitators in planning for the school year and pushing into classes on a regular basis. In math we focused on depth of knowledge questions that align with benchmarks. Over the past 3 years students were placed into Algebra 1A and the following year 1B. The students were not tested until they completed both A and B.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Learning Gains for Lowest Quartile in Math dropped from 44% to 41%. A contributing factor to this decline could be that we had new teachers in our lower level math courses.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Learning Gains for Lowest Quartile in Math dropped from 44% to 41%, and it was 56% in the 23-24 school year. A contributing factor to this decline could be that 2 of 3 teachers were new to the subject area in our lower level math courses.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our largest gap in comparison to state averages is in Algebra. We are 5% lower in pass rate. This is in part due to many of our higher level students taking this test in 8th grade before they come to high school.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

We have 590 students that are absent 10% or more of the school year, 128 being freshmen.

We have a total of 217 students that have two or more EWS, 67 being freshmen.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Math Achievement Scores
2. ELA Achievement Scores
3. Attendance
4. Small Groups in classes
5. ELL Student Achievement with a focus on ELA

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B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Description: Targeted small groups through benchmark aligned conversations/tasks in Math, focusing on rigorous tasks, differentiation, and addressing specific learning gaps identified in prior year data.

Impact on Student Learning: Aims to improve the overall proficiency, accelerate learning for the lowest 25%, and close district/state achievement gaps through differentiated support.

Rationale: Prior year data shows an 8% increase in Algebra and in Geometry. When compared to district and state levels there is room for improvement. Given our previous focus on aligning instruction with benchmarks, the next step is to dedicate time and development in instructional areas such as small groups and rigor to address the needs of all students.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Algebra: Last year Algebra scores increased from 44% to 52% proficiency.

Geometry: Last year Geometry proficiency increased from 51% to 59%.

Walkthrough data will demonstrate that "75% of students are engaged in small groups through benchmark aligned conversations and tasks" as displayed during 25% of classroom walkthroughs

FAST PM 3 data will show a minimum of 50% of Algebra students meeting proficiency as well as 60% of Geometry students meeting proficiency. At least 52% of students in the lower quartile will show gains in Math.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Progress towards the desired outcome will be measured through:

- Weekly classroom walkthroughs (observing small groups and engagement)
- Quarterly data chats with teachers (PLCs, PM data, Common Assessments, Exit Tickets)
- Teachers and Support Facilitators will be aware of and track the lower 33% within their classes to use data to accurately group and target student areas of weakness
- Data chats within the classroom with teachers and students
- Monthly in Admin Leadership Meeting reviewing walkthrough data
- Support facilitators will be intentionally scheduled to push into targeted classrooms to support SWD.
- Teachers and Support Facilitators will plan together

Summarized: Ongoing instructional support includes weekly classroom walkthroughs focused on small group instruction and engagement, quarterly data chats analyzing student performance (PLCs, PM data, Common Assessments, Exit tickets), and classroom-level data discussions between teachers and students. Teachers and support facilitators track and target the lowest 33% of students, using data to inform grouping and instruction. Monthly leadership meetings review walkthrough trends, and support facilitators are strategically scheduled to co-plan and push into classrooms to assist students with disabilities.

Person responsible for monitoring outcome

Martin Aftuck, Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Teachers will incorporate data driven small group instruction a minimum of 20% of class time. Support facilitators will be placed in specific ESE math classes to support the ESE population. Teachers will use high impact strategies to collect data and use data to drive small groups. Students in the lower quartile and ELL students will be scheduled and targeted according to their need to ensure they have extra supports in the classroom. We will be following a data driven design, by analyzing student data

educators can create groups that focus on specific skill gaps or learning styles, leading to more engaged and productive learning experiences. This approach also enables teachers to personalize learning paths, providing appropriate challenges and support for each student. Teachers will use common assessments, exit tickets, formal and informal assessments to group students appropriately. PLCs will discuss small group strategies that are working, data, and how we can improve on them throughout the year.

Rationale:

If all of our teachers are on-level curriculum and data-driven small group instruction, this allows teachers to target students based on different factors like achievement levels and learning styles. High impact teaching strategies, paired with a support facilitator in the classroom, we will continue to close achievement gaps by using small groups efficiently. It is a positive engagement strategy when implemented correctly. This can be good for all students and allow teachers to work with students in small groups or individually when necessary. General education teachers, ESE teachers, and Support Facilitators are all intentionally trained throughout the school year to provide high impact teaching strategies with a focus on small groups.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Incorporating Small Group Instruction in Math.

Person Monitoring:

Martin Aftuck

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will implement small group instruction weekly, through rigorous tasks. Administration will perform walkthroughs weekly. Teachers will use common assessments, exit tickets, formal and informal assessments to group students appropriately. Support Facilitators and assistants will push-in to classrooms to support ESE teachers/students. Schedules will be made for Support Facilitators and assistants to allow the maximum amount of instructional time in the classroom. Teachers will meet in PLCs to discuss strategies to assist specific students that they have in common. PLCs will discuss small group strategies that are working and how we can improve on them throughout the year. Walkthrough data will show that small group instruction is occurring 20% of the time. This data is tracked by administration through the classroom walkthrough tool. Teachers will track student data focusing on the lower 33% (common assessments, exit tickets, formal and informal assessments) to group students. Data will continue to be tracked throughout the year to demonstrate small group effectiveness.

Action Step #2

Professional Learning on Incorporating Student Talk in Small Groups

Person Monitoring:

Martin Aftuck

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional learning in the format of whole group PL sessions, coaching cycles, peer observations, performed by teacher leaders and administrators and will focus on how to implement small group instruction with or without a Support Facilitator or Assistant. Administration will monitor the use of small groups in the classroom using the classroom walkthrough tool. Also, administrators will provide coaching cycles with teachers to determine what implementation strategies are working best and how we can focus on areas that have areas of opportunity.

Action Step #3

School-based Leadership Team meetings for Data Reflection

Person Monitoring:

Martin Aftuck

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During PLCs, Data meetings will be held monthly to reflect on how small groups are impacting student achievement by reviewing data of the lower 33% in each class. Within these data meetings, teachers and Support Facilitators will identify areas of growth and areas of opportunity for their students and plan the next steps for supporting students in the classroom. As students progress, teachers will remove scaffolds to help continue independent growth throughout the year. Teachers will track data of students throughout the year through common assessments and data trackers.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Description: Targeted small group instruction in ELA, focusing on rigorous tasks, differentiation and addressing specific learning gaps identified in prior year data.

Impact on Student Learning: Aims to improve the overall proficiency, accelerate learning for the lowest 25% and ELL population, and close district/state achievement gaps through differentiated and scaffolded support and intentional scheduling.

Rationale: Prior year data shows a 7% increase in 9th grade ELA and 10th grade dropped 3%. ELL achievement dropped to 35% which labeled MHS an ATSI school. When compared to district and state levels there is room for improvement. Given our previous focus on aligning instruction with benchmarks, the next step is to dedicate time and development in instructional areas such as small groups and rigor to address the needs of all students.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

9th grade : Last year ELA proficiency increased from 58% to 67%.

10th grade: Last year ELA proficiency increased from 54% to 65%.

Walkthrough data will demonstrate that “75% of students are engaged in small groups through benchmark aligned conversations and tasks” as displayed during 25% of classroom walkthroughs

ELA FAST PM 3 data will show a minimum of 70% of 9th grade students meeting proficiency as well as 68% of 10th grade students meeting proficiency. At least 60% of students in the lower quartile will show gains in ELA.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Progress towards the desired outcome will be measured through:

- Weekly classroom walkthroughs (observing small groups and engagement)
- Quarterly data chats with teachers (PLCs, PM data, Common Assessments, Exit Tickets)
- Teachers and Support Facilitators will be aware of and track the lower 33% within their classes to use data to accurately group and target student areas of weakness
- Data chats within the classroom with teachers and students
- Monthly in Admin Leadership Meeting reviewing walkthrough data
- Support facilitators will be intentionally scheduled to push into targeted classrooms to support SWD.
- Teachers and Support Facilitators will plan together

Summarized: Ongoing instructional support includes weekly classroom walkthroughs focused on small group instruction and engagement, quarterly data chats analyzing student performance (PLCs, PM data, Common Assessments, Exit tickets), and classroom-level data discussions between teachers and students. Teachers and support facilitators track and target the lowest 33% of students, using data to inform grouping and instruction. Monthly leadership meetings review walkthrough trends, and support facilitators are strategically scheduled to co-plan and push into classrooms to assist students with disabilities.

Person responsible for monitoring outcome

Debbie Curry, Assistant Principal and Martin Aftuck, Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Teachers will incorporate data driven small group instruction a minimum of 20% of class time. Support facilitators will be placed in every ELL ELA class to support the needs of our ELL population and also our ESE population. Students in the lower quartile and ELL students will be scheduled and targeted according to their need to ensure they have extra supports in the classroom. We will be following a data driven design, by analyzing student data educators can create groups that focus on specific skill gaps or learning styles, leading to more engaged and productive learning experiences. This approach also enables teachers to personalize learning paths, providing appropriate challenges and support for each student.

Rationale:

If all of our ELA teachers that support our ESE and ELL students are providing on-level curriculum and high impact teaching strategies, paired with a support facilitator in the classroom, we will continue to close achievement gaps by using small groups efficiently. We want to continue to grow in this area and provide students with the small group instruction they need to help make them more successful. General education teachers, ESE teachers, and Support Facilitators are all intentionally trained throughout the school year to provide high impact teaching strategies with a focus on small groups.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Incorporating Small Group Instruction in ELA.

Person Monitoring:

Debbie Curry

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will implement small group instruction weekly, through rigorous, benchmark aligned tasks. Administration will perform walkthroughs weekly. Teachers will use common assessments, exit tickets, formal and informal assessments to group students appropriately. Support Facilitators and assistants will push-in to classrooms to support ESE teachers/students. Schedules will be made for Support Facilitators and assistants to allow the maximum amount of instructional time in the

classroom. Teachers will meet in PLCs to discuss strategies to assist specific students that they have in common. PLCs will discuss small group strategies that are working and how we can improve on them throughout the year.

Walkthrough data will show that small group instruction is occurring 20% of the time. This data is tracked by administration through the classroom walkthrough tool. Teachers will track student data focusing on the lower 33% (common assessments, exit tickets, formal and informal assessments) to group students. Data will continue to be tracked throughout the year to demonstrate small group effectiveness.

Action Step #2

Professional Learning on Incorporating Student Talk Small Groups

Person Monitoring:

Debbie Curry

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional learning in the format of whole group PL sessions, coaching cycles, peer observations, performed by teacher leaders and administrators and will focus on how to implement small group instruction with or without a Support Facilitator or Assistant. Administration will monitor the use of small groups in the classroom using the classroom walkthrough tool. Also, administrators will provide coaching cycles with teachers to determine what implementation strategies are working best and how we can focus on areas that have areas of opportunity.

Administration will monitor the use of small groups in the classroom using the classroom walkthrough tool. Also, administrators will provide coaching cycles with teachers to determine what implementation strategies are working best and how we can focus on areas that have areas of opportunity.

Action Step #3

School-based Leadership Team meetings for Data Reflection

Person Monitoring:

Debbie Curry

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During PLCs, Data meetings will be held monthly to reflect on how small groups are impacting student achievement by reviewing data of the lower 33% in each class.

Within these data meetings, teachers and Support Facilitators will identify areas of growth and areas of opportunity for their students and plan the next steps for supporting students in the classroom. As students progress, teachers will remove scaffolds to help continue independent growth throughout the year. Teachers will track data of students throughout the year through common assessments and data trackers.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data

reviewed.

We cannot teach students who are not at school. We need attendance to increase so that students can achieve at a higher level, close achievement gaps, and help more students graduate. Last year our average daily attendance was 92%. This needs to be increased to reach more students.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

We need attendance to increase so that students can achieve at a higher level, close achievement gaps, and help more students graduate. Last year our average daily attendance was 92%. This needs to be increased to reach more students. We would like to increase our attendance from 92% to 93%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This year the attendance team will be focusing on data and targeting students with low attendance by making phone calls and sending emails to absentees from teachers after 3 unexcused absences. We believe that this will help us alleviate chronic absenteeism. We will also create success plans for all students that participate in an attendance meeting. We will use attendance reports to identify students that show EWS and target these students.

Person responsible for monitoring outcome

Jordan Hobbs, Assistant Principal & Erin Mckenzie, Assistant Principal, Martin Aftuck, Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

A Student Success Team (SST) is a positive, team oriented approach to assisting students with a wide range of concerns related to their school performance, attendance, and experience. The purpose of the SST is to identify and intervene based off of early warning signs, in order to design a support system for students having difficulty in the general education classroom.

Rationale:

We are choosing Student Success Team meetings to address attendance at MHS because this will help us build relationships with students, parents, and community partners to assist our students that need a little more structure or help developing a plan.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Teachers will call home as soon as students have 3 unexcused absences from class. This will occur every quarter and every class. They will then report to the Student Success Team (SST) to assist with a wide range of concerns related to the student's school performance, attendance, and experience. The purpose of this team is to identify and intervene based off of early warning signs, in order to facilitate a support system for students having difficulty in the general education setting.

Person Monitoring:

Erin McKenzie, Assistant Principal

By When/Frequency:

As needed

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Attendance Team will pull attendance records each week to identify students that are at an attendance percentage of less than 90%. Students can be referred to the team for other reasons, but attendance will be one of the key EWS we are looking to address. Since in most cases attendance is directly related to other issues, we will meet with students to address any obstacles that prevent them from attending school to help support them.

Action Step #2

PBIS Awards

Person Monitoring:

Jordan Hobbs, Assistant Principal

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students will be rewarded in class for positive attendance by being entered into a drawing. There will be weekly drawings by Mrs. Hobbs. Students will be recognized monthly in the cafeteria for attendance over 90%.

Action Step #3

Professional Learning

Person Monitoring:

Jordan Hobbs, Assistant Principal

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will be provided with training on how to incorporate the PBIS rewards in their classes, and also how to refer students to the Success Team. We will work with teachers throughout the year through PLCs to ensure teachers are using the PBIS rewards system and also provide information they need about their students that have been placed on a Student Success Team "Success Plan". Attendance will be monitored through reports that will be distributed in weekly newsletters to the faculty and staff. Individual students will be tracked by guidance and admin to monitor the impact of this action step.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

DRAFT

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

DRAFT

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

DRAFT

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

DRAFT

Clay County Schools

MONTCLAIR ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority	1
I. School Information	2
A. School Mission and Vision	2
B. School Leadership Team, Stakeholder Involvement and SIP Monitoring	2
C. Demographic Data.....	4
D. Early Warning Systems	5
II. Needs Assessment/Data Review	9
A. ESSA School, District, State Comparison	10
B. ESSA School-Level Data Review	11
C. ESSA Subgroup Data Review	12
D. Accountability Components by Subgroup.....	13
E. Grade Level Data Review	16
III. Planning for Improvement.....	17
IV. Positive Learning Environment	28
V. Title I Requirements (optional).....	33
VI. ATSI, TSI and CSI Resource Review	36
VII. Budget to Support Areas of Focus	37

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Montclair Elementary aims to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

Provide the school's vision statement

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity and respect. Through these values, we will maximize student potential and promote individual responsibility.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Bill Miller

William.Miller@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

School leadership, Facility management, staff hiring and retention, professional learning communities and school budget.

Leadership Team Member #2

Employee's Name

Kristen Harrison

Kristen.Harrison@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

School leadership, professional development, Professional Learning Communities, data collection and review, staff coaching, classroom walkthroughs, staff evaluations, hiring and retention, curriculum management and daily support to teachers and scholars for instruction and behavior.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Leadership Team collects input for goals and action steps from teachers during OneClay Leadership Academy. The plan is reviewed by SAC members in August. SAC members include parents, staff, business and community partners.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

SIP will be monitored monthly during PLC sessions with school leadership. Data collected from PM1 and PM2 will showcase successes and additional needs guiding a Mid Year SIP update. SIP will be shared quarterly with SAC with feedback and consideration for revisions to promote continuous improvement. End of the year results will be shared with staff and SAC and used to guide the next year's SIP.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: B 2023-24: B 2022-23: B 2021-22: B

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	30	41	54	77	64	49	66			381
Absent 10% or more school days		7	10	7	13	11	5			53
One or more suspensions		2	4	2	1	2				11
Course failure in English Language Arts (ELA)		1	1	6	1					9
Course failure in Math		1		3						4
Level 1 on statewide ELA assessment		3	6	11	8					28
Level 1 on statewide Math assessment		5	14	29	17	29	20			114
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		1			2					3
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2026-27

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		1	5	10	7	9	3			35

Current Year 2026-27

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year		1		1						2
Students retained two or more times										0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	12	52	71	60	45	54	57			351
Absent 10% or more school days		11	18	12	10	7	11			69
One or more suspensions		5	1		2					8
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment				17	15	16	17			65
Level 1 on statewide Math assessment			39	27	25	27	18			136
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	2	8	31	21						62
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	2	4	19	5	14					44

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		6	8	8	10	4	9			45

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2			8						10
Students retained two or more times							1			1

DRAFT

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.

DRAFT

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

DRAFT

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026		2025		2024	
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	64	66	62	52	63	59
Grade 3 ELA Achievement	68	66	61	58	66	59
ELA Learning Gains	69	63	63	55	62	60
ELA Lowest 25th Percentile	65	60	58	58	60	56
Math Achievement*	53	69	66	59	67	64
Math Learning Gains	61	69	64	68	65	63
Math Lowest 25th Percentile	52	58	50	59	57	51
Science Achievement	60	67	62	38	62	58
Social Studies Achievement*			95			92
Graduation Rate						
Middle School Acceleration						
College and Career Acceleration						
Progress of ELLs in Achieving English Language Proficiency (ELP)				72	63	

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						62%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						492
Total Components for the FPPI						8
Percent Tested						100%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
62%	57%	57%	52%	56%	55%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	41%	No		
English Language Learners	58%	No		
Black/African American Students	44%	No		
Hispanic Students	62%	No		
Multiracial Students	62%	No		
White Students	67%	No		
Economically Disadvantaged Students	58%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	64%	68%	69%	65%	53%	61%	52%	60%					
Students With Disabilities	36%	53%	45%	50%	27%	45%	41%	30%					
English Language Learners	48%	45%	63%		69%	63%							
Black/African American Students	44%	40%	71%		26%	41%							
Hispanic Students	58%	53%	68%		62%	68%		64%					
Multiracial Students	62%				62%								
White Students	74%	93%	69%	67%	55%	58%	47%	70%					
Economically Disadvantaged Students	59%	63%	68%	64%	50%	59%	46%	58%					

Page 1292 of 2426

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%

Page 1293 of 2426

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%

Page 1294 of 2426

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	67%	65%	2%	60%	7%
ELA	4	55%	64%	-9%	60%	-5%
ELA	5	54%	60%	-6%	61%	-7%
ELA	6	69%	72%	-3%	62%	7%
Math	3	48%	69%	-21%	66%	-18%
Math	4	23%	65%	-42%	65%	-42%
Math	5	50%	61%	-11%	62%	-12%
Math	6	76%	70%	6%	60%	16%
Science	5	56%	66%	-10%	60%	-4%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

Fifth Grade Science increased 18 points from placing a new teacher in that position with school and district support. Schoolwide ELA proficiency increased 11 points. New actions this year included a new District Reading adoption to Benchmark curriculum with training and support offered for all teachers. ELA small groups increased in grades K-4.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Fourth Grade math declined to 23% proficiency with Third Grade earning 48% for the second year in a row. Contributing factor to Fourth Grade is a teacher who has never taught math, teaching both math and science along with only two classrooms on the grade level and multiple behaviors to manage.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Fourth Grade Math at 23% proficiency was our greatest decline from the previous year. The year prior, Fourth Grade Math was at 55% proficiency dropping 32 points. Those scholars in Third Grade scored at 48% proficiency, thus a drop for that scholar grouping of 25 points. With budget cuts we decreased from three Fourth Grade teachers to two. Our teacher who taught Math and Science had not taught Math previously. Our Fourth Grade scholar group included behavior management challenges.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Fourth Grade Math had the greatest gap compared to the state average at 42 points less. Fourth Grade State Math average earned 65 and ours dropped to 23. Our second lowest was Third Grade Math with a 19 point difference. For Fourth Grade it was a combination of going down to two classes

and having a teacher teach Math and Science combined and his first year teaching Math. Behaviors in this grade level were a challenge. For Third Grade, this is the second year in a row with two new to our school, teachers on the grade level and a heavier concentration was placed on ELA as a mandatory retention subject area for the grade level.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Reflection on EWS data, shows 53 scholars who have been absent 10% or more last year. That affects their academics and ability to maintain a regulated behavior. Attendance will be a main priority. We also have a high number of scholars who scored a Level 1 on the Statewide Math assessment which directly affects scholar proficiency. Those scoring low, most likely have lower attendance and could have an issue with behavior regulation or focus.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Math instruction schoolwide is a priority. Focus areas will be 3rd, 4th, and 5th grade Math. Third scored 48% proficiency two years in a row, Fourth dropped to 23% and will have a new teacher this year, and Fifth grade will have the low performing Fourth grade scholars.

Science in Fifth grade continues as a priority. We grew this year and want to maintain and increase that growth with scholars who are at 57% proficient in ELA and 23% Math coming into the grade level.

ELA schoolwide K-6 as it is the second year with our Benchmark Curriculum, new 5th grade ELA teacher and a new 6th grade ELA teacher with an updated curriculum.

For PBIS, attendance and behavior regulation are our main areas with our focus on attendance to build self-regulation.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Description: Enhance Instructional Practice with Benchmark-aligned instruction in Math in grades 3-5.

Impact on Student Learning: Supporting our scholars with structured and explicit Tier 1 instruction aligned to the Benchmark will increase scholar learning and proficiency.

Rationale: Third grade had 48% proficiency on PM3 for the second year in a row. They will be going into Fourth grade needing additional support. Fourth grade dropped to 23% proficiency on PM3 and will have a new, first year teacher teaching math. Fifth grade is receiving the scholars who scored at 23% and will need the additional instruction and support at Tier 1. K, 1 and 2 showed math gains in their proficiency and 6th grade dropped but achieved 76%.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

We intend to have our 3rd - 5th grade Math PM3 proficiency for 26/27 school year at 60%. Every grade level is projected to have an increase based on the data from the prior year and planned support in math instructional practice.

Grade Level	24/25	25/26	Intended 26/27
Kindergarten	61%	85%	87%
First Grade	45%	75%	87%
Second Grade	68%	73%	75%
Third Grade	48%	48%	55%
Fourth Grade	55%	23%	55%
Fifth Grade	41%	50%	55%
Sixth Grade	83%	76%	78%

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This Area of Focus will be monitored by classroom walkthroughs by administration to observe Benchmark-aligned Instructional practices with high scholar engagement. Our School-wide classroom indicator will be: Teacher encourages scholars to demonstrate success criteria and achieve the learning target with; Application of knowledge and skills, Open ended tasks and questions, Strategic Thinking and Ownership of Learning. Data will be monitored with the grade level teachers during monthly T3 meetings and in PLCs. Data will be pulled from PM and FOCUS Assessments, Eureka Squared unit and Classroom assessments. Vertical alignment will be reviewed to remediate skills from the prior grade level to grow into grade level proficiency. Tier 1 District Resources will be utilized for instruction and support and monitored monthly.

Person responsible for monitoring outcome

Bill Miller - Principal and Kristen Harrison- Assistant Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

We will utilize interventions and practices with High Effect Sizes based on Hattie's research. Evidence-based intervention to be used prior to Tier 1 instruction is Intentional Planning (.76).

Rationale:

Intentional planning with the Benchmark standards will show what the scholars need to be taught in instruction and what rigorous tasks would be a reflection of their understanding and proficiency. Intentional collaboration during planning between the General Education teacher, ESE, and ELD teachers and consideration with Title 1 teacher for small group instruction will determine best scaffolds or accommodations.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

During instruction will be Teacher Clarity (.85) and Scaffolding (.86). Teacher Clarity will encompass the planned instruction is organized and understandable including the learning targets and success criteria. Scaffolding will be the planned temporary supports that are implemented and gradually removed once scholars demonstrate independence and mastery of benchmarks.

Rationale:

Teacher Clarity showcases the intentional planning for the teacher's instructional practice aligned to the benchmark and the delivery of clear and organized instruction. Scaffolds would be determined

based on data including observational data for scholars. IEPs and ELL plans will be used to determine appropriate scaffolds aligned to the scholar's strengths and plan. The collaboration between General Education teachers, ESE and ELD will support the needs of our SWDs, ELLs and all scholars.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Professional Learning Community weekly and monthly sessions led by administration and teacher leaders. PLC's are how teachers will receive professional learning and monthly data review.

Person Monitoring:

Bill Miller-Principal and Kristen Harrison-Assistant Principal

By When/Frequency:

By April 2027.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional Learning Communities are our whole group monthly sessions, grade level and content areas who meet to receive professional development, review data and plan strategies. Administration and teacher leaders will lead the first monthly session each month and administration will monitor the small group sessions for the second and fourth weeks of the month. The third week will be for planned book studies and the months with five weeks will offer a discourse session. Administration will monitor agendas and conversations to determine additional professional development and grade level next steps. T3 sessions with grade levels or vertical math content in grades 3-6 to collaborate and review data or strategies.

Action Step #2

Collaborate with district staff through quarterly district collaborative sessions with Math specialists and on campus coaching support.

Person Monitoring:

Bill Miller-Principal, Kristen Harrison-Assistant Principal, District Math Specialist

By When/Frequency:

Continuous through the year until April 2027.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Third, Fourth and Fifth Grade Math teachers will attend District Collaborative quarterly sessions and work with a District Math Specialist on campus to support their intentional instruction and rigorous tasks aligned to the benchmarks.

Action Step #3

Teachers will implement the use of intentional planning, teacher clarity, and scaffolding within their instructional practices. Sharing by grade level monthly how this is improving.

Person Monitoring:

Bill Miller-Principal, Kristen Harrison-Assistant Principal, District Math Specialist

By When/Frequency:

Monthly until May 2027.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During small group PLC monthly sessions, grade levels and math content area teachers will discuss improvements they have measured based on their implementation of intentional planning, teacher clarity and scaffolding. School Leadership will meet with each group monthly to review data, walkthroughs, and collaborate on next steps.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Area of Focus: Continue to increase scholar understanding and proficiency in 5th Grade Science.

Description: Enhancing our Instructional Practice and rigorous tasks aligned to benchmarks to support 5th Grade Science, will increase scholar understanding and mastery of Science concepts and increase proficiency.

Rationale: This Area of Focus was identified as a crucial need in 2023-2024 with 5th Science scoring 48% proficiency and dropping to 36% in 2024-2025. In 2025-2026 our new Science Teacher increased grade level proficiency scores to 56%. While this is impressive, we plan to grow our 5th grade proficiency higher to ensure scholars are mastering the concepts.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

We intend to have our 5th grade scholars achieve a 60% Science proficiency for the 26-27 school year. ELA proficiency relates to Science proficiency and in 24-25, our 4th graders finished at 55% ELA proficiency, worked in 5th grade to achieve the 56% at end of year for Science. The upcoming 5th graders for 26-26 scored at 57% ELA proficiency in PM3 and with intentional planning for reading strategies in addition to Science concepts we plan to achieve 60% or higher in PM3 Science proficiency.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Our Science Area of Focus will be monitored by classroom walkthroughs by administration to observe intentional planning, rigorous tasks aligned to benchmark, high engagement, and scholar ownership of their learning. Data will be monitored from FOCUS Science and classroom assessments and

observations. Monthly T3 sessions with the grade level and vertical Science Content PLCs will review data for successes and areas to adjust.

Person responsible for monitoring outcome

Bill Miller-Principal and Kristen Harrison-Assistant Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

We will utilize interventions and practices with High Effect Sizes based on Hattie's research. Evidence-based intervention to be used prior to Tier 1 instruction is Intentional Planning (.76).

Rationale:

Intentional planning with the Benchmark standards will show what the scholars need to be taught in instruction and what rigorous tasks would be a reflection of their understanding and proficiency. Intentional collaboration during planning between the General Education teacher, ESE, and ELD teacher to determine the scaffolds and accommodations needed for scholar success.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

During instruction will be Teacher Clarity (.85) and Scaffolding (.86). Teacher Clarity will encompass the planned instruction is organized and understandable including the learning targets and success criteria. Scaffolding will be the planned temporary supports that are implemented and gradually removed once scholars demonstrate independence and mastery of benchmarks.

Rationale:

Teacher Clarity showcases the intentional planning for the teacher's instructional practice aligned to the benchmark and the delivery of clear and organized instruction. Scaffolds would be determined based on data including observational data for scholars. IEPs and ELL plans will be used to determine appropriate scaffolds aligned to the scholar's strengths and plan. The collaboration between General Education teachers, ESE and ELD will support the needs of our SWDs, ELLs and all scholars.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

During planning and Tier 1 instruction, evidence-based interventions are Classroom Discussion (.82) and Strategies to integrate Prior Knowledge (.93). Both will build understanding of concepts and inform the teacher of areas of need.

Rationale:

Our rationale for selecting these specific strategies is they have a high effect size and they are methods that our teacher can implement with minimal additional training. Many of our scholars are not experiencing Science concepts outside of school. Since our teacher will be teaching 4th and 5th grade Science, she can use these interventions with 4th graders to build their prior knowledge preparing them for more success the following year in 5th Grade Science.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Fifth Grade Science Teacher will participate in Professional Learning Community sessions led by administration and teacher leaders and District Science Collaboratives.

Person Monitoring:

Bill Miller-Principal, Kristen Harrison-Assistant Principal, District Science Specialist

By When/Frequency:

Monthly ending April 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional Learning Communities are our whole group monthly sessions, grade level and content areas who meet to receive professional development, review data and plan strategies. Administration and teacher leaders will lead the first monthly session each month and administration will monitor the small group sessions for the second and fourth weeks of the month. The third week will be for planned book studies and the months with five weeks will offer a discourse session. Administration will monitor agendas and conversations to determine additional professional development and grade level next steps. T3 sessions with grade levels or vertical Science content in grades 4-6 to collaborate and review data or strategies.

Action Step #2

Fifth Grade Teacher will intentionally plan her lessons to include vocabulary. Her instructional delivery will include Teacher Clarity, Scaffolding, Classroom Discussions and Integration of Prior Knowledge. She will also share pertinent vocabulary during vertical planning for grades K-4 to begin teaching to build awareness prior to 5th Grade.

Person Monitoring:

Bill Miller-Principal, Kristen Harrison-Assistant Principal, Rachel Goodyear-Classroom Teacher

By When/Frequency:

Monthly ending April 2027.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teacher uses Intentional Planning and Teacher Clarity in preparing her lessons. Visual supports for Learning Targets, Success Criteria and Vocabulary utilized. During her instruction she will incorporate Classroom Discussions and Integration of Prior Knowledge. She will share specific vocabulary with grade levels K-4 to build awareness of Science concepts prior to arriving to 5th Grade. She will be supported by District Curriculum Guides. Administration will support through classroom walkthroughs and feedback. Additionally reviewing the science assessment data.

Action Step #3

Teacher will implement the use of intentional planning, teacher clarity, and scaffolding within their instructional practices. Sharing monthly how instruction and scholar understanding is improving.

Person Monitoring:

Bill Miller-Principal, Kristen Harrison-Assistant
Principal, Rachel Goodyear-Teacher

By When/Frequency:

Monthly until May 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teacher will meet monthly with School Leadership to review progress in scholar performance and instruction monitored by classroom walkthroughs. District Science Specialist will have scheduled time to review pacing and provide additional feedback.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Description: K-6 ELA Tier 1 structured instruction is our Area of Focus.

Impact on student learning: Supporting all of our scholars with structured and explicit Tier 1 implementation in the second year of our new curriculum for K-5 and an updated curriculum for 6th.

Rationale: All grades except 2nd increased proficiency in 25-26. Second grade had very large classes with a variety of needs and proficiency dropped from 70% in 24-25 to 68% 25-26. Teachers are still learning the many components to the new curriculum and we will have a focus on the alignment of rigorous tasks to the benchmark. We will have a teacher new to 3rd grade and our 5th grade ELA is in her first full year, with our 6th grade ELA new to our school. Many of our scholars are supported in Tier 1 and Tier 2 small groups to learn and apply additional reading strategies.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

We intend to have our school at 68% proficiency for K-6 for 26-27. We made gains in proficiency in 6/7 grade levels and while 2nd grade did not show a proficiency gain, there were great learning gains within the grade level.

Grade Level	24/25 Proficiency	25/26 Proficiency	Projected 26/27 Proficiency
Kindergarten	58%	77%	79%
1st Grade	34%	67%	78%
2nd Grade	70%	68%	71%

3rd Grade	52%	68%	69%
4th Grade	55%	57%	70%
5th Grade	33%	54%	60%
6th Grade	53%	70%	71%

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This Area of Focus will be monitored by classroom walkthroughs by administration to observe Benchmark-aligned Instructional practices with high scholar engagement. Our School-wide classroom indicator will be: Teacher encourages scholars to demonstrate success criteria and achieve the learning target with; Application of knowledge and skills, Open ended tasks and questions, Strategic Thinking and Ownership of Learning. Data will be monitored with the grade level teachers during monthly T3 meetings and in PLCs. Data will be pulled from PM Assessments, Unit and Classroom assessments and Acadience. Lexia will be monitored for grade level and school growth with teachers monitoring individual scholar gains. Vertical alignment will be reviewed to remediate skills from the prior grade level to grow into grade level proficiency. Tier 1 District Resources will be utilized for instruction and support and monitored monthly. Tier 2 Resources will be used in small groups by teachers and Title 1 teachers for additional support.

Person responsible for monitoring outcome

Bill Miller-Principal and Kristen Harrison-Assistant Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

We will utilize interventions and practices with High Effect Sizes based on Hattie's research. Evidence-based intervention to be used prior to Tier 1 instruction is Intentional Planning (.76).

Rationale:

Intentional planning with the Benchmark standards will show what the scholars need to be taught in instruction and what rigorous tasks would be a reflection of their understanding and proficiency. Intentional collaboration during planning between the General Education teacher, ESE, and ELD teachers and consideration with Title 1 teacher for small group instruction will determine best scaffolds or accommodations.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

During instruction will be Teacher Clarity (.85) and Scaffolding (.86). Teacher Clarity will encompass the planned instruction is organized and understandable including the learning targets and success criteria. Scaffolding will be the planned temporary supports that are implemented and gradually removed once scholars demonstrate independence and mastery of benchmarks.

Rationale:

Teacher Clarity showcases the intentional planning for the teacher's instructional practice aligned to the benchmark and the delivery of clear and organized instruction. Scaffolds would be determined based on data including observational data for scholars. IEPs and ELL plans will be used to determine appropriate scaffolds aligned to the scholar's strengths and plan. The collaboration between General Education teachers, ESE and ELD will support the needs of our SWDs, ELLs and all scholars.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

During planning and Tier 1 instruction, evidence-based interventions are Classroom Discussion (.82) and Strategies to integrate Prior Knowledge (.93). Both will build understanding of concepts and inform the teacher of areas of need.

Rationale:

Our rationale for selecting these specific strategies is they have a high effect size and they are methods that our teacher can implement with minimal additional training. Many of our scholars are not familiar with vocabulary above basic speaking words and pre-teaching vocabulary with prior knowledge will build their understanding of the text and discussion. In grades 4th - 6th we will encourage the beginning stages of using the Jigsaw Method (1.2) to learn and share their knowledge.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Professional Learning Community weekly and monthly sessions led by administration and teacher leaders.

Person Monitoring:

Bill Miller-Principal and Kristen Harrison-Assistant Principal

By When/Frequency:

Monthly until April 2027.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional Learning Communities are our whole group monthly sessions, grade level and content areas who meet to receive professional development, review data and plan strategies. Administration

and teacher leaders will lead the first monthly session each month and administration will monitor the small group sessions for the second and fourth weeks of the month. The third week will be for planned book studies including one on Reading Strategies (The 7 Mighty Moves). Administration will monitor agendas and conversations to determine additional professional development and grade level next steps. T3 sessions with grade levels or vertical ELA content in grades 3-6 to collaborate and review data or strategies.

Action Step #2

Collaborate with District staff through district collaborative sessions with ELA Specialists and on campus coaching support.

Person Monitoring:

Bill Miller-Principal, Kristen Harrison-Assistant Principal, and District Reading Specialist

By When/Frequency:

Quarterly until May 2027.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will attend District Collaborative quarterly sessions and work with a District ELA Specialist on campus to support their intentional instruction and rigorous tasks aligned to the benchmarks.

Action Step #3

Teachers will implement intentional planning, teacher clarity and scaffolding into their instructional practice. Teachers will meet with grade levels and content areas to share their improvement and scholar increase in performance.

Person Monitoring:

Bill Miller-Principal, Kristen Harrison-Assistant Principal

By When/Frequency:

Monthly until May 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During small group PLC monthly sessions, grade levels and ELA content area teachers will discuss improvements they have measured based on their implementation of intentional planning, teacher clarity and scaffolding. School Leadership will meet with each group monthly to review data, walkthroughs, and collaborate on next steps.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Desscription: Our Area of Focus is reducing our Office Discipline Referrals for our SWDs.

Impact on Learning: When scholars are not demonstrating good behavior, they are not engaged and they hinder the learning for other scholars. Being out of the classroom for a consequence reduces their time spent in the classroom to engage in their learning opportunities. This would be reflected in

grades and content proficiency.

Rationale: Our 25-26 total ODRs increased to 95.18% from 24-25. Our SWD population was listed as a significant risk ratio of 2.6 and PBIS considers a ratio over 2.5 a significant risk. We have set School-wide behavior expectations and each classroom has classroom expectations to be met. Scholars are human and will have moments and days that could be challenging for them. Students with Disabilities have their IEP designed from data collected and plans will include a Functional Behavior Plan or a Behavior Implementation Plan. Before writing a Discipline Referral on a SWD, we need to ensure the FBA or BIP was followed and the level of severity of the incident was considered according to the Discipline Flow chart. General education scholars without an IEP should meet behavior expectations and have discipline for incidents following the Discipline Flow chart.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our goal for this Area of Focus would be to have our students with an IEP subgroup earn a ratio of 2.0 or less. From 22-23 to 23-24 our Office Discipline Rate increased 61%, we then decreased in 24-25 by 56% and this year we increased to 95.18%. Our Office Discipline Referrals per 100 is 29.81 while the state of Florida's median per 100 is 28.01. Student subgroups are monitored with a ODR Risk Ratio and our Students with an IEP earned a significant risk ratio level of 2.6 with anything higher than 2.5 earning that designation. Our In School Suspension rate also increased by 16.24% in 25-26.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This will be measured by reviewing the numbers of ODRs weekly and monthly through FOCUS discipline reports. Additional tracking of scholars, grade levels, teachers, and time periods to monitor trends and identify potential solutions. Ongoing monitoring will impact scholar achievement because they will be in the classroom learning instead of out on a consequence and peers will be able to focus on learning with behavior expectations being met. Classroom walkthroughs will also monitor classroom management and scholar engagement showcasing they are meeting the expectations set. Behavior Tracking spreadsheet will also be monitored weekly from Reflection sheets completed to support scholars prior to an Office Discipline Referral being written.

Person responsible for monitoring outcome

Bill Miller-Principal and Kristen Harrison-Assistant Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

We will utilize interventions and practices with High Effect Sizes based on Hattie's research. Evidence-based intervention to be used prior to Tier 1 instruction is Intentional Planning (.76).

Rationale:

Intentional planning with the Benchmark standards will show what the scholars need to be taught in instruction and what rigorous tasks would be a reflection of their understanding and proficiency. Intentional collaboration during planning between the General Education teacher, ESE, and ELD teachers and consideration with Title 1 teacher for small group instruction will determine best scaffolds or accommodations. When the instruction is presented within the scholar's Zone of Proximal Development, they can feel success and not frustration.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

During instruction will be Teacher Clarity (.85) and Scaffolding (.86). Teacher Clarity will encompass the planned instruction is organized and understandable including the learning targets and success criteria. Scaffolding will be the planned temporary supports that are implemented and gradually removed once scholars demonstrate independence and mastery of benchmarks.

Rationale:

Teacher Clarity showcases the intentional planning for the teacher's instructional practice aligned to the benchmark and the delivery of clear and organized instruction. Scaffolds would be determined based on data including observational data for scholars. IEPs and ELL plans will be used to determine appropriate scaffolds aligned to the scholar's strengths and plan. The collaboration between General Education teachers, ESE and ELD will support the needs of our SWDs, ELLs and all scholars.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Build self efficacy (.92) in scholars K-6. For K-2 scholars use "I Can" statements and for 3-6 scholars set micro-goals for a single class period. Use structured choice or embed choice into the Success Criteria to give scholars agency which will feed into self efficacy.

Rationale:

Self efficacy is built on mastery experiences when scholars set a goal and reach it. When scholars reach their "I Can" statement or micro-goal/ success criteria they build confidence. Many discipline referrals happen during independent work when scholars feel overwhelmed. Small micro-goals break that overwhelming idea into smaller tasks reducing frustration that could trigger disruptive or disrespectful behaviors. A choice or menu approach to Success Criteria has a couple options of the path to mastery of the standard. While self efficacy is (.92), ADHD is (-.90).

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Professional Learning Community weekly and monthly sessions led by administration and teacher leaders.

Person Monitoring:

Bill Miller-Principal and Kristen Harrison-Assistant Principal

By When/Frequency:

Monthly all year ending May 2027.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional Learning Communities are our whole group monthly sessions, grade level and content areas who meet to receive professional development, review data and plan strategies. Administration and teacher leaders will lead the first monthly session each month and administration will monitor the small group sessions for the second and fourth weeks of the month. The third week will be for planned book studies and the months with five weeks will offer a discourse session. T3 sessions with grade levels or vertical content in grades 3-6 to collaborate and review data or strategies. PBIS data will be shared with staff monthly and grade level data will be shared during T3 sessions.

Action Step #2

PBIS Rewards will be offered to scholars by teachers and staff through the PBIS Rewards App. Teachers will utilize Intentional Planning, Teacher Clarity, Scaffolding and Classroom Discussion their instructional practice to meet the needs of all scholars. Teachers will create "I Can" statements and micro-goals along with choice menus as options to demonstrate mastery.

Person Monitoring:

Bill Miller-Principal, Kristen Harrison-Assistant Principal, PBIS-Climate & Culture Team

By When/Frequency:

Monthly until May 2027.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will award PBIS points as an award for scholars success in meeting the success criteria, reaching a goal or using a planned strategy. Points can be awarded by staff for a scholar's attitude demonstrating self efficacy. Scholars will shop in the PBIS store quarterly to purchase items or celebrations with their points.

Action Step #3

Teachers will implement the use of intentional planning, teacher clarity, and scaffolding within their instructional practices. Sharing by grade level monthly how instruction and behaviors of SWDs has improved. PBIS Reward totals will be monitored monthly.

Person Monitoring:

Bill Miller-Principal, Kristen Harrison-Assistant Principal

By When/Frequency:

Monthly until May 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

During small group PLC monthly sessions, grade levels will discuss improvements they have measured based on their implementation of intentional planning, teacher clarity and scaffolding along with Success Criteria of "I Can" statements or micro-goals. Teachers will review behavior data and PBIS Rewards totals. School Leadership will meet with each group monthly to review ODR data, PBIS Rewards points and collaborate on next steps.

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V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

The SIP was written by school leadership and reviewed by District leadership. This SIP will be presented to school staff in pre-planning before the school year begins. The plan will be introduced in the first SAC meeting to share with parents, stakeholders and staff. It will be available in a print copy in the front office for parents and stakeholders to review. This plan will serve as a guide, thus referred to often in continuous planning it will also be fully reviewed mid year for progress monitoring and determination of any additional needs. Our school's webpage: <https://www.oneclay.net/o/mce>.

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Montclair plans to continue and build new positive relationships with parents, families and community stakeholders through the year. We have our Parent and Family Engagement events scheduled. August 27 is "Planting Seeds of Learning with Parents" will go to the apartment complex where many of our scholars live to share seeds to plant and information. September 17 will be our Annual Title 1 Meeting with a Family Game Night and Parent / Teacher conferences. October begins our quarterly Flag Pole events inviting families and stakeholders with collaboration from our zoned high school scholars giving high-fives. November 19 is our STREAM night for families and stakeholders. Our

Literacy/Reading night with a spaghetti dinner is January 21. Our school's webpage: <https://www.oneclay.net/o/mce>. Parents will be informed of their child's progress through conferences, interim grade postings, report cards, conversations and Tuesday folder notes home.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Montclair had a 24 point academic gain in state testing for the 25-26 school year. ELA gains were up 11 points and Science was up 18 points. For the 26-27 school year, we have defined our Professional Learning plan for monthly sessions and book studies. Our Area of Focus is Instructional Practice for ELA, Science and Math with a PBIS goal for reduction of Office Discipline Referrals for students with disabilities. Our application was submitted for recognition as a PBIS Model School at the Bronze Level. Our school-wide STREAM concept will increase Science concepts to all grade levels. Our quality of learning time is extended with Boys and Girls Club on campus afterschool and multiple clubs relating to enrichment and arts.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

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VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

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Clay County Schools

OAKLEAF HIGH SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority	1
I. School Information	2
A. School Mission and Vision	2
B. School Leadership Team, Stakeholder Involvement and SIP Monitoring	2
C. Demographic Data.....	6
D. Early Warning Systems	7
II. Needs Assessment/Data Review	10
A. ESSA School, District, State Comparison	11
B. ESSA School-Level Data Review	12
C. ESSA Subgroup Data Review	13
D. Accountability Components by Subgroup.....	14
E. Grade Level Data Review.....	17
III. Planning for Improvement.....	18
IV. Positive Learning Environment	29
V. Title I Requirements (optional).....	32
VI. ATSI, TSI and CSI Resource Review	35
VII. Budget to Support Areas of Focus	36

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Oakleaf High School is to provide a safe, appropriate, and effective learning environment that will meet the needs of the students and assist the students in accomplishing educational goals that are significant for the world of work and for higher learning pursuits.

Provide the school's vision statement

By providing the best education possible, we are giving our students the “armor” to succeed in their lifelong endeavors.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Justin Fluent

justin.fluent@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

Evaluator for: Career Technical Education (CTE), NJROTC, Athletic Director, Deans, and Assistant Principals.

Oversees the following areas: Budget, Hiring, Curriculum Council, SAC, School Improvement Plan, Teacher and Room Assignments, Field Trips, Contracts, and Workers Comp. Rep.

Leadership Team Member #2

Employee's Name

Toyia Mills

toyia.mills@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Evaluator for: Science, ESE, and Credit Recovery Labs

Grade Level- 12th Grade

Oversees the following areas: Graduation Rate, Grad Tracker, ESE compliance, Biology Proficiency, Principal Reviews, PBIS, Summer School Coordinator, Teacher of the Year, School Related Employee of the Year, Teacher Support/Appreciation, and Enrollment Issues, Out-of-Field Teachers, and ESOL Out-of Field letters, New Teacher Orientation, New Teacher Mentorship, Parent academy coordinator.

Leadership Team Member #3

Employee's Name

Lance Linscomb

lance.linscomb@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Evaluator for: Math, Foreign Language and Custodians

Grade Level - 10th

Oversees the following areas: Algebra 1 and Geometry Proficiency, Learning Gains and Lower Quartile,

Facilities, Work Orders, Custodians, Keys, Duty roster

Drills - Bus/Fire/Lockdown/Weather, Emergency Manual, Threat Assessments Leader, Student Success Leader, School Safety Leader.

Leadership Team Member #4

Employee's Name

Brittany Mckenzie

brittany.mckenzie@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Evaluator for: English, Intensive Reading, Guidance and Media Center

Grade Level - 11th

Oversees the following areas: ELA Proficiency, Learning Gains, Lower Quartile, FAST and EOC Testing, Literacy Leader, Social Media, Webmaster, Chromebooks, Planner, FIC, Guidance & 504 plan compliance, Master scheduling, FTE, Grade Changes, Title IX Leader, Grade changes

Leadership Team Member #5**Employee's Name**

Brett Rountree

brett.rountree@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Evaluator for: Social Studies, Fine Arts and PE

Grade Level - 9th

Oversees the following areas: US History Proficiency, learning gains, lower quartile, Principal Reviews, Roster verifications, professional development, property

Leadership Team Member #6**Employee's Name**

Michelle Forbis

michelle.forbis@myoneclay.net

Position Title

School Advisory Council (SAC) Chair, Support Facilitator/ESE Department Head

Job Duties and Responsibilities

Facilitate SAC meetings, Assist with IEP compliance reviews, manifestation meetings, articulations and participating as part of the school based leadership team.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

At Oakleaf High School, our School Advisory Council seeks input from our stakeholders, which include the school leadership team, teachers, staff, parents, students, and the community. At the end of the year, the SAC leader meets with the school leadership team to discuss potential focus areas. After that initial meeting, the school based leadership team meets and the School Improvement Plan is drafted and presented to the leadership team. Once the leadership team approves the plan, it is introduced to the stakeholders at our last SAC meeting. Stakeholders are given an opportunity to voice their comments and concerns before the plan is approved and developed for submission during the summer.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The School Advisory Council at Oakleaf High School meets quarterly with stakeholders (school leadership team, teachers, staff, parents, and students) to discuss and monitor the implementation and impact of our Improvement Plan and make revisions as necessary. In addition, the administrative team will review FOCUS data (incident referrals, Local assessment and PM data) in addition to walkthrough data to determine the effectiveness.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH PK, 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	53.1%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: A 2023-24: A 2022-23: A 2021-22: B

D. Early Warning Systems

1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

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2. Grades 9-12 (optional)

Current Year (2026-27)

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
School Enrollment	487	523	562	561	2,133
Absent 10% or more school days	123	152	184	247	706
One or more suspensions	88	78	64	59	289
Course failure in English Language Arts (ELA)	9	30	3	5	47
Course failure in Math	19	10	18	18	65
Level 1 on statewide ELA assessment	0	2	21	2	25
Level 1 on statewide Algebra assessment	1	7	22	5	35

Current Year (2026-27)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	34	53	47	58	192

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

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II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

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A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	71	69	62	69	66	59	66	64	55
Grade 3 ELA Achievement									
ELA Learning Gains	62	62	59	62	60	58	65	62	57
ELA Lowest 25th Percentile	60	59	55	61	59	56	65	62	55
Math Achievement*	68	61	52	74	59	49	70	61	45
Math Learning Gains	50	44	45	57	48	47	68	60	47
Math Lowest 25th Percentile	48	41	44	62	42	49	72	61	49
Science Achievement	82	82	74	85	82	72	81	80	68
Social Studies Achievement*	89	85	76	92	84	75	86	83	71
Graduation Rate	99	97	94	98	95	92	97	94	90
Middle School Acceleration									
College and Career Acceleration	59	67	74	60	63	69	60	60	67
Progress of ELLs in Achieving English Language Proficiency (ELP)					69	52		51	49

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

[†] District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						69%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						691
Total Components for the FPPI						10
Percent Tested						98%
Graduation Rate						99%
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
69%	72%	73%	71%	60%	58%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	55%	No		
English Language Learners	69%	No		
Asian Students	83%	No		
Black/African American Students	65%	No		
Hispanic Students	71%	No		
Multiracial Students	71%	No		
White Students	73%	No		
Economically Disadvantaged Students	66%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	71%		62%	60%	71%	50%	48%	82%	89%		99%	59%	
Students With Disabilities	45%		54%	58%	48%	44%	48%	60%	69%		98%	27%	
English Language Learners	46%		61%	63%	63%	55%		75%	95%		100%	67%	
Asian Students	78%		60%		89%	68%		92%	100%		97%	79%	
Black/African American Students	66%		61%	60%	62%	47%	45%	77%	85%		100%	48%	
Hispanic Students	72%		63%	65%	73%	50%	55%	79%	87%		100%	61%	
Multiracial Students	74%		62%	50%	71%	51%		88%	86%		100%	58%	
White Students	77%		61%	61%	80%	52%	50%	88%	94%		99%	72%	
Economically Disadvantaged Students	65%		61%	58%	67%	47%	53%	76%	84%		99%	45%	

Page 1333 of 2426

28/2026

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	69%		62%	61%	74%	57%	62%	85%	92%		98%	60%	67%
Students With Disabilities	35%		52%	53%	59%	55%	63%	52%	84%		97%	30%	
English Language Learners	42%		48%	59%	83%	65%		86%	90%		88%	61%	67%
Asian Students	87%		74%		93%	74%		100%	93%		97%	77%	
Black/African American Students	63%		60%	61%	69%	55%	63%	80%	92%		98%	50%	
Hispanic Students	70%		63%	65%	77%	57%	70%	89%	91%		94%	68%	72%
Multiracial Students	71%		58%	64%	75%	49%	64%	81%	88%		96%	70%	
White Students	74%		63%	58%	77%	60%	50%	88%	94%		99%	63%	
Economically Disadvantaged Students	64%		60%	60%	76%	62%	69%	82%	91%		96%	55%	63%

Page 1334 of 2426

Page 15 of 37

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%

Page 1335 of 2426

Page 16 of 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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	9	69%	66%	3%	60%	9%
ELA	10	73%	69%	4%	61%	12%
Biology	9	95%	95%	0%	87%	8%
Biology	10	72%	67%	5%	60%	12%
Biology	11	71%	59%	12%	52%	19%
Algebra	9	87%	63%	24%	41%	46%
Algebra	10	54%	39%	15%	31%	23%
Geometry	9	84%	87%	-3%	75%	9%
Geometry	10	72%	53%	19%	40%	32%
Geometry	11	41%	26%	15%	26%	15%
History	11	88%	83%	5%	75%	13%
Biology	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	10	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

ELA 10 Learning gains & Proficiency

- Administrative support for planning days
- Department head revamped PLC structure
- Planning Days with District Specialist
 - Created benchmark-aligned task
 - Common Assessment
 - Development of curriculum guide
 - District collaboratives
 - Planning and data day with district specialist.
- ELL embedded into our ELA standard
- Strategic teacher placement

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Math: Algebra

- Dropped from 74% to 68%
- Getting the right "fit" for teacher/push-in support was a struggle
- 1B Proficiency was 50%

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Social Studies (USH) SWD Proficiency

- We could have been more intentional with SWD scheduling
- Teacher focus was a challenge with multiple preps

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Biggest gap compared to the state average- Social Studies (USH)- 14 points

- Advanced teacher team with proven blueprint for success.
- The team's data collection and PLC process are highly developed.
- Intentional additional support for students identified by the teacher.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Student attendance across all grade levels.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Acceleration Points- CTE, AICE, AP, and DE.
2. Mathematics Learning Gains
3. ELA Learning Gains with our ELL students and the lower 25%.
4. Science Proficiency
5. US History Proficiency

DRAFT

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction, Differentiation, Small-group Instruction, Student Engagement

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The Area of Focus for this year will prioritize improving the delivery of explicit, benchmark-aligned instruction across all grade levels, with a focus on ensuring rigorous, high-quality, equivalent experiences for students. Equivalent experiences references a reflection of student work that allows them to apply their knowledge in preparation for the end-of-course exams. Based on prior-year data, we identified a need to improve how effectively benchmark-aligned content is taught and to ensure that students are consistently challenged with rigorous tasks to meet proficiency targets. Walkthrough data will show a steady increase in teachers delivering this instruction, with an expectation of reaching 75% at mid-year and 100% by the end of the year. In conjunction with this, PM/EOC data will indicate that at least 60% of students achieve proficiency or higher in all content areas by year-end. Additionally, instructional practices identified by the school team at OLA will be consistently evident in 90% of classrooms, as measured by walkthroughs. This focus was determined as a crucial need through an analysis of prior year data, which highlighted gaps in instructional consistency and student performance, making this targeted improvement critical for student success.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Walkthrough data for all classrooms will increase to 75% at mid-year and 100% at EOY in the area of teachers delivering explicit benchmark aligned instruction highlighting equivalent experience with the content. Each core content area will increase by 2% or higher of students proficient in all content areas by the end of the year on the PM3 and EOC's. Walkthrough data will indicate the instructional practice determined by our school team at OLA will be evident in 90% of classrooms.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The implementation and impact of the Area of Focus will be closely monitored through multiple data points and ongoing observations. Walkthrough data will be collected regularly, with an initial target of 75% of classrooms demonstrating explicit, benchmark-aligned instruction by mid-year, and 100% by the end of the year. This will be tracked by the instructional leadership team, who will observe whether the identified instructional practices are evident in classroom instruction. In addition, PM and EOC data will be reviewed at key intervals throughout the year to monitor student proficiency across all content areas. A minimum of 60% proficiency in these areas by year-end will be the benchmark for success. Monthly review meetings will be held to analyze these data sets, discuss trends, and identify areas where additional support or instructional adjustments may be needed. Additionally, feedback from teachers during professional development sessions and collaborative planning sessions will be collected to assess the quality of implementation and the effectiveness of the support provided. By tracking these key metrics, adjustments will be made in real time to ensure the focus areas are being implemented effectively, leading to the desired outcomes.

Person responsible for monitoring outcome

Justin Fluent, Toyia Mills, Brittany McKenzie, Lance Linscomb, and Brett Rountree

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Through the use of CCSD's Vision for Excellent Instruction, teachers will be expected to focus on the following key areas of instruction: Rigorous task/Benchmark-Aligned Instruction, Student Engagement, Academic Ownership, and Student Demonstration of Understanding. We will emphasize the importance of small-group instruction and remediation techniques catered to individual student needs. Teachers will be given feedback through our walkthrough and evaluation instruments. They will also be provided with common planning time with teachers who teach the same subject-area. We will also carve out one hour weekly for teachers to work together through a Professional Learning Community. Small-groups are put together based on results from common assessments, and students are paired based on achievement. Teachers will work the room to ensure all groups are monitored and pull students in for one-on-one instruction.

Rationale:

These strategies were cultivated through collaboration with district leaders, curriculum specialists, administration, and teacher leaders. Small-group instruction (differentiation) is a research-backed strategy that has shown over time to be effective, especially with students who have struggled previously (e.g., lower-quartile students).

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Ongoing Walkthroughs - Leadership Team Calibration Walks Through the use of CCSD's Vision for Excellent Instruction, teachers will be expected to focus on four key areas of instruction: Rigor, Engagement, Student Ownership, and Student Demonstration of Understanding. We will emphasize the importance of small-group instruction and remediation techniques catered to individual student needs. Teachers will be given feedback through our walkthrough and evaluation instruments. They will also be provided with common planning time with teachers who teach the same subject area. We will also carve out one hour weekly for teachers to work together through a Professional Learning Community. Small groups are put together based on results from common assessments, and students are paired based on achievement. Teachers will work the room to ensure all groups are monitored and pull students in for one-on-one instruction. In addition, student work will be aligned to the item specifications of the benchmark and classroom assessments will be reflective of the DOK complexities similar to those on the end-of-course exams

Person Monitoring:

Justin Fluent, Toyia Mills, Brittany McKenzie,
Lance Linscomb, and Brett Rountree

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Mr. Fluent will have his leadership team complete at least 3 classroom Walkthroughs per day and per Admin to ensure the Clay County Vision of Excellence is observed.
2. Classroom Visits for Lesson Plans Review
3. The leadership team will check teachers' lesson plans, learning targets and success criteria during classroom walkthroughs.
4. The leadership team will attend monthly data chats with their departments to dive into the data and identify trends.
5. Administrators will engage in PLCs to support teachers' professional development and align with benchmarks.
6. Teachers will implement PD through PLCs to create benchmark-aligned lessons, activities, and assessments

Action Step #2

Professional Learning - Explicit Benchmark-Aligned Instruction w/Equivalent Experiences

Professional learning will be provided monthly through whole-group and focus-group PL sessions by Administration and Teacher Leaders, with a focus on improving the delivery of explicit, benchmark-aligned instruction across all grade levels and ensuring rigorous, high-quality, equivalent experiences for students.

Person Monitoring:

Brett Rountree

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The implementation and impact of the Area of Focus will be closely monitored through multiple data points and ongoing observations. Walkthrough data will be collected regularly, with an initial target of 75% of classrooms demonstrating explicit, benchmark-aligned instruction by mid-year, and 100% by the end of the year. This will be tracked by the instructional leadership team, who will observe whether the identified instructional practices are evident in classroom instruction.

Action Step #3

School-Based Leadership Teams School-based Leadership Team meetings will be held monthly to reflect on how improving the delivery of explicit, benchmark-aligned instruction across all grade levels, with a focus on ensuring rigorous, high-quality, equivalent experiences for students, is impacting student achievement by reviewing the variety of data collected and receiving feedback from teacher leaders.

Person Monitoring:

Justin Fluent

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The impact of this action step will be monitored by quarterly/year-long trend analysis of walkthrough and observational data.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD), English Language Learners (ELL)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

SWD

This year, our Area of Focus will center on improving academic outcomes for Students with Disabilities (SWD) and English Language Learners across all grade levels and core content areas. Based on prior-year data, SWD students demonstrated lower proficiency levels than their peers, particularly in core subjects such as Math and ELA. In the 25-26 school year, SWD students showed significant gaps in proficiency, and as a result, a targeted focus on this group is essential to ensure equity in learning outcomes.

ELL

Although ELL students had a higher achievement level in Math and ELA due to increased support focus, they are still performing behind their peers in these core areas. Thus, we are focusing on improving academic achievement and progress for English Language Learner (ELL) students across all grade levels, with particular attention to ELA, Math, Biology, and U.S. History. This focus directly impacts student learning by addressing language barriers that often hinder content comprehension

and assessment performance.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

For the 2026–2027 school year, **students with disabilities (SWD)** will make a 5% increase in PM ELA & 10% increase in Math gains for the 26-27 SY compared to 25-26. In addition, Biology will reflect a 65% proficiency and U.S History EOC will reflect an 80% proficiency with the SWD subgroup at the end of the year. Walkthrough data will indicate the instructional practice determined by our school team at OLA will be evident in 90% of classrooms.

For the 2026-2027 school year, **English Language Learners (ELL)** will make a 5% increase in PM3 ELA & 7% increase in Math gains for the 26-27 SY compared to 25-26. In addition, Biology EOC will achieve a 75% proficiency & U.S. History EOC will achieve an 89% proficiency with the ELL subgroup at the end of the year. Walkthrough data will indicate the instructional practice determined by our school team at OLA will be evident in 90% of classrooms.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The implementation and impact of the Area of Focus will be closely monitored through multiple data points and ongoing observations. Walkthrough data will be collected regularly and tracked by the instructional leadership team, who will observe whether the identified instructional practices are evident in classroom instruction. School-based and district level assessment data will be analyzed by the leadership team, as well as the PLC teams for the accountability areas to determine areas of success, deficiencies and identify support needs.

Person responsible for monitoring outcome

Justin Fluent, Toyia Mills, Brittany McKenzie, Lance Linscomb, and Brett Rountree

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored

for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Through the use of CCSD's Vision for Excellent Instruction, teachers will be expected to focus on the following key areas of instruction: Rigorous task/Benchmark-Aligned Instruction, Student Engagement, Academic Ownership, and Student Demonstration of Understanding. We will emphasize the importance of small-group instruction and remediation techniques catered to individual student needs. Teachers will be given feedback through our walkthrough and evaluation instruments. They will also be provided with common planning time for Gen Ed teachers and Support Facilitators. We will also carve out one hour weekly for teachers to work together through a Professional Learning Community to look at data, student work and discuss best practices that yield positive results. Small-groups are put together based on results from common assessments, and students are paired based on achievement. Teachers and Support facilitators will work the room to ensure all groups are monitored and pull students in for one-on-one instruction.

Rationale:

These strategies were cultivated through collaboration with district leaders, curriculum specialists, administration, and teacher leaders. Small-group instruction (differentiation) is a research-backed strategy that has shown over time to be effective, especially with students who have struggled previously (e.g., lower-quartile students).

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Ongoing Walkthroughs SWD Focus- Teachers will focus on SDI instruction. We will emphasize the importance of small-group instruction and remediation techniques catered to individual student needs. ELL Focus- Teachers will ensure that the language domains are incorporated into their lesson and student work periods. This will ensure that ELL students have the opportunity for practice in improving their fluency in the English language and comprehension of key concepts

Person Monitoring:

Justin Fluent, Toyia Mills, Brittany McKenzie,
Lance Linscomb, and Brett Rountree

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The impact of this action step will be monitored by quarterly/year-long district and state assessment data analysis.

Action Step #2

Subgroup Professional Learning Focus Professional learning will be provided monthly through whole-group PL sessions by Administration and Teacher Leaders and will focus on aligning instructional practices with schoolwide expectations for SDI, UDLI and the Language Domains. Push-in teachers (Support Facilitators) and General Ed teachers will meet weekly to plan.

Person Monitoring:

By When/Frequency:

Brett Rountree

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The implementation and impact of the Area of Focus will be closely monitored through multiple data points and ongoing observations. Walkthrough data will be collected regularly, with an initial target of 75% of classrooms demonstrating the incorporation of SDI and Language Domains by mid-year, and 90% by the end of the year. This will be tracked by the instructional leadership team, who will observe whether the identified instructional practices are evident in classroom instruction.

Action Step #3

PLC's - Subgroup Support Leadership teams will meet with their departments during PLC to review expectations for SWD and ELL student instructional practices across all grade levels, with a focus on ensuring high-quality, learning experiences for this subgroup of students in an effort to close achievement gaps.

Person Monitoring:

Justin Fluent, Toyia Mills, Brittany Mckenzie,
Lance Linscomb, Brett Rountree

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The impact of this action step will be monitored by quarterly/year-long trend analysis of walkthrough and observational data.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Graduation/Acceleration specifically relating to Acceleration, Graduation**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Graduation Rate

The primary Area of Focus for the upcoming academic year is maintaining a high graduation rate of 99%, while increasing the percentage of students earning acceleration credits to 72% by the end of the year. This focus applies to students in grades 9–12, with targeted support across all grade levels to ensure they remain on track for both graduation and academic acceleration.

Acceleration Rate

Acceleration credits such as Advanced Placement (AP), Dual Enrollment, Industry Certification, and AICE are essential for preparing students for post-secondary success. Increasing the percentage of students earning these credits enhances college and career readiness, promotes academic engagement, and strengthens student transcripts for future opportunities.

This area was identified as a crucial need based on the prior year's data, which showed that while the school successfully maintained a 99% graduation rate, only 59% of graduates earned an acceleration credit. This gap highlights a need to not only sustain graduation outcomes but also to improve the depth and rigor of students' academic experiences. By addressing this need, we aim to ensure that a greater proportion of graduates are leaving high school with a competitive edge in their postsecondary pursuits

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

For the 2026–2027 school year our graduation rate will either remain at 99% or increase to 99.5% with 2 or less negative codes. 72% of graduates will have earned an acceleration credit by the end of the year.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Academically

- Seniors are passing all core and elective courses with a preferred 60% or higher.
- Seniors have completed or actively enrolled in an acceleration course.

Attendance/Behavior

- Seniors attendance is at 90% or higher per quarter.
- There are zero OSS/ISS for seniors

Credit/Testing

- 24 or 18 (last option) credits are met
- ALL testing requirements are met (Alg 1 EOC, PM3) or concordant

Person responsible for monitoring outcome

Justin Fluent, Toyia Mills, Brittany McKenzie, Lance Linscomb, and Brett Rountree

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Through intensive reviews, the administrative team and 12th grade counselors will ensure that we are completing the following: 1. Senior quarterly meetings 2. Pulling monthly failing reports 3. Having check-in meetings with at-risk seniors and parents 4. Recommending seniors who are falling significantly behind on meeting graduation requirements to our Elevation program. 5. Holding quarterly parent senior nights to ensure parents are abreast of our expectations, where their seniors currently stand and how we can work together to support our students towards a successful graduation. Acceleration 1. We will ensure seniors who have not met acceleration requirements are enrolled into a CTE course. 2. We will pay close attention to our 9th graders taking the Ducks Unlimited Environmental Science course (CTE) in an effort to promote high proficiency rates, which will assist with future acceleration rates for seniors.

Rationale:

These strategies were cultivated through collaboration with district leaders, curriculum specialists, administration, and teacher leaders. proactive practices is a research-backed strategy that has shown over time to be effective, especially with students who have struggled previously (e.g. motivation, attendance, grades, etc...).

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Graduation Readiness Reviews Mr. Fluent and the senior administrator will pull quarterly grade reports using Synergy to monitor student academic progress. Monthly meetings will be held with 12th-grade counselors to review senior data, including credits earned, early warning indicators, and attendance patterns. Additionally, the school will meet monthly with the College & Career Coach to coordinate senior post-secondary events and review graduation data trackers and acceleration rates.

Person Monitoring:

Justin Fluent , 12th Grade Administrator and 12th grade Counselors

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The impact of this action step will be monitored by monthly grad checks in conjunction with the district data tracker.

Action Step #2

Acceleration Success Ensure seniors demonstrate mastery of core and elective academic subjects and confirm that seniors have either completed or are currently enrolled in a CTE, Dual Enrollment, AICE, or AP course to earn acceleration credits

Person Monitoring:

12th Grade Administrator and 12th Grade Counselors

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The implementation and impact of the Area of Focus will be closely monitored through grade checks from bi-monthly failing reports from Focus. Walkthrough observations and data analysis from student classroom assessments.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Focus discipline report data will indicate the impact of restorative justice practices and schoolwide incentive programmatic implementation on OSS/ISS data.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Level 2 or higher referrals will decrease overall by 20% next school year. SWD discipline referrals will decrease by 30% compared to last year. Focus discipline report data will indicate the impact of restorative justice practices and schoolwide incentive programmatic implementation on OSS/ISS data.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

By incorporating PBIS expectations into our daily instructional practices, we will both directly and indirectly expose students and faculty to Social Emotional Competencies by teaching Self-awareness, Responsible Decision-Making skills, Relationship Skills, and Social Awareness Skills

Person responsible for monitoring outcome

Justin Fluent, Toyia Mills, Brittany Mckenzie, Lance Linscomb, Brett Rountree and Deans

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Student Discipline: Although we do not do SEL curriculum anymore in our district, we still utilize this along with restorative justice practices and teaching appropriate behaviors to assist with the decrease in incidents in the school leading to attendance issues and referrals resulting in out-of-school and in-school suspension. Attendance and Academics: We will incorporate an incentive program called "Knight's Wheel Of Fortune" where students get rewarded for making progress in their academics, attendance and behavior.

Rationale:

According to the Collaborative for Academic, Social and Emotional Learning (CASEL), "Social and Emotional learning (SEL) enhances students' capacity to integrate skills, attitudes, and behavior to deal effectively and ethically with daily tasks and challenges. CASEL's integrated framework promotes intrapersonal, interpersonal and cognitive competence." With acknowledging students who are making progress in their academics, attendance and behavior, it allows them to know that we do see their efforts. When students feel like they are seen and heard for progress not just having the perfect attendance, grades and behavior, then they will tend to continue with exhibiting those positive traits, leading to improved school climate and culture for students and staff.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Instructional Practices and Behavior Redirection PBIS expectations will be explicitly taught, modeled, and reinforced throughout all class routines and transitions daily. Deans will incorporate brief learning activities that allow students to process their actions, reflect on the outcome and plan for how they can use appropriate behaviors to address areas of concern. These strategies include, but are not limited to reflective journaling, role-playing, or student check-ins to develop self-awareness, responsible decision-making, relationship skills, social awareness, and self-management.

Person Monitoring:

Justin Fluent, Toyia Mills, Brittany McKenzie,
Lance Linscomb, Brett Rountree, Deans.

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

The impact of this action step will be monitored by quarterly/year-long trend analysis of walkthrough and discipline data.

Action Step #2

Professional Learning Provide ongoing professional development for staff, focusing on restorative justice techniques, as well as effective implementation of PBIS to make sure teachers have the skills and resources needed to reduce discipline referrals and support SWD students effectively

Person Monitoring:

Brett Rountree and Deans

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The impact of this action step will be monitored by quarterly/year-long trend analysis of walkthrough and discipline data.

Action Step #3

Monthly Data Review Conduct monthly reviews of FOCUS discipline reports and incident referral data to monitor progress toward reducing overall referrals by 20% and SWD referrals by 30%. Use this data to guide instructional adjustments, targeted interventions, and professional learning needs

Person Monitoring:

Justin Fluent, Toyia Mills, Brittany Mckenzie,
Lance Linscomb, Brett Rountree and Deans

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The impact of this action step will be monitored by quarterly/year-long trend analysis of walkthrough and discipline data. Use this data to guide instructional adjustments, targeted interventions, and professional learning needs.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

DRAFT

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

DRAFT

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

DRAFT

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

DRAFT

Clay County Schools

OAKLEAF JUNIOR HIGH



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority	1
I. School Information	2
A. School Mission and Vision	2
B. School Leadership Team, Stakeholder Involvement and SIP Monitoring	2
C. Demographic Data.....	28
D. Early Warning Systems	29
II. Needs Assessment/Data Review	32
A. ESSA School, District, State Comparison	33
B. ESSA School-Level Data Review	34
C. ESSA Subgroup Data Review	35
D. Accountability Components by Subgroup.....	36
E. Grade Level Data Review.....	39
III. Planning for Improvement.....	40
IV. Positive Learning Environment	48
V. Title I Requirements (optional).....	52
VI. ATSI, TSI and CSI Resource Review	55
VII. Budget to Support Areas of Focus	56

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Oakleaf Junior High exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

Provide the school's vision statement

The mission of Oakleaf High School is to provide a safe, appropriate, and effective learning environment that will meet the needs of the students and assist the students in accomplishing educational goals that are significant for the world of work and for higher learning pursuits.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Wilnitra Dixon

wilnitra.dixon@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

1. Ensure compliance with established rules, and laws in the daily operation of the school.
2. Develop and foster good public relations, efficient school volunteer/partnership programs, effective conferencing and communications with parents, students, and teachers.
3. Coordinate and monitor the curricular program of the school to maximize student learning; conduct faculty/staff meetings as needed to meet student instructional needs; implement Standards as established by the Florida Department of Education.

4. Coordinate school advisory council activities and implement a school improvement plan.
5. Coordinate efficient utilization of school facilities and ensure proper security, maintenance and cleanliness of the campus.
6. Be responsible for the timely and accurate submission of all required school records/reports and the accurate entry of information into the district database.
7. Provide leadership by participating in professional development activities and encouraging the professional development of instructional support and administrative staff including training to accurately report FTE participation, student performance, teacher appraisal, school safety, and discipline data.
8. Be responsible for effective business management operations, the development of a school budget and efficient cost accounting.
9. Maintain standards of appropriate student conduct through fair and equitable enforcement of the Clay County District Schools Code of Student Conduct.
10. Be responsible for faithfully and effectively implementing school/district personnel procedures including: interviewing, hiring, evaluating school staff and coordinating teacher induction programs, and administering master contracts.
11. Coordinate supervision of extra-curricular activities and duty assignments.
12. Provide a safe learning environment through preparation and implementation of emergency evacuation plans, fire drills, etc.
13. Be responsible for implementing programs designed to meet the needs of special student populations (Ex. ESE, Title I, 504s, Drop Out Prevention, etc.).
14. Assure that the school meets all State and Southern Association of Schools and Colleges accreditation standards.
15. Be responsible for proper receipt and accounting of all school board property and maintaining an accurate property inventory.
16. Provide for the purchase of appropriate textbooks, equipment and other instructional materials necessary to meet the needs of the students.
17. Serve on district wide committees when requested.
18. Be responsible for the development and implementation of a school technology plan.
19. Be responsible for the performance of all personnel employed by the School Board and assigned to the school site.
20. Provide leadership for the implementation of the Principles of Professional Conduct for the Education Profession.
21. Provide leadership in the implementation of the district and state assessments and other tests designed and adopted to measure student achievement.
22. Communicate effectively, both orally and in writing, with parents, staff, students and community.
23. Maintain visibility and accessibility on the school campus.

24. Serve as coach/mentor to Assistant Principals, new Principals or others who are preparing for School Principal certification.
25. Provide leadership for all stakeholders in the development of school beliefs, vision, mission, and goals and align them with the district mission, school improvement, and curriculum.
26. Perform other duties as assigned by the Superintendent consistent with the goals and objectives of the position.

Leadership Team Member #2

Employee's Name

Bonnie King

bonnie.king@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

- Assume all administrative duties in absence of the principal.
- Assist in fulfilling any duties outlined on the principal's job description and delegated by the principal.

Duties can include:

1. Ensure compliance with established rules, and laws in the daily operation of the school.
2. Develop and foster good public relations, efficient school volunteer/partnership programs, effective conferencing and communications with parents, students, and teachers.
3. Coordinate and monitor the curricular program of the school to maximize student learning; conduct faculty/staff meetings as needed to meet student instructional needs; implement Standards as established by the Florida Department of Education.
4. Coordinate school advisory council activities and implement a school improvement plan.
5. Coordinate efficient utilization of school facilities and ensure proper security, maintenance and cleanliness of the campus.
6. Be responsible for the timely and accurate submission of all required school records/reports and the accurate entry of information into the district database.
7. Provide leadership by participating in professional development activities and encouraging the professional development of instructional support and administrative staff including training to accurately report FTE participation, student performance, teacher appraisal, school safety, and discipline data.
8. Maintain standards of appropriate student conduct through fair and equitable enforcement of the Clay County District Schools Code of Student Conduct.

9. Be responsible for faithfully and effectively implementing school/district personnel procedures including: interviewing, hiring, evaluating school staff and coordinating teacher induction programs, and administering master contracts.
10. Coordinate supervision of extra-curricular activities and duty assignments.
11. Provide a safe learning environment through preparation and implementation of emergency evacuation plans, fire drills, etc.
12. Be responsible for implementing programs designed to meet the needs of special student populations (Ex. ESE, Title I, 504s, Drop Out Prevention, etc.).
13. Assure that the school meets all State and Southern Association of Schools and Colleges accreditation standards.
14. Be responsible for proper receipt and accounting of all school board property and maintaining an accurate property inventory.
15. Serve on district wide committees when requested.
16. Be responsible for the development and implementation of a school technology plan.
17. Provide leadership for the implementation of the Principles of Professional Conduct for the Education Profession.
18. Provide leadership in the implementation of the district and state assessments and other tests designed and adopted to measure student achievement.
19. Communicate effectively, both orally and in writing, with parents, staff, students and community.
20. Maintain visibility and accessibility on the school campus.
21. Serve as coach/mentor to Assistant Principals, new Principals or others who are preparing for School Principal certification.
22. Provide leadership for all stakeholders in the development of school beliefs, vision, mission, and goals and align them with the district mission, school improvement, and curriculum.

Leadership Team Member #3

Employee's Name

Michael Elia

michael.elia@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

- Assume all administrative duties in absence of the principal.
- Assist in fulfilling any duties outlined on the principal's job description and delegated by the

principal.

Duties can include:

1. Ensure compliance with established rules, and laws in the daily operation of the school.
2. Develop and foster good public relations, efficient school volunteer/partnership programs, effective conferencing and communications with parents, students, and teachers.
3. Coordinate and monitor the curricular program of the school to maximize student learning; conduct faculty/staff meetings as needed to meet student instructional needs; implement Standards as established by the Florida Department of Education.
4. Coordinate school advisory council activities and implement a school improvement plan.
5. Coordinate efficient utilization of school facilities and ensure proper security, maintenance and cleanliness of the campus.
6. Be responsible for the timely and accurate submission of all required school records/reports and the accurate entry of information into the district database.
7. Provide leadership by participating in professional development activities and encouraging the professional development of instructional support and administrative staff including training to accurately report FTE participation, student performance, teacher appraisal, school safety, and discipline data.
8. Maintain standards of appropriate student conduct through fair and equitable enforcement of the Clay County District Schools Code of Student Conduct.
9. Be responsible for faithfully and effectively implementing school/district personnel procedures including: interviewing, hiring, evaluating school staff and coordinating teacher induction programs, and administering master contracts.
10. Coordinate supervision of extra-curricular activities and duty assignments.
11. Provide a safe learning environment through preparation and implementation of emergency evacuation plans, fire drills, etc.
12. Be responsible for implementing programs designed to meet the needs of special student populations (Ex. ESE, Title I, 504s, Drop Out Prevention, etc.).
13. Assure that the school meets all State and Southern Association of Schools and Colleges accreditation standards.
14. Be responsible for proper receipt and accounting of all school board property and maintaining an accurate property inventory.
15. Serve on district wide committees when requested.
16. Be responsible for the development and implementation of a school technology plan.
17. Provide leadership for the implementation of the Principles of Professional Conduct for the Education Profession.
18. Provide leadership in the implementation of the district and state assessments and other tests designed and adopted to measure student achievement.

19. Communicate effectively, both orally and in writing, with parents, staff, students and community.
20. Maintain visibility and accessibility on the school campus.
21. Serve as coach/mentor to Assistant Principals, new Principals or others who are preparing for School Principal certification.
22. Provide leadership for all stakeholders in the development of school beliefs, vision, mission, and goals and align them with the district mission, school improvement, and curriculum.

Leadership Team Member #4

Employee's Name

Tracina Willis

tracina.willis@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

- Assume all administrative duties in absence of the principal.
- Assist in fulfilling any duties outlined on the principal's job description and delegated by the principal.

Duties can include:

1. Ensure compliance with established rules, and laws in the daily operation of the school.
2. Develop and foster good public relations, efficient school volunteer/partnership programs, effective conferencing and communications with parents, students, and teachers.
3. Coordinate and monitor the curricular program of the school to maximize student learning; conduct faculty/staff meetings as needed to meet student instructional needs; implement Standards as established by the Florida Department of Education.
4. Coordinate school advisory council activities and implement a school improvement plan.
5. Coordinate efficient utilization of school facilities and ensure proper security, maintenance and cleanliness of the campus.
6. Be responsible for the timely and accurate submission of all required school records/reports and the accurate entry of information into the district database.
7. Provide leadership by participating in professional development activities and encouraging the professional development of instructional support and administrative staff including training to accurately report FTE participation, student performance, teacher appraisal, school safety, and discipline data.
8. Maintain standards of appropriate student conduct through fair and equitable enforcement of

the Clay County District Schools Code of Student Conduct.

9. Be responsible for faithfully and effectively implementing school/district personnel procedures including: interviewing, hiring, evaluating school staff and coordinating teacher induction programs, and administering master contracts.
10. Coordinate supervision of extra-curricular activities and duty assignments.
11. Provide a safe learning environment through preparation and implementation of emergency evacuation plans, fire drills, etc.
12. Be responsible for implementing programs designed to meet the needs of special student populations (Ex. ESE, Title I, 504s, Drop Out Prevention, etc.).
13. Assure that the school meets all State and Southern Association of Schools and Colleges accreditation standards.
14. Be responsible for proper receipt and accounting of all school board property and maintaining an accurate property inventory.
15. Serve on district wide committees when requested.
16. Be responsible for the development and implementation of a school technology plan.
17. Provide leadership for the implementation of the Principles of Professional Conduct for the Education Profession.
18. Provide leadership in the implementation of the district and state assessments and other tests designed and adopted to measure student achievement.
19. Communicate effectively, both orally and in writing, with parents, staff, students and community.
20. Maintain visibility and accessibility on the school campus.
21. Serve as coach/mentor to Assistant Principals, new Principals or others who are preparing for School Principal certification.
22. Provide leadership for all stakeholders in the development of school beliefs, vision, mission, and goals and align them with the district mission, school improvement, and curriculum.

Leadership Team Member #5

Employee's Name

Anthony Wallace

anthony.wallace@myoneclay.net

Position Title

Dean of School Culture

Job Duties and Responsibilities

The Dean of School Culture is directly responsible to the school principal. He/She will serve in a staff relationship with other assistant administrators in the school. The primary function is to bridge the

student-faculty relationship through research-based techniques and strategies. The Dean of School Culture will act as the proxy for the school principal in disciplinary matters.

Responsibilities and duties of this position include:

1. Maintain standards of appropriate student conduct through fair and equitable enforcement of the Clay County District Schools Code of Conduct.
2. Develop and foster positive public relations, effective conferencing and communication with parents, students, and teachers.
3. Assist leadership in the development and implementation of strategies designed to promote a positive learning environment.
4. Conduct faculty/staff meetings as needed to meet the school's disciplinary needs.
5. Maintain clear and effective records for all disciplinary data.
6. Ensure compliance with established rules, and laws in the daily operations of the school.
7. Ensure compliance with ESE requirements during disciplinary actions.
8. Provide leadership by participating in professional development activities and encouraging the professional development of all faculty and staff.
9. Perform other duties as assigned by the Principal.

Leadership Team Member #6

Employee's Name

Valerie Ortiz

valerie.ortiz@myoneclay.net

Position Title

School Counselor

Job Duties and Responsibilities

The Certified School Counselor provides leadership in the school through the implementation of a comprehensive, data-driven school counseling program aligned with the district and school's mission to promote academic, social/emotional, and college/career development, while ensuring equity and access for all students. School Counselors are responsible for guiding student success, promoting a positive school climate, leadership, and advocacy. The School Counselor is directly responsible to the Principal.

Responsibilities and duties of this position include:

1. Designs and implements a data-driven, comprehensive school counseling program for all students that promote students' development of learning skills, social skills, self-management, and college/career readiness skills.

2. Provides direct services to all students that include, but not limited to, individual counseling and student planning, classroom lessons, small group counseling, and preventative and responsive services.
3. Provides indirect services on behalf of students that include, but not limited to, referrals for additional assistance and consultation/collaboration with parents, teachers, administrators, and other stakeholders to create a learning environment promoting educational equity, access, and success for every student.
4. Uses the skills of leadership, advocacy and collaboration to improve the academic, social/emotional, and post-graduate success of all students.
5. Supports educational and mental health services through preventative and tiered intervention strategies.
6. Coordinate and initiate referrals of students to services and agencies. Collaborates with both school based and community providers to enhance student access to resources.
7. Collaborates and consults with school and itinerant staff and exceptional student services in the analysis of student performance data to facilitate appropriate placements and in the development of effective plans for improving academic, social/emotional, and post-graduate outcomes for students.
8. Assists students in making appropriate choices of school courses of study, in making transitions from one school level to another, and in exploring post-secondary options.
9. Consults with parents/guardians to support the social/emotional, educational, and occupational well-being of all students.
10. Collaborates with the school leadership team to ensure that school resources are directed toward meeting students' needs that promote the social/emotional and academic development of all students.
11. Participates in training programs and district provided professional development as assigned or appropriate to keep abreast of current practices, community opportunities, district initiatives and programs, and legal issues. This information is disseminated to school leaders and staff as needed.
12. Communicates school counseling services and programs to school staff, parents, and community.
13. Reviews and disaggregates achievement, attendance, behavior, graduation, and post-secondary data to identify and implement interventions, advance student outcomes, and promote equity and access.
14. Uses legal and ethical decision-making based on standards and principles of the school counseling profession and educational systems, including district and building policies.
15. Utilizes technology effectively and efficiently in the school counseling program.
16. Twelve (12) month school counselors/department leads implement program goals, disseminate professionally relevant information, and provide basic leadership and guidance to school

counselors in a school counseling department.

17. Perform other such duties as assigned by the Principal.

Leadership Team Member #7

Employee's Name

Eddie Couillard

eddie.couillard@myoneclay.net

Position Title

PBIS Chair

Job Duties and Responsibilities

Serves as the Chair for the School PBIS Team. Responsibilities include:

1. Establish a safe, respectful and inclusive classroom climate conducive to learning.
2. Demonstrate an interest in and a willingness to assist students staff with strategies to encourage positive behavior choices inside and outside the classroom.
3. Maintain a growth mindset toward student learning, teaching practice, and personal/collective professional development in the area of positive student behavior expectations (classroom and school-wide) resulting in safe, positive learning environments.
4. Collaborate with leadership team to monitor and share student discipline data.
5. Lead staff presentations to include student discipline data, solicit input from staff, and outline expectations based on the school-wide PBIS matrix of expectations.
6. Maintain a positive relationship and ongoing communication with the leadership team and colleagues.
7. Communicate effectively with others and exhibit a willingness to share ideas and problem-solve concerning student discipline concerns based on data.
8. Maintain and update appropriate documentation of student discipline data for quarterly presentations to the staff.

Leadership Team Member #8

Employee's Name

Kendra Baum

kendra.baum@myoneclay.net

Position Title

Department Chair-Social Studies

Job Duties and Responsibilities

General Responsibilities

- Attend monthly meetings as a member of the School Based Leadership Team.
- Additional responsibilities throughout the year include, but are not limited to monthly department meetings, textbook inventory, ensuring that the grade level has needed supplies, assisting with scheduling when needed, helping with lesson plans when a teacher is unexpectedly absent, disseminating information from the leadership team to the teachers, sharing department concerns with possible solutions, being available and approachable to our teachers when help is required.
- Serve as a liaison between teachers in the department and administration.
- Serving as a calming force within the department.
- Serve as a member of the Curriculum Council as needed.
- Organize content specific activities and/or field trips for the department.

Professional Learning Communities (PLCs)

- Leading PLCs is a primary responsibility of the department chair. PLCs should be highly structured, engaging, and relevant. During the first PLC of the year, group norms should be established and always monitored and maintained. The PLC agenda should go out with the list of what materials (student sample work, item specs, student performance data, etc.) that the teachers should bring to the Wednesday PLC in advance. It is the responsibility of the department chair to maintain highly-functioning PLCs.
- Training will be provided for each department chair to include expectations of the updated PLC during the summer as well as throughout the school year with District and school-based professional development.

Model Teaching & Serve as a Mentor

- Department chairs should reinforce their own learning by instructing others, leaders should be willing to model lessons and observe others. The job of the department chair is to lead by example and to offer support when needed.
- The department chair takes a vital role in the development of those within the department. Regardless of experience, the department chair must assist all teachers in the department with professional growth.

Data

- Collaborates with the team on using adopted curriculum and student data to inform and enhance teaching methods in reference to lesson planning.
- Department Chairs will model and coach departments by leading data driven conversations/strategies (F.A.S.T., Lexia, ALEKS, formal assessments, common assessments, exit tickets,

classroom assessments, etc.) to guide instructional moves. Department Chairs will assist departments with identifying trends, clarifying, and understanding learning criteria based on data.

Leadership Team Member #9

Employee's Name

Chevy Brodersen

chevy.brodersen@myoneclay.net

Position Title

Department Chair-Exceptional Student Services

Job Duties and Responsibilities

General Responsibilities

- Attend monthly meetings as a member of the School Based Leadership Team.
- Additional responsibilities throughout the year include, but are not limited to monthly department meetings, textbook inventory, ensuring that the grade level has needed supplies, assisting with scheduling when needed, helping with lesson plans when a teacher is unexpectedly absent, disseminating information from the leadership team to the teachers, sharing department concerns with possible solutions, being available and approachable to our teachers when help is required.
- Serve as a liaison between teachers in the department and administration.
- Serving as a calming force within the department.
- Serve as a member of the Curriculum Council as needed.
- Organize content specific activities and/or field trips for the department.

Professional Learning Communities (PLCs)

- Leading PLCs is a primary responsibility of the department chair. PLCs should be highly structured, engaging, and relevant. During the first PLC of the year, group norms should be established and always monitored and maintained. The PLC agenda should go out with the list of what materials (student sample work, item specs, student performance data, etc.) that the teachers should bring to the Wednesday PLC in advance. It is the responsibility of the department chair to maintain highly-functioning PLCs.
- Training will be provided for each department chair to include expectations of the updated PLC during the summer as well as throughout the school year with District and school-based professional development.

Model Teaching & Serve as a Mentor

- Department chairs should reinforce their own learning by instructing others, leaders should be

willing to model lessons and observe others. The job of the department chair is to lead by example and to offer support when needed.

- The department chair takes a vital role in the development of those within the department. Regardless of experience, the department chair must assist all teachers in the department with professional growth.

Content Specific Expectations

- Collaborates with the team on using adopted curriculum and student data to inform and enhance teaching methods in reference to lesson planning.
- Department Chairs will model and coach departments by leading data driven conversations/ strategies (F.A.S.T., Lexia, ALEKS, formal assessments, common assessments, exit tickets, classroom assessments, etc.) to guide instructional moves. Department Chairs will assist departments with identifying trends, clarifying, and understanding learning criteria based on data.
- Model best instructional practices for ESE (VE-SC, Inclusion, Gifted, and other related services) teachers.
- Serve as liaison between ESE (VE-SC, Inclusion, Gifted, and other related services) teachers and administration/ other school groups.
- Provide organizational leadership and support to ESE teachers.
- Lead in the implementation of Positive Behavior Interventions and Supports (PBIS) when needed.
- Collaborate with administration, content specific departments, and teachers regarding the mainstreaming of students with IEPs
- Assist with the review and explanation of student IEPs.
- Provide intervention support for best practices for students with IEPs to regular education teachers.

Leadership Team Member #10

Employee's Name

Rachel Brown

rachel.brown@myoneclay.net

Position Title

Department Chair - Career Technical Education

Job Duties and Responsibilities

General Responsibilities

- Attend monthly meetings as a member of the School Based Leadership Team.

- Additional responsibilities throughout the year include, but are not limited to monthly department meetings, textbook inventory, ensuring that the grade level has needed supplies, assisting with scheduling when needed, helping with lesson plans when a teacher is unexpectedly absent, disseminating information from the leadership team to the teachers, sharing department concerns with possible solutions, being available and approachable to our teachers when help is required.
- Serve as a liaison between teachers in the department and administration.
- Serving as a calming force within the department.
- Serve as a member of the Curriculum Council as needed.
- Organize content specific activities and/or field trips for the department.

Professional Learning Communities (PLCs)

- Leading PLCs is a primary responsibility of the department chair. PLCs should be highly structured, engaging, and relevant. During the first PLC of the year, group norms should be established and always monitored and maintained. The PLC agenda should go out with the list of what materials (student sample work, item specs, student performance data, etc.) that the teachers should bring to the Wednesday PLC in advance. It is the responsibility of the department chair to maintain highly-functioning PLCs.
- Training will be provided for each department chair to include expectations of the updated PLC during the summer as well as throughout the school year with District and school-based professional development.

Model Teaching & Serve as a Mentor

- Department chairs should reinforce their own learning by instructing others, leaders should be willing to model lessons and observe others. The job of the department chair is to lead by example and to offer support when needed.
- The department chair takes a vital role in the development of those within the department. Regardless of experience, the department chair must assist all teachers in the department with professional growth.

Data

- Collaborates with the team on using adopted curriculum and student data to inform and enhance teaching methods in reference to lesson planning.
- Department Chairs will model and coach departments by leading data driven conversations/ strategies (F.A.S.T., Lexia, ALEKS, formal assessments, common assessments, exit tickets, classroom assessments, etc.) to guide instructional moves. Department Chairs will assist departments with identifying trends, clarifying, and understanding learning criteria based on data.

Leadership Team Member #11

Employee's Name

Sara Bucklin

sara.bucklin@myoneclay.net

Position Title

Department Chair - English Language Arts

Job Duties and Responsibilities

General Responsibilities

- Attend monthly meetings as a member of the School Based Leadership Team.
- Additional responsibilities throughout the year include, but are not limited to monthly department meetings, textbook inventory, ensuring that the grade level has needed supplies, assisting with scheduling when needed, helping with lesson plans when a teacher is unexpectedly absent, disseminating information from the leadership team to the teachers, sharing department concerns with possible solutions, being available and approachable to our teachers when help is required.
- Serve as a liaison between teachers in the department and administration.
- Serving as a calming force within the department.
- Serve as a member of the Curriculum Council as needed.
- Organize content specific activities and/or field trips for the department.

Professional Learning Communities (PLCs)

- Leading PLCs is a primary responsibility of the department chair. PLCs should be highly structured, engaging, and relevant. During the first PLC of the year, group norms should be established and always monitored and maintained. The PLC agenda should go out with the list of what materials (student sample work, item specs, student performance data, etc.) that the teachers should bring to the Wednesday PLC in advance. It is the responsibility of the department chair to maintain highly-functioning PLCs.
- Training will be provided for each department chair to include expectations of the updated PLC during the summer as well as throughout the school year with District and school-based professional development.

Model Teaching & Serve as a Mentor

- Department chairs should reinforce their own learning by instructing others, leaders should be willing to model lessons and observe others. The job of the department chair is to lead by example and to offer support when needed.
- The department chair takes a vital role in the development of those within the department.

Regardless of experience, the department chair must assist all teachers in the department with professional growth.

Data

- Collaborates with the team on using adopted curriculum and student data to inform and enhance teaching methods in reference to lesson planning.
- Department Chairs will model and coach departments by leading data driven conversations/ strategies (F.A.S.T., Lexia, ALEKS, formal assessments, common assessments, exit tickets, classroom assessments, etc.) to guide instructional moves. Department Chairs will assist departments with identifying trends, clarifying, and understanding learning criteria based on data.

Leadership Team Member #12

Employee's Name

Heather Nimmo-Olsen

heather.olsen@myoneclay.net

Position Title

Athletic Director

Job Duties and Responsibilities

1. Assists the principal in the selection, supervision and evaluation of all coaches in the school.
2. Maintains knowledge of and adheres to the school board regulations, FHSAA By-Laws and rules pertaining to each junior high athletic program.
3. Assists the principal and coaches in formulating athletic policies and procedures.
4. Keeps the principal informed about all athletic programs and ensures that all safety rules and regulations are enforced and followed.
5. Coordinates the requisitioning of appropriate equipment and supplies for all athletic programs.
6. Forms an athletic budget annually.
7. Schedules and contracts all games, matches, etc..
8. Maintains and checks on the eligibility of all athletes (grades, birth certificates, eligibility sheets, physical exams, emergency medical forms, parent permission forms, insurance coverage, and accident report forms).
9. Schedules officials for all home athletic events.
10. Schedules transportation for all away athletic events.
11. Monitors the inventory of equipment and uniforms for all athletic programs.
12. Assists in the maintenance of practice and game areas/fields.
13. Coordinates athletic facilities usage with the principal.
14. Coordinates the athletic award system during the year.

15. Works closely with the media regarding all aspects of the school athletic program.
16. Coordinates all Booster Club activities.
17. Promotes congeniality and support throughout the school's athletic program.
18. Coordinates the preparation of a coach's handbook and annual revisions/updates.
19. Assist with the coordination of other activities as deemed appropriate by the principal.
20. Submits field trip requests for out-of-state or overnight activities to the designated district administrator. These field trip requests must be approved by the School Board prior to the activity. Requests must meet agenda deadlines.

Leadership Team Member #13

Employee's Name

April Pellegrin

april.pellegrin@myoneclay.net

Position Title

Department Chair - Sixth Grade

Job Duties and Responsibilities

General Responsibilities

- Attend monthly meetings as a member of the School Based Leadership Team.
- Additional responsibilities throughout the year include, but are not limited to monthly department meetings, textbook inventory, ensuring that the grade level has needed supplies, assisting with scheduling when needed, helping with lesson plans when a teacher is unexpectedly absent, disseminating information from the leadership team to the teachers, sharing department concerns with possible solutions, being available and approachable to our teachers when help is required.
- Serve as a liaison between teachers in the department and administration.
- Serving as a calming force within the department.
- Serve as a member of the Curriculum Council as needed.
- Organize content and sixth grade specific activities and/or field trips for the department.

Model Teaching & Serve as a Mentor

- Department chairs should reinforce their own learning by instructing others, leaders should be willing to model lessons and observe others. The job of the department chair is to lead by example and to offer support when needed.
- The department chair takes a vital role in the development of those within the department. Regardless of experience, the department chair must assist all teachers in the department with professional growth.

Data

- Assist content area department chair with the team using adopted curriculum and student data to inform and enhance teaching methods in reference to lesson planning.
- Department Chairs will model and coach departments by leading data driven conversations/ strategies (F.A.S.T., Lexia, ALEKS, formal assessments, common assessments, exit tickets, classroom assessments, etc.) to guide instructional moves. Department Chairs will assist departments with identifying trends, clarifying, and understanding learning criteria based on data.

Leadership Team Member #14**Employee's Name**

Amy Frier

amy.frier@myoneclay.net

Position Title

Department Chair - Sixth Grade

Job Duties and Responsibilities

General Responsibilities

- Attend monthly meetings as a member of the School Based Leadership Team.
- Additional responsibilities throughout the year include, but are not limited to monthly department meetings, textbook inventory, ensuring that the grade level has needed supplies, assisting with scheduling when needed, helping with lesson plans when a teacher is unexpectedly absent, disseminating information from the leadership team to the teachers, sharing department concerns with possible solutions, being available and approachable to our teachers when help is required.
- Serve as a liaison between teachers in the department and administration.
- Serving as a calming force within the department.
- Serve as a member of the Curriculum Council as needed.
- Organize content and sixth grade specific activities and/or field trips for the department.

Model Teaching & Serve as a Mentor

- Department chairs should reinforce their own learning by instructing others, leaders should be willing to model lessons and observe others. The job of the department chair is to lead by example and to offer support when needed.
- The department chair takes a vital role in the development of those within the department. Regardless of experience, the department chair must assist all teachers in the department with professional growth.

Data

- Assist content area department chair with the team using adopted curriculum and student data to inform and enhance teaching methods in reference to lesson planning.
- Department Chairs will model and coach departments by leading data driven conversations/ strategies (F.A.S.T., Lexia, ALEKS, formal assessments, common assessments, exit tickets, classroom assessments, etc.) to guide instructional moves. Department Chairs will assist departments with identifying trends, clarifying, and understanding learning criteria based on data.

Leadership Team Member #15**Employee's Name**

Michael Summers

michael.summers@myoneclay.net

Position Title

Department Chair - Fine Arts Department

Job Duties and Responsibilities

General Responsibilities

- Attend monthly meetings as a member of the School Based Leadership Team
- Additional responsibilities throughout the year include attending monthly meetings, helping with the textbook inventory, ensuring that the grade level has needed supplies, assisting with scheduling when needed, helping with lesson plans access when a teacher is unexpectedly absent, passing information from administration to the teachers, bringing concerns from teachers to administration, being available and approachable to our teachers when they need help or need to be heard, serving as a liaison between departmental teachers and administration, serving as a calming force within the department.
- Serve as a member of the Curriculum Council if needed.
- Organize content specific activities and/or field trips for the team.
- Serve as the lead by collaborating with the bookkeeper and department members for purchasing.

Weekly PLC's

- PLCs should be highly structured, engaging, and relevant. At the first PLC of the year, PLC norms should be established and always monitored and maintained. Each Tuesday the PLC agenda should go out with the list of what materials (student sample work, item specs, student performance data, etc.) that the teachers should bring to the Thursday PLC. It is the responsibility of the department chair to maintain highly-functioning PLCs.

- Singleton PLCs have been established by the District for Art, Band, Chorus/Music, and Media/TV Production.

Model Teaching Support/Serve as a Mentor

- Department chairs should reinforce their own learning by instructing others, leaders should be willing to model lessons and observe others. The job of the department chair is to lead by example and to offer support when needed.
- The department chair takes a vital role in the development of those within their content area. Whether this is a veteran teacher within the grade level, a veteran teacher new to the school, or a new teacher, the department chair must assist all teachers on their grade level in their growth.

Data

- Collaborate with your team on using curriculum and student data to inform and enhance teaching methods in reference to lesson planning within your team.
- The department chair will model and coach their team into breaking down the data to guide instructional moves. Department Chairs will assist their team in identifying trends, clarifying, and understanding learning intentions in the data.

Fine Arts

- Art Shows
- Band Concerts
- Chorus Concerts
- Clay County Fine Arts Events/Shows (district-wide)
- Community & School Collaboration Events
 - Concerts
 - Feeder Schools
- School Expo
- Student Supervision

Leadership Team Member #16

Employee's Name

Tiffany Walthour

tiffany.walthour@myoneclay.net

Position Title

Department Chair - Mathematics

Job Duties and Responsibilities

General Responsibilities

- Attend monthly meetings as a member of the School Based Leadership Team.
- Additional responsibilities throughout the year include, but are not limited to monthly department meetings, textbook inventory, ensuring that the grade level has needed supplies, assisting with scheduling when needed, helping with lesson plans when a teacher is unexpectedly absent, disseminating information from the leadership team to the teachers, sharing department concerns with possible solutions, being available and approachable to our teachers when help is required.
- Serve as a liaison between teachers in the department and administration.
- Serving as a calming force within the department.
- Serve as a member of the Curriculum Council as needed.
- Organize content specific activities and/or field trips for the department.

Professional Learning Communities (PLCs)

- Leading PLCs is a primary responsibility of the department chair. PLCs should be highly structured, engaging, and relevant. During the first PLC of the year, group norms should be established and always monitored and maintained. The PLC agenda should go out with the list of what materials (student sample work, item specs, student performance data, etc.) that the teachers should bring to the Wednesday PLC in advance. It is the responsibility of the department chair to maintain highly-functioning PLCs.
- Training will be provided for each department chair to include expectations of the updated PLC during the summer as well as throughout the school year with District and school-based professional development.

Model Teaching & Serve as a Mentor

- Department chairs should reinforce their own learning by instructing others, leaders should be willing to model lessons and observe others. The job of the department chair is to lead by example and to offer support when needed.
- The department chair takes a vital role in the development of those within the department. Regardless of experience, the department chair must assist all teachers in the department with professional growth.

Data

- Collaborates with the team on using adopted curriculum and student data to inform and enhance teaching methods in reference to lesson planning.
- Department Chairs will model and coach departments by leading data driven conversations/ strategies (F.A.S.T., Lexia, ALEKS, formal assessments, common assessments, exit tickets, classroom assessments, etc.) to guide instructional moves. Department Chairs will assist

departments with identifying trends, clarifying, and understanding learning criteria based on data.

Leadership Team Member #17

Employee's Name

Meghan Wilkes

meghan.wilkes@myoneclay.net

Position Title

Department Chair - Physical Education/Electives

Job Duties and Responsibilities

General Responsibilities

- Attend monthly meetings as a member of the School Based Leadership Team.
- Additional responsibilities throughout the year include, but are not limited to monthly department meetings, textbook inventory, ensuring that the grade level has needed supplies, assisting with scheduling when needed, helping with lesson plans when a teacher is unexpectedly absent, disseminating information from the leadership team to the teachers, sharing department concerns with possible solutions, being available and approachable to our teachers when help is required.
- Serve as a liaison between teachers in the department and administration.
- Serving as a calming force within the department.
- Serve as a member of the Curriculum Council as needed.
- Organize content specific activities and/or field trips for the department.

Professional Learning Communities (PLCs)

- Leading PLCs is a primary responsibility of the department chair. PLCs should be highly structured, engaging, and relevant. During the first PLC of the year, group norms should be established and always monitored and maintained. The PLC agenda should go out with the list of what materials (student sample work, item specs, student performance data, etc.) that the teachers should bring to the Wednesday PLC in advance. It is the responsibility of the department chair to maintain highly-functioning PLCs.
- Training will be provided for each department chair to include expectations of the updated PLC during the summer as well as throughout the school year with District and school-based professional development.

Model Teaching & Serve as a Mentor

- Department chairs should reinforce their own learning by instructing others, leaders should be willing to model lessons and observe others. The job of the department chair is to lead by

example and to offer support when needed.

- The department chair takes a vital role in the development of those within the department. Regardless of experience, the department chair must assist all teachers in the department with professional growth.

Data

- Collaborates with the Athletic Director and department on using adopted curriculum and student data to inform and enhance teaching methods in reference to lesson planning.
- Department Chairs will model and coach departments by leading data driven conversations/ strategies (Pacer Assessments, student demonstration of knowledge, etc.) to guide instructional moves. Department Chairs will assist departments with identifying trends, clarifying, and understanding learning criteria based on data.

Athletic Director

- Events Calendar
- Facilities & Usage
- Gym
- Grounds
- Locker Rooms
- Student Supervision
- Equipment Safety

Leadership Team Member #18

Employee's Name

Stephany Wilson

stephany.wilson@myoneclay.net

Position Title

Department Chair - Science

Job Duties and Responsibilities

General Responsibilities

- Attend monthly meetings as a member of the School Based Leadership Team.
- Additional responsibilities throughout the year include, but are not limited to monthly department meetings, textbook inventory, ensuring that the grade level has needed supplies, assisting with scheduling when needed, helping with lesson plans when a teacher is unexpectedly absent, disseminating information from the leadership team to the teachers, sharing department concerns with possible solutions, being available and approachable to our teachers when help is required.

- Serve as a liaison between teachers in the department and administration.
- Serving as a calming force within the department.
- Serve as a member of the Curriculum Council as needed.
- Organize content specific activities and/or field trips for the department.

Professional Learning Communities (PLCs)

- Leading PLCs is a primary responsibility of the department chair. PLCs should be highly structured, engaging, and relevant. During the first PLC of the year, group norms should be established and always monitored and maintained. The PLC agenda should go out with the list of what materials (student sample work, item specs, student performance data, etc.) that the teachers should bring to the Wednesday PLC in advance. It is the responsibility of the department chair to maintain highly-functioning PLCs.
- Training will be provided for each department chair to include expectations of the updated PLC during the summer as well as throughout the school year with District and school-based professional development.

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- Department chairs should reinforce their own learning by instructing others, leaders should be willing to model lessons and observe others. The job of the department chair is to lead by example and to offer support when needed.
- The department chair takes a vital role in the development of those within the department. Regardless of experience, the department chair must assist all teachers in the department with professional growth.

Data

- Collaborates with the team on using adopted curriculum and student data to inform and enhance teaching methods in reference to lesson planning.
- Department Chairs will model and coach departments by leading data driven conversations/ strategies (F.A.S.T., Lexia, ALEKS, formal assessments, common assessments, exit tickets, classroom assessments, etc.) to guide instructional moves. Department Chairs will assist departments with identifying trends, clarifying, and understanding learning criteria based on data.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. §

6314(b)(2), ESEA Section 1114(b)(2).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Oakleaf Junior High involves stakeholders for the completion, review, and implementation of the School Improvement Plan (SIP).

1. School administrators start the process during summer leadership with an outline based on student assessment and previous school improvement goals. Administrators review previous goals, school specific walkthrough indicator data, climate survey data, and student assessment data to outline a general plan.
2. The One Clay Leadership Academy Team consists of department chairs, teacher leaders, and administrators. This team of individuals meets in May to initiate planning of professional learning opportunities for the upcoming school year. The first step includes review of the One Clay Leadership Academy sessions and school needs. Decisions are based on results from school climate surveys, school assessment data trends, and student discipline data. The team constructs an outline of the plan with administrators.
3. The School Based Leadership Team meets to review the School Improvement Plan in July. The goal is to align the work of Professional Learning Communities (PLCs) with the school improvement plan through whole group and content area collaboration.
4. The School Advisory Council (SAC) meets at least once per quarter to ensure activities of the school align with the school improvement plan. This council provides feedback and makes suggestions concerning school-wide student activities, family engagement, and stakeholder involvement to support student success. The SAC is also able to see the school budget and ask clarifying questions that align with supporting the needs of students at Oakleaf Junior High School.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The School Improvement Plan (SIP) is monitored on a monthly basis in the following ways:

1. School Administrator Meetings
2. School Advisory Committees to include school-wide data to review, discuss, and outline next

steps.

3. School Committee Meetings will be used to establish action plans for specific goals.
Committees can include Attendance, ESOL, Literacy, School Based Leadership Team.
4. Professional Learning Communities (PLCs)
5. School Based Leadership Team Meetings (SBLT)
6. School Data Reviews

DRAFT

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 6-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	57.2%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: B 2024-25: B 2023-24: B 2022-23: B 2021-22: B

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	0	0	0	0	0	0	501	508	461	1,470
Absent 10% or more school days	0	0	0	0	0	0	87	90	98	275
One or more suspensions	0	0	0	0	0	0	177	151	139	467
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	11	11	2	24
Course failure in Math	0	0	0	0	0	0	10	41	51	102
Level 1 on statewide ELA assessment	0	0	0	0	0	0	69	60	55	184
Level 1 on statewide Math assessment	0	0	0	0	0	0	132	66	83	281
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0	0	0	0	0	0

Current Year 2026-27

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL										TOTAL
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	98	81	75	254	

Current Year 2026-27

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	0	0	0	0	0	0	1	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment								493	477	970
Absent 10% or more school days								75	83	158
One or more suspensions								129	100	229
Course failure in English Language Arts (ELA)								8	177	185
Course failure in Math								21	19	40
Level 1 on statewide ELA assessment								56	54	110
Level 1 on statewide Math assessment								65	51	116
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators								97	88	185

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year									2	2
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

DRAFT

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

DRAFT

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	68	64	62	67	63	58	63	61	53
Grade 3 ELA Achievement			19			27			21
ELA Learning Gains	63	58	61	61	58	59	63	57	56
ELA Lowest 25th Percentile	58	50	53	50	51	52	54	47	50
Math Achievement*	62	72	65	68	74	63	71	72	60
Math Learning Gains	57	60	62	57	60	62	61	60	62
Math Lowest 25th Percentile	45	53	57	48	58	57	60	57	60
Science Achievement	60	64	57	69	62	54	60	64	51
Social Studies Achievement*	87	86	77	88	85	73	80	83	70
Graduation Rate									
Middle School Acceleration	68	75	82	59	64	77	57	61	74
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					65	53		56	49

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

[†] District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						63%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						568
Total Components for the FPPI						9
Percent Tested						98%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
63%	63%	60%	62%	55%	49%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	45%	No		
English Language Learners	49%	No		
Asian Students	75%	No		
Black/African American Students	60%	No		
Hispanic Students	61%	No		
Multiracial Students	64%	No		
White Students	68%	No		
Economically Disadvantaged Students	59%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L2.5%	MATH ACH.	MATH LG	MATH LG L2.5%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	68%		63%	58%	62%	57%	45%	60%	87%	68%			
Students With Disabilities	42%		51%	51%	31%	43%	39%	37%	68%	46%			
English Language Learners	50%		59%	51%	52%	53%	37%	29%	68%	45%			
Asian Students	78%		58%		80%	67%		67%	92%	81%			
Black/African American Students	63%		64%	62%	53%	55%	50%	52%	84%	56%			
Hispanic Students	67%		59%	52%	63%	56%	42%	58%	89%	64%			
Multiracial Students	72%		67%	60%	66%	57%	40%	60%	82%	73%			
White Students	75%		65%	60%	71%	59%	39%	74%	93%	75%			
Economically Disadvantaged Students	62%		61%	59%	57%	56%	45%	52%	85%	57%			

Page 1394 of 2426

28/2026

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	67%		61%	50%	68%	57%	48%	69%	88%	59%			63%
Students With Disabilities	37%		49%	45%	35%	40%	35%	35%	71%	29%			
English Language Learners	39%		57%	56%	52%	50%	43%	47%	77%	47%			63%
Asian Students	82%		62%		84%	67%	40%	89%	95%	61%			
Black/African American Students	59%		55%	44%	60%	53%	43%	61%	86%	43%			
Hispanic Students	59%		66%	60%	68%	56%	61%	68%	88%	56%			50%
Multiracial Students	71%		63%	64%	76%	60%	47%	73%	90%	59%			
White Students	79%		65%	52%	77%	60%	49%	77%	91%	75%			
Economically Disadvantaged Students	57%		57%	53%	59%	52%	49%	62%	81%	50%			64%

Page 1395 of 2426

Page 37 of 57

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	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%

Page 38 of 57

Page 1396 of 2426

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	68%	72%	-4%	62%	6%
ELA	7	67%	62%	5%	62%	5%
ELA	8	65%	61%	4%	60%	5%
Math	6	48%	70%	-22%	60%	-12%
Math	7	51%	50%	1%	53%	-2%
Math	8	64%	71%	-7%	61%	3%
Science	8	58%	61%	-3%	52%	6%
Civics	7	99%	95%	4%	77%	22%
Civics	8	83%	82%	1%	75%	8%
Algebra	7	100%	99%	1%	96%	4%
Algebra	8	94%	93%	1%	84%	10%
Geometry	8	98%	98%	0%	95%	3%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

ELA Lowest 25th Percentile is the area with the most improvement with an increase from 50% to 58%. Students at Oakleaf Junior High performed 8% higher than the district in this area. The overall ELA achievement for the 2025-2026 school year. Contributing factors to growth in this area include:

1. Common planning time utilized as an extension of the PLC session for additional planning.
2. Lesson planning collaboration to maintain consistency with common instructional practices, language, and expectations across all classrooms.
3. Small group differentiated instruction provided for students.
4. Intentional development of the Support Facilitator schedule to provide consistent support for students in ELA classrooms.
5. Unique skills course assignments to provide additional small group and/or one-to-one support for students in this category.
6. Cross curricular connections during PLC time to review student data to determine areas of need, remediation plans, and to determine learning gains needed to elevate student growth in ELA.
7. Specific feedback and actionable next steps for classroom teachers based on District School Improvement Walkthroughs.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Proficiency scores in science decreased for English Language Learners (ELL) decreased from 47% to 29%. Despite an increase for Students with Disabilities (SWD) from 35% to 37%, this is significantly lower than the state and school average. While Students with Disabilities (SWD) and English Language Learners(ELL) have shown a positive trend with proficiency in ELA, the proficiency rates in science remain significantly below the statewide average of 57% and 60% for Oakleaf Junior High. The following impacts were experienced in science classes during the 2025-2026 school year:

- Increased class size averages
- Possible lack of data-driven, consistent, differentiated instruction due to class size and reduction of support in classrooms
- Reduction of supports for SWD in science content area classes

- Loss of instructional time and engagement due to student attendance or discipline.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The greatest decline is the proficiency scores in science for English Language Learners (ELL) decreased from 47% to 29%. Despite an increase for Students with Disabilities (SWD) from 35% to 37%, this is significantly lower than the state and school average. While Students with Disabilities (SWD) and English Language Learners(ELL) have shown a positive trend with proficiency in ELA, the proficiency rates in science remain significantly below the statewide average of 57% and 60% for Oakleaf Junior High. The following impacts were experienced in science classes during the 2025-2026 school year:

- Increased class size averages
- Possible lack of data-driven, consistent, differentiated instruction due to class size and reduction of support in classrooms
- Reduction of supports for SWD in science content area classes
- Loss of instructional time and engagement due to student attendance or discipline.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The most significant performance gap compared to the state average is in 7th grade mathematics with 45% proficiency for the lowest quartile. This decline appears to be a direct result of the following:

- Lack of consistent, data-driven, differentiated supports for students
- Loss of instructional time and classroom engagement due to student attendance or discipline
- Curriculum guide pacing at the classroom level
- Increased class sizes for classrooms with students who may need the most support Targeted support.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The review of Early Warning Signs has highlighted three critical areas for improvement to include:

- Course failures in ELA
- Course failures in Mathematics
- Students with one or more suspensions from school.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

The priorities outlined below will target all subject areas to increase student success across the curriculum. Work in alignment with the One Clay Vision for Instruction will occur during PLCs, department data discussions, feedback using the classroom walkthrough tool with school specific indicators (student engagement), and committee meetings (SAC, PBIS, School Based Leadership).

1. Support Facilitation for Exceptional Education: Students with Individual Education Plans will receive increased levels of support in the math and ELA classrooms with the addition of two more Support Facilitators and intentional scheduling. Use whole group collaboration sessions through monthly "Consultation Breakfasts" provides all teachers with the opportunity to connect with the entire team of ESE Support Facilitators and school counselors regarding student progress. Teachers have the opportunity to provide support facilitators with input about student progress while gathering any updates about student plans.
2. Student Behavior: Students with discipline referrals resulting in loss of instructional time has a direct impact on student achievement. During the 2025-2026 school year, 467 students earned discipline one or more discipline referrals resulting in time out of the classroom, an increase from previous years. The number of students in this category during the 2023-2024 was 231 and 212 during the 2024-2025 school year. Students needing additional support in this area are identified by parents, staff, and administration. Members from the leadership team initiate positive communication with families of students upon transition into the next school year. The goal is to identify barriers that may prevent students from making positive choices to follow behavior expectations through Student Success Team meetings. Additionally, clear communication of expectations, PBIS incentives, with assistance from school counselors and Student Success Team meetings for families with input from teachers will be considered. The PBIS team will meet monthly to identify, discuss, and problem solve remedies to address trends that need to be addressed.
3. Math Support: Students are scheduled into math classes in accordance with the scheduling guidelines provided by the school district. Student data to include gradebook grades, Aleks performance, exit tickets, common assessments, and F.A.S.T. progress monitoring will be use to track student performance and plan next steps. Students needing additional support to demonstrate mastery after whole group activities will be addressed in small group sessions. Small group instruction can be completed for general education and collaborative Support Facilitators for exceptional education based on student need.
3. Improving Outcomes for Students with Disabilities (SWD)by ensuring students receive support and resources across all subject areas.
4. Continue to strengthen supports for English Language Learners (ELL) across all subject areas.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD), English Language Learners (ELL)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The implementation of data driven small group instruction will improve student deepen and reinforce student understanding which in turn will increase student capacity to apply skills learned independently. The goal is to see a 10% increase in data-driven differentiated small group instruction quarterly based on walkthrough data logged by school administrators.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The implementation of small groups in addition to whole group instruction will increase student achievement. Data from F.A.S.T. progress monitoring, Florida Alternate Assessment, content area common assessments, exit tickets, and student grades will be used as reflective data to guide instructional planning.

Goals:

1. Progress monitoring assessments will reflect an overall increase in student achievement/ proficiency of at least 5% for F.A.S.T. progress monitoring 1 to F.A.S.T. progress monitoring 3 assessments in reading and math.
2. Students in the lower quartile will show an overall increase in learning gains from the previous year based on F.A.S.T. assessment 3 as outlined below.
 - Increase Math Lowest Quartile Learning Gains for Students with Disabilities from 43% to 50%
 - Increase Math Lowest Quartile Learning Gains from 45% to 50%
 - Increase ELA Lowest Quartile Learning Gains from 51% to 56%

Monthly Progress Monitoring

1. Walkthrough Logs
2. Weekly administrator meetings to review and discuss trends from walkthrough logs and PLC

meetings with evidence to outline and address trends

3. Professional Learning Community (PLC) meetings with content area groups to review and discuss student response to small group instruction.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

1. Classroom Walkthroughs
2. Student Data Dashboards
3. Content Area Data Chats
4. Professional Learning Community for teachers and administrators to address the following essential questions:
 - What do we want students to learn?
 - How will we know when students have learned the material?
 - What do we respond to students who do not learn the material?
 - How will we push students who have mastered/learned the material?

Person responsible for monitoring outcome

Wilnitra Dixon

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Professional Development and Professional Learning Communities (PLCs) *Teachers and support staff assigned to classrooms will participate in strategic professional development sessions based on teacher and student need reflected in trends from school specific walkthrough indicators, F.A.S.T. Progress Monitoring, formative assessments, exit tickets, and student grades. *Professional development will align teacher and staff actions with instructional best practices to support students across the curriculum.

Rationale:

Teachers and support staff assigned to classrooms will participate in ongoing professional development during PLCs to increase consistent and differentiated learning opportunities for all students. Professional development will focus on using data for remediation and enrichment, the establishment of positive, inclusive learning environments. Professional development sessions are determined the School Based Leadership Team based on student data trends and teacher requests as needs. When instruction is designed to meet needs of students based on data teachers can improve the quality of instruction and improve student outcomes. Teachers will use PLC sessions to analyze data, share best practices, and make informed decisions to improve student achievement through progress monitoring.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Classroom walkthrough forms with school-specific indicators will be used to gather trends about student academic behavior in response to teacher instructional practices.

Person Monitoring:

Wilnitra Dixon

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Weekly administrator meetings to review trends to include student engagement/academic behaviors and small group activity occurring in classrooms. 2. Coaching cycles with teachers to include planning for small group instruction based on data collected from trends in student response during whole group lessons to include demonstration of knowledge, checks for understanding, and assessments.

Action Step #2

Department Data Meetings

Person Monitoring:

Tracina Willis

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. A data meeting schedule with quarterly meetings for each grade and content area/department.
2. Small group meetings to discuss grade level content area trends in data. Discuss current student progress, strategies implemented for small group support, and problem solve areas of concern.
3. Individual meetings with teachers needed individualized support to meet the needs of students. Provide feedback and reasonable next steps for differentiated support and student ownership of data/grades.
4. Outline ways teachers can guide students with active ownership learning by using their data/grades while providing opportunities for students to apply new learning to improve their performance in response to data tracking.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Differentiation, Small-group Instruction

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Description: Data driven targeted small group instruction to identify learning gaps to determine needs for foundational skills and interventions identified as Tier 1 instruction in addition to Tier 2 and Tier 3 interventions defined by MTSS.

Impact on Student Learning: Increase overall proficiency for the lowest 25% in ELA, Math, and Science with the use of data driven differentiation strategies.

Rationale: Math and Science proficiency for the Lowest Quartile has decreased per data analysis. Targeted small group instruction will address student needs and improve student achievement.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Weekly review of walkthrough data will be completed to monitor and track implementation of small group instruction in all classrooms. Data from F.A.S.T., F.A.A., common assessments, progress monitoring, and exit tickets/student grades will be used to provide reflective data, guide instructional planning and decision making. Progress monitoring assessments will be used to track student progress. Lower quartile students will show an overall 10% learning gains.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Progress towards the desired outcome will be measured through:

- Walkthrough data (small groups and student engagement)
- Monthly student data chats
- Assessments
- Progress monitoring
- Quarterly content area data reviews
- Gradebook grades
- F.A.S.T. progress monitoring checks.

Data collected will be used by school administrators, curriculum specialists, school-based leadership team members, and PLC teams to inform ongoing feedback. Data will be used to determine grade level and individual student needs. Content area teachers, ESE Support Facilitators, school administrators, school counselors, and curriculum specialists will be included in data chats. On a daily basis, classroom teachers will provided targeted support for students to increase student achievement based on student performance data.

Person responsible for monitoring outcome

Tracina Willis & Bonnie King

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

School walkthrough feedback, walkthrough log trends, and student data/work protocols during Professional Learning Community (PLC) collaboration will focus on classroom learning environments to highlight high leverage practices and total participation techniques to increase active student engagement during whole group and small group differentiated learning opportunities during math classes.

Rationale:

Informal feedback will be used to maintain consistent dialogue between school administrators and classroom teachers about instructional practices observed during walkthrough visits. Data collected from classroom walkthroughs will be used to identify trends in instructional practice and student response to instruction across the school. Trends will allow opportunities for administrators to provide feedback for classrooms serving students with disabilities. Teachers will receive consistent, actionable feedback to incorporate in instructional practices that will impact student achievement.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Classroom Walkthrough Trends

Person Monitoring:

Bonnie King & Tracina Willis

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The review of data from common assessments, student work samples, checks for understanding samples, gradebook grades, and F.A.S.T. progress monitoring will be used to plan lessons with differentiated support for students based on needs. School administrators will attend content area PLC sessions with teachers to provide instructional support and feedback based on identified needs. Collaborative sessions with Exceptional Education and content area teachers will be used to assist teachers with identifying key data from student work to effectively plan targeted support students in small group differentiated instruction.

Action Step #2

Student Support Systems

Person Monitoring:

Bonnie King & Tracina Willis

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

Utilize scaffolds for student learning based on student need (student response to instruction to include exit tickets, anecdotal evidence) to boost student improvement in the classroom. Best practices will be modeled about the creation of supportive student learning communities essential to collaborative learning structures that will increase student engagement during small group sessions. Teachers will receive professional development that will assist with when and where to leverage supports for students in the classroom based on trends noticed in walkthroughs with student engagement school specific indicators. The goal is to increase student ownership of learning for all students.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Providing staff and students with a matrix that outlines clear school-wide expectations to ensure consistency is essential to maximizing instructional time for students. The PBIS team has outlined a school-wide plan with defined expectations, consistent enforcement, and implementation of proactive strategies along a continuum of positive behavior supports. An emphasis will be placed instructional and inclusionary approaches to discipline, opposed to reinforcing exclusionary disciplinary practices. Oakleaf Junior High uses H.I.V.E. (Honor, Integrity, Value, and Excellence) as a guide for staff and students to follow daily. Establishing and maintaining consistent school-wide expectations with classrooms in alignment will improve student achievement. The objective is to provide opportunities for student reflection with guidance concerning choices throughout the school day. Students will complete lessons and receive support in alignment with the One Clay Culture lessons. The overall goal is to keep students within active learning environments to maximize learning.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The objective is to decrease the number of student office referrals for violations of the Student Code of Conduct from the previous school year. The PBIS team initiative for consistent school-wide behavior expectations is in place to outline steps for students that need to be redirected while rewarding students for making good choices while providing learning opportunities and reinforcements for students needing additional assistance. Data from the first quarter will be used as checkpoint for the team to problem to provide support for teachers and support staff with student

behavior.

Discipline data reveal a significant increase in the following areas from the previous year for the time period selected:

Violation	24/25	25/26
Petty Theft	0	9
Simple Battery	0	7
Fighting	3	21
Use of Inappropriate Tech	1	13
Violation of Class Rules	1	7
Inappropriate Conduct	33	113

Discipline referral data from the first quarter of previous years is outlined below:

2025 1st Quarter: 343 referrals for 1,475 students = 0.23 referrals per student.

2025-26 1st Quarter: 43 days/343

7.98 ODR/day

2024 1st Quarter: 100 referrals for 824 students = 0.12 referrals per student

2024-25 1st Quarter: 43 days/100

2.33 ODR/day

2023 1st Quarter: 188 referrals /46 days

4.09 ODR/day

2022 1st Quarter: 219 referrals / 44 days

4.97 ODR/day

2021 1st Quarter: 494 referrals /48 days

10.29 ODR/day

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

1. Discipline referrals will be tracked using FOCUS discipline reports.
2. Track number of HIVE coins exchanged for positive choice rewards.

3. School administrator weekly meetings to discuss trends observed in discipline and problem solve ways to remedy concerns.
4. Monthly PBIS team meetings consisting of instructional, support staff, and administrators.
5. Quarterly whole group PLC meetings to share school-wide data trends to include the amount and type of discipline referrals for grades 6, 7, and 8. The presentation will include opportunities for staff to ask questions, share ideas to consider to resolve problems, and feedback about student discipline.

Person responsible for monitoring outcome

Bonnie King & Wilnitra Dixon

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Positive Behavioral Interventions and Supports (PBIS)

Rationale:

The Positive Behavioral Interventions and Supports (PBIS) matrix outlines expectations with opportunities for staff to teach and model the behaviors we expect from students. PBIS is a key factor in the reduction of inappropriate behaviors that can disrupt learning environments and impact student safety. The goal is to decrease student discipline and decrease suspension rates to maximize student exposure to instruction. A focus on establishing a positive school climate early in the year will enhance school safety, and provide structure for students.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

PBIS Team

Person Monitoring:

Bonnie King & Wilnitra Dixon

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Positive Behavior Intervention Support Team with instructional and support staff members. Monthly meetings outlined for the year on school calendar.
2. Develop and post positive behavior expectations for specific areas: cafeteria, office areas, hallways, classrooms, cafeteria, and locker rooms for students to clearly see positive expectations.

3. Complete PBIS follow up with team members. Monthly meetings will be used to identify supports needed for school staff. Monthly meeting attendance will be documented with sign in sheets.
4. Introduce students to expectations during Buzz WEB Camp before school starts(July). Buzz WEB Camp provides an opportunity for students to connect with school staff and meet students attending Oakleaf Junior High.
5. Student attendance for Buzz Camps is documented with a registration form for grade level counts to document student engagement/participation.

Action Step #2

School-wide H.I.V.E. Reward System for All Students

Person Monitoring:

Bonnie King, Tracina Willis, & Wilnitra Dixon

By When/Frequency:

Daily/Weekly/Monthly/Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Share procedures and plan with staff during pre-planning week.
2. Conduct beginning of year assembly to outline positive expectations for students.
3. Provide staff members with H.I.V.E. Coins to reward positive student behavior. Matrix outlines behaviors and amount of coins to be earned for consistency.
4. H.I.V.E. Store during morning intake and lunch periods for students to use H.I.V.E. coins earned to purchase items. Items provided in the H.I.V.E. Store for students are based on a student interest survey at the start of the school year.
5. Administration weekly meetings to review trends in student discipline. Establish action plan as needed to address specific concerns.
6. The number of H.I.V.E. student visits/coins collected in the H.I.V.E. Mart will be recorded to compared to the number of student visits for discipline referrals will be reviewed based on data from FOCUS student discipline reports.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

DRAFT

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

DRAFT

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

DRAFT

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

DRAFT

Clay County Schools

OAKLEAF VILLAGE ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority	1
I. School Information	2
A. School Mission and Vision	2
B. School Leadership Team, Stakeholder Involvement and SIP Monitoring	2
C. Demographic Data.....	9
D. Early Warning Systems	10
II. Needs Assessment/Data Review	14
A. ESSA School, District, State Comparison	15
B. ESSA School-Level Data Review	16
C. ESSA Subgroup Data Review	17
D. Accountability Components by Subgroup.....	18
E. Grade Level Data Review.....	21
III. Planning for Improvement.....	22
IV. Positive Learning Environment	29
V. Title I Requirements (optional).....	32
VI. ATSI, TSI and CSI Resource Review	35
VII. Budget to Support Areas of Focus	36

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging, and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant, and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity, and respect. Through these values, we will maximize student potential and promote individual responsibility.

Provide the school's vision statement

Oakleaf Village Elementary exists to prepare lifelong learners for success in a global and competitive workplace and in acquiring applicable life skills.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Jason Martin

jason.martin@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

Ensure compliance with established rules, and laws in the daily operation of the school. Develop and foster good public relations, efficient school volunteer/partnership programs, effective conferencing, and communications with parents, students, and teachers. Coordinate and monitor the

curricular program of the school to maximize student learning; conduct faculty/staff meetings as needed to meet student instructional needs; implement the Sunshine State Standards. Coordinate school advisory council activities and implement a school improvement plan. Coordinate efficient utilization of school facilities and ensure proper security, maintenance, and cleanliness of the campus. Be responsible for the timely and accurate submission of all required school records/reports and the accurate entry of information into the district database. Provide leadership by participating in professional development activities and encouraging the professional development of instructional support and administrative staff including training to accurately report FTE participation, student performance, teacher appraisal, school safety, and discipline data. Be responsible for effective business management operations, the development of a school budget, and efficient cost accounting. Maintain standards of appropriate student conduct through fair and equitable enforcement of the Clay County Public Schools Code of Student Conduct. Be responsible for faithfully and effectively implementing school/district personnel procedures including interviewing, hiring, evaluating school staff, coordinating the Teacher Induction Program, and administering master contracts. Coordinate supervision of extra-curricular activities and duty assignments.

Provide a safe learning environment through the preparation and implementation of emergency evacuation plans, fire drills, etc. Be responsible for implementing programs designed to meet the needs of special student populations (Ex. ESE, Title I, Dropout Prevention, etc.). Assure that the school meets all State and Southern Association of Schools and Colleges accreditation standards. Be responsible for proper receipt and accounting of all school board property and maintaining an accurate property inventory. Provide for the purchase of appropriate textbooks, equipment, and other instructional materials necessary to meet the needs of the students. Serve on district-wide committees when requested. Be responsible for the development and implementation of a school technology plan. Be responsible for the performance of all personnel employed by the School Board and assigned to the school site. Provide for the development of an individual Teacher Training Plan for each teacher assigned to the school. Provide leadership for the implementation of the Florida Code of Ethics and Principles of Professional Conduct. Provide leadership in the implementation of the Sunshine State Standards, Florida Standards Assessments, End-of course exams, and other tests designed and adopted to measure student achievement.

Communicate effectively, both orally and in writing, with parents, staff, students, and the community. Maintain visibility and accessibility on the school campus. Serve as coach/mentor to Assistant Principals, new Principals or others who are preparing for School Principal certification. Provide leadership for all stakeholders in the development of school beliefs, vision, mission, and goals and align them with the district mission, school improvement, and curriculum. Perform other duties as assigned by the Superintendent consistent with the goals and objectives of the position.

Leadership Team Member #2

Employee's Name

Shelley Lester

shelley.lester@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Manage school facilities and staff to ensure student safety and grade-appropriate level instruction takes place.

Leadership Team Member #3

Employee's Name

Chernell Gilliam

chernell.gilliam@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Manage school facilities and staff to ensure student safety and grade-appropriate level instruction takes place.

Leadership Team Member #4

Employee's Name

Melissa Smith

melissa.smith@myoneclay.net

Position Title

School Counselor

Job Duties and Responsibilities

Disseminate information from the Administration. Manage grade-level activities. Ensure the team has materials to ensure grade-appropriate instruction takes place. Assist with collaborative groups to support OVE's Professional Learning Community. Disseminate information from the Administration. Manage grade-level activities. Ensure the team has materials to ensure grade appropriate instruction takes place. Assist with collaborative groups to support OVE's Professional Learning Community. Disseminate information from the Administration. Manage grade-level activities. Ensure the team has

materials to ensure grade-appropriate instruction takes place. Assist with collaborative groups to support OVE's Professional Learning Community.

Leadership Team Member #5

Employee's Name

Maureen Devine

maureen.devine@myoneclay.net

Position Title

Teacher

Job Duties and Responsibilities

Disseminate information from the Administration. Manage grade-level activities. Ensure the team has materials to ensure grade-appropriate instruction takes place. Assist with collaborative groups to support OVE's Professional Learning Community

Leadership Team Member #6

Employee's Name

Krystal Mason

krystal.mason@myoneclay.net

Position Title

Teacher

Job Duties and Responsibilities

Disseminate information from the Administration. Manage grade-level activities. Ensure the team has materials to ensure grade-appropriate instruction takes place. Assist with collaborative groups to support OVE's Professional Learning Community

Leadership Team Member #7

Employee's Name

Marla Teal

marla.teal@myoneclay.net

Position Title

Teacher

Job Duties and Responsibilities

Disseminate information from the Administration. Manage grade-level activities. Ensure the team has materials to ensure grade-appropriate instruction takes place. Assist with collaborative groups to

support OVE's Professional Learning Community

Leadership Team Member #8

Employee's Name

Penny Hammer

penny.hammer@myoneclay.net

Position Title

Teacher

Job Duties and Responsibilities

Disseminate information from the Administration. Manage grade-level activities. Ensure the team has materials to ensure grade-appropriate instruction takes place. Assist with collaborative groups to support OVE's Professional Learning Community

Leadership Team Member #9

Employee's Name

Jane Russo

jane.russo@myoneclay.net

Position Title

Teacher

Job Duties and Responsibilities

Disseminate information from the Administration. Manage grade-level activities. Ensure the team has materials to ensure grade-appropriate instruction takes place. Assist with collaborative groups to support OVE's Professional Learning Community

Leadership Team Member #10

Employee's Name

Joyce Gonzales

joyce.gonzales@myoneclay.net

Position Title

Teacher

Job Duties and Responsibilities

Disseminate information from the Administration. Manage grade-level activities. Ensure the team has materials to ensure grade-appropriate instruction takes place. Assist with collaborative groups to support OVE's Professional Learning Community

Leadership Team Member #11

Employee's Name

Amber Mullins

amberlynn.mullins@myoneclay.net

Position Title

Teacher

Job Duties and Responsibilities

Disseminate information from the Administration. Manage grade-level activities. Ensure the team has materials to ensure grade-appropriate instruction takes place. Assist with collaborative groups to support OVE's Professional Learning Community

Leadership Team Member #12

Employee's Name

Jessica St.Peter

jessica.stpeter@myoneclay.net

Position Title

Teacher

Job Duties and Responsibilities

Disseminate information from the Administration. Manage grade-level activities. Ensure the team has materials to ensure grade-appropriate instruction takes place. Assist with collaborative groups to support OVE's Professional Learning Community

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Administration, emerging leaders, and the school advisory council (including parents) solicited advice on how they think the school should focus its improvement efforts.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

This plan will be monitored through weekly classroom walkthroughs. We will also convene as administration & grade level teams for quarterly data progression meetings to evaluate student growth based on I-Ready, Acadience, & FAST assessment scores, teacher-developed common assessment scores, MTSS students' progress monitoring data, and teacher-provided samples of student work on grade-level standards. We will conduct weekly gradual release administrationmodeled 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.

DRAFT

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	58.1%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: B 2024-25: A 2023-24: A 2022-23: B 2021-22: A

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	112	129	152	146	158	181				878
Absent 10% or more school days	20	17	12	24	25	18				116
One or more suspensions	4	3	12	8	20	7				54
Course failure in English Language Arts (ELA)	0	0	0	0	0	0				0
Course failure in Math	0	0	0	0	0	0				0
Level 1 on statewide ELA assessment	16	22	27	19	26	18				128
Level 1 on statewide Math assessment	14	18	28	10	38	22				130
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	0	7	18	0	0				25
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0	0				0

Current Year 2026-27

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	9	10	13	17	26	11				86

Current Year 2026-27

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	0	0	12	0	0				13
Students retained two or more times	0	0	0	0	0	0				0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	113	136	119	151	168	154	162			1,003
Absent 10% or more school days	26	16	19	26	29	22	19			157
One or more suspensions	1	9	5	12	12	19	30			88
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment				25	24	26	16			91
Level 1 on statewide Math assessment				21	25	41	12			99
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)				6						6
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	14	10	8	36	38	38	23			167

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				11						11
Students retained two or more times										0

DRAFT

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.

DRAFT

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

DRAFT

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026		2025		2024	
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	65	66	62	65	63	59
Grade 3 ELA Achievement	67	66	61	67	66	59
ELA Learning Gains	58	63	63	64	62	60
ELA Lowest 25th Percentile	56	60	58	61	60	56
Math Achievement*	65	69	66	65	67	64
Math Learning Gains	52	69	64	65	65	63
Math Lowest 25th Percentile	52	58	50	54	57	51
Science Achievement	72	67	62	63	62	58
Social Studies Achievement*			95			92
Graduation Rate						
Middle School Acceleration						
College and Career Acceleration						
Progress of ELLs in Achieving English Language Proficiency (ELP)						

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						61%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						487
Total Components for the FPPI						8
Percent Tested						99%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
61%	64%	62%	56%	61%	55%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	56%	No		
English Language Learners	53%	No		
Asian Students	74%	No		
Black/African American Students	54%	No		
Hispanic Students	62%	No		
Multiracial Students	61%	No		
White Students	68%	No		
Economically Disadvantaged Students	57%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	65%	67%	58%	56%	65%	52%	52%	72%					
Students With Disabilities	55%	48%	60%	61%	52%	43%	67%	61%					
English Language Learners	40%	39%	52%	75%	54%	56%	60%	46%					
Asian Students	77%		67%		86%	67%							
Black/African American Students	57%	63%	54%	61%	53%	41%	36%	63%					
Hispanic Students	61%	58%	64%	50%	62%	64%	71%	65%					
Multiracial Students	67%		54%		64%	52%		70%					
White Students	75%	77%	57%	60%	77%	53%	57%	87%					
Economically Disadvantaged Students	62%	63%	57%	54%	59%	48%	49%	64%					

Page 1435 of 2426

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%

Page 1436 of 2426

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	62%	77%	59%	54%	62%	65%	58%	56%					64%
Students With Disabilities	37%	62%	54%	50%	39%	52%	48%	40%					
English Language Learners	56%	53%	47%	33%	51%	71%	71%						64%
Asian Students	69%		75%		77%	56%							
Black/African American Students	55%	66%	54%	60%	55%	59%	60%	56%					
Hispanic Students	59%	70%	60%	37%	61%	71%	63%	56%					61%
Multiracial Students	72%	92%	69%		72%	72%		41%					
White Students	68%	89%	59%	63%	63%	64%	52%	63%					
Economically Disadvantaged Students	55%	73%	55%	53%	55%	62%	57%	53%					54%

Page 1437 of 2426

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	67%	65%	2%	60%	7%
ELA	4	59%	64%	-5%	60%	-1%
ELA	5	63%	60%	3%	61%	2%
Math	3	78%	69%	9%	66%	12%
Math	4	50%	65%	-15%	65%	-15%
Math	5	63%	61%	2%	62%	1%
Science	5	69%	66%	3%	60%	9%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

We made purposeful changes to teacher assignments and the composition of our science team to strengthen our focus on high-quality science instruction and student achievement. As a result, overall science proficiency increased by 11 percentage points, while science proficiency among students with disabilities (SWD) increased by an impressive 30 percentage points.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Math learning gains represented our lowest-performing area, declining by 13 percentage points. While multiple factors likely contributed to this decrease, one significant challenge was the unexpected medical leave of a teacher in November, which resulted in a classroom being without a certified teacher for approximately three months. Despite this challenge, both 3rd and 5th grades demonstrated improvement in math performance, while 4th grade performance lagged behind and had the greatest impact on overall learning gains.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

There is a clear opportunity for growth within our 4th grade math team, as proficiency declined by 15 percentage points. While multiple factors likely contributed to this decrease, one significant challenge was the unexpected medical leave of a teacher in November, which resulted in a classroom being without a certified teacher for approximately three months. This disruption in instructional continuity likely impacted student achievement and overall proficiency outcomes.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the

factor(s) that contributed to this gap and any trends.

Once again, 4th grade math demonstrated the largest gap when compared to the state average. Based on instructional walkthroughs and classroom observations, opportunities for improvement were noted in classroom management and instructional structure, which may have impacted student engagement and academic performance.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Students with Multiple Early Warning System (EWS) Indicators: The number of students in grades 3–5 who are currently identified as having two or more EWS indicators.

Students with Suspensions: The number of students in grades 3–5 who have received one or more suspensions.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Math Learning Gains: Increasing student growth and achievement in mathematics across all grade levels.

4th Grade Math Proficiency: Improving mathematics proficiency outcomes for 4th grade students.

Attendance: Increasing student attendance through targeting the improvement of student behaviors and school wide experiences.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Description: Strengthen differentiated math instruction across all grade levels by ensuring teachers use student data to provide targeted instruction, flexible grouping, and appropriately challenging learning experiences that meet the diverse needs of all learners.

Impact on Student Learning: Effective differentiation will increase student engagement, provide timely support for struggling learners, extend learning for students performing above grade level, and improve overall math achievement and learning gains. This approach is intended to accelerate growth for all students while reducing achievement gaps among student subgroups.

Rationale: Prior-year F.A.S.T. data identified math learning gains as an area of need, with a decline in overall student growth and inconsistent performance across grade levels. Analysis of student achievement data and instructional practices indicates a need for more intentional differentiation to ensure instruction is responsive to individual student needs. By strengthening differentiated instruction in mathematics, we aim to increase learning gains, improve proficiency, and support continuous academic growth for all students.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Based on prior-year F.A.S.T. data, math learning gains declined by 13 percentage points and were identified as a schoolwide area of need. During the 2026–2027 school year, instructional walkthrough data will demonstrate a 50% increase in the consistent implementation of differentiated math instruction, including flexible grouping, data-driven interventions, and targeted enrichment opportunities. Additionally, F.A.S.T. assessment results will show at least 60% of students achieving

learning gains in mathematics, with a minimum of 55% of students in the lowest quartile demonstrating learning gains.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

- Weekly classroom walkthroughs focused on evidence of differentiated instruction, including flexible grouping, targeted interventions, enrichment opportunities, and data-driven instructional decision-making.
- Semester Data Chats analyzing student performance trends, learning gains, and the effectiveness of differentiated instructional practices.
- The use of common formative assessments across grade levels to identify student needs, monitor progress, and adjust instruction to provide appropriate levels of support and challenge.

Person responsible for monitoring outcome

Jason Martin, School Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Grade-level teams will analyze student performance data, benchmark standards, and common assessment results to identify individual student needs and plan differentiated instruction. Teachers will collaboratively design lessons that incorporate flexible grouping, targeted interventions, enrichment opportunities, and varied instructional strategies to meet students at their current level of understanding while maintaining grade-level expectations. The focus will be on ensuring all students receive appropriate support and challenge to maximize learning gains and academic growth.

Person Monitoring:

Grade-Level Teams with support from

By When/Frequency:

Lesson planning and alignment checks will occur

administration and district instructional coaches. during PLCs; ongoing implementation begins in week 2 of the school year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administrators will conduct regular walkthroughs using an observation tool to capture trends in instructional practices, which asks specifically about differentiation. Evidence of alignment will also be reviewed during monthly PLC meetings, through lesson plan reviews, and student work samples. These findings will inform coaching cycles and professional learning supports to improve implementation of differentiation.

Action Step #2

Professional learning will be provided quarterly through whole-group PLCs, grade-level PLCs, and peer feedback cycles facilitated by administration and teacher leaders. The focus will be on analyzing student data to identify learning needs, implementing effective differentiation strategies, utilizing flexible grouping practices, and designing targeted interventions and enrichment opportunities to ensure all students, including those in the lowest quartile, receive instruction that meets their individual needs and promotes academic growth.

Person Monitoring:

Team Leads and Administrators

By When/Frequency:

Each academic quarter

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The school leadership team will monitor implementation by conducting regular classroom walkthroughs to identify evidence of differentiated instruction, including flexible grouping, targeted interventions, enrichment opportunities, and data-driven instructional practices. Lesson plans will be reviewed to ensure instructional decisions are informed by student performance data and designed to meet diverse learning needs. Additionally, formative assessment data, common assessment results, and learning gains data will be analyzed to determine the effectiveness of differentiation strategies and their impact on student growth. Teacher feedback will be collected to inform ongoing coaching and future professional learning opportunities.

Action Step #3

Teachers will implement the instructional priority by engaging in structured data meetings each semester to analyze student performance data from common formative assessments and FAST results. During these meetings, teachers will identify individual and group learning needs, examine instructional effectiveness, and plan differentiated strategies to better support all learners. Instructional adjustments will be made to ensure instruction is responsive to student data, with targeted interventions, flexible grouping, and enrichment opportunities used to address varying levels of readiness and promote student growth.

Person Monitoring:

School-Based Leadership Team and Grade-Level Teachers

By When/Frequency:

Once each semester

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The leadership team will document action items from each data meeting and follow up through classroom walkthroughs and PLC observations to ensure adjustments are reflected in instruction. Changes in student performance data across semesters will be analyzed to determine the effectiveness of instructional shifts.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Description: Targeted small group instruction in math, focusing on foundational skills and addressing specific learning gaps identified in prior year data.

Impact on Student Learning: Aims to improve overall proficiency, accelerate learning for the lowest 25%, and close district/state achievement gaps through differentiated support.

Rationale: Prior year data shows a decline in overall math proficiency and low 25% learning gains, with inconsistent negative gaps across grades 3-5 compared to district and state.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Walkthrough data will show a 50% increase in small group instruction in math classes. FAST data will reflect a minimum of 60% of students proficient and at least 55% of students in the lowest quartile showing learning gains in Math.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Progress towards the desired outcome will be measured through:

- Weekly classroom walkthroughs (observing small groups and engagement)
- Semester data chats
- weekly exit tickets
- mid-module and end-of-module assessments

This data will be used by collaborative learning teams to inform ongoing instructional adjustments and targeted support throughout the school year to maximize student achievement.

Person responsible for monitoring outcome

Jason Martin, School Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:**Rationale:****Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Teachers will implement the instructional priority by planning and delivering small group math instruction 3–5 times per week that targets foundational skills identified through prior year data and ongoing formative assessments. Students will be grouped by specific skill deficits, and instruction will include scaffolded tasks, hands-on activities, and differentiated supports to meet the needs of all learners.

Person Monitoring:

Grade-Level Teachers

By When/Frequency:

Ongoing, beginning Week 2 of the school year with monthly regrouping based on data

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

School leadership will conduct weekly walkthroughs focused on the presence, frequency, and quality of small group instruction with an eye towards the intentional use of differentiation across small groups. PLCs will review formative data and student work to determine effectiveness and regroup students as needed.

Action Step #2

Teachers will implement the instructional priority of differentiation by participating in ongoing professional learning community sessions focused on strategies for effective differentiated small group math instruction. Topics will include using manipulatives to build conceptual understanding, leveraging formative assessments to group students, and using questioning to deepen thinking.

Person Monitoring:

Team and math leads on grade levels.

By When/Frequency:

By the end of each academic quarter.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

PLCs will reflect on student work samples and assessment data to determine if student performance improves in areas directly targeted during professional development and through the use of differentiated strategies in small-group instruction.

Action Step #3

Teachers will implement the instructional priority by participating in data chats each semester to review FAST scores, classroom assessments, and exit ticket data for students in the lowest quartile. Based on this analysis, teachers will revise small group plans and adjust instructional strategies to better target skill gaps.

Person Monitoring:

School-Based Leadership Team and Grade-Level Teachers

By When/Frequency:

Mid-year and end-of-year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The leadership team will document decisions made during data chats and monitor implementation through walkthroughs and follow-up PLC discussions. Trends in student progress, especially for the lowest quartile, will be reviewed to evaluate impact and inform future supports.

IV. Positive Learning Environment**Area of Focus #1**

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Description: Strengthen school-wide culture through the development of OVE and One Clay Culture characteristics with a focused emphasis on improving student attendance. This includes establishing clear expectations, consistent monitoring systems, and a shared commitment among staff, students, and families to the importance of daily school attendance and its connection to academic success.

Impact on Student Learning: Improved student attendance will increase access to consistent instruction, strengthen student engagement, and maximize learning time. Regular attendance ensures students remain connected to classroom instruction, participate in learning activities consistently, and make steady academic progress.

Rationale: Data shows that student attendance is directly correlated with academic achievement. Increased absenteeism results in missed instruction, gaps in learning, and reduced academic growth. While attendance trends have fluctuated, strengthening student attendance is essential to ensuring all students have equitable access to instruction and the opportunity to meet grade-level expectations.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for

each relevant grade level. This should be a data-based, objective outcome.

Based on prior-year attendance data, the number of students who missed 10% or more of the school year due to absences was as follows: Kindergarten—20 students; Grade 1—17 students; Grade 2—12 students; Grade 3—24 students; Grade 4—25 students; and Grade 5—18 students.

For the 2025–2026 school year, the school will implement targeted attendance supports and monitoring systems to reduce by at least 10% the number of students who miss 10% or more of the school year in each grade level. Progress will be measured through monthly attendance reports, Early Warning System data reviews, and grade-level attendance trend analysis to ensure consistent reductions across all grades K–5.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monthly student attendance reports will be generated and reviewed by administration in collaboration with school-based attendance teams. These reports will be analyzed to monitor overall attendance trends, identify grade levels and individual students demonstrating patterns of chronic absenteeism, and compare progress toward the targeted reduction in students missing 10% or more of the school year. This ongoing monitoring will support the implementation of positive attendance strategies, early intervention efforts, and proactive communication with families. Attendance data will also inform timely problem-solving conversations and targeted supports for students who continue to demonstrate chronic absenteeism.

Person responsible for monitoring outcome

School Administration

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Implement a tiered attendance intervention system that identifies students who are at risk for chronic absenteeism (missing 10% or more of school days). Establish and follow clear intervention protocols including parent contact, attendance contracts, and student support plans.

Person Monitoring:

Assistant Principal, School Counselor, Attendance Data Clerk

By When/Frequency:

Each month school is in session. (August through May)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Impact will be monitored through monthly attendance reports, Early Warning System (EWS) data reviews, and tracking the number of students moving out of chronic absenteeism status each month.

Action Step #2

Establish a school-wide positive reinforcement program to recognize and reward improved and consistent student attendance at the individual, classroom, grade level, and/or school-wide levels.

Person Monitoring:

All school personnel, Assistant Principal, School Counselor, Attendance Data Clerk

By When/Frequency:

monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Impact will be monitored through monthly attendance data, participation rates in incentive activities, and changes in the number of students meeting or exceeding 95% attendance thresholds.

Action Step #3

Implement a consistent, school-wide system for communicating the importance of student attendance to families. This will include regular attendance updates, automated notifications for absences, and targeted outreach (phone calls, emails, and meetings) for families of students showing patterns of chronic absenteeism. The goal is to strengthen family awareness and partnership in improving daily attendance.

Person Monitoring:

Principal, Attendance Clerk, Grade-Level Teams

By When/Frequency:

monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Impact will be monitored through monthly attendance reports, documentation of parent contact logs, and comparison of attendance trends for students receiving targeted outreach to determine reductions in unexcused and chronic absences.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

DRAFT

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

DRAFT

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

DRAFT

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

DRAFT

Clay County Schools

ORANGE PARK ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority	1
I. School Information	2
A. School Mission and Vision	2
B. School Leadership Team, Stakeholder Involvement and SIP Monitoring	2
C. Demographic Data.....	10
D. Early Warning Systems	11
II. Needs Assessment/Data Review	15
A. ESSA School, District, State Comparison	16
B. ESSA School-Level Data Review	17
C. ESSA Subgroup Data Review	18
D. Accountability Components by Subgroup.....	19
E. Grade Level Data Review.....	22
III. Planning for Improvement.....	23
IV. Positive Learning Environment	38
V. Title I Requirements (optional).....	42
VI. ATSI, TSI and CSI Resource Review	45
VII. Budget to Support Areas of Focus	46

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Our mission is to work collaboratively with all of our community resources and stakeholders. We will increase achievement among our students with opportunities surrounding learning that are relevant, rigorous, and will transcend beyond the boundaries of our school walls. Our working and learning environment will be built upon positivity, respect, integrity, determination, and engagement. With all of the above, Orange Park Elementary will maximize student potential and also promote individual responsibility.

Provide the school's vision statement

Orange Park Elementary exists to prepare lifelong learners for success in a global and competitive workplace and in acquiring all applicable life skills. We will provide an experience that is motivating, challenging, and rewarding for all children.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Tyler Wood

Tyler.Wood@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

The School Principal is responsible to the Superintendent of Schools. Our duties include but are not limited to compliance with established rules, and laws in the daily operation of the school. Develop

and foster good public relations, partnerships with all stakeholders, & communications with parents, students and teachers. We coordinate and monitor curricular programs to maximize student learning, efficient utilization of school facilities to insure proper security, and monitor the timely submission of required school records. We provide leadership and direction with respect to professional development through activities that encourage instructional growth, manage business operations, and provide a safe learning environment for all. We are also responsible for implementing programs designed to meet the needs of special student populations, proper receipt and accounting practices, and purchase of all instructional materials used by instructional employees.

Leadership Team Member #2

Employee's Name

Tracy Pfuntner

Tracy.Pfuntner@myoneclay.net

Position Title

Teacher, K-6

Job Duties and Responsibilities

Mrs. Pfuntner is responsible for establishing a classroom climate conducive to learning, demonstrating an interest in and willingness to assist students inside and outside the classroom environment, meeting the social/emotional and physical needs of her students, preparation of the classroom environment, understanding her content area, providing for students of varying ability through use of a variety of activities, exhibiting good judgement, communicating effectively with others and evaluating student's progress throughout the year. As department head, she is responsible for leading her department and setting a strong example of highly effective instruction for those she leads. Currently, Mrs. Pfuntner works with our kindergarten students at OPE.

Leadership Team Member #3

Employee's Name

Kelly Alfano

Kelly.Alfano@myoneclay.net

Position Title

Teacher, K-6

Job Duties and Responsibilities

Mrs. Alfano is responsible for establishing a classroom climate conducive to learning, demonstrating an interest in and willingness to assist students inside and outside the classroom environment, meeting the social/emotional and physical needs of her students, preparation of the classroom

environment, understanding her content area, providing for students of varying ability through use of a variety of activities, exhibiting good judgement, communicating effectively with others and evaluating student's progress throughout the year. As department head, she is responsible for leading her department and setting a strong example of highly effective instruction for those she leads. Currently, Mrs. Alfano works with our first grade students at OPE.

Leadership Team Member #4

Employee's Name

Kaitlyn Dunn

Kaitlyn.Dunn@myoneclay.net

Position Title

Teacher, K-6

Job Duties and Responsibilities

Mrs. Dunn is responsible for establishing a classroom climate conducive to learning, demonstrating an interest in and willingness to assist students inside and outside the classroom environment, meeting the social/emotional and physical needs of her students, preparation of the classroom environment, understanding her content area, providing for students of varying ability through use of a variety of activities, exhibiting good judgement, communicating effectively with others and evaluating student's progress throughout the year. As department head, she is responsible for leading her department and setting a strong example of highly effective instruction for those she leads. Currently, Mrs. Dunn works with our second grade students at OPE.

Leadership Team Member #5

Employee's Name

Amanda Pounds

Amanda.Pounds@myoneclay.net

Position Title

Teacher, K-6

Job Duties and Responsibilities

Mrs. Pounds is responsible for establishing a classroom climate conducive to learning, demonstrating an interest in and willingness to assist students inside and outside the classroom environment, meeting the social/emotional and physical needs of her students, preparation of the classroom environment, understanding her content area, providing for students of varying ability through use of a variety of activities, exhibiting good judgement, communicating effectively with others and evaluating student's progress throughout the year. As department head, she is responsible for leading

her department and setting a strong example of highly effective instruction for those she leads. Currently, Mrs. Pounds works with our third grade students at OPE.

Leadership Team Member #6

Employee's Name

Robin Doty

Robin.Doty@myoneclay.net

Position Title

Teacher, K-6

Job Duties and Responsibilities

Ms. Doty is responsible for establishing a classroom climate conducive to learning, demonstrating an interest in and willingness to assist students inside and outside the classroom environment, meeting the social/emotional and physical needs of her students, preparation of the classroom environment, understanding her content area, providing for students of varying ability through use of a variety of activities, exhibiting good judgement, communicating effectively with others and evaluating student's progress throughout the year. As department head, she is responsible for leading her department and setting a strong example of highly effective instruction for those she leads. Currently, Ms. Doty works with our fourth grade students at OPE.

Leadership Team Member #7

Employee's Name

Molly Geeser

Molly.Geeser@myoneclay.net

Position Title

Teacher, K-6

Job Duties and Responsibilities

Mrs. Geeser is responsible for establishing a classroom climate conducive to learning, demonstrating an interest in and willingness to assist students inside and outside the classroom environment, meeting the social/emotional and physical needs of her students, preparation of the classroom environment, understanding her content area, providing for students of varying ability through use of a variety of activities, exhibiting good judgement, communicating effectively with others and evaluating student's progress throughout the year. As department head, she is responsible for leading her department and setting a strong example of highly effective instruction for those she leads. Currently, Mrs. Geeser works with our fifth grade students at OPE.

Leadership Team Member #8

Employee's Name

Christopher Harris

Christopher.Harris@myoneclay.net

Position Title

Teacher, K-6

Job Duties and Responsibilities

Mr. Harris is responsible for establishing a classroom climate conducive to learning, demonstrating an interest in and willingness to assist students inside and outside the classroom environment, meeting the social/emotional and physical needs of his students, preparation of the classroom environment, understanding his content area, providing for students of varying ability through use of a variety of activities, exhibiting good judgement, communicating effectively with others and evaluating student's progress throughout the year. As department head, he is responsible for leading his department and setting a strong example of highly effective instruction for those he leads. Currently, Mr. Harris works with our sixth grade students at OPE.

Leadership Team Member #9

Employee's Name

Carly Distin

Carly.Distin@myoneclay.net

Position Title

Teacher, Resource K-6 (Music)

Job Duties and Responsibilities

Mrs. Distin is responsible for establishing a classroom climate conducive to learning, demonstrating an interest in and willingness to assist students inside and outside the classroom environment, meeting the social/emotional and physical needs of her students, preparation of the classroom environment, understanding her content area, providing for students of varying ability through use of a variety of activities, exhibiting good judgement, communicating effectively with others and evaluating student's progress throughout the year. As department head, she is responsible for leading her department and setting a strong example of highly effective instruction for those she leads. Currently, Mrs. Distin works with all students at OPE through her music classroom.

Leadership Team Member #10

Employee's Name

Angela Palmore

Angela.Palmore@myoneclay.net

Position Title

School Counselor

Job Duties and Responsibilities

Mrs. Palmore is responsible for establishing a classroom climate conducive to learning, demonstrating an interest in and willingness to assist students inside and outside the classroom environment, meeting the social/emotional and physical needs of her students, preparation of the classroom environment, understanding her content area, providing for students of varying ability through use of a variety of activities, exhibiting good judgement, communicating effectively with others and evaluating student's progress throughout the year. As department head, she is responsible for leading her department and setting a strong example of highly effective instruction for those she leads. Currently, Mrs. Palmore works with our all students at OPE as our school counselor.

Leadership Team Member #11

Employee's Name

Tracey Finley

Tracey.Finley@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Mrs. Finley serves OPE as the assistant principal and often works in the same capacity as the principal. She currently supervises the primary grade levels, works with and monitors the MTSS process, oversees all that involves ESE, and other administrative duties assigned.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The development of our School Improvement Plan (SIP) is a deeply collaborative process that integrates the voices of our school leadership team, instructional and support staff, parents, and

community business partners. To ensure representation, our School Advisory Council (SAC) serves as the primary vehicle for this collaboration. Members of the SAC—including parents, teachers, and support employees—are nominated and peer-elected through a community-wide survey and voting process. Because a brand-new council successfully transitioned into these roles recently to serve multi-year terms, all seats are currently filled, meaning we will not hold new elections for the 2026–2027 school year.

An example of Stakeholder Involvement and SIP Development, for the 2026-2027 school year, input from our stakeholders was and will continue to be intentionally used in shaping our priorities for this year's SIP. Through a data review of our Climate and Culture Survey, Legacy Letter Program to include Club Participation, & informal staff and community conversations, we've identified a vital need for increased student engagement and extracurricular activities. In direct response to this feedback, we have formally included a strategic goal in our SIP to expand and create more opportunities for student clubs.

To ensure this goal is successfully realized, we will leverage our required family volunteer program (9 hours per family) alongside the resources of our business partners to sponsor and support our new initiatives. Moving forward, the SAC will meet quarterly to monitor progress data, evaluate implementation, and ensure that our community's shared vision continues to drive student success.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

At Orange Park Elementary, our School Improvement Plan is wildly important; it is a living and fluid document that drives the decisions we make and goals we set. We believe that sustainable student growth happens when deliberate leadership intersects with collaboration. To ensure our plan translates into actual classroom impact, myself and Mrs. Tracey Finley will conduct regular, targeted walkthroughs to continuously monitor the health of our Tier 1 instruction in real time and provide teachers with the immediate, actionable feedback they can use to regulate and their practice. Though we've monitored our SIP progress at multiple levels in the past, regular classroom walkthroughs is an area of opportunity for us.

Simultaneously, the true fulcrum of our progress monitoring lies within our evolved Vertical PLC framework. Over the past year, that PLC work has shifted from basic data compliance into a data and

student-centered framework which, we hope, will now include Lesson Study cycles and cross-grade level observations. By watching each other teach and collectively analyzing student tasks, our teachers will gain a more thorough understanding of how academic standards progress from one grade to the next. This collaborative approach allows us to catch learning gaps early, adjust our pacing, and ensure that our instructional strategies are not only aligned but are also hitting the mark.

This dual approach of administrative feedback and peer-led observation is critical for meeting the needs of all students, particularly those facing the greatest achievement gaps. Every goal we set is directly connected to our assessment data and driven by the progress monitoring that occurs. At the same time, because OPE has been widely successful with our previous goals related to intervention and extension, we are committed to evolving our extension models so that our proficient students continue to stretch and grow. Learning gains are and may continue to be our biggest hurdle, one we hope to support in our walkthroughs and PLCs.

Ultimately, the loop of feedback and revision with all who have a stake in our school will be at the forefront of our work. We will share our quarterly progress monitoring data and implementation trends both with our teachers on campus and with our School Advisory Council (SAC) committee. This will go beyond quarterly progress and be central in both our vertical and grade-level PLCs and our Curriculum Council Meetings. The shared ownership ensures us the opportunity to revise our plan throughout the year and maintaining our focus exactly where it needs to be: on continuous improvement and the success of every one of our students.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY KG-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	33.7%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: A 2023-24: A 2022-23: A 2021-22: A

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	71	71	72	71	67	58	65	0	0	475
Absent 10% or more school days	1	1	5	4	3	5	7	0	0	26
One or more suspensions	2	2	3	1	1	2	2	0	0	13
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	2	7	1	2	1	3	0	0	0	16
Level 1 on statewide Math assessment	1	4	5	0	0	1	0	0	0	11
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	3	1	0	0	0	0	0	0	4
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	1	0	0	0	0	0	0	1

Current Year 2026-27

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	3	0	1	1	0	0	0	7

Current Year 2026-27

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	2	2	1	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	70	70	73	72	65	67	66			483
Absent 10% or more school days	2	5	5	3	1	3	6			25
One or more suspensions	4		1	1	5	1	4			16
Course failure in English Language Arts (ELA)				1						1
Course failure in Math										0
Level 1 on statewide ELA assessment	5	3	5	2	1		1			17
Level 1 on statewide Math assessment	3	1	4							8
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	3	3	5	1	2		1			15
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	2	1	4	1						8

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	1	1							4

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	2	2	1						7
Students retained two or more times										0

DRAFT

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.

DRAFT

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

DRAFT

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026		2025		2024	
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	88	66	62	91	63	59
Grade 3 ELA Achievement	87	66	61	96	66	59
ELA Learning Gains	65	63	63	72	62	60
ELA Lowest 25th Percentile	72	60	58	70	60	56
Math Achievement*	95	69	66	96	67	64
Math Learning Gains	83	69	64	86	65	63
Math Lowest 25th Percentile	75	58	50	87	57	51
Science Achievement	95	67	62	97	62	58
Social Studies Achievement*			95			92
Graduation Rate						
Middle School Acceleration						
College and Career Acceleration						
Progress of ELLs in Achieving English Language Proficiency (ELP)						

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						83%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						660
Total Components for the FPPI						8
Percent Tested						100%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
83%	87%	90%	85%	71%	88%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	63%	No		
Hispanic Students	82%	No		
Multiracial Students	85%	No		
White Students	83%	No		
Economically Disadvantaged Students	79%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	88%	87%	65%	72%	95%	83%	75%	95%					
Students With Disabilities	67%	54%	35%		83%	76%							
Hispanic Students	87%	82%	70%		90%	80%							
Multiracial Students	88%	82%	79%		96%	79%							
White Students	89%	91%	62%	72%	96%	83%	74%	98%					
Economically Disadvantaged Students	84%	84%	67%	69%	91%	77%	67%	89%					

Page 1475 of 2426

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%					

Page 1476 of 2426

Page 20 of 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	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%					

Page 1477 of 2426

Page 21 of 47

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	87%	65%	22%	60%	27%
ELA	4	93%	64%	29%	60%	33%
ELA	5	76%	60%	16%	61%	15%
ELA	6	94%	72%	22%	62%	32%
Math	3	93%	69%	24%	66%	27%
Math	4	90%	65%	25%	65%	25%
Math	5	98%	61%	37%	62%	36%
Math	6	100%	70%	30%	60%	40%
Science	5	93%	66%	27%	60%	33%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

Over the last four years, Orange Park Elementary has seen major success with respect to student growth and proficiency; however, we have been witness to the ebbs and flows of performance requiring us to look specifically at chort consistency. A highlight of improvement came in the overall proficiency of our 6th grade classes (math and ELA) with those kiddos performing at 94% in ELA and 100% in mathematics. Diving deeper, 80% of that 94% are performing at L4 or L5 in ELA with 94% of the 100% performing at L4 or L5 in math (a 7% increase in ELA and 90% increase in math when comparing apples to apples). The biggest change came in the form of moving our 5th grade ELA teacher to 6th when we had a 6th grade position open. While both the former and current teachers are exceptional, I would argue the looping that naturally occurred might have been the biggest factor.

Additionally, according to the 2025-2026 School Improvement Plan (SIP), our goal in improving the overall ELA average among our K-2 classrooms included an extreme focus in moving performance at those grade levels from 78%-82%. Though not all apples to apples, we were able to move the overall average from 78% in K-2 to 85% by the end of the school year. The largest change was our work in vertical PLCs - a change we hope to continue to capitalize on in moving from a stance of data collection/analysis to application and practice. The efforts made in incorporating the LETRs screener and comparing those results to the insight we gained from Acadience certainly helped us make more informed decisions as it pertained to those foundational skills. While that group will not be highlighted in the 2025-2026 School Improvement Plan, we will continue to monitor their progress in our vertical PLCs and work to the end all, be all goal of 100% proficiency.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component showing the lowest performance for the 2025–2026 school year was 5th-grade English Language Arts (ELA). In this grade level, 76% of students maintained proficiency as compared to 89% the prior year with approximately 59% of these students demonstrating learning gains. This downward trend could be explained by the adoption of a new, all-encompassing districtwide curriculum (Benchmark Advance) coupled with a 5th grade classroom being led by a first-

year, alternatively certified teacher. The curriculum itself introduced a steep learning curve and a rigid framework across all grade levels that altered the instructional practice and capacity of even our most seasoned teachers. However; to be clear, our 5th grade ELA teacher demonstrated an outstanding work ethic, pouring immense time, energy, and heart into her students and her own professional efficacy. That said, mastering the instructional practices associated with 5th grade benchmarks and navigating a rigorous new curriculum in your first year requires heavy instructional coaching, time to plan alongside accomplished teachers, and constant support. Regrettably and openly, there was a lack of administrative support throughout- the same hands-on, targeted care needed for success was unfortunately minimal. Ultimately, this created a systemic trend where the demands outpaced the instructional support provided in the classroom, resulting in our lowest performing grade level. Though the area identified here, it is important to note that their performance still outpaced district and statewide averages by 15%-16% with that 76% mark earning the 2nd highest 5th grade ELA performance countywide.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component with the greatest decline from the year prior was 3rd-grade ELA, which dropped 7 percentage points from 96% proficiency to 89%. This dip is particularly critical because 3rd grade serves as a standalone accountability component; however, since these students do not have prior-year state testing data, they do not generate learning gains, making their raw proficiency score a bigger piece of the proverbial puzzle that is overall school grade. Across the State of Florida, 3rd grade continues to serve as a stressful and demanding grade level given its connection to potential student retention and impact on school grade. OPE is blessed to have four of the best – educators who understand the call and rise to the occasion each and every year. While this area serves as our greatest decline, it should be noted that their work outpaced state and district averages by 29% and 24% respectively. Additionally, 72% of students in 3rd grade this year performed at 72% proficiency the year prior marking the need to highlight a 17% increase in apples to apples.

This decline was similarly and heavily influenced by the significant change in curriculum used during instruction. Additionally, there was a structural change in both classroom culture and the traditional model of self-contained 3rd grade at OPE. In 2025-2026, OPE piloted the accelerated mathematics pathway which required students to transition from their math classrooms back to their homeroom. This structural shift, combined with the districtwide implementation of a brand-new, comprehensive ELA curriculum, established instructional routines and pacing which were wildly different than years past. However, a deeper look at the cohort data reveals a positive underlying trend: as aforementioned, this cohort actually grew from a 72% proficiency rate in 2nd grade to 89% in 3rd grade, a trajectory further complicated by the fact that the cohort included several previously retained

students (and others) who required intense intervention; a decline worth celebrating!

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

In disaggregating the school-performance data for the 2025–2026 school year, Orange Park Elementary has no grade levels or content areas performing below state performance averages in Florida. Instead, our school demonstrates substantial positive gaps, outperforming state benchmarks across the board. This can be seen in the table below and includes every grade level at OPE:

| Grade Level | Gap (ELA/math)

| Kindergarten | (+31%, +13%) **| Fourth |** (+33%, +25%)

| First | (+16%, +15%) **| Fifth |** (15%, +36%)

| Second | (+34%, +18%) **| Science |** (+33%)

| Third | (+29%, +27%) **| Sixth |** (32%, +40%)

Several key factors contributed to the positive gaps. First, our instructional staff remains deeply dedicated to data-driven enrichment and rigorous interventions. They are a collaborative, cohesive group of educators dedicated to their craft and to their students. They are quite possibly the hardest-working and most well-rounded group of teachers in Clay County and the State and too often battle the stigma associated with the working in a “concept school”. Our teachers and our staff continue to lead with one group of people in mind – our students. Second, targeted campus support structures including those consistently identified in our School Improvement Plan each year have provided opportunities for work centered around enrichment and project-based learning activities, ensuring that high-achieving students are continually pushed to advanced mastery levels. This is reflected in our school-wide metrics, where 69% of students this year achieved a Level 4 or 5 in ELA and 82% achieved a Level 4 or 5 in math on average. These positive trends reflect a school-wide culture of excellence, intentional instruction, and a profoundly solid foundation that consistently positions Orange Park Elementary far ahead of state performance standards.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

After accumulating, disaggregating, and analyzing our Early Warning System data, it is clear that we must continue to focus intentionally on student attendance, as 26 students missed 10% or more of the school year. Of particular note is a clear upward trend in absenteeism as students age, with 46% of those chronic absences occurring exclusively in the 5th and 6th grades. While this is not a pervasive school-wide issue, protecting student time spent in the classroom with our teachers, our curriculum, and daily tasks is vital to long-term academic success.

A secondary area of concern centers around behavioral indicators, with 13 students across the K–6 grade levels receiving one or more suspensions. Notably, 54% of these behavioral incidents occurred at the primary grade levels. This early childhood cluster supports the continuation of our proactive school-wide posture—one that highlights Eagle P.R.I.D.E., models intentional decision-making, and allows for student growth even in the midst of poor choices.

Orange Park Elementary is exceptional, filled with instructional and support educators who consistently demonstrate the dedication necessary for academic success. As we look ahead, targeting the 26 chronically absent students (which becomes 19 as our current 6th graders move on) and the 13 students with one or more suspensions (which becomes 11 with the departure of the 6th-grade cohort) represents our highest-leverage opportunity. Addressing these foundational barriers to both attendance and behavior will directly support our school-wide goals and protect the precious classroom instructional time that is otherwise lost.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Over the past 24 years, OPE has consistently achieved above the proficiency threshold and has historically outperformed other schools in the State of Florida. That said, “you don’t have to be bad to get better.” Hopefully, our priorities for the upcoming school year will continue to connect our exceptional academic standing with other insights gained from our students and community stakeholders. Though we have no grade levels performing below state averages, our data-driven responsibility demands that we target specific opportunities to sustain this excellence. By bridging classroom performance with school climate feedback, we have identified several high-leverage focus areas that will help preserve our instructional culture and foster student belonging/academic growth.

Our top academic priorities focus directly on accelerating student development across the continuum which has been and will continue to start with building strong readers at the primary grade levels and continually coupled with the extension/enrichment mindset. Though not a substantial drop, we saw specific opportunity in our 1st and 3rd grade cohorts (moving to 2nd and 4th) with 16 students (1st grade) and 8 students (3rd grade) performing below benchmark on the F.A.S.T. ELA assessment. Because 3rd grade is a standalone accountability component that does not generate learning gains, we have included their work as a priority for the 2026 - 2027 school year. Second, maximizing learning gains in Mathematics for grades 3–6 has also become relevant to our objective. While raw math proficiency remains incredibly high—emphasized by 6th grade achieving 100% proficiency, 5th grade achieving 98%, 4th grade at 90% and 3rd grade at 93%—our school-wide data experienced a 15-point drop in students scoring at a Level 4 or 5 overall with 17 students performing below benchmark as compared to 10 the year prior. Moreover, learning gains and lower quartile learning

gains for mathematics in grades 4th – 6th fell by 12 points. Intentionally tracking these upper-grade growth metrics ensures our historically high-performing students continue to make measurable annual gains.

Our third and fourth priorities center on the behavioral and structural variables that safeguard classroom instructional time. Our next priority lies in strengthening primary behavioral and attendance interventions that contest our highest Early Warning System indicators. By proactively supporting our rising chronically absent students and reinforcing our "Eagle P.R.I.D.E." posture in the primary grades, where 54% of campus suspensions occurred, we hope to gain traction and protect the precious instructional time our teachers have with students. Though not specifically identified, we have also recognized the need to establish a healthier, more supportive, instructional coaching model that provides productive feedback to our incredibly effective teachers. This is specifically important for our new and/or alternatively certified educators traversing the complicated landscape that is OPE and education in general. This became apparent upon reflection regarding our 5th-grade ELA data where 14 students fell below proficiency levels despite an exceptionally hard-working teacher—navigating a rigorous, newly adopted district curriculum—was tasked with moving students as a 1st year teacher. This inevitably requires the deeply intentional, hands-on administrative support that she regrettably did not have this year making it a high-priority objective for us in 2026-2027.

Our fifth and final priority directly targets our overall school culture by addressing the critical indicator from our School Climate Survey where students noted they did not like coming to school every day. This sentiment represents a shared opportunity for growth across all groups who responded, as parents also noted a desire for their students to love coming to school, and staff expressed a need for a deeper sense of belonging. To shift this trend, there needs to be an expansion in our efforts to connect students with opportunities outside the typical classroom; however, events and experiences are not the point of this priority. We have more pointedly targeted the need for clubs/activities that encompass and embrace that which is continuously related to our work in Eagle P.R.I.D.E. By pairing rigorous academic goals with a joyful, connected environment, we might be able to transform the results of that indicator and ensure OPE remains a place where students and educators truly want to be.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

In collaboration with our instructional staff, assistant principal, and county specialists, Orange Park Elementary has again identified foundational early literacy across the K–3 grade band as an Area of Focus for the 2026-2027 school year. OPE has long set the standard for academic success through an intense focus on core competencies and professional efficacy, but protecting our historically high performance requires the same intensity to early literacy and other variables found in this SIP. It should be noted that our focus here is but one piece of the overall direction – that this objective is not and should not carry on in isolation. Reading proficiency in the primary grades directly dictates a student's capacity for future learning; when students do not master foundational literacy skills by the end of 3rd grade, their ability to access complex, text-heavy curricula in upper elementary drops significantly. Because 3rd grade serves as a standalone element of accountability, student success at that level is entirely dependent on the instructional momentum and reading mastery established in years prior.

Upon review and in reflection of our previous years data, evaluating our work by students rather than shifting percentages allows us to highlight both the success of our current primary frameworks and the precise, individual opportunities in need of intervention/support. Our 2025–2026 data shows that our primary students performed at an 85% average proficiency rate, outperforming our 2025-2026 school-wide goal by 4 percentage points and 7 percentage points overall. However, a more detailed and individualized approach reveals that 40 of our OPE Eagles across the K–3 grade band performed below benchmark standards. Specifically, 7 kindergarteners, 16 first graders, and 9 second graders finished the year needing some semblance of targeted literacy intervention and support.

To address the challenges last year, we began our working vertically in PLCs and are expanding our primary vertical PLC to integrate our 3rd-grade team with K–2. This shift allows for a seamless, data-driven continuum of literacy instruction across four grade levels with an extreme and connected focus pertaining to phonics skills. By utilizing these vertical PLCs to align foundational reading strategies,

share high-leverage interventions, and closely monitor the progress of our at-risk primary students, we will bridge transitional gaps, maintain our school-wide proficiency momentum, and solidify the foundations that directly feed our upper-grade academic performance.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

In 2024-2025, on average, 86% of our students in the K-3 grade band performed at or above proficiency in ELA on the end of year F.A.S.T. assessments relevant to their grade level. As such, the percentage of K-3rd grade students with respect to average proficiency amongst all four cohorts will increase from 86% to 89% by the end of the 2026-2027 school year as measured by the same F.A.S.T. assessments taken last year. Progress will be monitored through use of a vertically and collaboratively aligned PLC focused on data-analysis and high-leverage practices. 100% of students will participate in taking the assessment with 100% of our K-3 teachers actively participating in the prescribed and intentional PLC plan created.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

To ensure we achieve our goal of increasing the average K–3 ELA proficiency from 86% to 89% by the end of the 2026–2027 school year, we will continually monitor progress through our vertically and collaboratively aligned PLC. In this group, we will focus on data-analysis and high-leverage practices with 100% of our K–3 teachers actively participating in this prescribed and intentional PLC plan. Impact on student learning will be verified with a more intentional approach to classroom walkthroughs & data disaggregation as it pertains to interim assessments that track student growth, adjust daily reading tasks, and ensure our instructional momentum remains on target toward the desired outcome. The 2026-2027 Vertical PLC Plan can be viewed by clicking [here](#).

Person responsible for monitoring outcome

Tyler Wood & Tracey Finley

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

In an effort to build on the work done in PLCs prior, our vertical PLCs originally designed for the K-2 grade bands, will now include 3rd grade. The purposeful and intentional approach will allow all to consider, plan for, and observe vertically aligned benchmarks, develop learning goals, and disaggregate diagnostic/screening data to better inform our instructional practice for years to come.

We will also utilize this structure in the way of opportunity to learn from each other - creating cross-grade level partnerships for a lesson study cycle focused on the benchmarks and tasks discussed.

Rationale:

The incorporation of our 3rd-grade teachers, paired with collaborative & vertically aligned Lesson Study cycles, will serve as a high-leverage, evidence-based intervention directly responding to our efforts in supporting early literacy skills and to our own instructional efficacy. The vertical approach at OPE will continue to be a multi-year continuum focused on foundational literacy that directly impacts student achievement and create a life-long love of reading for our students. At the core of this effort is the Lesson Study cycle - an empowering professional development practice that provides teachers an opportunity to collectively deconstruct common standards, observe the alignment of student tasks, and disaggregate real-time screening data across grade-level bands. More importantly, the time spent will move theory to actual practice, ensuring that multi-tiered instructional practices directly address student deficiencies while also allowing teachers to learn from one another.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Literacy Leadership Team Meetings: PLCs (Grades 1-3)

Person Monitoring:

Tyler Wood & Tracey Finley

By When/Frequency:

Monthly (1-2 x per month)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To serve this section appropriately, the outline/agenda for each PLC meeting date has been accumulated in the "Monitoring" section above.

Action Step #2

Data Analysis and Problem-Solving

Person Monitoring:

K-2 Teachers, Tyler Wood, & Tracey Finley

By When/Frequency:

Monthly (Formally) - Daily in the Classroom Setting

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Data collection and disaggregation will occur monthly and be directly linked to the progress of students based on the common progress monitoring assessments (LETRS Screener) connected to the essential standards identified last year. Additionally, the data collected will be triangulated with S.T.A.R. assessment results & the Acadience Diagnostic. While both action steps specifically identify best practice, it should be noted - they will need to work in unison so that conversations and decision-making continue to be collaborative and impactful. The data collection that occurred last year in this process has already been "handed off" to the next grade level so that

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Mathematics instruction at Orange Park Elementary has continued to be a strength in all areas of high accountability and foundationally in the K-2 classrooms. In 2025-2026, students in grades 3 through 6 performed at an incredible 95% overall proficiency, with 83% of those students earning a level 4 or 5! While these numbers represent exceptional achievement, they also reflect a minor shift from the 2024-2025 school year, which saw 96% (a decrease of 1%) of our students at proficiency and 87% earning a level 4 or 5 (a decrease of 4%). Additionally, 83% of our students demonstrated learning gains (LGs) compared to 86% the prior year (a decrease of 3%). Most notably, 78% of the students in our lower quartile made learning gains—meaning they made gains in proficiency, moved into a new achievement level, or maintained a level 5—representing a 9% decrease from the 87% growth rate achieved in 2024-2025. While the accomplishments of our students and our overall success in mathematics are worth every bit of celebration, the minute drops across these three areas accounted for approximately 37% of our overall loss in total school grade points (13 of 35 points) in 2025-2026. The data here underscores why mathematics must be a strategic priority for our School Improvement Plan in the midst of another highly successful school year.

When considering overall proficiency, 93% (+12% A:A) of our 3rd grade students, 90% (+1% A:A) of our 4th grade students, 98% (-2% A:A) of our 5th grade students, and 100% (+1% A:A) of our 6th grade students demonstrated mastery on the mathematics assessment at the end of 2025-2026! As compared to other county schools, Orange Park Elementary leads the county in mathematics performance in grades 3, 5, and 6, with 4th grade securing the 2nd highest overall proficiency. Moreover, OPE ranks as the 10th highest-performing school in the State of Florida as it pertains to mathematics success! However, our data explicates that high proficiency can sometimes mask the struggle in annual growth. The work ahead must focus on highlighting the critical importance of learning gains, particularly for those students in the bottom quartile who saw the sharpest decline. Moving forward, this will require a deliberate, two-fold instructional approach: an ongoing system to identify and support those in need of targeted intervention, paired with rigorous opportunities for those in need of extension. For a school of our caliber, the goal is not simply maintaining proficiency, but pushing our students to achieve at higher levels of mathematical thinking so that they continue to maximize their learning gains and find future success in the mathematics classroom.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percentage of students making gains (both overall and those in the BQ) will increase from 83% to 86% (Overall Gains) and 78% to 83% (BQ Gains) respectively by the end of the 2026-2027 school year as measured by the F.A.S.T. Assessment in Grades 3 through 6. To monitor progress, walkthrough data will be priority with 100% of math classrooms in grades 3 through 6 being visited at least once every 3 weeks and the percentage of students observed in small group or differentiated instruction will be at 50% or higher.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Monitoring will occur at several levels and through use of multiple assessment/progress monitoring tools to include Khan Academy, ALEKs, and F.A.S.T. assessment data (PM1 & PM2) to ensure students are moving toward the gains represented in our measurable outcome. Additionally, PLCs and Curriculum Council meetings will incorporate time to disaggregate and discuss relevant data both at the grade level and by students individually with an intense focus of specifically identifying and monitoring those in the bottom quartile. That practice has not been explicit in years past. While we feel that all students and their progress are wildly important, this approach will better aim to inform and reform our typical approach to making gains both in all content areas.

Finally, we have also built in time to address the need for intervention/extension with our 4th and 6th grade classrooms having scheduled intervention blocks to address content-area needs.

Administrators will prioritize classroom walkthroughs, ensuring 100% of mathematics classrooms in grades 3 through 6 are visited at least once every three weeks with a particular focus on 4th and 6th grade classrooms during that intervention block. Observation protocols will specifically monitor that at least 50% or more of students are actively engaged in small-group or differentiated instruction during the math block.

Person responsible for monitoring outcome

Tyler Wood

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

To address the 9% drop in our Lowest Quartile (BQ) learning gains, Orange Park Elementary will

implement a highly structured, data-driven system of small-group, explicit, and systematic instruction within our tiered-tiered support framework across grades 3 through 6. In the form of best practice, Tier 1 core instruction will be heavily differentiated. For students identified through F.A.S.T. PM1/PM2, ALEKs, and Khan Academy data and ongoing progress monitoring through daily classroom checks for understanding (CFUs), daily instruction will feature an additional 20–30 minute Tier 2 intervention block in 4th and 6th grade. This block will utilize a fluid approach and allow our teachers an opportunity to identify students in need of intervention or extension at the individual level and based on unit benchmarks. With this approach, our teachers can better inform their instruction, targeting specific skill deficits or skill mastery.

Rationale:

The rationale for choosing explicit, systematic small-group instruction is directly related to the data specific to overall learning gains and those identified as BQ students. While OPE maintained a stellar 95% overall proficiency, our overall learning gains dropped by 3%, and our lowest quartile gains declined by 9% (falling from 87% to 78%). This variation accounted for 37% of our total drop in accountability points making it a priority for the 2026-2027 school year.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Targeted Professional Development on Data-Driven Small-Group Differentiation

Person Monitoring:

Tyler Wood & Tracey Finley

By When/Frequency:

1 Time per Quarter (Whole Group)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

For the 2026-2027 school year, we will prioritize our whole-group PLC time and focus on targeted, job-embedded PD with respect to high-impact small-group instruction, flexible grouping strategies, and the identification/employment of Tier 2 interventions/extensions that impact student performance. We will look specifically at how the math block structure might impact their use of differentiated small-group instruction and what high-impact strategies will more readily move achievement in the area of LGs and BQGs.

Action Step #2

Bi-Weekly Data-Centric PLCs & BQ Student Tracking

Person Monitoring:

Grade-Level Teams, Tyler Wood, & Tracey Finley

By When/Frequency:

2 Times per Month

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

For the 2026-2027 school year, we will establish bi-weekly opportunities for grade-level teams and administrators to discuss progress-monitoring data pertaining to LGs and BQGs (ALEKs, Khan Academy, CFUs (Formal and informal), & F.A.S.T. PM1/PM2, etc.). PLC agendas have already been outfitted to represent this action-step and include both our SIP goals and an area for teams to discuss

relevant data to these areas of focus. Additionally, master-tracking sheets will be developed and provided to grade level teams to monitor progress and ensure we meet the growth target mentioned above.

Action Step #3

Systematic Administrative Walkthrough Schedules

Person Monitoring:

Tyler Wood & Tracey Finley

By When/Frequency:

Every 3 Weeks

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

A standardized and calibrated walkthrough schedule will be developed so that 100% of mathematics classrooms in grades 3 through 6 will be visited at least once every 3 weeks. We will utilize the district driven and developed walkthrough instrument that will include a component/indicator relevant to our work in differentiation. We will target small group/intervention blocks for mathematics though the work here is relevant to all content areas. Finally, Mrs. Finley and I will schedule monthly meetings to monitor and calibrate walkthrough feedback so that a high-fidelity, aligned approach is accomplished.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our work in the vertical PLC approach will shift this year by standardizing academic language and aligning instructional practices across our foundational grade-level bands through use of grade-level to grade-level lesson studies and professional development debrief sessions. By vertically aligning teacher language, the aim here is avoiding the confusion associated with learning, or unlearning, labels like "Magic E" or "chunking," in our K–3 classrooms. We will utilize consistent and precise vocabulary—such as identifying the "Vowel-Consonant-e syllable type"—ensuring a seamless transition as they matriculate through our primary classrooms. Furthermore, the collaborative structure will directly impact high-need students through a "Screener Cross-Walk" process – time dedicated for our K-3 teachers to compare student results on the Acadience Screener and LETRS survey. By mapping untimed diagnostic tools against timed fluency measures, our teachers can more readily differentiate instruction for the groups identified in our data management resource.

As mentioned before, there is an immense amount of instructional strength on the Orange Park Elementary campus, and while our traditional grade-level bands work exceptionally well together, defining and designing meaningful PLCs continues to be a primary focus. In the past, balancing the demands of compliance, professional growth, and dedicated planning time required us to be somewhat creative. In that vein, we utilized our Core Learning (Eagle News Newsletter) initiative,

Whole Group PLCs, an alteration to the master schedule, and our Open Lab concept to maximize accessibility and save time for content PLCs. While these mechanisms provided wonderful, impactful learning—particularly during our heavy focus on ESOL practices—they frequently monopolized the valuable time teachers needed to plan and collaborate. Reforming this PLC has allowed us to swing momentum away from broad operational processes and toward a deeper, more defined vertical alignment among our K–2 and now 3rd-grade instructional teams. Openly and vulnerably, designing an effective vertical PLC that is truly worthy of the time spent has been extremely difficult for me. In 2023, we attempted to include a vertical element during flex PLCs, but a lack of explicit direction resulted in the absence of deeper growth that could genuinely impact student learning, leading us to temporarily vacate those efforts and protect teacher time.

Last year's success in the vertical approach relied heavily on those charged with its development – our teachers. Through our time spent in the OneClay Leadership Academy, we have successfully established a structured monthly roadmap through May 2027 which undoubtedly ensures our vertical conversations remain impactful, predictable, and focused on student growth. This year's rationale for establishing an explicit vertical focus is driven directly by reviewed data showing that structural isolation between grade-level silos allows subtle gaps to compound with intervention consuming more time than necessary. Our diagnostic cross-walks revealed a significant population of "accurate but slow" readers in the upper-primary brackets who understand phonics rules when given time but lack automaticity. Additionally, student work analysis highlighted a crucial need to transition from isolated decoding tasks to text-level comprehension questions using decodable readers, forcing students to use the phonetic code to understand a plot rather than relying on context clues or pictures. By pairing cross-grade teacher partnerships with collaborative peer observation cycles, Orange Park Elementary will better use the limited time we have in a unified, science-of-reading approach that maximizes learning gains and prevents students from hitting the proverbial wall in early literacy.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

100% of our K-3 teachers will actively participate in planned PLCs AND Literacy Leadership Team meetings with a focus on aligning content, curriculum, and creating grade-level to grade-level lesson studies so that the K-3 average ELA proficiency will increase from 86% to 89% by the end of the 2026-2027 school year as measured by the STAR and F.A.S.T. Assessments.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

To match our efforts in deepening the vertical PLCs, monitoring will also shift to better align with and support in the 2026-2027 school year. A relative hierarchy will guide this process, keeping the vast

majority of the work collaborative while building in monthly checkpoints with grade-level leaders and the Literacy Leadership Team as a whole to ensure our collective momentum stays on track. Data analysis will serve as the core element of measurement that constantly drives the decisions of how our vertical PLCs run, ensuring every minute spent translates directly to the classroom. To explicitly monitor the implementation and fidelity of our vertical work, leadership and our PLC team will track the progression of our preplanned, monthly milestones through May 2027. In the fall, implementation will be verified through the completion of our cross-grade vocabulary audits and the creation of shared K–3 "Living Glossaries" or anchor charts. We will look for evidence of the standardized academic language during classroom walkthroughs and discuss those results accordingly. As we move into late autumn, monitoring will transition into our collaborative Lesson Study cycles, moving from structural planning to active peer observation. We will work in implementation by tracking cross-grade teacher partnerships as they collaboratively work through and execute lessons that explicitly tie what they've observed to their own classroom instruction. We will debrief in real time, evaluate how teachers adapt instruction, and measure how a unified vocabulary impacts student responses across different grade-level standards. This work will also be a cornerstone of conversations during our normal PLC times which are attended and documented through our PLC agenda process.

Person responsible for monitoring outcome

Grade-Level Teams (K-3), Tyler Wood, & Tracey Finley

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Orange Park Elementary will once again implement a structured, now cycle-based PLC structure focused on data analysis and target instructional practice aligned vertically to better meet the needs of our K-3 students and sustain progress as it pertains to early literacy mastery. Grade-level teams will meet together (K-3) 1 to 2 times per month (informally and at grade levels more often) to analyze universal screening data, develop lesson study cycles relevant to our crosswalk work, and plan for tier 1 differentiation small-group instruction.

Rationale:

A teacher's effect size on student learning serves as one of the most powerful influences on achievement. Transforming our efforts with respect to work in PLCs and utilizing other avenues of professional development (e.g. Core Learning, Open Lab PLCs, and PLC Agendas) will provide a healthier balance with respect to time taken from instructional planning and strengthening professional practice. Additionally, that time working in collaboration coupled with a vertically aligned benchmark focused solely on K-3 literacy will help continue building student capacity and improving student performance.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

PLC Agendas & Minutes

Person Monitoring:

Grade Level Teams (K-3), Tyler Wood, & Tracey Finley

By When/Frequency:

1 to 2 times per month; Weekly in Content PLCs

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

While our vertical PLC will meet 1 to 2 times per month, our focus will be embedded in content PLCs each week - serving as a core component of the weekly content PLCs. A major roadblock in moving our PLC past the assessment development and data analysis was a lack of explicit direction. A problem we've hopefully resolved with a specific and prescribed timeline of events leading us away from theory and toward application. The reorientation of our agenda and the development of our PLC timeline was a vital next step.

Action Step #2

Eagle News Newsletter - "Core Learning"

Person Monitoring:

Tyler Wood

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

In 2025-2026, the decision was made to move away from our "Core Learning" section in the Eagle News Newsletter. The weight of responsibility for our teachers became evident and this section (at the time) felt like it was "just another thing"; however, the intent of that portion was simply to remind - a small segment dedicated to our focus. In an effort to revive the initiative, we will add it back to our newsletter with a commitment to shorten the text so it's not dismissed or overwhelming. We will start with the dissection of our SIP goals. While those outcomes are grade-level specific, the work connected can (and should) impact all of our students.

Action Step #3

Administrative Walkthroughs

Person Monitoring:

Tyler Wood & Tracey Finley

By When/Frequency:

Daily (Data Discussed Monthly)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administrative walkthroughs will be conducted consistently and more formally for the 2026-2027 school year; however, training (and frankly time to acclimate teachers to the expectations) will be provided during pre-planning week. During our classroom visits in K-3 classrooms, we will provide feedback that targets our overall school focus of engagement and other elements introduced in our Core Learning section of the Eagle News Newsletter. To be clear, the objective in our visits is to observe the alignment of our PLC work and live classroom instruction - there is no "got you" element and the feedback is merely meant to inform and improve.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

As we continue our work with Positive Behavioral Interventions and Supports (PBIS), our progress remains both steady and impactful. At the core of everything we do—both inside and outside the classroom—is Eagle P.R.I.D.E. This foundation is sustained by several key initiatives: our 3rd–6th Grade Legacy Letter Program is now in its third year, our Classroom Management Plan system continues to define clear expectations, and Clay County PBIS lessons tied to Eagle P.R.I.D.E. are integrated with fidelity during instructional time in every classroom. We are thriving in this work, and the shared language and commitment to growing solid citizens and wonderful humans is immeasurable. While data remains an integral piece of this puzzle—and our academic performance on high-accountability assessments continues to be positive—our recent Climate and Culture Survey results highlight a few points of concern regarding student responses.

Reflecting on those results, there is a clear cause for celebration on question 9, which addresses whether "students treat each other with kindness and respect at my school." We saw a 7.3% increase here (rising from 80.0% to 87.3%), which is especially meaningful given how often peer-to-peer interactions can be a struggle in a school setting. Furthermore, across the 19 questions posed—all covering topics like the value of school, kindness, acknowledgment, expectations, empathy, and community—an overwhelming majority of students responded with "strongly agree" or "somewhat agree." Specifically, 13 questions scored at 90% or higher, and 3 scored at 80% or higher. However, the remaining three questions saw lower response rates:

- **Question 11** ("*The behaviors in my classes are appropriate and allow teachers to teach*") and **Question 16** ("*I like coming to school everyday*") landed in the mid-to-upper 60s.
- **Question 13** ("*I can clearly describe my feelings*") came in at 77.2%.

Of particular concern is question 16, which not only yielded the lowest overall response rate at 65.2% but also suffered the sharpest decline—a 12.2% drop from the previous year.

Although we cannot identify which individual students responded negatively, we have discussed how these sentiments connect to attendance. Out of the 26 students identified through our Early Warning

System (EWS), 8 of those who were absent 10% or more last year fall within the grade levels surveyed. Unsurprisingly, the majority of all students absent at or above that rate also fall into these same grade levels. This begs two questions: *why*, and *are these chronically absent students the ones responding in the negative?* Regardless of the exact overlap, improving attendance will once again be our primary goal for the 2026–2027 school year, accompanied by some new, targeted strategies.

Our Legacy Letter Program already highlights and recognizes students for various accomplishments, including perfect attendance and club participation. This connection to extracurriculars is vital; a student's positive bond with school directly impacts their desire to be there. For example, out of the 8 chronically absent students in the 4th and 5th grades, 3 applied for our Safety Patrol Program. While this club strictly requires good attendance for participation—a component that typically would exclude these students from approval—administration worked closely with the Safety Patrol sponsor to try a different approach. We chose to allow their participation, hoping that the sense of duty and responsibility would motivate them to show up.

The results were telling: in April, all three students showed a marked improvement in attendance. This success forces us to consider how we can better leverage club opportunities to catalyze positive attendance habits. One final note to substantiate the work; 65% of students in 4th - 6th grade responded positively to question 16 and 66% of students earned a Legacy Letter pin for Club Participation in those same grade levels. Coincidence or not, this year we will be sponsoring several clubs, aiming not only to improve responses to question 16 but also to compel students to attend regularly and enthusiastically.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

In 2025-2026, students in 4th - 6th grade responded at a rate of 65.2% on question 16 of the Climate and Culture Survey ("I like coming to school everyday") with 66% of students from those same grade level bands earning a Legacy Letter pin for Club Participation. As such, the percentage of 4th - 6th grade students with respect to positive responses to question 16 ("I like coming to school everyday") will increase from 65% to 70% and those earning a Legacy Letter pin for Club Participation will increase from 66% to 72% by the end of the 2026-2027 school year. The increase in those two areas will also provide a foundation to increase the overall average rate of daily attendance of our 11 chronically absent students in the upcoming 4th - 6th grade bands from 84.8% to 89% average daily attendance.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

To achieve our outcomes, active program implementation will be monitored as closely as student participation. Increasing the percentage of students earning a Legacy Letter pin for club participation requires expanding opportunities which have declined as years have passed. To support this, both administrators responsible for monitoring our goal will also actively participate with one sponsoring a club on the OPE campus. The newly developed Kindness Club, which differentiates the material and tasks for primary and intermediate grade levels are explicitly aligned with our school-wide expectations. We have also incorporated a monthly "service" component, allowing students to practically apply their skills within the school community and outside of it. (The detailed plan for this club can be accessed by clicking the link here: [2026-2027 Kindness Club](#)).

Club attendance will be mandatory for participants. To measure impact beyond simple attendance numbers, we will regularly collect and analyze student-specific data points—including behavior, academic performance, and daily attendance rates—for all participating students.

Responsibility for monitoring the remaining components of this goal will be shared among Mrs. Finley, the school attendance team, and the PBIS team. While this our outcome is somewhat complex, intertwining attendance tracking with behavioral support will maximize our impact on the end-of-year Climate and Culture survey. By continuously monitoring these overlapping areas of school climate, we can dynamically adjust interventions to improve both student perception and the average daily attendance of students within our Early Warning System (EWS) category.

Person responsible for monitoring outcome

Tyler Wood, Tracey Finley, Angela Palmore (School Counselor) & the PBIS Team

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

To achieve our measurable outcomes, we will employ a "Check & Connect" approach to systematically track student attendance, behavior, and academic progress. Our extracurricular club programs will serve as the primary mechanism for this semi-structured mentorship, specifically targeting the 11 students in grades 4–6 identified as chronically absent. To implement the intervention with fidelity, administrators and club sponsors will intentionally "connect" these 11 at-risk students to campus organizations by embedding them into active, high-visibility roles (such as the Safety Patrol and the Kindness Club service components). By instilling a meaningful sense of responsibility and duty, this approach directly aims to improve daily attendance rates for our chronically absent cohort. Concurrently, expanding these club opportunities school-wide will explicitly target and improve overall student connectedness, driving the desired upward shift on Climate and Culture Survey Question 16.

Rationale:

Instructional time is a priority at OPE; however, the overall social/emotional well-being of our students

is too. As such, the rationale for this approach is twofold - get them here/keep them here and provide the joy and happiness needed to engage them effectively.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Attendance Team Protocol & Tracking (Student Success Team)

Person Monitoring:

Tracey Finley & the Student Success Team

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

This formal process will be the responsibility of our assistant principal. Those who begin to show signs of chronic absenteeism will be identified and monitored. Actions associated with those who struggle will be implemented to ensure all (parents included) understand the importance of their time in class. In an effort to improve connectedness, we will encourage participation in the clubs we provide.

Action Step #2

Eagle News Newsletter and Other Communications (Classroom-based)

Person Monitoring:

Tyler Wood, Tracey Finley, & Classroom Teachers

By When/Frequency:

Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

In all communications sent to parents, attendance will continue to be a point of focus. While we have utilized intermittent communications to convey the importance of attendance, an unchanged and universal flyer will be created and used in every newsletter sent. Additionally, we will ask that all means of conveyance at the classroom level include a similar flyer to continuously encourage student attendance.

Action Step #3

Data Analysis & Club Meeting Agendas

Person Monitoring:

Tracey Finley & Club Sponsors

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

As we step into new territory with the development of club agendas and the associated data, we will use a debrief approach in which club sponsors will track metrics associated with behavior, attendance, and academic performance (Safety Patrol sponsor currently employs this approach).

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

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B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

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VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

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Clay County Schools

ORANGE PARK HIGH SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority	1
I. School Information	2
A. School Mission and Vision	2
B. School Leadership Team, Stakeholder Involvement and SIP Monitoring	2
C. Demographic Data.....	7
D. Early Warning Systems	8
II. Needs Assessment/Data Review	11
A. ESSA School, District, State Comparison	12
B. ESSA School-Level Data Review	13
C. ESSA Subgroup Data Review	14
D. Accountability Components by Subgroup.....	15
E. Grade Level Data Review.....	18
III. Planning for Improvement.....	19
IV. Positive Learning Environment	25
V. Title I Requirements (optional).....	28
VI. ATSI, TSI and CSI Resource Review	31
VII. Budget to Support Areas of Focus	32

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Welcome to Orange Park High School where our mission is to work collaboratively with all stakeholders to provide a public education experience that is innovative, engaging, and empowering for all students. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure an educational environment built upon honesty, integrity and respect. Through these ideals, we will maximize student potential and promote individual responsibility.

Provide the school's vision statement

Preparing lifelong learners for success in a global and competitive workplace and acquiring applicable life skills is the purpose for the Clay County School District. To support the District's purpose, Orange Park High School serves all students with diligence to provide the academic, workforce and life skills needed for success. Providing a safe working and learning environment is a priority and a key to the success of OPHS. Continual professional development for teachers, support staff, and administrators provides assurance that the students of Orange Park High School will get the best education possible.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Nate Warmouth

nathan.warmouth@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

Responsibilities and duties of this position include: Ensure compliance with established rules and laws in the daily operation of the school. Develop and foster good public relations, efficient school volunteer/partnership programs, effective conferencing, and communications with parents, students, and teachers. Coordinate and monitor the curricular program of the school to maximize student learning; conduct faculty/staff meetings as needed to meet student instructional needs; implement the Sunshine State Standards. Coordinate school advisory council activities and implement a school improvement plan. Coordinate efficient utilization of school facilities and ensure proper security, maintenance, and cleanliness of the campus. Be responsible for the timely and accurate submission of all required school records/reports and the precise information entered into the district database. Provide leadership by participating in professional development activities and encouraging instructional support and administrative staff development, including training to accurately report FTE participation, student performance, teacher appraisal, school safety, and discipline data. Be responsible for effective business management operations, a school budget, and efficient cost accounting. Maintain standards of appropriate student conduct through fair and equitable enforcement of the Clay County Public Schools Code of Student Conduct. Be responsible for faithfully and effectively implementing school/district personnel procedures, including interviewing, hiring, evaluating school staff, and coordinating the Teacher Induction Program and administering master contracts. Coordinate supervision of extra-curricular activities and duty assignments. Provide a safe learning environment through preparation and implementation of emergency evacuation plans, fire drills, etc. Be responsible for implementing programs designed to meet the needs of special student populations (Ex. ESE, Title I, Dropout Prevention, etc.). Assure that the school meets all State and Southern Association of Schools and Colleges accreditation standards. Be responsible for proper receipt and accounting of all school board property and maintaining an accurate property inventory. Provide for the purchase of appropriate textbooks, equipment, and other instructional materials necessary to meet the needs of the students. Serve on district-wide committees when requested. Be responsible for the development and implementation of a school technology plan. Be accountable for the performance of all personnel employed by the School Board and assigned to the school site. Provide for the development of an individual Teacher Training Plan for each teacher assigned to school. Provide leadership for the implementation of the Florida Code of Ethics and Principles of Professional Conduct. Provide leadership in the performance of the Sunshine State Standards, Florida Standards Assessments, End-of-Course exams, and other tests designed and adopted to measure student achievement. Communicate effectively, both orally and in writing, with parents, staff, students, and the community. Maintain visibility and accessibility on the school campus. Serve as coach/mentor to Assistant Principals, new Principals, or others preparing for School Principal certification. Provide leadership for all

stakeholders in developing school beliefs, vision, mission, and goals and align them with the district mission, school improvement, and curriculum. Perform other duties as assigned by the Superintendent consistent with the goals and objectives of the position.

Leadership Team Member #2

Employee's Name

Bryan Boyer

bryan.boyer@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal/vice is directly responsible to the school principal. They serve in a staff relationship with other assistant administrators in the school. Assume all administrative duties in the absence of the principal. Assist in fulfilling any responsibilities outlined in the principal's job description and delegated by the principal.

Leadership Team Member #3

Employee's Name

Megan Alfano

megan.alfano@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal/vice is directly responsible to the school principal. They serve in a staff relationship with other assistant administrators in the school. Assume all administrative duties in the absence of the principal. Assist in fulfilling any responsibilities outlined in the principal's job description and delegated by the principal.

Leadership Team Member #4

Employee's Name

Shalonda Ravenell

shalonda.ravenell@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal/vice is directly responsible to the school principal. They serve in a staff relationship with other assistant administrators in the school. Assume all administrative duties in the absence of the principal. Assist in fulfilling any responsibilities outlined in the principal's job description and delegated by the principal.

Leadership Team Member #5

Employee's Name

Rebecca James

rebecca.james@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal/vice is directly responsible to the school principal. They serve in a staff relationship with other assistant administrators in the school. Assume all administrative duties in the absence of the principal. Assist in fulfilling any responsibilities outlined in the principal's job description and delegated by the principal.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Over the course of the 2026-2027 school year, parents, teachers, staff, and students were surveyed for potential leadership, extracurricular, and SAC opportunities. Based on interests and results from the survey, the individuals on SAC were selected. All stakeholders were involved in the approval of the plan.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for

those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The SIP will be consistently monitored and revised for continuous improvement on a quarterly basis through data analysis during bi-weekly PLC groups, as well as data chats with administration team. Each quarter data from F.A.S.T PM's and/or district designed performance matters will be reviewed and utilized to drive further instructional decisions at the school level and within the classroom.

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C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH PK, 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	93.3%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: B 2024-25: B 2023-24: B 2022-23: B 2021-22: B

D. Early Warning Systems

1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

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2. Grades 9-12 (optional)

Current Year (2026-27)

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
School Enrollment					0
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Current Year (2026-27)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

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II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

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A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	66	69	62	65	66	59	59	64	55
Grade 3 ELA Achievement									
ELA Learning Gains	63	62	59	62	60	58	58	62	57
ELA Lowest 25th Percentile	60	59	55	67	59	56	57	62	55
Math Achievement*	50	61	52	50	59	49	53	61	45
Math Learning Gains	46	44	45	48	48	47	53	60	47
Math Lowest 25th Percentile	35	41	44	41	42	49	53	61	49
Science Achievement	74	82	74	77	82	72	75	80	68
Social Studies Achievement*	79	85	76	78	84	75	79	83	71
Graduation Rate	94	97	94	92	95	92	91	94	90
Middle School Acceleration									
College and Career Acceleration	60	67	74	48	63	69	51	60	67
Progress of ELLs in Achieving English Language Proficiency (ELP)					69	52		51	49

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

[†] District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						63%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						630
Total Components for the FPPI						10
Percent Tested						97%
Graduation Rate						94%
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
63%	63%	61%	56%	54%	51%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	49%	No		
English Language Learners	56%	No		
Asian Students	84%	No		
Black/African American Students	56%	No		
Hispanic Students	63%	No		
Multiracial Students	63%	No		
White Students	66%	No		
Economically Disadvantaged Students	60%	No		

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.

Page 1520 of 2426

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%		62%	67%	52%	48%	41%	77%	78%		92%	48%	64%
Students With Disabilities	43%		58%	64%	27%	36%	29%	50%	68%		91%	13%	
English Language Learners	43%		69%	69%	65%	58%	65%	63%	61%		93%	39%	64%
Asian Students	83%		75%						100%		100%	67%	
Black/African American Students	52%		57%	68%	43%	43%	34%	71%	70%		91%	33%	44%
Hispanic Students	65%		68%	74%	57%	50%	39%	73%	80%		93%	55%	74%
Multiracial Students	71%		59%	44%	46%	36%		77%	82%		90%	36%	
White Students	72%		62%	63%	58%	51%	46%	84%	80%		91%	57%	
Economically Disadvantaged Students	60%		62%	66%	48%	46%	44%	73%	74%		89%	29%	65%

Page 1521 of 2426

Page 16 of 33

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	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%

Page 1522 of 2426

Page 17 of 33

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	9	61%	66%	-5%	60%	1%
ELA	10	68%	69%	-1%	61%	7%
Biology	9	94%	95%	-1%	87%	7%
Biology	10	56%	67%	-11%	60%	-4%
Biology	11	53%	59%	-6%	52%	1%
Algebra	9	46%	63%	-17%	41%	5%
Algebra	10	40%	39%	1%	31%	9%
Geometry	9	86%	87%	-1%	75%	11%
Geometry	10	52%	53%	-1%	40%	12%
Geometry	11	26%	26%	0%	26%	0%
Geometry	12	15%	16%	-1%	19%	-4%
History	11	77%	83%	-6%	75%	2%
History	12	83%	67%	16%	56%	27%
Biology	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	10	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

10th grade ELA went up from 62% proficient to 68% proficient. US History EOC scores also improved going from 75% proficient to 78% proficient.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Algebra

Geometry

Teachers felt students were cheating throughout the year to get the grade in class, but come time for the EOC, they were truly not prepared. There were staff changes mid year that also impacted consistency in the classroom.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Geometry went down 1%

9th Grade ELA went down 2%

Biology went down 1%

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Algebra has a 14% difference compared to the state average and a 28% difference compared to the district office.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Math

ELA

Acceleration

Attendance

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B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Description: Targeted instruction focusing on rigorous benchmark-aligned math content, focusing on foundational skills while addressing learning gaps from 25-26 school year.

Impact on Student Learning: To improve overall Algebra 1 and Geometry proficiency, learning gains and lower quartile gains.

Rationale: While our Algebra 1 proficiency scores increased 3% from 2024-2025 to 2025-2026 school year, they are the lowest in the district (43% proficient). Our Algebra 1 lower quartile learning gains dropped from 41% in 2024-2025 to 34% in 2025-2026. Walkthrough data and conversations stemming from PLCs and Math Collaboratives have shown that all of our students are not being exposed to rigorous benchmark-aligned content to prepare them for the EOC.

Our Geometry proficiency is 53%, which is 9% below district average and 3% below state average. 53% is the second lowest in the district.

Our Algebra proficiency is 43%, which is 28% below district average and 14% below state average. Our overall math proficiency was 50%.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Walkthrough data will indicate a 70% increase in Algebra 1 and Geometry classrooms demonstrating evidence of rigorous benchmark-aligned content. FAST data will reflect a minimum of 52% students proficient on the Algebra 1 and Geometry EOC with overall learning gains at or above 50% and lower quartile learning gains at or above 38% for the 26-27 school year.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

- Walkthrough data looking specifically at Bloom's Taxonomy and Questions stems related to level of rigor
 - Walkthrough data observing benchmark rigorous lesson plans
 - New district-created computer-adaptive progress monitor assessment
 - Discussing and analyzing common formative and summative assessments during Content PLCs.
- This data will be used by PLC learning teams to inform ongoing instructional adjustments and targeted support throughout the school year to maximize student achievement.

Person responsible for monitoring outcome

Megan Alfano

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:**Rationale:****Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Direct support through professional development in small group instruction, explicit instruction, and planning.

Person Monitoring:

Megan Alfano, Assistant Principal

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

All Math teachers will receive direct support through professional development in small group instruction.

Action Step #2

Collaborative Planning

Person Monitoring:

Megan Alfano, Assistant Principal

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will participate in collaborative lesson planning with Professional Learning Communities.

Action Step #3

Targeted Data Planning

Person Monitoring:

Megan Alfano, Assistant Principal

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will utilize and analyze data to monitor progress and create targeted small groups to close learning gaps. Teachers will conduct data meetings to address struggling standards/skills after Quarterly PM Synergy testing.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Description: While ELA in 9th and 10th grades was our greatest area of growth this last school year in all of our state indicators, targeted instruction for SWD and ELL students focusing on foundational skills and addressing specific learning gaps from the 25-26 school year.

Impact on Student Learning: To improve overall ELA proficiency, learning gains and lower quartile gains.

Rationale: Prior year data shows a gap in overall ELA proficiency, LG and BQT gains for students who are ELL or SWD. Through strategic, intentional scheduling of these students through support-facilitated classes with a focus on small group differentiated instruction and ESE/ELL supports, we will see an increase in this area of need.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Walkthrough data and vocabulary.com reports will show a 90% or greater increase in school-wide usage and instruction focused on vocabulary across all content areas. FAST data will show an increase in proficiency levels as well as learning gains and LQ.

Proficiency 25-26: 66%

24-25: 65%

Lower Quartile 25-26: 59%

24-25: 68:

Learning Gains 25-26: 63%

24-25: 62%

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This will be monitored through monthly PD, PLCs, department meetings. Data used to track and monitor will be through FAST PM1, PM2, PM3

Person responsible for monitoring outcome

Bryan Boyer, Assistant Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Explicit Vocabulary Instruction

Rationale:

Research shows that explicit vocabulary instruction is linked to vocabulary knowledge/acquisition and reading comprehension.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Provide Additional Tutoring Programs Outside of the Regular School Day

Rationale:

Research shows that tutoring can provide significant learning gains for a wide range of students with varied abilities.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Direct support through professional development: Small group instruction, explicit instruction, planning.

Person Monitoring:

Bryan Boyer, Assistant Principal

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

All ELA teachers will receive direct support through professional development in small group instruction. Teachers will participate in collaborative lesson planning with Professional Learning Communities

Action Step #2

Targeted Data Planning

Person Monitoring:

Bryan Boyer, Assistant Principal

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will utilize and analyze data to monitor progress and create targeted small groups. Teachers will conduct data meetings to address struggling standards/skills after F.A.S.T data.

Action Step #3

Instructional Coach Support

Person Monitoring:

Bryan Boyer, Assistant Principal

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Instructional coach will focus on improving instructional planning, delivery, data analysis, and student outcomes through targeted teacher supports.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student

learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

670 students with 10% or more of days missed

9th grade- 172

10th grade- 152

11th grade- 175

12th grade- 171

Improving student attendance will directly support our goal to increase student achievement and overall proficiency in all academic areas. Through proactive interventions, student incentives, and consistent parent communication we can increase student attendance.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The number of students missing 10% or more of school will decrease by 10%, so no more than 603 total or by grade level below:

9th grade - 155

10th grade - 137

11th grade - 157

12th grade - 154

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

- Monthly Attendance meetings with the school's Social Worker to monitor attendance and work through the Attendance Decision Tree.
- Success team meetings will be held by grade level with the school Social worker, administrator, and counselor.
- Parent communication and documentation will be updated and monitored through the attendance team

Person responsible for monitoring outcome

Shalonda Ravenell, Assistant Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable

outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Person Monitoring:

By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Action Step #2

Success Team Meetings

Person Monitoring:

Shalonda Ravenell, Assistant Principal

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Share District wide Attendance policies with families frequently through email and letters home. All teachers will enforce the policy following the 3 day- 5 day- 10 day protocol. Students identified with attendance concerns will be added to our Success Team Meetings and check-ins with our behavior management teacher.

Action Step #3

PBIS Supports

Person Monitoring:

Shalonda Ravenell/ Rebecca James, Assistant Principals

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Weekly highlight of our Rising Raiders through PBIS. Promote and share via social media pages. Continued work with PBIS team promoting school wide expectations. Professional development will be provided to teachers with a focus on Tier 1 behavior interventions and supports to create engaging and well managed classrooms. District provided resources will be made available to all staff during whole group PD session, and new teachers will receive additional support through their evaluating administrator, behavior management teacher, and PBIS lead.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

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B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

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VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

DRAFT

Clay County Schools

ORANGE PARK JUNIOR HIGH SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority	1
I. School Information	2
A. School Mission and Vision	2
B. School Leadership Team, Stakeholder Involvement and SIP Monitoring	2
C. Demographic Data.....	7
D. Early Warning Systems	8
II. Needs Assessment/Data Review	11
A. ESSA School, District, State Comparison	12
B. ESSA School-Level Data Review	13
C. ESSA Subgroup Data Review	14
D. Accountability Components by Subgroup.....	15
E. Grade Level Data Review.....	18
III. Planning for Improvement.....	19
IV. Positive Learning Environment	25
V. Title I Requirements (optional).....	28
VI. ATSI, TSI and CSI Resource Review	31
VII. Budget to Support Areas of Focus	34

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission and primary purpose of Orange Park Junior High School, along with parents and community members, is to make student learning our chief priority in a safe and physically comfortable environment where students are valued individuals with unique physical, social, emotional and intellectual needs.

Provide the school's vision statement

We believe that teachers, parents, and the community share the responsibility for the support of the school's mission. We believe that all students can learn. We believe that students learn in different ways. We believe a student's self-esteem is enhanced by positive relationships. We believe students learn best when they are an active participant in their learning.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Tania Auguste

tania.auguste@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

Ensure compliance with established rules, and laws in the daily operation of the school. Develop and foster good public relations, efficient school volunteer/partnership programs, effective conferencing and communications with parents, students, and teachers. Coordinate and monitor the curricular

program of the school to maximize student learning; conduct faculty/staff meetings as needed to meet student instructional needs; implement the Sunshine State Standards. Coordinate school advisory council activities and implement a school improvement plan. Coordinate efficient utilization of school facilities and ensure proper security, maintenance, and cleanliness of the campus. Be responsible for the timely and accurate submission of all required school records/reports and the accurate entry of information into the district database. Provide leadership by participating in professional development activities and encouraging the professional development of instructional support and administrative staff including training to accurately report FTE participation, student performance, teacher appraisal, school safety, and discipline data. Be responsible for effective business management operations, the development of a school budget and efficient cost accounting. Maintain standards of appropriate student conduct through fair and equitable enforcement of the Clay County Public Schools Code of Student Conduct. Be responsible for effectively implementing school/district personnel procedures including interviewing, hiring, evaluating school staff and coordinating the Teacher Induction Program, and administering master contracts. Coordinate supervision of extra-curricular activities and duty assignments. Provide a safe learning environment through preparation and implementation of emergency evacuation plans, fire drills, etc.. Be responsible for implementing programs designed to meet the needs of special student populations (Ex. ESE, Title I, Dropout Prevention, etc.). Assure that the school meets all State and Southern Association of Schools and Colleges accreditation standards. Be responsible for proper receipt and accounting of all school board property and maintaining an accurate property inventory. Provide for the purchase of appropriate textbooks, equipment and other instructional materials necessary to meet the needs of the students. Serve on district-wide committees when requested. Be responsible for the development and implementation of a school technology plan. Be responsible for the performance of all personnel employed by the School Board and assigned to the school site. Provide for the development of an individual Teacher Training Plan for each teacher assigned to school. Provide leadership for the implementation of the Florida Code of Ethics and Principles of Professional Conduct. Provide leadership in the implementation of the Sunshine State Standards, Florida Standards Assessments, End-of-Course exams, and other tests designed and adopted to measure student achievement. Communicate effectively, both orally and in writing, with parents, staff, students, and community. Maintain visibility and accessibility on the school campus. Serve as coach/mentor to Assistant Principals, new Principals or others who are preparing for School Principal certification. Provide leadership for all stakeholders in the development of school beliefs, vision, mission, and goals and align them with the district mission, school improvement, and curriculum. Perform other duties as assigned by the Superintendent consistent with the goals and objectives of the position.

Leadership Team Member #2

Employee's Name

Kristen Fite

kristen.fite @myoneclay.net

Position Title

Instructional Interventionist

Job Duties and Responsibilities

The Instructional Interventionist will focus primarily on the ELA/Reading Department to improve instructional planning, delivery, data analysis, and student outcomes. Research has shown that the top four factors that impact student achievement are: classroom management, teaching for learning, home and parent involvement, and believing that all students can learn (Hattie, 2010). The instructional coaches' work will strengthen each of these factors and is expected to translate into increase academic success.

Leadership Team Member #3**Employee's Name**

Ansley Smith

ansley.smith@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal/vice is directly responsible to the school principal. He/she serves in a staff relationship with other assistant administrators in the school. Assume all administrative duties in the absence of the principal. Assist in fulfilling any duties outlined on the principal's job description and delegated by the principal.

Leadership Team Member #4**Employee's Name**

Tyler Sason

tyler.sason@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal/vice is directly responsible to the school principal. He/she serves in a staff relationship with other assistant administrators in the school. Assume all administrative duties in the absence of the principal. Assist in fulfilling any duties outlined on the principal's job description and delegated by the principal.

Leadership Team Member #5

Employee's Name

Kenneth Detwyler

kenneth.detwyler@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal/vice is directly responsible to the school principal. He/she serves in a staff relationship with other assistant administrators in the school. Assume all administrative duties in the absence of the principal. Assist in fulfilling any duties outlined on the principal's job description and delegated by the principal.

Leadership Team Member #6

Employee's Name

Lauren Barbaro

lauren.barbaro@myoneclay.net

Position Title

Guidance Counselor

Job Duties and Responsibilities

Plan and develop the school counseling program of the school. Provide the opportunity for individual and group counseling to all students. Provide leadership and consultation in the school's program of pupil appraisal. Provide assistance to students and parents in educational and occupational planning for the student. Coordinate and initiate referrals of students to other specialists in student services and to public and private agencies in the community. May serve as a consultant for ESE screenings, staffing, and follow-up procedures. Provide placement services to students by assisting them in making appropriate choices of school subjects/courses of study, and in making transitions from one school level to another, one school to another, and from school to employment. Consult with parents and act as a resource person on the growth and development of their children. Work closely with members of the administrative/teaching staff to the end that all school resources are directed toward meeting individual students' needs. Assist in disseminating research findings to school staff members. Interpret counseling and guidance services of the school to school staff members, parents, and community. May plan with Occupational Specialists to implement their program. (Secondary Only) Perform other such duties as requested by the Principal.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The process for involving all stakeholders in regard to the School Improvement Plan, Orange Park Junior High hosts a School Advisory Council meeting inviting community members, parents/guardians, and teachers to the school to discuss the contents of the Title I Plan that would then be added to the School Improvement Plan. OPJ allows for open dialogue that allows for questions, comments, and concerns to be addressed and change (if needed) the School Improvement Plan. OPJ also has a leadership team that will meet and discuss the components of the School Improvement Plan, as well as items made through the School Advisory Council, and adjust as needed. Once all stakeholders has been heard, the School Improvement Plan is finalized.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

During the school's monthly whole group PLC's, they will share the school progress and challenges and discuss ways to improve in the classroom. The administrators will do learning walks weekly to give the teacher's feedback on ways to improve and praise their great strides. Teacher's will do a pre and post test on materials learned. Teacher's are responsible for knowing what level their students are on and keeping up quarterly with their progress. The School Improvement plan will be updated quarterly during SAC meetings and discussed monthly during PBIS meetings to ensure continuous improvement.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 7-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: B 2024-25: C 2023-24: C 2022-23: C 2021-22: C

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment								394	404	798
Absent 10% or more school days								103	97	200
One or more suspensions								81	85	166
Course failure in English Language Arts (ELA)										0
Course failure in Math								18	36	54
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment								88	83	171
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)								0	0	0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)								0	0	0

Current Year 2026-27

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators								203	89	292

Current Year 2026-27

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year								5	4	9
Students retained two or more times										0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment								393	397	790
Absent 10% or more school days								118	120	238
One or more suspensions								98	105	203
Course failure in English Language Arts (ELA)								2	10	12
Course failure in Math								15	23	38
Level 1 on statewide ELA assessment								110	107	217
Level 1 on statewide Math assessment								106	102	208
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators								129	128	257

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

DRAFT

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

DRAFT

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	52	64	62	54	63	58	52	61	53
Grade 3 ELA Achievement			19			27			21
ELA Learning Gains	51	58	61	54	58	59	54	57	56
ELA Lowest 25th Percentile	47	50	53	52	51	52	42	47	50
Math Achievement*	66	72	65	61	74	63	55	72	60
Math Learning Gains	53	60	62	52	60	62	54	60	62
Math Lowest 25th Percentile	51	53	57	54	58	57	56	57	60
Science Achievement	51	64	57	43	62	54	33	64	51
Social Studies Achievement*	74	86	77	71	85	73	71	83	70
Graduation Rate									
Middle School Acceleration	71	75	82	47	64	77	46	61	74
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					65	53		56	49

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						CSI
OVERALL FPPI – All Students						57%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						1
Total Points Earned for the FPPI						516
Total Components for the FPPI						9
Percent Tested						98%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
57%	55%	53%	53%	46%	43%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	40%	Yes	7	
English Language Learners	41%	No		
Asian Students	75%	No		
Black/African American Students	51%	No		
Hispanic Students	57%	No		
Multiracial Students	62%	No		
White Students	61%	No		
Economically Disadvantaged Students	54%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	52%		51%	47%	66%	53%	51%	51%	74%	71%			
Students With Disabilities	30%		43%	48%	40%	45%	41%	28%	62%	21%			
English Language Learners	20%		47%	51%	45%	53%	50%	19%	45%	35%			
Asian Students	81%		64%		88%	73%		67%					
Black/African American Students	43%		48%	47%	56%	50%	43%	38%	66%	67%			
Hispanic Students	47%		49%	46%	67%	56%	63%	46%	72%	67%			
Multiracial Students	64%		56%	50%	72%	55%		50%	79%	71%			
White Students	58%		51%	49%	73%	51%	54%	64%	82%	71%			
Economically Disadvantaged Students	45%		48%	47%	62%	50%	50%	45%	72%	68%			

Page 15

55 of 2426

28/2026

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	54%		54%	52%	61%	52%	54%	43%	71%	47%			63%
Students With Disabilities	32%		44%	46%	44%	50%	46%	28%	45%	18%			
English Language Learners	35%		45%	42%	44%	37%	36%	37%	70%	60%			63%
Asian Students	89%		67%		94%	44%		82%	90%	83%			
Black/African American Students	42%		47%	50%	52%	55%	56%	33%	50%	39%			58%
Hispanic Students	53%		53%	50%	59%	48%	49%	38%	79%	45%			69%
Multiracial Students	53%		55%	45%	65%	58%	50%	39%	80%	20%			
White Students	60%		60%	60%	65%	50%	56%	51%	80%	55%			
Economically Disadvantaged Students	49%		50%	48%	55%	47%	47%	41%	70%	41%			57%

Page 15

56 of 2426

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%

Page 15

57 of 2426

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	7	53%	62%	-9%	62%	-9%
ELA	8	46%	61%	-15%	60%	-14%
Math	7	40%	50%	-10%	53%	-13%
Math	8	65%	71%	-6%	61%	4%
Science	8	50%	61%	-11%	52%	-2%
Civics	7	90%	95%	-5%	77%	13%
Civics	8	68%	82%	-14%	75%	-7%
Algebra	7	100%	99%	1%	96%	4%
Algebra	8	88%	93%	-5%	84%	4%
Geometry	8	95%	98%	-3%	95%	0%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

There was a 23 proficiency point increase in Middle School Acceleration. Scores increased from 47% proficiency to 70% proficiency compared to the 2024-2025 school year.

As a school, we were intentional in our scheduling. We made several instructional changes in Math to yield academic success. We increased the number of Algebra 1 sections from four sections to nine sections to capture more of the students in the MSA denominator.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that showed the lowest performance during the 2025–2026 academic year was our English Language Arts (ELA) Learning Gains proficiency, which stood at **47%**, representing a **5-percentage-point decline** from the previous year. A targeted subgroup analysis of students scoring in the lowest quartile (LQ) revealed parallel performance gaps across grade levels.

Specifically, **45%** of the 7th-grade LQ cohort (37 out of 82 students) and **45%** of the 8th-grade LQ cohort (35 out of 78 students) demonstrated measurable learning gains.

To address these deficits during the 2026–2027 school year, the strategic focus will center on building teacher capacity. School leadership will provide instructional staff with evidence-based professional development and high-yield instructional strategies designed to differentiate learning, accelerate growth, and increase learning gains for all students

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Our greatest decline this year, compared to last school year, was in ELA overall. There was a decrease in **ELA Achievement** from **54%** to **50%**. In addition, there was a decrease in **ELA Learning Gains** from **54** to **50%**, as well as decline in **ELA Learning Gains of the Lower Quartile** from **52%** to **47%**. There were several contributing factors including but not limited to: student

absenteeism impacting instruction and an instructional shift for teachers which consisted of understanding how to intentionally deliver benchmark-aligned instruction to yield student success.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

8th grade ELA students demonstrated the largest gap between OPJ and the state average. PM 3 Data reveals that our 8th graders earned 40% proficiency in comparison to the state's proficiency of 64%, which is 14 point deficit.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Student absenteeism - 27% of 7th grade students, in 2025-2026, were chronically absent. 21% of 7th grade students, in 2025-2026, received one or more suspension days. Our goal would be to decrease both percentages to 15% for the 26-27 school year

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Decrease percentage of students who are chronically absent (**27%**) and the number of students who have received one or more suspensions (**21%**) to **15%** simultaneously. We will continue to determine what supports students/families need in order to decrease chronic student absenteeism. and recognize students who attend school regularly.
2. Increase Learning Gains in ELA from **50%** to **53%** school-wide
3. Increase Learning Gains in Math from **54%** to **57%** school-wide

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Small-group Instruction

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Targeted **small group instruction** in all ELA and Math classes, focusing on our diverse learners: Lower Quartile (LQ), English Language Learners (ELLs), Students with Disabilities (SWDs) and Advanced Learners. We are currently utilizing a full support facilitation model, with no dual-certified rooms. The lowest quartile will be identified by each teacher during pre-planning to ensure that intentional supports are planned for throughout the year. We will also focus on using TACA forms within our weeks 2 and 4 content area PLCs to analyze the lowest quartile data on a more frequent basis

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Walkthrough Data at the end of the **25-26** school year indicated that administrators observed **Small Group instruction** occurring **49%** of the time in ELA and Math classes. Our goal for the **26-27** school is to observe **Small group Instruction** occurring **60%** in the aforementioned content areas and increase Learning Gains for our Lower Quartile in **ELA** from **47%** to **50%** and our Lower Quartile in **Math** from **51%** to **54%**.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Monitoring will occur through classroom walkthroughs, data chats with students, during PLCs, and during our monthly leadership meetings.

Person responsible for monitoring outcome

Admin Team

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Description of Intervention #1: Monitoring will occur through classroom walkthroughs, data chats with students, during PLCs, and during our monthly leadership meetings.

Rationale:

OPJ will utilize Small Group Instruction to target the Lower Quartile students and benchmarks that students have not mastered. Direct-Explicit Instruction and Teacher Modeling Strategy Instruction will be the main focus in all of the ELA and Math classrooms to allow for students to receive lessons that focus specifically on the B.E.S.T. standards. OPJ will also focus on ensuring benchmark-aligned curriculum is provided with fidelity to ensure goals are met.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Instructional Strategies

Person Monitoring:

Admin is responsible for training and monitoring.
Teachers are responsible for implementing and planning.

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will implement the following instructional strategies: Intentional planning, scaffolding, and strategies to integrate prior knowledge. Admin will monitor through classroom walkthroughs.

Action Step #2

Professional Learning

Person Monitoring:

Admin Team

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

Professional learning will be provided monthly in the format of whole group, content area, and school choice by admin, specialists, and teacher leaders and will focus on intentional planning, small group planning, and implementation of SDI, UDL and ESOL strategies. Admin will monitor through classroom walkthroughs and feedback from PLC survey data.

Action Step #3

Quarterly Data Reviews

Person Monitoring:

Admin Team

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administration will meet regularly with teachers and the School-based Leadership team to review data from the Walkthrough Dashboard, F.A.S.T. Assessment and TACA Forms to ensure proficiency progress amongst diverse learners.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Increase Targeted Instruction across all content areas to **improve learning gains** across diverse student populations: Students with Disabilities (SWDs), English Language Learners (ELLs), Lower Quartile (LQs) and Advanced learners. The aforementioned groups will be identified by each teacher during pre-planning to ensure that intentional supports are planned for throughout the year. We will also focus on using the Team Analysis of Common Assessments Form (TACA) within our weeks 2 and 4 content area PLCs to analyze the lowest quartile data on a more frequent basis, thereby narrowing achievement gaps and driving academic growth for all learners.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our objective is to improve English Language Arts (ELA) Learning Gains from **51%** to **54%** and to increase Mathematics Learning Gains from **53%** to **56%** by PM 3.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Monitoring will occur through classroom walkthroughs, data chats with students, during PLCs, and during our monthly leadership meetings.

Person responsible for monitoring outcome

Admin Team

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

To improve learning gains with our: Students with Disabilities (SWDs), English Language Learners (ELLs), Lower Quartile (LQs) and Advanced Learners. OPJ will focus on the following evidence-based interventions: --small group instruction --teacher modeling--differentiated instruction--providing benchmarked-aligned curriculum with fidelity--scaffolding--explicit vocabulary instruction--frequent checks for understanding

Rationale:

OPJ will utilize Small Group Instruction and our school-wide TACA Form to target diverse learners and standards that students have not mastered. Teacher Modeling and differentiated instruction will be the main focus of all classrooms to allow for students to receive lessons that focus specifically on the designated benchmarks. OPJ will also focus on continuous professional development with teachers to ensure that the delivery of instruction aligns benchmarks.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Instructional Strategies

Person Monitoring:

Administration

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Data-Driven Instruction-Use formative and summative data to identify learning gaps, Adjust

instruction based on weekly or bi-weekly assessment results, Use TACA Form during PLCs. 2. Differentiated Instruction-Tailor lessons to meet the needs of diverse learners 3. Benchmark Aligned Planning and Instruction-Plan lessons that are aligned to state benchmarks and item specs. 4. Small Group Instruction-Implement consistent, data-informed small group instruction to provide remediation, reteaching, or enrichment, Rotate groups based on formative assessments, not just ability. 5. Structured Academic Talk & Vocabulary Development-Use protocols like Think-Pair-Share, Accountable Talk, and Sentence Frames to support oral language development for ELLs, Pre-teach and reinforce academic vocabulary across content areas. 6. Checks for Understanding-Use strategies like exit tickets, thumbs up/down, whiteboards, or cold calling to gather real-time feedback, Adjust pacing or re-teach based on student responses.

Action Step #2

Quarterly Data Reviews

Person Monitoring:

Administration

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administration will meet regularly with teachers and the School-based Leadership team to review data from the Walkthrough Dashboard, F.A.S.T. Assessment and TACA Forms to ensure proficiency progress amongst diverse learners

Action Step #3

Professional Learning

Person Monitoring:

Administration

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional learning will be provided monthly in the format of whole group, content area, and school choice by admin, specialists, and teacher leaders and will focus on intentional planning, small group planning, and implementation of SDI, UDL and ESOL strategies. Admin will monitor through classroom walkthroughs and feedback from PLC survey data.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our area of focus for improving the learning environment at Orange Park Junior High School will be to decrease the percentage of students who are chronically absent (> 10% of school days) and decrease the percentage of students suspended for one or more school days.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Student attendance - 27% of 7th grade students, in 2025-2026, were chronically absent. 21% of 7th grade students, in 2025-2026, received one or more suspension days. Our goal would be to decrease both percentages to 15% for the 26-27 school year

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

We will monitor student absences monthly through tracking of student attendance data and will monitor suspensions through student discipline data. By monitoring chronic student absences and suspensions, we will decrease the amount of time students spend out of class which will increase the amount of exposure students have to the curriculum.

Person responsible for monitoring outcome

Administration

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Our school will continue to provide a positive climate to assist in increasing student attendance. In addition, we will continue to ensure that students feel connected, supported and emotionally safe as well as work consistently to build strong teacher-student relationships. OPJ will work to build trust and inclusive classroom environments where all students feel valued.

Rationale:

OPJ will utilize strategies from the One Clay Culture Program to empower educators with the tools that they need to cultivate a positive and supportive learning environment they need for ALL students

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Monthly Attendance Team Meetings

Person Monitoring:

Administration

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Attendance Data Meetings will be held monthly to analyze attendance progress

Action Step #2

Provide Academic Support for Frequently Absent Students

Person Monitoring:

Administration

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students who have been identified as behind in coursework due to absences will be enrolled in Academic Support (Grade Recovery) in a effort to increase academic performance. Students will be monitored by Administration and engage in frequent progress monitoring chats.

Action Step #3

Instructional Strategies

Person Monitoring:

Administration

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will utilize monthly lessons from the OneClay Culture Program to create a sense of awareness and connectedness to our school as well as adherence to academic goals. In addition, teachers will complete a form after each lesson to account for all lessons taught.

Action Step #4

Professional Learning

Person Monitoring:

Admin Team

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will engage in targeted professional learning to develop effective research-based strategies that foster positive classroom environments, strengthen student engagement and promote consistent student attendance by increasing students' sense of belonging and motivation to attend school.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

To disseminate information to all stakeholders in regard to the School Improvement Plan, Orange Park Junior High will use the digital School Newsletter, share on social media outlets that the plan is available for review in the front office of OPJ in the 26-27 Title I Binder, on our schools webpage at <https://opj.myoneclay.net/title-1>, and during the School Advisory Council meetings with stakeholders.

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

To build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission, support the needs of students, and keep parents informed of their child's progress, Orange Park Junior High plans to build the culture of the school through Positive Behavioral Interventions and Supports (PBIS). With a focus on positive behavior, high expectations, clear communication, and a structure for addressing misbehavior, OPJ will be able to work closely with families and make sure they understand that there must be a partnership in order for students to succeed. OPJ will also focus on inviting families to campus throughout the year to participate in Parent and Family Engagement Events to learn how to support their students education. The Family Engagement Plan can be found on our schools webpage at <https://opj.myoneclay.net/title-1>.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

In order to strengthen the academic programs in Orange Park Junior High, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, OPJ plans to focus on growing our educators through Professional Development with the help of CCDS district support leaders. Our main goals this year is to increase overall proficiency in ELA/Reading and Mathematics. Utilizing district support leaders in those subjects will allow for teachers to gain more knowledge of their respective subjects, plan better, and understand more, especially during targeted Professional Learning Community meetings. OPJ also plans to provide students with more learning opportunities, such as tutoring services, to gain more knowledge and receive assistance when needed.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

Orange Park Junior Highs' School Improvement Plan is developed in coordination and integration with other Federal, State, and local services, to support all of the students at OPJ. The plan focuses on using resources that are specifically correlated to their needs therefore able to better support the students.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

At Orange Park Junior High, we engage in a continuous data driven process with our District to review the effectiveness of resources in addressing student needs. The process typically includes but is not limited to:

1. Needs Assessment & Data Analysis

Conducting a comprehensive review of student data, progress monitoring, discipline, attendance and LQ, ELL & SWD progress to identify academic and behavioral trends. This analysis is shared with our District leadership to align on key priorities

2. Strategic Planning

Based on the identified needs, Orange Park Junior High will participate in district-led planning sessions to ensure alignment of our school-based goals and resource allocations that support initiatives like small group instruction, instructional coaching, instructional support for diverse learners (LQ, SWD, and ELL) and intervention blocks.

3. Implementation and Monitoring

We meet regularly with District Leadership, Specialists and Title 1 Coordinators to monitor the implementation of the aforementioned supports. This includes reviewing data effectiveness of instructional assistants, interventions and professional development.

4. Beginning of year & Mid-Year Reviews

We engage in formal checkpoints throughout the year with district leadership to review outcomes and make necessary adjustments

By maintaining open, data-driven collaboration with our district, we are able to adjust our approach and ensure that every resource is targeted to support the diverse needs of our students.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

1. Need:

Support for ELA and Math Lower Quartile Students Data:

- ELA Lower Quartile decrease **5%** from **52%** to **47%** therefore continued support is needed.
- Learning gains in both ELA and Math remain a targeted area for growth. ELA Learning Gains

decreased from from **54%** to **51%** and Math Learning Gains remained the same- **53%**.

Resources & Timeline:

- Classroom Instructional Assistants funded through Title I will be strategically placed in ELA and Math classrooms beginning in August 2026.
- Small Group Tracking Forms will be used by teachers to monitor targeted instruction starting the first month of school.
- Monthly PD sessions (August–May) will focus on small group planning, bench-mark alignment and varied instructional strategies.

2. Need:

Increase Proficiency Levels of Diverse Learners (SWD, ELL and LQ) to yield substantial Learning Gains:

- ELL proficiency was at **24%** for the 2024–2025 school year, declining even further in 2025–2026 to **13%** (12 out of 89 students)
- Monitoring showed a need for more targeted instructional time and support.

Resources & Timeline:

- Cohorting of ELL students by proficiency level for the 2025–2026 school year to enable tailored support.
- ESOL assistants, Title I coaches, and support staff schedules adjusted beginning August 2026 to provide differentiated support in content areas.
- Support facilitators will push into ESOL classes weekly beginning in September 2026.

3. Need:

Attendance (PBIS Focus)

Data: **27%** of 7th grade students, in 2025–2026, were chronically absent. **21%** of 7th grade students, in 2025–2026, received one or more suspension days.

Resources & Timeline:

- Positive Behavior Reward System will be implemented starting in August 2026, with monthly student recognition.
- District-led “OneClay Culture” training on regulation/response strategies during pre-planning week (August 2026).
- Ongoing school-wide PD on classroom management and de-escalation strategies throughout

4. Need:

Strengthen Tier 1 Instruction Across Content Areas Data:

- ELA Achievement declined from **54%** to **52%**

- ELA Learning Gains declined from **54%** to **51%**
- ELA Learning Gains LQ declined from **52%** to **47%**

Resources & Timeline:

- Monthly Professional Development for teachers begins in August 2026, focusing on:
 - Intentional lesson planning • Benchmark-aligned instruction
 - Small group and ESOL strategies • TACA Form (Team Analysis of Common Assessments)
- implementation will begin in September 2026 to help PLCs adjust instruction based on student data.

These targeted resource allocations and structured timelines are designed to address the specific academic and behavioral needs of our students and ensure measurable growth throughout the 2026–2027 school year.

DRAFT

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

DRAFT

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

DRAFT

Clay County Schools

PACE CENTER FOR GIRLS CLAY



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority	1
I. School Information	2
A. School Mission and Vision	2
B. School Leadership Team, Stakeholder Involvement and SIP Monitoring	3
C. Demographic Data.....	7
D. Early Warning Systems	8
II. Needs Assessment/Data Review	12
A. ESSA School, District, State Comparison	13
B. ESSA School-Level Data Review	14
C. ESSA Subgroup Data Review	15
D. Accountability Components by Subgroup.....	16
E. Grade Level Data Review.....	19
III. Planning for Improvement.....	20
IV. Positive Learning Environment	26
V. Title I Requirements (optional).....	29
VI. ATSI, TSI and CSI Resource Review	32
VII. Budget to Support Areas of Focus	33

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Pace Center for Girls, Inc. (Pace) provides girls and young women an opportunity for a better future through education, counseling, training, and advocacy.

Provide the school's vision statement

Pace envisions a world where all girls and young women have POWER in a JUST and EQUITABLE society.

Pace's 9 Guiding Principles

1. Honor the Female Spirit
2. Invest in the Future
3. Value the Wisdom of Time
4. Act With Integrity and Positive Intent
5. Embrace Growth and Change
6. Focus on Strengths
7. Exhibit Courage
8. Seek Excellence
9. Create Partnerships

Pace values all girls and young women, believing each one deserves an opportunity to find her voice, achieve her potential and celebrate a life defined by responsibility, dignity, serenity, and grace.

It is the policy of PACE to serve girls ages 11-17 years old who are at risk of school failure and/or dropout and/or involvement in the Juvenile Justice system. To determine if Pace is the most appropriate placement, based on the girl's assessed needs, a designated staff member will administer a needs assessment which includes a suicide risk screening component to the girl during the Intake interview. Pace utilizes the Prevention Assessment Tool (PAT) as the needs assessment at intake. The PAT is an instrument designated and approved by the Department of Juvenile Justice.

Pace will make every attempt to provide services to at-risk girls. However, Pace may not be able to meet the needs of all girls referred effectively. In the event that Pace is not the most appropriate placement, a referral to a more suitable placement for the girl will be offered by designated Pace staff. Girls are accepted into the program regardless of race, color, religion, creed or sexual orientation.

The decision to attend Pace is voluntarily made by each individual girl and her parent/guardian. In some instances, Pace accepts court-ordered placements in accordance with local contracts and girls' needs. There is no charge for girls to attend Pace. When applicable, Pace may assist with necessary student expenses, including bus fare, school supplies, and personal needs.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Deborah Reynoso

deborah.reynoso@pacecenter.org

Position Title

Business Manager

Job Duties and Responsibilities

She is responsible for financial management, contract management, facility, and vehicle management, staff training, and oversees most administrative tasks. She supervises the receptionist.

Leadership Team Member #2

Employee's Name

Dr. Genelle Thomas

genelle.thomas@pacecenter.org

Position Title

Executive Director

Job Duties and Responsibilities

Works with CCDS for the development of our district contract. She is also responsible for the areas of financial resources development for the entire program. Supervises middle management.

Leadership Team Member #3

Employee's Name

Sylvia Woodberry-Adkins

sylvia.woodberry-adkins@pacecenter.org

Position Title

Social Service Manager

Job Duties and Responsibilities

Manages the social service staff and collaborates with the Academic Manager to effectively manage the day program. Updates and submits Juvenile Justice Information Systems data and reporting.

Leadership Team Member #4

Employee's Name

Dr. Carla Gonzalez Reynolds

carla.reynolds@pacecenter.org

Position Title

Program Director

Job Duties and Responsibilities

The Program Director oversees the daily management of the program. The PD directly supervises the Academic and Social Services Managers and is responsible for academic and social services compliance with DJJ and Pace's National Office.

Leadership Team Member #5

Employee's Name

Jessica Dennard

jessica.dennard@pacecenter.org

Position Title

Academic Manager

Job Duties and Responsibilities

As Pace Clay's primary instructional leader, she supports classroom instruction and supervises teachers. She develops schedules for students and cohorts for effective placement of the girls in the classroom setting. She coordinates state testing and serves as a liaison for ESE, ESOL, and all educational services provided by CCSD. She collaborates with the Social Service's manager to effectively manage the day program.

Leadership Team Member #6

Employee's Name

Katelyn Stocks

katelyn.stocks@pacecenter.org

Position Title

Data Analyst

Job Duties and Responsibilities

The school's data analyst will support the implementation of the School Improvement Plan by collecting, reviewing, and analyzing student achievement data from IXL, FAST, and other relevant sources. The data analyst will identify trends, skill gaps, learning gains, and the needs of key student groups, including students in the Lowest 25%. These findings will be used to support school leadership and instructional staff in developing targeted intervention groups, small-group instructional plans, and intervention schedules aligned with student needs. The data analyst will also monitor student progress, provide clear and actionable reports, support accountability and FTE requirements, and help ensure that instructional decisions remain aligned with the school's improvement goals and Florida accountability measures.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Stakeholder involvement is essential to the successful implementation of the School Improvement Plan. In addition to staff, students, and members of the Board of Directors, the school engages a broad range of stakeholders who contribute to school improvement efforts. As a nonprofit organization, the school depends on volunteers and strong community partnerships to support its mission and strengthen the school culture and learning environment.

Stakeholders most closely connected to the school include teachers, students, families, volunteers, district staff, and Board members. Broader community stakeholders include early childhood providers, community colleges and universities, social service agencies, and business partners. These groups provide valuable perspectives, resources, and support that inform school improvement strategies and

promote positive outcomes for students.

The draft School Improvement Plan was reviewed by the Board of Directors, Girls Leadership Council, and staff to ensure that all perspectives were included in the planning process.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The SIP will be monitored through quarterly progress monitoring, including IXL and FAST data. The Academic Manager will focus on the day-to-day implementation of the plan by reviewing student progress, monitoring RTI data, and supporting instructional adjustments for students performing below grade level. RTI will be revised quarterly to promote maximum student growth.

The Data Analyst will monitor academic data trends and collaborate with the Academic Manager to review progress monitoring results, identify areas of concern, and affirm student achievement. The Data Analyst will also work with teachers to help target specific skills for students through instructional lessons and data-informed support. The committee will complete a mid-year review. Through ongoing monitoring, collaboration, and review, the plan may be revised as necessary to ensure continuous improvement.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 6-12
PRIMARY SERVICE TYPE (PER MSID FILE)	ALTERNATIVE EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	79.6%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
DJJ ACCOUNTABILITY RATING HISTORY	2025-26: 2024-25: COMMENDABLE

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment							1	2	4	7
Absent 10% or more school days								1	2	3
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment									1	1
Level 1 on statewide Math assessment							1	1	1	3
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2026-27

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							1	2	3	6

Current Year 2026-27

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment								1	8	9
Absent 10% or more school days										0
One or more suspensions										0
Course failure in English Language Arts (ELA)									2	2
Course failure in Math								1	2	3
Level 1 on statewide ELA assessment								1	4	5
Level 1 on statewide Math assessment								1	2	3
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators								1	4	5

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

2. Grades 9-12 (optional)

Current Year (2026-27)

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
School Enrollment					0
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Current Year (2026-27)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

DRAFT

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

DRAFT

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	40	69	62	28	66	59	36	64	55
Grade 3 ELA Achievement									
ELA Learning Gains	53	62	59	56	60	58	29	62	57
ELA Lowest 25th Percentile		59	55		59	56		62	55
Math Achievement*	25	61	52	10	59	49	7	61	45
Math Learning Gains		44	45	44	48	47	30	60	47
Math Lowest 25th Percentile		41	44		42	49		61	49
Science Achievement	25	82	74	22	82	72	18	80	68
Social Studies Achievement*	18	85	76	50	84	75		83	71
Graduation Rate		97	94		95	92	36	94	90
Middle School Acceleration									
College and Career Acceleration		67	74		63	69		60	67
Progress of ELLs in Achieving English Language Proficiency (ELP)					69	52		51	49

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

[†] District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						CSI
OVERALL FPPI – All Students						32%
OVERALL FPPI Below 41% - All Students						Yes
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						161
Total Components for the FPPI						5
Percent Tested						95%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
32%	35%	26%	34%	10%	30%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
White Students	45%	No		
Economically Disadvantaged Students	54%	No		

DRAFT

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	40%		53%		25%			25%	18%				
White Students	45%												
Economically Disadvantaged Students	43%		64%										

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	28%		56%		10%	44%		22%	50%				
White Students					10%								
Economically Disadvantaged Students	23%		54%		20%			21%					

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	36%		29%		7%	30%		18%			36%		
Economically Disadvantaged Students	25%		20%										

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

There is no assessment data available for this school.

DRAFT

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

Our greatest area of improvement was in Algebra 1. Last year, 0% of students demonstrated achievement, while this year, 25% of students scored Level 3 or higher. The targeted math intervention provided through IXL supported students in addressing skill gaps and demonstrating significant growth. In addition, the implementation of Algebra 1A and Algebra 1B allowed students additional time to develop a deeper understanding of the content, demonstrate mastery, and continue progressing toward grade-level expectations.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Mathematics continues to be a consistent area of need for our students. Although Algebra represented our greatest area of improvement this year, overall performance remains below our desired level of achievement. Geometry continues to be a significant area of concern. Last year, only 1 out of 12 students, or 8%, demonstrated achievement in Geometry. This year, 0% of students demonstrated achievement.

To address this need, we are focusing on strengthening foundational mathematics skills across all grade levels and courses. Continued emphasis will be placed on targeted intervention, standards-aligned instruction, and additional support to help students build the prerequisite skills necessary for success in higher-level mathematics, including Geometry.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Our greatest decline this year occurred in U.S. History EOC performance. Last year, 62% of students scored at Level 3 or higher, compared with 11% this year. To address this significant decline, we will strengthen collaboration between the ELA and U.S. History classrooms. Teachers will work together to identify and reinforce essential reading comprehension, vocabulary, and evidence-based analysis skills while ensuring that students receive consistent, standards-aligned instruction in U.S. History.

content. Teachers will also meet with the data consultant to review student performance data, examine effective instructional strategies, and identify ways to integrate literacy skills with U.S. History content. Student performance data will be reviewed regularly to monitor progress and adjust instruction as needed.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our largest performance gap compared with the state average occurred in mathematics, specifically on the Algebra and Geometry EOC assessments. The state average score for Algebra was 403, while our students earned an average score of 380. In Geometry, the state average was 405, compared with our school average of 368. We believe this gap was influenced in part by the absence of a certified mathematics teacher for the majority of the school year, which affected instructional consistency and students' access to targeted support. Additionally, fewer students took the Algebra EOC than in the previous year because several students required additional foundational instruction through Algebra 1A before advancing to the state-required assessment. Algebra 1A was implemented to provide these students with more time to develop essential algebraic skills and improve their readiness for future coursework and testing. To address this gap in the upcoming school year, we have hired a mathematics teacher and will add an additional mathematics tutor to the weekly schedule. These supports will increase instructional stability, expand opportunities for small-group intervention, and strengthen students' readiness for the Algebra and Geometry EOC assessments.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

No Answer Entered

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. ELA Scores
2. Pre-Algebra/Algebra skills
3. Attendance

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Collaborative Planning, ELA, Intervention, Small-group Instruction

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our Area of Focus is the ELA performance of our 9th grade students. Prior-year FAST ELA PM3 data identified this grade level as an area of crucial need due to student performance on the assessment. Weaknesses in reading comprehension, fluency, and vocabulary can negatively affect students' ability to access and understand grade-level text, respond to complex questions, and demonstrate their knowledge across content areas. Because literacy skills are foundational to overall academic success, improving ELA performance for this cohort is a priority. The data reviewed from the prior school year indicated a need for more intentional, targeted, and data-informed instruction and intervention to strengthen students' reading skills and improve overall achievement.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Based on prior-year FAST ELA PM3 data, 1 out of 16 students in the identified cohort, or 6.25%, demonstrated proficiency in ELA as 9th grade students. By the spring FAST ELA PM3 administration, at least 35% of these students, now in 10th grade, will demonstrate proficiency in ELA. This represents a targeted increase of 28.75 percentage points from the prior year's performance.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The Area of Focus will be monitored through IXL assessments administered every 12 weeks, classroom and standards-aligned assessments, and FAST state assessment and progress monitoring data. Data chats will be conducted with students to review assessment results, identify areas of strength and need, establish goals, and promote student ownership of learning. Targeted interventions will also be implemented and monitored in collaboration with the school's data

consultant. Assessment and intervention data will be reviewed regularly to evaluate student growth, determine the effectiveness of instructional supports, and make necessary adjustments toward achieving the goal of at least 35% proficiency among 10th grade students on the FAST ELA PM3 assessment.

Person responsible for monitoring outcome

Katelyn Stocks

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The primary evidence-based intervention for 10th grade students will be the consistent use of IXL during a dedicated daily intervention period known as Elevation. All students will participate in Elevation and receive individualized IXL learning plans based on their prior state assessment results and identified areas of need. These targeted plans will provide students with focused practice in specific ELA standards and skills, including reading comprehension and vocabulary, based on their individual performance data.

Rationale:

IXL is aligned with state standards and offers personalized skill-building practice across grade levels. The program is designed to identify each student's individual learning level and adjust the content in real time, targeting gaps and reinforcing foundational skills through continuous, data-driven instruction. IXL is classified as a Tier 2 evidence-based intervention under the Every Student Succeeds Act (ESSA), supported by research that demonstrates statistically significant improvements in student achievement when the program is implemented with fidelity.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

IXL

Person Monitoring:

Jessica Dennard

By When/Frequency:

May 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

IXL will be used with all students two to three times per week for 20 to 30 minutes per session. Students will complete individualized IXL learning plans based on identified skill deficits and prior state assessment data. The impact of this action step will be monitored through IXL progress data,

student performance on targeted skills, and assessment results. Student growth will be formally reevaluated every 12 weeks to determine the effectiveness of the intervention, identify continued areas of need, and make adjustments to student tiers, learning plans, and instructional supports as necessary.

Action Step #2

Data Consultant

Person Monitoring:

Katelyn Stocks

By When/Frequency:

May 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The data consultant will meet regularly with teachers to review student performance data and identify specific ELA skill deficits and standards requiring additional support. Using assessment data, teachers and the data consultant will collaboratively plan targeted small-group lessons designed to address identified student needs. The impact of this action step will be monitored through ongoing review of student assessment data, classroom performance, and progress on targeted skills. Instructional groups and lesson focus areas will be adjusted as needed based on student growth and demonstrated areas of continued need.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction, Collaborative Planning, Differentiation, Intervention, Math, Small-group Instruction

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our Area of Focus is the mathematics performance of students enrolled in Algebra 1. Current Algebra 1 EOC and FAST Math PM3 data indicate that approximately 17% of students are achieving proficiency, identifying this group as an area of crucial need. Weaknesses in foundational mathematics skills, algebraic reasoning, problem solving, and the application of mathematical concepts can negatively affect students' ability to understand grade-level standards, solve multistep problems, and demonstrate proficiency on state assessments. Because Algebra 1 skills are foundational to success in higher-level mathematics courses and graduation requirements, improving student performance in this area is a priority. The data reviewed indicate a need for more intentional, targeted, and data-informed instruction and intervention to strengthen students' foundational and algebraic skills and improve overall achievement on the Algebra 1 EOC and FAST Math assessments.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school

plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Based on prior-year Algebra 1 EOC and FAST Math PM3 data, 17% of students in the identified cohort demonstrated proficiency in mathematics. By the spring administration of the Algebra 1 EOC and FAST Math PM3 assessments, at least 30% of students in this cohort will demonstrate proficiency in mathematics. This represents a targeted increase of 13 percentage points from the prior year's performance.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The Area of Focus will be monitored through IXL assessments administered every 12 weeks, classroom and standards-aligned assessments, and FAST state assessment and progress monitoring data. Data chats will be conducted with students to review assessment results, identify areas of strength and need, establish goals, and promote student ownership of learning. Targeted interventions will also be implemented and monitored in collaboration with the school's data consultant. Assessment and intervention data will be reviewed regularly to evaluate student growth, determine the effectiveness of instructional supports, and make necessary adjustments toward achieving the goal of at least 30% proficiency among students taking the FAST Math PM3 and Algebra 1 EOC assessments.

Person responsible for monitoring outcome

Katelyn Stocks

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The primary evidence-based intervention for students in the identified mathematics cohort will be the consistent use of IXL during a dedicated daily intervention period known as Elevation. All students will participate in Elevation and receive individualized IXL learning plans based on their prior Algebra 1 EOC, FAST Math PM3, and other assessment results. These targeted plans will provide students with focused practice in identified areas of need, including foundational mathematics skills, algebraic reasoning, expressions and equations, functions, and problem solving. Student progress will be monitored regularly so that learning plans and instructional supports can be adjusted based on demonstrated growth and continued areas of need.

Rationale:

IXL is aligned with state standards and offers personalized skill-building practice across grade levels. The program is designed to identify each student's individual learning level and adjust the content in real time, targeting gaps and reinforcing foundational skills through continuous, data-driven instruction. IXL is classified as a Tier 2 evidence-based intervention under the Every Student

Succeeds Act (ESSA), supported by research that demonstrates statistically significant improvements in student achievement when the program is implemented with fidelity.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

IXL

Person Monitoring:

Jessica Dennard

By When/Frequency:

May 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

IXL will be used with all students two to three times per week for 20 to 30 minutes per session. Students will complete individualized IXL learning plans based on identified skill deficits and prior state assessment data. The impact of this action step will be monitored through IXL progress data, student performance on targeted skills, and assessment results. Student growth will be formally reevaluated every 12 weeks to determine the effectiveness of the intervention, identify continued areas of need, and make adjustments to student tiers, learning plans, and instructional supports as necessary.

Action Step #2

Data Consultant

Person Monitoring:

Katelyn Stocks

By When/Frequency:

May 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The data consultant will meet regularly with mathematics teachers to review student performance data and identify specific skill deficits and standards in Pre-Algebra and Algebra that require additional support. Using assessment data, teachers and the data consultant will collaboratively plan targeted small-group lessons designed to strengthen foundational skills, including number sense, operations, proportional reasoning, expressions, equations, and functions. The impact of this action step will be monitored through ongoing reviews of student assessment data, classroom performance, and progress on targeted skills and standards. Instructional groups, intervention strategies, and lesson focus areas will be adjusted as needed based on student growth and demonstrated areas of continued need.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

During the 2023–2024 school year, the overall student attendance rate was 72%. In the 2024–2025 and 2025–2026 school years, the attendance rate increased to 80%, demonstrating notable improvement. Although this progress reflects the positive impact of current attendance initiatives and meets the minimum attendance threshold, prior year data indicate that attendance remains a crucial area of need across grade levels.

Consistent attendance directly affects student learning by increasing access to daily instruction, intervention, academic support, and opportunities for meaningful engagement with teachers and peers. Students who are frequently absent or tardy experience interruptions in learning, which may contribute to gaps in academic skill development, decreased engagement, and difficulty maintaining consistent academic progress. The review of prior year attendance data identified the continued need to strengthen attendance practices to ensure that all students have regular access to instruction and school-based supports.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the 2026–2027 school year, the school will increase the overall student attendance rate from 80% to at least 81% by implementing targeted attendance monitoring, family outreach, student support strategies, and interventions for students demonstrating patterns of chronic absenteeism or tardiness.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Daily student attendance will be recorded and monitored, and monthly attendance reports will be generated through Impacts for review. Attendance data will be analyzed monthly to identify trends, evaluate the effectiveness of attendance interventions and support strategies, and make data-informed adjustments as needed to promote consistent, daily, and on-time attendance across all relevant grade levels.

Person responsible for monitoring outcome

Sylvia Woodbery-Adkins

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The school will implement a tiered attendance recognition and incentive intervention designed to reinforce consistent attendance, recognize improvement, and increase student motivation and engagement. Students who achieve 100% monthly attendance will be entered into a gift card drawing, recognized during Growth & Change ceremonies, and receive four dress-down passes for the following month. Students who achieve an attendance rate of 80% or higher will be recognized during Growth & Change ceremonies and receive two dress-down passes for the following month. Students who improve their attendance rate by at least 10% within a month will receive one dress-down pass in recognition of their progress. Additional incentives will be provided to recognize sustained attendance. Students who achieve three months of perfect attendance will be eligible for a salon outing with the Executive Director. Students who achieve six months of perfect attendance will be eligible for a lunch and salon outing with a staff member of their choice. This tiered intervention provides multiple opportunities for students to experience recognition and reinforcement for meeting attendance expectations, demonstrating improvement, and sustaining consistent attendance over time.

Rationale:

This intervention was selected based on prior evidence of effectiveness within the school. When a similar attendance incentive and recognition strategy was implemented in 2022, overall student attendance improved by 11%. This increase demonstrated that consistent recognition, positive reinforcement, and meaningful incentives can positively influence student motivation and attendance behaviors. Based on these prior results, the school will continue using a tiered attendance incentive approach to support progress toward the 81% attendance goal.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Attendance

Person Monitoring:

Sylvia Woodberry-Adkins

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

School staff will record student attendance daily and generate monthly attendance reports in Impacts. The administrative team will review the reports each month to monitor progress toward the 81% attendance goal, identify attendance trends and students in need of additional support, and determine appropriate follow-up actions or interventions.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

DRAFT

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

Members of the SIP Committee will meet monthly with district school improvement personnel to review SIP implementation efforts and monitor related expenditures.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

At the beginning of the school year, members of the SIP Committee will meet with district personnel to determine how available resources (grants, private donations, government contracts) can be effectively utilized to support school improvement goals. The SIP Committee will meet monthly with district school improvement personnel to review SIP implementation efforts. Additionally, committee members will review the budget quarterly to evaluate how allocated funds are supporting progress toward identified school improvement goals.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

DRAFT

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

DRAFT

Clay County Schools

PLANTATION OAKS ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority	1
I. School Information	2
A. School Mission and Vision	2
B. School Leadership Team, Stakeholder Involvement and SIP Monitoring	2
C. Demographic Data.....	6
D. Early Warning Systems	7
II. Needs Assessment/Data Review	11
A. ESSA School, District, State Comparison	12
B. ESSA School-Level Data Review	13
C. ESSA Subgroup Data Review	14
D. Accountability Components by Subgroup.....	15
E. Grade Level Data Review	18
III. Planning for Improvement.....	19
IV. Positive Learning Environment	25
V. Title I Requirements (optional).....	28
VI. ATSI, TSI and CSI Resource Review	31
VII. Budget to Support Areas of Focus	32

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity and respect. Through these values, we will maximize student potential and promote individual responsibility.

Provide the school's vision statement

Plantation Oaks Elementary exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Kim Marks, Shari Gouin, Montgomery Sloan

kimberly.marks@myoneclay.net shari.gouin@myoneclay.net montgomery.sloan@myoneclay.net

Position Title

Administration Team

Job Duties and Responsibilities

Ensure compliance with established rules, and laws in the daily operation of the school. Develop and foster good public relations, efficient school volunteer/partnership programs, effective conferencing, and communications with parents, students, and teachers. Coordinate and monitor the curricular

program of the school to maximize student learning; conduct faculty/staff meetings as needed to meet student instructional needs; implement the Sunshine State Standards. Coordinate school advisory council activities and implement a school improvement plan. Coordinate efficient utilization of school facilities and ensure proper security, maintenance, and cleanliness of the campus. Be responsible for the timely and accurate submission of all required school records/ reports and the accurate entry of information into the district database. Provide leadership by participating in professional development activities and encouraging the professional development of instructional support and administrative staff including training to accurately report FTE participation, student performance, teacher appraisal, school safety, and discipline data. Be responsible for effective business management operations, the development of a school budget and efficient cost accounting. Maintain standards of appropriate student conduct through fair and equitable enforcement of the Clay County Public Schools Code of Student Conduct. Be responsible for faithfully and effectively implementing school/district personnel procedures including: interviewing, hiring, evaluating school staff, and coordinating the Teacher Induction Program, and administering master contracts. Coordinate supervision of extra-curricular activities and duty assignments. Provide a safe learning environment through preparation and implementation of emergency evacuation plans, fire drills, etc.. Be responsible for implementing programs designed to meet the needs of special student populations (Ex. ESE, Title I, Dropout Prevention, etc.). Assure that the school meets all State and Southern Association of Schools and Colleges accreditation standards. Be responsible for proper receipt and accounting of all school board property and maintaining an accurate property inventory. Provide for the purchase of appropriate textbooks, equipment, and other instructional materials necessary to meet the needs of the students. Serve on district-wide committees when requested. Be responsible for the development and implementation of a school technology plan. Be responsible for the performance of all personnel employed by the School Board and assigned to the school site. Provide for the development of an individual Teacher Training Plan for each teacher assigned to the school. Provide leadership for the implementation of the Florida Code of Ethics and Principles of Professional Conduct. Provide leadership in the implementation of the Sunshine State Standards, Florida Standards Assessments, End-of-Course exams, and other tests designed and adopted to measure student achievement. Communicate effectively, both orally and in writing, with parents, staff, students, and the community. Maintain visibility and accessibility on the school campus. Serve as coach/mentor to Assistant Principals, new Principals or others who are preparing for School Principal certification. Provide leadership for all stakeholders in the development of school beliefs, vision, mission, and goals and align them with the district mission, school improvement, and curriculum. Perform other duties as assigned by the Superintendent consistent with the goals and objectives of the position.

Leadership Team Member #2

Employee's Name

Sierra Kandt

sierra.kandt@myoneclay.net

Position Title

Teacher

Job Duties and Responsibilities

The teacher is responsible directly to the principal for the instruction, supervision, and evaluation of students. Establish a classroom climate conducive to learning classroom management. Demonstrate an interest in and a willingness to assist students inside and outside the classroom. Demonstrate personal enthusiasm and generate student enthusiasm. Become alert to the physical needs of the students. Demonstrate preparation. Demonstrate general knowledge of the subject area. Provide for students of varying ability through the use of a variety of activities, techniques, questions, materials, and student input (compensate for individual deprivations). Exhibit good judgment with regard to personal feelings of colleagues, parents, and students. Communicate effectively with others and exhibit a willingness to share ideas and talents with colleagues. Evaluate student's progress and keep appropriate records. Perform other duties as requested by the Principal.

Leadership Team Member #3**Employee's Name**

Sherri Lunsford

sherri.lunsford@myoneclay.net

Position Title

VE Inclusion

Job Duties and Responsibilities

The teacher is responsible directly to the principal for the instruction, supervision, and evaluation of students. Establish a classroom climate conducive to learning classroom management. Demonstrate an interest in and a willingness to assist students inside and outside the classroom. Demonstrate personal enthusiasm and generate student enthusiasm. Become alert to the physical needs of the students. Demonstrate preparation. Demonstrate general knowledge of the subject area. Provide for students of varying ability through the use of a variety of activities, techniques, questions, materials, and student input (compensate for individual deprivations). Exhibit good judgment with regard to personal feelings of colleagues, parents, and students. Communicate effectively with others and exhibit a willingness to share ideas and talents with colleagues. Evaluate student's progress and keep appropriate records. Perform other duties as requested by the Principal.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

All stakeholders are invited to attend and actively participate in our School Advisory Council. The School Advisory Council allows for a representative from each group of stakeholders to be represented during each meeting. There are representations of teacher, staff and parent/community members.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The SIP will be reviewed throughout the school year with faculty and staff. The school's vision and mission supports the SIP. The SIP will help support the focus of the effective implementation and impact of increasing academic achievement of students.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	63.4%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: B 2024-25: B 2023-24: A 2022-23: A 2021-22: A

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	106	110	143	120	115	128				722
Absent 10% or more school days	29	28	32	24	27	12				152
One or more suspensions	1	11	17	2	16	17				64
Course failure in English Language Arts (ELA)	2	7	10	12	1	0				32
Course failure in Math	0	2	5	8	5	0				20
Level 1 on statewide ELA assessment				35	3	26				64
Level 1 on statewide Math assessment				45	15	34				94
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	4	9	2						15
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	1						1

Current Year 2026-27

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	10	17	36	16	33	9				121

Current Year 2026-27

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL								TOTAL
	K	1	2	3	4	5	6	7	8
Retained students: current year									0
Students retained two or more times									0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL								TOTAL
	K	1	2	3	4	5	6	7	8
School Enrollment	127	165	131	150	130	171	128		1,002
Absent 10% or more school days	33	31	26	24	20	26	15		175
One or more suspensions	8	7	4	5	12	8	10		54
Course failure in English Language Arts (ELA)	5	4							9
Course failure in Math									0
Level 1 on statewide ELA assessment				16	16	32	7		71
Level 1 on statewide Math assessment				21	29	40	15		105
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		1		2					3
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)			1	1					2

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL								TOTAL
	K	1	2	3	4	5	6	7	8
Students with two or more indicators	27	46	31	22	19	15	8		168

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	4		7		1				13
Students retained two or more times					1					1

DRAFT

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.

DRAFT

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

DRAFT

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026		2025		2024	
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	62	66	62	64	63	59
Grade 3 ELA Achievement	69	66	61	69	66	59
ELA Learning Gains	51	63	63	62	62	60
ELA Lowest 25th Percentile	40	60	58	60	60	56
Math Achievement*	58	69	66	59	67	64
Math Learning Gains	56	69	64	55	65	63
Math Lowest 25th Percentile	48	58	50	38	57	51
Science Achievement	70	67	62	70	62	58
Social Studies Achievement*			95			92
Graduation Rate						
Middle School Acceleration						
College and Career Acceleration						
Progress of ELLs in Achieving English Language Proficiency (ELP)				72	63	55

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						ATSI
OVERALL FPPI – All Students						57%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						1
Total Points Earned for the FPPI						454
Total Components for the FPPI						8
Percent Tested						99%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
57%	60%	64%	63%	62%	58%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	38%	Yes	1	
English Language Learners	49%	No		
Asian Students	86%	No		
Black/African American Students	52%	No		
Hispanic Students	56%	No		
Multiracial Students	58%	No		
White Students	77%	No		
Economically Disadvantaged Students	53%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	62%	69%	51%	40%	58%	56%	48%	70%					
Students With Disabilities	35%	39%	40%	21%	30%	38%	50%	50%					
English Language Learners	41%	36%	53%		56%	58%							
Asian Students	92%		60%		100%	90%							
Black/African American Students	53%	58%	56%	44%	48%	52%	50%	52%					
Hispanic Students	58%	62%	45%		58%	50%	40%	82%					
Multiracial Students	57%	73%	47%		47%	53%		73%					
White Students	83%	100%	44%		78%	63%		91%					
Economically Disadvantaged Students	56%	61%	52%	41%	50%	56%	45%	63%					

Page 1628 of 2426

28/2026

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	64%	69%	62%	60%	59%	55%	38%	70%					66%
Students With Disabilities	30%	36%	52%	63%	30%	40%	35%	32%					58%
English Language Learners	50%	50%	71%	88%	54%	50%	54%	48%					66%
Asian Students	79%		83%		93%	75%							
Black/African American Students	59%	68%	59%	59%	48%	49%	31%	64%					
Hispanic Students	66%	76%	63%	67%	55%	53%	53%	68%					52%
Multiracial Students	62%		75%		62%	75%							
White Students	69%	76%	60%	45%	75%	57%	36%	77%					
Economically Disadvantaged Students	58%	67%	59%	62%	53%	53%	40%	62%					59%

Page 1629 of 2426

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%

Page 1630 of 2426

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	69%	65%	4%	60%	9%
ELA	4	54%	64%	-10%	60%	-6%
ELA	5	60%	60%	0%	61%	-1%
Math	3	64%	69%	-5%	66%	-2%
Math	4	47%	65%	-18%	65%	-18%
Math	5	58%	61%	-3%	62%	-4%
Science	5	66%	66%	0%	60%	6%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

Our data analysis indicates that Mathematics was the component that showed the most growth and improvement over the past academic year. We used curriculum alignment and pacing with grade level math teams collaborating to tightly align daily lessons with state standards. Math interventions were provided based on teacher data driven small groups to address specific gaps. The county math coach met with teachers to offer support.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

A review of our student performance data indicated that ELA showed the lowest proficiency and growth. Sometimes, daily classroom instruction and assignments are not fully aligned with the rigor of state ELA standards. Students might be doing well on daily tasks but struggle on standardized assessments because the tasks they practice aren't challenging enough. We over scaffold for students and we need to provide more productive struggle. Our school also implemented a new ELA curriculum this year.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

A review of our student performance data indicated that ELA showed the lowest proficiency and growth. Daily classroom instruction and assignments are not fully aligned with the rigor of state ELA standards. Students might be doing well on daily tasks, but struggle on standardized assessments because the tasks they practice aren't challenging enough. We over scaffold for students and we need to provide more productive struggle. Our school also implemented a new ELA curriculum this year.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our greatest gap when compared to the state average was 4th Grade Math. Fourth Grade Math seems to be an area that had a gap across the state. Daily classroom instruction and assignments are not fully aligned to the curriculum map. The struggle on standardized assessments can be contributed to the tasks the students practice aren't challenging enough. Teacher resignations resulted in long term substitute. New teachers with limited experience also contributed.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The number of referrable offenses will be reduced by 10% in the 2026-2027 school year when compared against the previous year. The number of absences will be reduced by 10% in the 2026-2027 school year when compared against the previous year.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Increasing student engagement and rigor is necessary in having a positive impact on testing gains. We are moving towards a new student information management system, that will incorporate data, testing, MTSS, among other things. This new system should allow us to easily monitor students, as well as, view them as a whole child/student in order to better meet their needs. Additionally, the new ELA curriculum, the BEST standards, and the Lexia program is going to help us accelerate our learning and achievement. We will also provide more support for our ELL students.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

A review of the state testing data shows room for improvement across the tested grade bands with regard to the school's ELA proficiency. Plantation Oaks Elementary's goal is to increase ELA proficiency in each of the tested grade levels (3rd, 4th, 5th) by 10%. And a specific 5% improvement in the ESE population. This will be measured by the FAST assessment. ELA proficiency encompasses critical skills in reading, writing, speaking, and listening which are foundational for learning across all subjects. By enhancing ELA proficiency, students develop the ability to comprehend complex texts, articulate their thoughts clearly, and engage in critical thinking and analysis. Improving ELA proficiency also helps bridge achievement gaps ensuring all students have the necessary skills to succeed.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Plantation Oaks Elementary's goal is to increase ELA proficiency in each of the tested grade levels (3rd, 4th, 5th) by 10%. And a specific 5% improvement in the ESE population. This will be measured by the FAST assessment with a total of a 55% increase across the grade levels.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This will be monitored through school-wide testing with both Lexia diagnostics, the Benchmark testing platform, and Acadience incorporated with our curriculum. This will also be monitored using PM1 and PM 2 FAST testing.

Person responsible for monitoring outcome

Kim Marks- Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Teachers will utilize Lexia, the new Benchmark ELA curriculum, and Tier 2 and Tier 3 interventions via the MTSS process to review and remediate for students demonstrating deficiencies. Teachers will have intervention blocks built into their schedules for supports. The ELA district personnel will assist with supports.

Rationale:

Teachers will collaborate with their peers during common planning to discuss problems of practice and solutions offered. Professional Development Opportunities will be provided during PLC times. District Curriculum Specialists will be actively involved in Professional Development Opportunities for the new Benchmark curriculum.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Common Planning

Person Monitoring:

Kim Marks- Principal

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Common Planning- intentional plannings with agendas showing what was discussed to positively impact student achievement. When educators collaborate regularly, they align their pacing, learning objectives, and assessments. This creates a viable curriculum across the entire grade level or department, ensuring every student has equitable access to high-quality instruction.

Action Step #2

Professional Learning

Person Monitoring:

Kim Marks

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional Development during PLC- Leadership verifies weekly that teams are using Benchmark Clarifications to establish the required level of instructional depth.

Utilize District Curriculum Specialists- Leadership will keep an open line of communication with district curriculum specialists in assisting with the Benchmark Curriculum for teachers and modeling when needed.

Action Step #3

Data Review- Grade level teams will look at pertinent data to determine where strengths and weaknesses are occurring and create a plan to continue to impact student achievement.

Person Monitoring:

Kim Marks

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will have monthly data reviews with grade level teams to dissect pertinent student data leading to standard mastery. The discussion will consist of whether or not the various Tiers of Instruction need to be changed for some students. Data discussions will impact students by providing the necessary instructional moves to impact student achievement.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Intervention in foundational reading and math skills to address learning gaps identified by the prior year's assessment data. This will include targeted small group instruction for our ESSA subgroups to ensure that we close the gap between all students and the specific subgroups. Our SWD subgroups have historically had lower proficiency and learning gains compared to the school population. The data from the past several years is stagnant in our SWD subgroup, many who are also in our lower quartile due to significant gaps in reading and math skills. Focusing our attention on those students and creating flexible small groups for intervention, will better monitor the progress and provide interventions for those students.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Walkthrough data will indicate at least 75% of ELA and Math classrooms demonstrate evidence of differentiated instruction and targeted interventions specifically designed for SWD. The proficiency of SWD in both ELA and Math will increase by at least 5% points, reaching 50% proficiency in ELA and 55% proficiency in Math by PM3.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

- Weekly PLCs
- Quarterly student data chats
- Monthly MTSS check-ins with ITF
- Walkthrough data
- Monthly Attendance Meetings

Person responsible for monitoring outcome

Kim Marks

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Teachers will implement a variety of developmentally appropriate engagement strategies in their daily lesson plans to increase student engagement as evidenced by walkthrough data. We would like to see 90% of our teachers implementing engagement strategies based on our walkthroughs. Walkthrough data will be reviewed by administration during our weekly meetings and shared with team leads.

Rationale:

Our SWD subgroups have historically had lower proficiency and learning gains compared to the school population. The data from the past several years is stagnant in our SWD subgroup, many who are also in our lower quartile due to significant gaps in reading and math skills. Focusing our attention on those students and creating flexible small groups for intervention, will better monitor the progress and provide interventions for those students.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

PLC/PD- "Flooded" and "The Element of Wonder"

Person Monitoring:

Kim Marks

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Content and whole group PLC meetings will center around leveraging practices using "Flooded" and "The Element of Wonder." Total Participation Techniques will be provided during Professional development and PLC times for teacher to help increase engagement strategies. District trainers will be provided to assist with Total Participation Techniques in regards to the curriculum. Open

classrooms will be available for peer visits.

Action Step #2

Data Review

Person Monitoring:

Kim Marks

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will have monthly data reviews with self contained, Inclusion, and VE teachers to dissect pertinent student data leading to standard mastery.

Action Step #3

Common Planning

Person Monitoring:

Kim Marks

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Common Planning- intentional plannings with individualized educational plans showing what was discussed to positively impact student achievement. When educators collaborate regularly, they align their pacing, learning objectives, and assessments. This creates a viable curriculum across the entire grade level or department, ensuring every student has equitable access to high-quality instruction.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

An area where we need to focus our attention that impacts our learning environment is attendance. We will work to increase student attendance across the school. In the past year, attendance has become an area where we need to focus our attention, due to the direct impact it has on our school learning environment. We are using tangible incentives and creating excitement for student learning. We are also continuing our student success team meetings to work with families to increase student attendance.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Based on Synergy data, our area of focus will be increasing student attendance. By using the strategies and the action plan as described in the School Improvement Plan, we will reduce

absenteeism 10% by the end of the 2025-2026 school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

We will continue to use Hawk Tickets. We will continue to implement the 100% attendance display for classes. This creates a positive competition across the school. Teachers will continue creating a positive engaging class environment where students don't want to miss school. Class certificates are awarded for the classes per grade level with the highest attendance each nine weeks.

Person responsible for monitoring outcome

Kim Marks

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Creating a positive school and class environment will impact students creating an environment they will want to attend. We will use positive reinforcements. This year we have also increased opportunities for activities (art club, robotics, music) which we hope to create experiences students will want to participate in which will have a positive impact on attendance. Creating a welcoming environment where students are greeted each morning in a positive manner, will also help boost attendance.

Rationale:

Creating a school atmosphere where students are engaged in lessons and the school environment, will help aid in reducing the number of absences. We want to create a school culture where students will want to come to school.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Absences

Person Monitoring:

Administration Team

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Soaring Hawk Tickets
2. 100% club
3. Teacher phone calls home
4. SST Meetings when necessary
5. PBIS Team will meet to create incentive initiatives based on the collected data

Action Step #2

Buddy Teacher- A check in teacher will be provided to check in with students who have been identified as having chronic absenteeism.

Person Monitoring:

Admin Team

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Buddy teachers will be paired with students who have been identified as having chronic absenteeism. This will help promote a sense of belonging and community within the school environment. It is our hope that this will help boost our attendance which will have a positive impact on student achievement.

Action Step #3

Absences-Data Review

Person Monitoring:

Kim Marks

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

By reviewing the attendance data monthly, it is our hope that with the implementation of specific positive school wide initiatives, we will see a decrease in chronic absences.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

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B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

District staff are invited to our monthly data/problem solving meetings where we review all data sources and our teaching practices to determine the distribution and utilization of all available resources. This allows us to closely monitor student achievement and to make any necessary adjustments to meet the identified needs of our students.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

The following data will be used to address the needs of our students: beginning, middle and end of year progress monitoring (STAR/FAST); Acadience; Lexia; Benchmark End of Module Assessments.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

DRAFT

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

DRAFT

Clay County Schools

R. C. BANNERMAN LEARNING CENTER



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority	1
I. School Information	2
A. School Mission and Vision	2
B. School Leadership Team, Stakeholder Involvement and SIP Monitoring	2
C. Demographic Data.....	9
D. Early Warning Systems	10
II. Needs Assessment/Data Review	14
A. ESSA School, District, State Comparison	15
B. ESSA School-Level Data Review	16
C. ESSA Subgroup Data Review	17
D. Accountability Components by Subgroup.....	18
E. Grade Level Data Review.....	21
III. Planning for Improvement.....	22
IV. Positive Learning Environment	35
V. Title I Requirements (optional).....	40
VI. ATSI, TSI and CSI Resource Review	43
VII. Budget to Support Areas of Focus	45

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Bannerman Learning Center's mission is to create a positive, safe, and supportive environment that promotes excellence in teaching and learning. The unique potential of each individual is recognized and encouraged in a challenging and diverse setting. Through the growth and advancement of students and staff, knowledge and skills are gained to meet life's challenges and develop active, responsible citizens for our democratic society.

Provide the school's vision statement

R. C. Bannerman Learning Center exists to prepare non-traditional students for success in a global and competitive workplace by acquiring positive life skills and becoming life-long learners.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Stephanie Palmer

stephanie.palmer@myoneclay.net

Position Title

Principal and Title IX Coordinator

Job Duties and Responsibilities

Responsible for implementing and facilitating PBIS programs while providing professional development for staff that fosters growth in PBIS, SEL programs, and raising the academic expectations of students, faculty and staff.

Leadership Team Member #2

Employee's Name

Brian Cox

brian.cox@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Assist the principal in all aspects of instruction and operation of school functions

Leadership Team Member #3

Employee's Name

Bridget Payne

bridget.payne@myoneclay.net

Position Title

School Counselor

Job Duties and Responsibilities

School counselor who works with guidance team and others to support students' academic success. Primary person responsible for coordinating social emotional learning activities during the school day.

Leadership Team Member #4

Employee's Name

Jennifer Zimmerman

jennifer.zimmerman@myoneclay.net

Position Title

ESE Curriculum Specialist

Job Duties and Responsibilities

As the ESE Curriculum Specialist, Ms. Zimmerman monitors ESE compliance and PBIS data

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or

community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Our School Improvement Plan (SIP) development process is built upon a collaborative framework that ensures broad stakeholder involvement, reflecting our commitment to shared ownership and continuous improvement. Input from various groups is systematically gathered, analyzed, and integrated into the plan to ensure it is comprehensive, responsive, and relevant to the needs of our school community.

The process for involving stakeholders is as follows:

1. School Leadership Team (Ongoing Involvement):

- Process: The School Leadership Team (Administration: Mrs. Palmer and Mr. Cox, Dean Mcghghy, School Counselor Mrs. Payne), teacher leaders and department heads, served as the core development team for the SIP. They met regularly throughout the spring semester (March-May 2026) to analyze prior year data, identify areas of focus, research evidence-based interventions, and draft initial action steps.
- Input Use: Their deep understanding of instructional practices, school operations, and student data formed the foundational elements of the SIP's areas of focus, measurable outcomes, and intervention strategies. Their expertise ensured that proposed actions were feasible, data-driven, and aligned with district goals.

2. Teachers and School Staff (Monthly PLCs & Dedicated Work Sessions):

- Process: Teachers and other school staff were actively involved through existing monthly Professional Learning Community (PLC) meetings during April and May 2025. Dedicated SIP work sessions were held within these PLCs. Staff provided feedback on preliminary data analysis, brainstormed potential contributing factors for low performance, and proposed specific instructional strategies and supports for each Area of Focus. A survey was also distributed to all staff to gather perspectives on school climate and academic challenges.

- Input Use: Teacher input was crucial for refining the "Description of Action Needed" for each action step, ensuring practicality and alignment with classroom realities. Their insights directly shaped the selection of specific evidence-based interventions (e.g., Marzano's 6-Step Vocabulary Process, differentiation strategies in Math) and informed the "Monitoring Description" to ensure effective implementation.

3. Parents and Families (Meetings & Surveys):

- Process: Input from parents and families was solicited in May 2025, where the school's preliminary data and proposed improvement areas were presented. Parents were given opportunities to ask

questions, offer suggestions, and complete a feedback survey. Specific questions focused on their perception of communication, support for academic challenges, and school environment.

- **Input Use:** Parental feedback primarily informed the "Positive Learning Environment" area of focus, particularly concerning attendance and behavior supports. Suggestions for improved communication about early warning signs and strategies for encouraging school attendance (e.g., communication methods, incentive ideas) were incorporated into the attendance intervention plans and family engagement strategies.

4. Students (Student Focus Groups & Surveys):

- **Process:** For our secondary school, student input was mandatory and gathered through structured focus groups held during school hours in April 2025. Representatives from various grade levels were invited to share their perspectives on academic challenges, school climate, engagement, and effective support systems. An anonymous student survey was also administered to a broader student population.

- **Input Use:** Student feedback provided invaluable qualitative data on the "Impact on Student Learning" for all areas, particularly highlighting the challenges associated with chronic absenteeism and disciplinary issues from a student perspective. Their input directly influenced the emphasis on restorative practices and the design of reengagement strategies to make the learning environment more supportive and inclusive.

5. Business or Community Leaders:

- **Process:** Key business and community leaders, including representatives from local non-profits (e.g., Young Lives for TAPP program, Boomers for Bannerman, UF Master Gardeners), participated in providing feedback in April 2025. They were presented with the preliminary SIP components and asked to provide feedback on potential partnerships, resource alignment, and broader community needs that the school could address.

- **Input Use:** Their input primarily reinforced the importance of comprehensive support for students beyond academics, particularly for programs like TAPP, and strengthened our commitment to addressing social-emotional needs. Their insights helped validate the need for external resources and partnerships in addressing complex issues like chronic absenteeism.

Through this comprehensive stakeholder engagement process, the School Improvement Plan evolved from a leadership team draft into a robust, community-informed document that reflects the collective wisdom and priorities of our entire school ecosystem, ensuring that the plan is truly responsive to our students' most critical needs.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Our School Improvement Plan (SIP) is designed as a living document, subject to continuous monitoring and iterative revision to ensure its effective implementation and measurable impact on student achievement, especially for those with the greatest achievement gaps. This ongoing process is multi-faceted and deeply integrated with our existing school operations and stakeholder involvement structures.

A. Regular Monitoring for Effective Implementation and Impact:

Monitoring of the SIP's effective implementation and its impact on student achievement, particularly for students with the greatest achievement gaps (e.g., 7th Grade ELA and 8th Grade Math, identified as 57 percentage points below state average, and students with chronic absenteeism/suspensions), will occur through:

1. **Weekly Administrative Walkthroughs:** The administrative team (Mrs. Palmer, Mr. Cox, Dean Mcghghy) will conduct weekly targeted walkthroughs across all classrooms and relevant school areas. These observations will specifically focus on the fidelity of implementation of the identified evidence-based interventions for ELA (vocabulary instruction), Math (differentiated instruction, conceptual understanding), and Positive Learning Environment (restorative practices, PBIS strategies). Feedback will be provided to teachers promptly, and observations will inform immediate coaching or adjustments.
2. **Bi-Weekly Attendance Team Meetings:** The attendance team (Dean Mcghghy, School Counselor Mrs. Payne, Social Worker, Attendance Secretary) will meet bi-weekly to review the "Attendance Percentage Synergy Report." This includes identifying students whose attendance falls below the 90% threshold, tracking the implementation and effectiveness of tiered attendance interventions (Check & Connect, intensive case management), and making real-time adjustments to support strategies for students with chronic absenteeism.
3. **Monthly Professional Learning Communities (PLCs) and Data Meetings:** ELA and Math PLCs, alongside cross-functional data meetings with the School-Based Leadership Team, will occur monthly. These sessions will be dedicated to:

- **Data Analysis:** Reviewing progress monitoring assessments, Vocabulary.com data, ALEKS growth tracking, and behavioral data (referrals, suspensions) to assess student achievement and growth. Specific attention will be given to the performance of students identified with the greatest achievement gaps.
- **Instructional Alignment:** Discussing the alignment of teaching strategies with curriculum maps and pacing guides.
- **Intervention Effectiveness:** Evaluating the effectiveness of implemented interventions and problem-solving barriers to success.
- **Action Planning:** Developing immediate action plans for individual students or groups needing additional support, and refining instructional approaches.

4. **Quarterly Data Chats with Teachers:** Teachers will hold structured quarterly data chats with the administrative team and/or instructional coaches to deeply analyze individual student data. These discussions will pinpoint specific learning gaps, identify students who are not responding to interventions, and collaboratively plan differentiated strategies or adjustments to support their progress towards state academic standards.

5. **Quarterly Review of Resource Utilization:** During designated leadership team meetings, the use and impact of specific resources (e.g., Vocabulary.com, Math Support Facilitators, Restorative Practices materials) will be reviewed. This ensures resources are effectively leveraged to meet student needs, particularly those with the greatest achievement gaps.

B. Revision of the Plan with Stakeholder Feedback for Continuous Improvement: The SIP will be revised as necessary through a structured process that integrates ongoing monitoring data and continuous stakeholder feedback:

1. **Mid-Year SIP Review (January/February 2026):** The School Leadership Team will conduct a comprehensive mid-year review of the SIP, utilizing all cumulative data from weekly, bi-weekly, and monthly monitoring cycles. This review will specifically assess progress towards the measurable outcomes for ELA, Math, and Attendance, with a sharp focus on the achievement of students with the greatest gaps compared to state averages.

- **Stakeholder Feedback Integration:** Input gathered through ongoing informal feedback mechanisms (e.g., teacher suggestions in PLCs, parent conversations with counselors, student feedback) will be summarized and presented to the leadership team.
- **Revision Decision:** Based on the mid-year data and stakeholder feedback, the leadership team will identify interventions that require immediate adjustment, new strategies that need to be introduced, or

areas of focus that may need re-prioritization.

2. Annual SIP Review and Development for Next Cycle (May/June 2026): At the conclusion of the academic year, the comprehensive annual evaluation (as described in Part VI) will take place. This extensive review will form the foundation for revising the current SIP and developing the plan for the subsequent academic year.

- Formal Stakeholder Input: This review will include formal presentations to and feedback sessions with all key stakeholders:
- School Leadership Team: Will lead the data analysis and proposed revisions.
- Teachers and School Staff: Will participate in dedicated SIP work sessions in PLCs to review annual data, reflect on intervention effectiveness, and propose revisions to instructional strategies and support structures.
- Parents and Families: Will be invited to an annual forum (e.g., Meetings, Surveys) where overall SIP progress and proposed revisions for the next year will be shared, and their feedback will be actively solicited through surveys and open discussion.
- Students: (Mandatory for secondary schools) will provide feedback through end-of-year surveys and focus groups on their experiences with learning interventions, school climate, and areas where they felt supported or needed more help. Their perspectives are crucial for refining interventions, especially for those with the greatest gaps.
- Business and Community Leaders: Will provide input during meetings on how external partnerships can better support school goals, particularly regarding student well-being and attendance.
- Data-Driven Revision: All revisions will be explicitly tied to the analysis of student achievement data and feedback, ensuring that the plan remains dynamic and responsive to evolving student needs and school performance. This commitment to continuous improvement ensures the SIP is consistently adapted to support all students in meeting state academic standards, with particular emphasis on accelerating the progress of those with the greatest achievement gaps.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION PK, 6-12
PRIMARY SERVICE TYPE (PER MSID FILE)	ALTERNATIVE EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT)* ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*
SCHOOL IMPROVEMENT RATING HISTORY	2025-26: 2024-25: MAINTAINING 2023-24: I 2022-23: 2021-22: MAINTAINING

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment								10	17	27
Absent 10% or more school days								8	9	17
One or more suspensions								4	3	7
Course failure in English Language Arts (ELA)								1	2	3
Course failure in Math								9	12	21
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2026-27

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators								9	13	22

Current Year 2026-27

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year								1	2	3
Students retained two or more times								0	0	0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL										TOTAL
	K	1	2	3	4	5	6	7	8		
School Enrollment											0
Absent 10% or more school days								9	20		29
One or more suspensions								7	22		29
Course failure in English Language Arts (ELA)								1	4		5
Course failure in Math								2	4		6
Level 1 on statewide ELA assessment								8	23		31
Level 1 on statewide Math assessment								8	18		26
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)											0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)											0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators								4	17	21

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year								1	4	5
Students retained two or more times								1	1	2

2. Grades 9-12 (optional)

Current Year (2026-27)

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
School Enrollment					0
Absent 10% or more school days	25	20	22	24	91
One or more suspensions	16	16	14	2	48
Course failure in English Language Arts (ELA)	7	4	2	0	13
Course failure in Math	1	0	0	1	2
Level 1 on statewide ELA assessment			9	12	21
Level 1 on statewide Algebra assessment	4				4

Current Year (2026-27)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	19	12	17	8	56

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	17	14	15	1	47

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	0	0	0	0	0
Students retained two or more times	0	0	0	0	0

DRAFT

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

DRAFT

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	6	60	64	5	57	61	0	54	58
Grade 3 ELA Achievement		67	64		66	62		58	59
ELA Learning Gains	54	57	62	22	56	61		51	59
ELA Lowest 25th Percentile		52	55		50	55		49	54
Math Achievement*	10	61	64	4	58	62	8	57	59
Math Learning Gains	43	56	61	31	54	60		57	61
Math Lowest 25th Percentile		49	52		49	53		51	56
Science Achievement		58	60	13	55	57		53	54
Social Studies Achievement*	25	77	77	31	75	74	33	74	72
Graduation Rate	75	84	77	70	82	72	61	77	71
Middle School Acceleration		66	79		67	75		68	71
College and Career Acceleration	7	37	61	9	40	56	9	43	54
Progress of ELLs in Achieving English Language Proficiency (ELP)					66	61		59	59

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

[†] District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						CSI
OVERALL FPPI – All Students						31%
OVERALL FPPI Below 41% - All Students						Yes
Total Number of Subgroups Missing the Target						3
Total Points Earned for the FPPI						220
Total Components for the FPPI						7
Percent Tested						67%
Graduation Rate						75%
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
31%	23%	22%	17%	16%	27%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	30%	Yes	7	2
Black/African American Students	46%	No		
Hispanic Students	42%	No		
Multiracial Students	52%	No		
White Students	25%	Yes	7	2
Economically Disadvantaged Students	33%	Yes	7	

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	6%		54%		10%	43%			25%		75%	7%	
Students With Disabilities	20%				18%				30%		79%	5%	
Black/African American Students											92%	0%	
Hispanic Students											75%	8%	
Multiracial Students											86%	17%	
White Students	8%				18%						65%	10%	
Economically Disadvantaged Students	14%		50%		23%						73%	6%	

Page 1666 of 2426

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%	

1667 of 2426

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	7	22%	62%	-40%	62%	-40%
ELA	8	6%	61%	-55%	60%	-54%
ELA	9	8%	66%	-58%	60%	-52%
ELA	10	0%	69%	-69%	61%	-61%
Math	7	24%	50%	-26%	53%	-29%
Math	8	0%	71%	-71%	61%	-61%
Science	8	14%	61%	-47%	52%	-38%
Civics	8	15%	82%	-67%	75%	-60%
Biology	10	13%	67%	-54%	60%	-47%
Geometry	12	0%	16%	-16%	19%	-19%
History	11	20%	83%	-63%	75%	-55%
Biology	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Biology	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	9	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	10	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry	9	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry	10	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

ELA Learning gains went up 32%

Math Learning gains went up 12%

Yondr Bag Implementation

Explicit Instruction- Vocab/Intervention

SST Meetings for attendance

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

10th Grade ELA was 0%

8th Grade Math 0%

Attendance

Communication conflict- PBIS

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Science Achievement went down 6%

ESE students think they just have to sit for it- communication;focus on accomodations

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

ELA 10th grade was 61% below the state average
see above

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance, behavior, and academics

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Continue focus on explicit instruction- vocabulary/intervention

Continue focus on chronic absenteeism

Continue focus on positive behavior support

DRAFT

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD), White Students (WHT), Economically Disadvantaged Students (FRL)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Description: Explicit Instruction- Vocabulary Acquisition/Intervention. This focus involves the clear and direct teaching of new information, specifically targeting the acquisition and use of academic vocabulary within benchmark-aligned content. As part of the OneClay Vision for Strong Instruction, teachers will model vocabulary usage, breaking complex terms into manageable steps and communicating success criteria clearly.

Impact on Student Learning: Strengthening explicit instruction ensures students move beyond basic memorization to deep application. Students will be able to explain their thinking, use academic vocabulary meaningfully in real-world contexts, and solve non-routine problems (Indicator C.2).

Rationale: This area was identified because last year's data showed critical performance deficits, with 0% proficiency reported in both 10th-grade ELA and 8th-grade Math. Furthermore, "explicit instruction" was ranked as a top priority for school improvement to address these academic gaps.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By May 2027, ELA and Math achievement levels will increase by at least 10 percentage points, as measured by statewide assessments. We will also monitor walkthrough data to ensure that in 80% of observations, students are observed authentically using nuanced vocabulary in real-world contexts (Indicator S.1 Advanced).

Targeted Growth Goal:

- 2025-2026 Baseline Proficiency: ELA 10th grade 0%
- 2025-2026 Federal Percent of Points Index in ESSA Subgroups- White 25%, SWD-30%, ED-33%
- 2026-2027 Goal: 41% federal percent of points index or higher

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Progress toward desired outcomes will be monitored through:

- Daily Classroom Walkthroughs: Administrators will conduct daily walkthroughs to collect data on school specific indicators aligned with our vocabulary focus, specifically looking for the cognitive lift where students-not just the teacher- are using nuanced academic language.
- Weekly Professional Learning Communities: Teachers will engage in the Inquiry Cycle to analyze student work samples related to vocabulary benchmarks. This allows teams to identify which students have met success criteria and which require immediate intervention.
- Monthly School-Based Leadership Team (SBLT) Meetings: The SBLT will utilize the Tier 1 Problem Solving Protocol to review aggregated walkthrough trends and achievement data. This monthly review ensures that our professional learning sessions are adjusted in real-time to address any identified deficits in vocabulary instruction.
- Weekly Admin Team Meetings: Principal and Assistant Principal will meet weekly to align walkthrough feedback, ensuring that messaging to staff regarding vocabulary implementation remains cohesive and rigorous.

Impact: Ongoing monitoring will directly impact student achievement outcomes by transforming data in leading indicators. Rather than waiting for end-of-year assessments, this system allows us to:

- Perform Real-Time Instructional Pivots: By identifying instructional gaps through daily walkthroughs, teachers can adjust Tier 1 instruction immediately to close gaps before they impact benchmark results.
- Targeted Resource Allocation: The SBLT will use real-time data trends to proactively reallocate coaching support and instructional resources to the grade levels or subgroups demonstrating the greatest need for vocabulary support.
- Foster Instructional Coherence: Consistent monitoring ensures that the “how-to” strategies provided in professional learning sessions are being implemented with fidelity in every classroom, ensuring a high-quality, rigorous experience for all students.

Person responsible for monitoring outcome

Principal Stephanie Palmer/Assistant Principal Brian Cox/Interventionist Teacher

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Evidence-based intervention: The school will implement Explicit Instruction, which involves the clear and direct teaching of academic vocabulary. This practice includes teacher modeling of complex terms, breaking down work-solving strategies into manageable steps, and providing clear success criteria for student usage. Additionally, SRA curriculum will be purchased through UniSIG grant to help support reading instruction. **Monitoring:** This intervention will be monitored through daily classroom walkthroughs to observe the cognitive lift where students authentically apply nuanced vocabulary. Additionally, weekly PLCs will use the Inquiry Cycle to analyze student work to determine if students are meeting vocabulary benchmarks.

Rationale:

This strategy was selected because last year's data showed 0% performance in 10th grade ELA and 8th grade Math. Explicit instruction is a proven method that significantly improves student learning by removing ambiguity and building foundational knowledge systematically.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Teachers will implement explicit modeling of new vocabulary, breaking complex terms into manageable steps and using academic scaffolds like graphic organizers.

Person Monitoring:

Classroom Teachers

By When/Frequency:

Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To monitor the impact of explicit modeling of new vocabulary and the use of academic scaffolds like graphic organizers, the school will utilize a continuous improvement cycle consisting of daily, week, and monthly data reviews.

1. Admin will use school-specific indicators aligned with the OneClay Vision to verify that teachers are explicitly modeling the how-to of academic language.
 - a. Admin will observe if the student tasks match the rigor of the benchmark (Instructional Indicator C.2) and if students are doing the cognitive lift- authentically using the new vocabulary in context rather than just copying definitions.
 - b. Real-time feedback will be provided to teachers to ensure that scaffolds like graphic organizers are being implemented effectively and removed once students demonstrate proficiency (Instructional Indicator T.2).
2. Teachers will meet weekly to engage in the PLC Inquiry Cycle
 - a. Teachers will bring student work samples, such as completed graphic organizers, to analyze the depth of student understanding.
 - b. If data shows students are struggling, the PLC will plan immediate instructional pivots or different scaffolds.
3. The SBLT will meet monthly to provide systemic oversight using the Tier 1 Problem Solving Protocol.
 - a. The team will review aggregated walkthrough trends from the Walkthrough Dashboard to see if explicit modeling is consistent across all grade levels.

b. By correlating walkthrough data with monthly student performance data, the SBLT can determine if the focus on vocabulary is closing achievement gaps. If a deficit is identified, the SBLT will proactively adjust the next professional learning session to address specific instructional needs.

4. The admin team will meet weekly to align walkthrough feedback. This ensures that all leaders are looking for the same manageable steps in vocabulary modeling and that the monitoring of academic scaffolds remains cohesive and rigorous across the entire campus.

Action Step #2

Principal/Assistant Principal/Intervention Teacher will facilitate monthly whole-group interactive sessions and peer-observation cycles focused on high-leverage vocabulary strategies.

Person Monitoring:

Principal/Assistant Principal/Intervention Teacher

By When/Frequency:

PLC meetings monthly and peer-observations as needed.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To monitor the impact of our monthly interactive professional learning sessions and peer-observation cycles on high-leverage vocabulary strategies, we will utilize the structured school improvement cycle to ensure that teacher growth translates directly to student achievement. The effectiveness of these professional learning sessions and peer cycles will be monitored through several key leadership layers:

1. Daily Classroom Walkthroughs
2. Weekly Admin Team Meetings
3. Monthly SBLT Oversight
4. Artifact Analysis in PLCs

Ongoing monitoring of this action step will impact student achievement in the following ways:

1. Increased Tier 1 Proficiency
2. Real-Time Instructional Pivots
3. Instructional Coherence

Action Step #3

The SBLT will meet monthly to analyze student work samples to determine effectiveness of Tier 1 Vocabulary interventions.

Person Monitoring:

Admin/SBLT/Intervention Teacher

By When/Frequency:

Monthly Meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To monitor the impact of the SBLT meeting monthly to analyze student work samples, we will utilize the following structured monitoring processes to ensure our Tier 1 Vocabulary interventions are driving the desired academic growth:

1. Tier 1 Problem Solving Protocol
2. Responsiveness to the PLC Inquiry Cycle
3. Correlation with Walkthrough Trends (Instructional Indicator C.2)
4. Leading Indicators Analysis

This monthly review by the SBLT ensures that our Tier 1 interventions are not static, but are constantly refined to resolve learning gaps before they impact high-stakes benchmark results.

1. Real-time Instructional Pivots
2. Proactive Resource Allocation
3. Ensuring Cognitive Lift

Action Step #4

Targeted Subgroup Support through hiring an Interventionist Teacher

Person Monitoring:

Principal Stephanie Palmer

By When/Frequency:

Hiring process to be completed by November 2026; impact monitoring will occur monthly through the SBLT and weekly through PLCs.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The school will recruit and hire a content-specific intervention teacher to provide targeted Tier 2 and Tier 3 support, directly addressing the Every Student Succeeds Act (ESSA) subgroup performance gaps and critical academic deficits. This role is essential for moving subgroups with a Federal Index below 41% (ATSI) toward proficiency.

1. Academic Deficits: Providing small-group, explicit instruction for students in the 0% proficiency areas of 10th-grade ELA and 8th-grade Math.
2. Students with Disabilities (SWD): Implementing specific accommodations and communication strategies to shift the subgroup's mindset from "just having to sit for" assessments to active achievement, particularly in Biology and Geometry where scores declined by 22% and 18% respectively.
3. White and Economically Disadvantaged (ED/FRL) Subgroups: Utilizing the Early Warning System (EWS) to identify at-risk students within these groups who are among the 118 chronically absent students or the 56 secondary students with two or more indicators.

To monitor the impact of the intervention teacher through the structured School Improvement Cycle, the team will utilize:

1. Subgroup Data Disaggregation
2. Instructional Coherence (PLCs)
3. Walkthroughs for "Cognitive Lift"
4. Mid-Year January Data Chats
5. Attendance-Achievement Correlation

Action Step #5

Procurement of Evidence-Based SRA Curriculum for Targeted Subgroup Support

Person Monitoring:

Principal Stephanie Palmer / Assistant Principal Brian Cox

By When/Frequency:

Procurement to be completed by November 2026; implementation and impact monitoring will occur through monthly SBLT meetings and weekly PLCs throughout the 2026-2027 school year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The school will purchase additional SRA curriculum materials to serve as a Tier 2 and Tier 3 evidence-based intervention framework. This action specifically targets the needs of ESSA subgroups, including Students with Disabilities (SWD), White, and Economically Disadvantaged (ED) students, to move them toward the Federal Index threshold of 41%.

1. Explicit, Systematic Instruction: Utilizing SRA materials to resolve critical academic deficits identified in pre-work data.
2. Critical Proficiency Deficits: Directly addressing the 0% proficiency areas in 10th-grade ELA and 8th-grade Math.
3. SWD Achievement Declines: Reversing severe performance drops in Biology (-22%) and Geometry (-18%) where SWD performance was a key contributing factor.

To ensure the SRA curriculum effectively closes achievement gaps, the school will utilize a tiered monitoring system:

1. Monthly SBLT Subgroup Analysis
2. Weekly PLC Inquiry Cycles
3. Daily Classroom Walkthroughs
4. Mid-Year January Data Chats

Action Step #6

Hiring of Computer Lab Assistants for Targeted Academic Recovery

Person Monitoring:

Principal Stephanie Palmer / Assistant Principal Brian Cox

By When/Frequency:

Hiring process to be completed by November 2026; impact monitoring will occur monthly through the School-Based Leadership Team (SBLT) and weekly through administrative oversight

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The school will recruit and hire two computer lab assistants to provide direct support for testing coordination, credit recovery (via Edgenuity), and intensive test prep. This action step specifically targets ESSA subgroups (Students with Disabilities, White, and Economically Disadvantaged) who represent the 56 secondary students with two or more early warning indicators. These assistants will ensure that students in the 0% proficiency areas of 10th-grade ELA and 8th-grade Math have the supervised time and technical support necessary to engage with rigorous, benchmark-aligned digital content (Instructional Indicator C.2). They will also facilitate accommodations for SWD students during testing to shift the mindset from "just having to sit for it" to active achievement.

The school will evaluate the effectiveness of these lab assistants through the structured CCDS School Improvement Cycle:

1. Monthly SBLT Data Deep Dives
2. Walkthroughs for Cognitive Engagement
3. Weekly Admin Alignment
4. Mid-Year January Data Chats

Action Step #7

Consistent Explicit Intervention through Supplemental Instructional Support Substitutes

Person Monitoring:

Principal Stephanie Palmer

By When/Frequency:

Hiring process to be completed by November 2026; implementation will be daily, with impact monitoring occurring monthly through the School-Based Leadership Team (SBLT).

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The school will hire qualified substitutes specifically for ELA and Math classes to ensure the uninterrupted delivery of explicit Tier 2 and Tier 3 interventions. This action step is designed to provide instructional consistency for ESSA subgroups (Students with Disabilities, White, and Economically Disadvantaged) who are currently performing below the 41% Federal Index threshold. These substitutes will either facilitate small-group sessions or provide classroom coverage so that lead teachers can provide high-intensity, explicit instruction focused on vocabulary acquisition and essential benchmarks. This is a direct response to the 0% proficiency reported in 10th-grade ELA and 8th-grade Math.

The school will ensure this supplemental support remains aligned with the SIP through the following structured monitoring cycles:

1. Monthly SBLT Data Review

2. Daily Classroom Walkthroughs
3. Weekly PLC Artifact Analysis
4. Mid-Year January Data Chats

By providing consistent staffing for interventions, the school transforms its data into leading indicators, allowing for real-time pivots that protect the learning time of its most vulnerable student populations.

Action Step #8

Procurement of Data-Monitoring Technology, test prep, testing fees, and supplies for ESSA Subgroup Performance

Person Monitoring:

Principal Stephanie Palmer / Assistant Principal Brian Cox

By When/Frequency:

Procurement and training to be completed by November 2026; impact monitoring will occur monthly through the School-Based Leadership Team (SBLT) and weekly through administrative oversight

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The school will purchase instructional technology, test prep, testing fees, and supplies to facilitate the continuous monitoring of ESSA subgroups (Students with Disabilities, White, and Economically Disadvantaged). This technology will enable the SBLT and teachers to instantly disaggregate academic, attendance, and behavioral data, ensuring a rapid response to the needs of subgroups currently performing below the 41% Federal Index threshold (ATSI). Specifically, these tools will be used to track the 118 chronically absent students and the 56 secondary students with multiple early warning indicators identified in the pre-work, ensuring they receive consistent access to core instruction.

The impact of this technology, test prep, testing fees, and the supplies will be evaluated through the CCDS School Improvement Cycle:

1. Monthly SBLT Data Deep Dives
2. Daily Classroom Walkthroughs
3. Weekly Admin Team Meetings
4. Mid-Year January Data Chats

By implementing this technology, the school transforms static data into leading indicators, allowing for real-time instructional pivots that directly support student achievement outcomes.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD), White Students (WHT), Economically Disadvantaged Students (FRL)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

This focus targets the multiple ESSA subgroups (SWD, White, and ED) identified through the Early Warning System (EWS) as being absent for 10% or more school days. The school will use Tier 1

Problem-Solving Protocols to identify barriers and foster a sense of belonging in the classroom community.

Impact: Attendance is a primary early warning indicator that directly affects student proficiency. By reducing absenteeism, we ensure that students have consistent access to core instruction, which is essential for closing achievement gaps and staying on track for graduation.

Rationale: Pre-work data from the 2025-2026 school year identifies a significant concern with 27 students in grades 7-8 and 91 students in grades 9-12 meeting the threshold for chronic absenteeism. Attendance was explicitly ranked as one of the school's highest concerns.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

For the 26/27 school year, we aim to reduce the number of students in the multiple subgroups with a 10% or higher absence rate by 20% through proactive family engagement and building a stronger sense of student belonging.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Progress toward reducing chronic absenteeism will be monitored through several key leadership structures:

- **Weekly Admin Team Meetings:** Principal and Assistant Principal will review school-wide Tier 1 attendance data every week to identify immediate trends and students who are beginning to meet the 10% absence threshold.
- **Monthly SBLT Meetings:** The SBLT will use a Tier 1 Problem Solving Protocol to analyze monthly attendance data, identifying systemic barriers and ensuring resources are aligned to support students who are off track.
- **Grade-Grade Level Data Chats:** In January, the admin team will lead data chats with teachers to specifically review PM2 academic progress alongside attendance trends, facilitating a deep dive into the correlation between presence in class and student mastery.

Impact: Ongoing monitoring of attendance acts as a leading indicator, allowing the leadership team to forecast which students are at risk for potential deficiencies in reading or math before high-states testing occurs. By ensuring students are present for core instruction, we maximize their opportunity to engage with rigorous, benchmark-aligned tasks, which is the primary driver for increasing

proficiency and ensuring on-time graduation.

Person responsible for monitoring outcome

Admin/SBLT/Interventionist Teacher

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Evidence-based intervention: We will utilize the Tier 1 Problem-Solving Protocols within a Multi-Tiered System of Support (MTSS) framework. This focuses on building a “Culture of Learning” where students feel they belong and see value in their education through morning meetings and proactive family engagement. Monitoring: The SBLT will meet monthly to analyze EWS data to identify students missing 10% or more school days. In January, admin will lead grade-level data chats to review PM2 data and attendance trends, adjusting support for students who are off track.

Rationale:

This strategy addresses the 118 total students identified as chronically absent last year (27 junior high and 91 high school). Attendance is the primary early warning indicator that directly impacts student proficiency and overall school safety and success

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

The SBLT and Intervention teacher will conduct monthly Tier1 Problem-Solving Protocols to identify attendance barriers and reallocate resources to support at-risk students.

Person Monitoring:

Admin/SBLT/Intervention Teacher

By When/Frequency:

Monthly Meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To monitor the impact of the SBLT and Intervention Teacher conducting monthly Tier 1 Problem-Solving Protocols for attendance, the school will utilize a structured cycle of data review and resource alignment as outlined in the CCDS School Improvement Playbook.

1. Monthly SBLT Data Reviews
2. Tier 1 Problem-Solving Protocols
3. Resource Allocation

4. Admin Oversight
5. Mid-Year Data Chats

Ongoing monitoring of this action step directly influences student success by transforming attendance data in leading indicators.

1. Proactive Intervention
2. Instructional Coherence
3. Forecasting Needs

Action Step #2

Teachers will utilize morning meetings and collaborative structures to foster a culture where students feel they belong in the classroom community.

Person Monitoring:
Classroom Teachers

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To monitor the impact of morning meetings and collaborative structures designed to foster a sense of belonging, our school will utilize the CCDS School Improvement Cycle, focusing on real-time climate data and long-term behavioral trends.

1. Daily Classroom Walkthroughs (Instructional Indicator S.3 & C.3)
2. Weekly Admin Team Meetings
3. Monthly School-Based SBLT Oversight

Ongoing monitoring of our classroom culture directly impacts student success by addressing the foundational needs for learning:

1. Increased Engagement
2. Maximizing Instructional Time
3. Removing Barriers to Proficiency

Action Step #3

The admin team will lead grade-level data chats in January to review PM2 data and attendance trends, adjusting support for students who are off track.

Person Monitoring:
Principal and Assistant Principal

By When/Frequency:
Quarterly for attendance and Mid-Year to review PM2 data.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To monitor the impact of the Mid-Year grade-level data chats, the school will utilize the structured cycles of the CCDS School Improvement System to ensure that these discussions translate into immediate, actionable changes in student support.

1. Weekly Admin Team Meetings
2. SBLT Monthly Review using the Tier 1 Problem-Solving Protocol
3. Daily Classroom Walkthrough Data
4. Master Schedule Adjustments

Ongoing monitoring of these January chats directly impacts achievement by transforming data from a report of past performance into a forecast of future needs.

1. Real-time Instructional Pivots
2. Proactive Resource Allocation
3. Fostering Attendance for Proficiency
4. Ensuring Rigor for All

Action Step #4

Strategic Hiring of an Attendance & Belonging Intervention Teacher

Person Monitoring:

Principal Stephanie Palmer

By When/Frequency:

Recruitment and hiring to be completed by November 2026 ; Impact monitoring will occur weekly through Administrative Team Meetings and monthly through the School-Based Leadership Team (SBLT) .

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The school will hire a dedicated intervention teacher to provide intensive support for the multiple ESSA subgroups (Students with Disabilities, White, and Economically Disadvantaged) identified as chronically absent. This position will focus on the 118 total students (27 in grades 7-8 and 91 in grades 9-12) who met the threshold for chronic absenteeism during the 2025-2026 school year. The interventionist will work with the SBLT to implement Tier 1 Problem-Solving Protocols to identify root causes and systemic barriers to attendance. Additionally, the teacher will facilitate structures designed to foster a sense of belonging ("I belong"), ensuring students see the value in their education and feel connected to the classroom community.

The school will ensure the effectiveness of this role through a structured continuous improvement cycle:

1. Monthly SBLT Data Deep Dives
2. Weekly Administrative Oversight
3. January Mid-Year Data Chats
4. Climate Survey Analysis

Ongoing monitoring of this action step ensures that the school proactively addresses attendance—a primary early warning indicator—to guarantee that every student has the consistent access to core instruction required for on-time graduation.

Action Step #5

Leadership Professional Development in Dropout Prevention and Student Motivation

Person Monitoring:

Principal Stephanie Palmer / Assistant Principal Brian Cox/Dean Linda Mcghghy

By When/Frequency:

National Dropout Prevention Conference attendance in Fall 2026; ongoing impact monitoring monthly through the School-Based Leadership Team (SBLT) .

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administration and the Dean will attend the National Dropout Prevention Conference to obtain evidence-based professional development specifically aligned with motivating at-risk students and improving attendance. This action step targets the 118 chronically absent students (27 in grades 7-8 and 91 in grades 9-12) identified in the pre-work data, with a specific focus on the ESSA subgroups (Students with Disabilities, White, and Economically Disadvantaged) performing below the 41% Federal Index threshold. The team will focus on acquiring strategies to remove systemic barriers to attendance and build a "Culture of Learning" where students feel they belong ("I belong") and see clear value in master-aligned instruction.

The school will ensure the professional development translates into measurable outcomes through the CCDS School Improvement Cycle:

SBLT Strategy Implementation: Insights and motivational frameworks from the conference will be presented to the School-Based Leadership Team (SBLT) to refine the school's Tier 1 Problem-Solving Protocols for attendance.

1. Monthly EWS Data Analysis
2. Walkthroughs for Active Participation
3. Climate Survey Correlation
4. Mid-Year January Data Chats

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Description: This focus centers on the Positive Behavior and Intervention System (PBIS), where Tier 1 behavior expectations are intentionally planned, explicitly taught, and consistently reinforced within the context of instruction (Instructional Indicator C.3). Teachers will model self-regulation strategies and “I” statements to resolve conflicts respectfully.

Impact: Explicitly teaching behavioral expectations help students understand the direct link between their conduct and their ability to achieve learning targets. It fosters a safe, supportive culture where students can collaborate respectfully, increasing overall engagement and reducing time lost to disruptions.

Rationale: Last year, a total of 65 (17 in 7-8 and 48 in 9-12) received one or more suspensions. Additionally, the School Climate Survey showed that while students feel safe, students, staff, and parents all agree that student-to-student respect is a critical area for growth. Behavior supports were subsequently ranked as a high priority for the 26/27 school year.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Decrease the total number of suspensions by 15% and increase positive responses on the “Student-to-Student Respect” portion of the School Climate Survey by 10%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The effectiveness of our PBIS framework will be monitored through the following methods:

- **Daily Classroom Walkthroughs:** Admin will conduct daily visits to observe the implementation of Instructional Indicator C.3, specifically looking for teachers who intentionally plan and explicitly reinforce Tier 1 behavior expectations within the context of their instruction.
- **Walkthrough Dashboard Reviews:** During weekly admin meetings, the team will review aggregated walkthrough trends to verify if the “look fors” for positive behavior and student self-regulation are evident across all grade levels.
- **Monthly Data Analysis:** The SBLT will monitor behavioral data, including the number of students with one or more suspensions, to determine if our targeted behavioral response plans are reducing disruptions and fostering student-to-student respect.

Impact: Consistent monitoring of our behavior support system ensures that instructional time is maximized and that students are emotionally and mentally activated for learning. When behavioral expectations are clear and reinforced, students can focus their cognitive energy on explaining their thinking and solving non-routine problems rather than navigating social conflict. Ultimately, this monitoring allows us to resolve learning gaps caused by behavioral disruptions before they negatively impact our mid-year and end-of-year benchmark results.

Person responsible for monitoring outcome

Admin/SBLT/Intervention Teacher

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Evidence-based intervention: The school will implement Explicit Teaching of Behavioral Expectations (Tier 1 PBIS). Behavior expectations will be intentionally planned and taught within the context of instruction. Teachers will also utilize Moment of Disruption de-escalation strategies and model “I” statements to foster self-regulation. Monitoring: Progress will be monitored via Daily Walkthroughs looking for the intentional reinforcement of positively stated expectations during transitions and tasks. The SBLT will conduct monthly reviews of suspension data and School Climate Survey trends regarding “student-to-student respect”.

Rationale:

Rationale: This focus is driven by the 65 students who received one or more suspensions last year and survey data indicating that student respect is a critical opportunity for growth. Explicitly teaching these behaviors ensures students understand the link between their actions and their academic success

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

At the start of each task, teachers will explicitly state behavioral expectations. Ex: “We are working in small groups; our expectation is respectful collaboration

Person Monitoring:

Classroom Teachers

By When/Frequency:

Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To monitor the impact of teachers explicitly stating behavioral expectations at the start of each task, we will utilize the layers of the CCDS School Improvement System to ensure this practice is implemented with fidelity and is improving our school culture.

1. Daily Classroom Walkthrough Data
2. Weekly Admin Team Meetings
3. Monthly SBLT Meetings
4. PLC Inquiry Cycles

Ongoing monitoring of this action step directly impacts student success by creating a culture of learning that maximizes instructional time.

1. Increased Instructional Efficiency
2. Fostering Academic Ownership
3. Safe and Supportive Environment

Action Step #2

Staff will receive professional learning on Moment of Disruption strategies, such as “acknowledging student power” and using “I” statements to model self-regulation.

Person Monitoring:

Principal and Assistant Principal

By When/Frequency:

Pre-planning meeting

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To monitor the impact of professional learning on Moment of Disruption Strategies and use of “I” statements, we will utilize the layers of the CCDS School Improvement System to ensure these de-escalation techniques are effectively fostering a culture of self-regulation.

1. Daily Classroom Walkthroughs (Instructional Indicator T.3)
 - a. Look Fors
 - b. Modeling Regulation
 - c. Real-time Feedback
2. Weekly Admin Meetings
 - a. Feedback Alignment
 - b. Evaluation of PL
3. Monthly SBLT Oversight
 - a. Leading Indicators

b. Data Correlation

4. PLCs

a. Artifact Analysis

Ongoing monitoring of this action step ensures that students are not just compliant, but are internally motivated to maintain a positive learning environment. By resolving social conflicts through modeled self-regulation and "I" statements, we maximize instructional time, allowing students to focus their cognitive energy on rigorous, benchmark-aligned tasks rather than the stress of classroom disruptions

Action Step #3

Teachers will co-create classroom norms with students, allowing them to take accountability for their own behavior and its impact on the learning environment.

Person Monitoring:

Classroom Teachers

By When/Frequency:

By the end of the week of school

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To monitor the impact of teachers co-creating classroom norms with students, our leadership team will implement a comprehensive monitoring cycle anchored in the OneClay Vision and the CCDS School Improvement Playbook. This action step is designed to move our school toward the Advanced Implementation level of Instructional Indicator C.3, where students internalize expectations and understand the direct link between their behavior and their ability to achieve learning targets.

1. Daily Classroom Walkthroughs
2. Weekly Admin Meetings
3. Monthly SBLT Oversight
4. PLC Inquiry Cycles

Ongoing monitoring of this action step will transform our school culture from one of compliance to one of collective responsibility, directly impacting achievements in the following ways:

1. Maximizing Instructional Times
2. Building a Supportive Community
3. Fostering Lifelong Skills

Action Step #4

Targeted Behavioral Interventionist for ESSA Subgroup Support

Person Monitoring:

Principal Stephanie Palmer

By When/Frequency:

Recruitment and hiring to be completed by November 2026 ; impact monitoring will occur weekly through administrative team meetings and monthly through the School-Based Leadership Team (SBLT) .

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The school will hire a dedicated intervention teacher to provide intensive Tier 2 and Tier 3 support specifically for students within the ESSA subgroups (SWD, White, and ED) who are exhibiting high-frequency disruptive behaviors. This role will focus on the 65 students (17 in grades 7-8 and 48 in grades 9-12) who received one or more suspensions last year, aiming to resolve the "student-to-student respect" gap identified in the School Climate Survey. The interventionist will ensure that Tier 1 behavior expectations (Indicator C.3) are explicitly taught and reinforced, while modeling self-regulation strategies and "I" statements to foster a safe, supportive culture for these targeted subgroups.

The effectiveness of this action step will be monitored through a subgroup-specific continuous

improvement cycle:

1. Subgroup Data Disaggregation
2. Walkthroughs for Subgroup Engagement
3. Weekly Admin Alignment
4. Mid-Year Data Chats

By explicitly targeting these subgroups, the school ensures it meets ESSA compliance and moves all student groups toward the Federal Index threshold of 41%.

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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

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B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

Our school will implement a continuous cycle of review for all resources, particularly those allocated to address the identified needs of students as a CSI-identified school. This process is embedded within our existing data analysis and PLC structures and will involve:

1. Quarterly Resource Allocation Review: During quarterly data chats and leadership team meetings, we will specifically review how resources (e.g., funding, personnel, technology, curriculum materials, professional development) are being utilized to support the interventions for ELA, Math, and Positive Learning Environment. This review will assess fidelity of implementation and initial impact on student data.
2. Annual Resource Effectiveness Evaluation: At the end of each academic year, a comprehensive evaluation of all resource effectiveness will be conducted. This will involve analyzing cumulative student achievement data (state assessments, benchmark data, attendance, behavior records) in relation to the resources deployed. Stakeholder feedback (teachers, parents, students) will also be collected regarding the perceived usefulness and impact of resources.
3. Needs-Based Resource Adjustment: Based on the quarterly and annual reviews, decisions will be made regarding resource adjustments. Resources that demonstrate strong positive impact on student outcomes will be maintained or expanded, while those showing limited effectiveness will be re-evaluated for modification, replacement, or reallocation to better meet student needs. This ensures resources are dynamically aligned with the most pressing identified needs

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

Given the identified areas of concern (ELA Achievement, Math Achievement, and Chronic Absenteeism/Suspensions), the following specific resources will be utilized and monitored:

1. Resource: Vocabulary Lessons and Support

- Rationale (Data): Prior year data indicated a 61% deficit in ELA achievement below the district average, with vocabulary mastery being a key contributing factor. Our 0% ELA proficiency baseline highlights the urgent need for targeted vocabulary intervention.
- Plan/Timeline:
- Initial Training: All ELA teachers and relevant content-area teachers will receive initial training on

maximizing Vocabulary Lessons for differentiated instruction by the end of August 2026.

- Weekly Integration & Monitoring: Teachers will integrate Vocabulary Lessons into weekly lesson plans, and student engagement/progress will be tracked weekly by teachers and the administrative team starting September 2026.
- Quarterly Review: Student data from Vocabulary Lessons will be a core component of quarterly data chats to inform instructional adjustments.
- Annual Effectiveness: Evaluate platform's impact on ELA proficiency and vocabulary sections of state assessment by June 2027.

2. Resource: Additional Math Support Facilitators (Personnel)

- Rationale (Data): Math achievement showed the greatest need dropping to 0% proficiency, and there's a 61-percentage point gap in 8th Grade Math compared to the state average. The decline also suggested a gap in adequate support for Students with Disabilities (SWD) in math.
- Plan/Timeline:
- Weekly Collaboration: Support Facilitators will collaborate weekly with classroom teachers to plan differentiated activities and small-group instruction.
- Weekly Monitoring: Administrators (Mrs. Palmer and Mr. Cox) will conduct weekly walkthroughs to observe the effectiveness of push-in services.
- Monthly Data Review: The impact on SWD and overall math proficiency will be a focus of monthly data meetings (reviewing PM Assessments, ALEKS growth).
- Annual Effectiveness: Evaluate the correlation between increased support and improved math proficiency, particularly for SWD, by June 2027.

3. Resource: Restorative Practices Training and Materials

- Rationale (Data): 65 students (17 JHS, 48 HS) experienced suspensions in the prior year, indicating a high rate of disciplinary incidents impacting instructional time. Chronic absenteeism is also highly correlated with suspensions.
- Plan/Timeline:
- Initial Staff Training: All faculty and relevant staff will receive foundational training in restorative practices by the end of August 2026.
- Quarterly Advanced PD: Quarterly follow-up professional development sessions will focus on specific restorative techniques (e.g., restorative practices, conflict resolution strategies) starting October 2026.
- Monthly Behavior Data Review: Dean Mcghghy and Admin team will review disciplinary referral data and suspension rates monthly to track reductions and shifts in behavior.
- Implementation Tracking: Use logs of restorative conversations to monitor the fidelity and frequency of restorative interventions.
- Annual Effectiveness: Assess reduction in suspension rates and improvement in school climate (through informal surveys/focus groups) by June 2026.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

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Clay County Schools

RIDEOUT ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority	1
I. School Information	2
A. School Mission and Vision	2
B. School Leadership Team, Stakeholder Involvement and SIP Monitoring	2
C. Demographic Data.....	11
D. Early Warning Systems	12
II. Needs Assessment/Data Review	16
A. ESSA School, District, State Comparison	17
B. ESSA School-Level Data Review	18
C. ESSA Subgroup Data Review	19
D. Accountability Components by Subgroup.....	20
E. Grade Level Data Review.....	23
III. Planning for Improvement.....	24
IV. Positive Learning Environment	34
V. Title I Requirements (optional).....	37
VI. ATSI, TSI and CSI Resource Review	40
VII. Budget to Support Areas of Focus	41

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Our mission is to increase the academic performance of all students. RideOut Elementary, working in conjunction with all stakeholders, will provide a public education experience that is motivating, challenging and rewarding for all children. Based on the premise that all students can learn, our teachers will provide opportunities for each child to experience maximized academic success within a safe and inviting environment.

Provide the school's vision statement

RideOut Elementary School exists to prepare life-long learners for personal success in a global and technologically advanced society.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Trish Stewart

Trisha.Stewart@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

The principal will be responsible for providing leadership in the development, revision and implementation of the school improvement plan. Provide clear, strategic leadership aligned with the

goals of the School Improvement Plan. Collaborate with stakeholders (teachers, staff, parents, and district officials) to develop or revise the SIP. Use data (academic, behavioral, attendance, etc.) to identify areas of need and prioritize improvement goals. Assign roles and responsibilities to staff members to ensure accountability. Communicate SIP goals, strategies, and progress regularly to staff, parents, and the wider school community. Organize and facilitate training sessions aligned with school improvement strategies. Ensure SIP implementation addresses achievement gaps and promotes equity for all student groups.

Leadership Team Member #2

Employee's Name

Bree Hellwig

Bree.Hellwig@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Assist the principal in executing the strategies and objectives outlined in the School Improvement Plan. Collect, organize, and analyze student performance, behavior, attendance, and teacher instructional data. Monitor progress of special populations (ELLs, students with disabilities, economically disadvantaged students) to ensure SIP equity goals are being addressed. Lead efforts to improve student behavior, attendance, and engagement through initiatives such as PBIS, mentoring, or restorative practices. Track progress toward goals, prepare updates, and help prepare reports for district and state accountability. Participate in school improvement team meetings and assist with communication of SIP updates to stakeholders.

Leadership Team Member #3

Employee's Name

Natalie Ray

Natalie.Ray@myoneclay.net

Position Title

Kindergarten Team Leader

Job Duties and Responsibilities

As a member of the school based leadership team each member will be able to collaborate in developing, reviewing, and revising the School Improvement Plan. They will use data to identify needs, set priorities, and establish realistic, measurable goals. Each member will monitor progress

on SIP action steps, timelines, and goal achievement. They will serve as a resource for grade-level or department teams to align instruction with SIP goals. An important aspect will be supporting the implementation of MTSS (Multi-Tiered System of Supports), PBIS, and other school wide initiatives.

Leadership Team Member #4

Employee's Name

Jana Jourdan

Jana.Jourdan@myoneclay.net

Position Title

First Grade Team Leader

Job Duties and Responsibilities

As a member of the school based leadership team each member will be able to collaborate in developing, reviewing, and revising the School Improvement Plan. They will use data to identify needs, set priorities, and establish realistic, measurable goals. Each member will monitor progress on SIP action steps, timelines, and goal achievement. They will serve as a resource for grade-level or department teams to align instruction with SIP goals. An important aspect will be supporting the implementation of MTSS (Multi-Tiered System of Supports), PBIS, and other school wide initiatives.

Leadership Team Member #5

Employee's Name

Cheyenne Pomeroy

Cheyenne.Pomeroy@myoneclay.net

Position Title

Second Grade Team Leader

Job Duties and Responsibilities

As a member of the school based leadership team each member will be able to collaborate in developing, reviewing, and revising the School Improvement Plan. They will use data to identify needs, set priorities, and establish realistic, measurable goals. Each member will monitor progress on SIP action steps, timelines, and goal achievement. They will serve as a resource for grade-level or department teams to align instruction with SIP goals. An important aspect will be supporting the implementation of MTSS (Multi-Tiered System of Supports), PBIS, and other school wide initiatives.

Leadership Team Member #6

Employee's Name

Denise Erwin

Denise.Erwin@myoneclay.net

Position Title

Third Grade Team Leader

Job Duties and Responsibilities

As a member of the school based leadership team each member will be able to collaborate in developing, reviewing, and revising the School Improvement Plan. They will use data to identify needs, set priorities, and establish realistic, measurable goals. Each member will monitor progress on SIP action steps, timelines, and goal achievement. They will serve as a resource for grade-level or department teams to align instruction with SIP goals. An important aspect will be supporting the implementation of MTSS (Multi-Tiered System of Supports), PBIS, and other school wide initiatives.

Leadership Team Member #7**Employee's Name**

Bryna Williams

Bryna.Williams@myoneclay.net

Position Title

Fourth Grade Team Leader

Job Duties and Responsibilities

As a member of the school based leadership team each member will be able to collaborate in developing, reviewing, and revising the School Improvement Plan. They will use data to identify needs, set priorities, and establish realistic, measurable goals. Each member will monitor progress on SIP action steps, timelines, and goal achievement. They will serve as a resource for grade-level or department teams to align instruction with SIP goals. An important aspect will be supporting the implementation of MTSS (Multi-Tiered System of Supports), PBIS, and other school wide initiatives.

Leadership Team Member #8**Employee's Name**

Anna Pasternak

Anna.Pasternak@myoneclay.net

Position Title

Fifth Grade Team Leader

Job Duties and Responsibilities

As a member of the school based leadership team each member will be able to collaborate in developing, reviewing, and revising the School Improvement Plan. They will use data to identify

needs, set priorities, and establish realistic, measurable goals. Each member will monitor progress on SIP action steps, timelines, and goal achievement. They will serve as a resource for grade-level or department teams to align instruction with SIP goals. An important aspect will be supporting the implementation of MTSS (Multi-Tiered System of Supports), PBIS, and other school wide initiatives.

Leadership Team Member #9

Employee's Name

Hannah Coussens

Hannah.Coalwell@myoneclay.net

Position Title

Fifth Grade Team Leader

Job Duties and Responsibilities

As a member of the school based leadership team each member will be able to collaborate in developing, reviewing, and revising the School Improvement Plan. They will use data to identify needs, set priorities, and establish realistic, measurable goals. Each member will monitor progress on SIP action steps, timelines, and goal achievement. They will serve as a resource for grade-level or department teams to align instruction with SIP goals. An important aspect will be supporting the implementation of MTSS (Multi-Tiered System of Supports), PBIS, and other school wide initiatives.

Leadership Team Member #10

Employee's Name

Mallory King

Mallory.King@myoneclay.net

Position Title

ESE Team Leader/ITF

Job Duties and Responsibilities

As a member of the school based leadership team each member will be able to collaborate in developing, reviewing, and revising the School Improvement Plan. They will use data to identify needs, set priorities, and establish realistic, measurable goals. Each member will monitor progress on SIP action steps, timelines, and goal achievement. They will serve as a resource for grade-level or department teams to align instruction with SIP goals. An important aspect will be supporting the implementation of MTSS (Multi-Tiered System of Supports), PBIS, and other school wide initiatives.

Leadership Team Member #11

Employee's Name

Michelle Robbins

Michelle.Robbins@myoneclay.net

Position Title

ESE Team Leader

Job Duties and Responsibilities

As a member of the school based leadership team each member will be able to collaborate in developing, reviewing, and revising the School Improvement Plan. They will use data to identify needs, set priorities, and establish realistic, measurable goals. Each member will monitor progress on SIP action steps, timelines, and goal achievement. They will serve as a resource for grade-level or department teams to align instruction with SIP goals. An important aspect will be supporting the implementation of MTSS (Multi-Tiered System of Supports), PBIS, and other school wide initiatives.

Leadership Team Member #12**Employee's Name**

Tara Barnett

Tara.Barnett@myoneclay.net

Position Title

3rd Grade Teacher

Job Duties and Responsibilities

As a member of the school based leadership team each member will be able to collaborate in developing, reviewing, and revising the School Improvement Plan. They will use data to identify needs, set priorities, and establish realistic, measurable goals. Each member will monitor progress on SIP action steps, timelines, and goal achievement. They will serve as a resource for grade-level or department teams to align instruction with SIP goals. An important aspect will be supporting the implementation of MTSS (Multi-Tiered System of Supports), PBIS, and other school wide initiatives.

Leadership Team Member #13**Employee's Name**

Dyann Replogle

Dyann.Replogle@myoneclay.net

Position Title

2nd Grade Teacher

Job Duties and Responsibilities

As a member of the school based leadership team each member will be able to collaborate in

developing, reviewing, and revising the School Improvement Plan. They will use data to identify needs, set priorities, and establish realistic, measurable goals. Each member will monitor progress on SIP action steps, timelines, and goal achievement. They will serve as a resource for grade-level or department teams to align instruction with SIP goals. An important aspect will be supporting the implementation of MTSS (Multi-Tiered System of Supports), PBIS, and other school wide initiatives.

Leadership Team Member #14

Employee's Name

Jennifer Herrera

Jennifer.Herrera@myoneclay.net

Position Title

4th Grade Teacher

Job Duties and Responsibilities

As a member of the school based leadership team each member will be able to collaborate in developing, reviewing, and revising the School Improvement Plan. They will use data to identify needs, set priorities, and establish realistic, measurable goals. Each member will monitor progress on SIP action steps, timelines, and goal achievement. They will serve as a resource for grade-level or department teams to align instruction with SIP goals. An important aspect will be supporting the implementation of MTSS (Multi-Tiered System of Supports), PBIS, and other school wide initiatives.

Leadership Team Member #15

Employee's Name

Danielle Burgett

Christina.Burgett@myoneclay.net

Position Title

Resource Team Leader

Job Duties and Responsibilities

As a member of the school based leadership team each member will be able to collaborate in developing, reviewing, and revising the School Improvement Plan. They will use data to identify needs, set priorities, and establish realistic, measurable goals. Each member will monitor progress on SIP action steps, timelines, and goal achievement. They will serve as a resource for grade-level or department teams to align instruction with SIP goals. An important aspect will be supporting the implementation of MTSS (Multi-Tiered System of Supports), PBIS, and other school wide initiatives.

Leadership Team Member #16

Employee's Name

Vee Clark-Alexander

Vee.ClarkAlexander@myoneclay.net

Position Title

School Guidance Counselor

Job Duties and Responsibilities

As a member of the school based leadership team each member will be able to collaborate in developing, reviewing, and revising the School Improvement Plan. They will use data to identify needs, set priorities, and establish realistic, measurable goals. Each member will monitor progress on SIP action steps, timelines, and goal achievement. They will serve as a resource for grade-level or department teams to align instruction with SIP goals. An important aspect will be supporting the implementation of MTSS (Multi-Tiered System of Supports), PBIS, and other school wide initiatives.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

A diverse School Leadership Team (SBLT) was established, including the principal, assistant principal, department/grade-level chairs, and representatives from various student services (e.g., special education, ELL support). As the Principal of the school I provided data components, from current and historical standardized test, attendance and behavioral records. We looked at data that would desegregate and identify gaps and prioritize needs. Grade-level and content-area teams review data and provide input on strengths, challenges, and instructional needs. The SBLT met and discussed these areas and determined areas of focus and SMART goals that aligned with this area of focus. As the SIP is developed components are identified as resources and needs to improve practices. Once the SIP is completed, the plan is presented to our School Advisory Council that consists of staff, instructional and support, parents and business partners. This expresses the importance of full transparency of the process and inclusivity of all stakeholder.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Our school leadership team along with our literacy leadership team, will meet to discuss the SIP monthly and our progress towards the goals set within the plan. As there is a need to adjust based on progress or lack of progress we will work as a team to develop adjustments to meet the needs of all students being served at RideOut Elementary. Each team will meet weekly for PLC work with an alignment to our SIP. This will allow teams to determine their specific needs and the progress towards our Areas of Focus and our goals for each one.

DRAFT

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	50.8%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL)* BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: B 2023-24: B 2022-23: A 2021-22: A

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	94	108	100	104	103	96				605
Absent 10% or more school days	20	10	18	20	21	13				102
One or more suspensions	4		1	5	1	4				15
Course failure in English Language Arts (ELA)	5	6	1	1						13
Course failure in Math	1		1							2
Level 1 on statewide ELA assessment				16	12	14				42
Level 1 on statewide Math assessment				13	10	11				34
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		1	6							7
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)			1							1

Current Year 2026-27

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	11	5	12	11	16	10				65

Current Year 2026-27

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	5	5		8						18
Students retained two or more times										0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	116	109	109	117	114	118	129			812
Absent 10% or more school days	18	24	19	15	18	14	34			142
One or more suspensions	3			4	9	9	9			34
Course failure in English Language Arts (ELA)	7	10	1	1						19
Course failure in Math	3	7		1		6	6			23
Level 1 on statewide ELA assessment				10	23	20	14			67
Level 1 on statewide Math assessment				6	18	19	6			49
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)				4						4
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	14	20	2	11	24	22	14			107

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	5	9	5	3	1					23
Students retained two or more times										0

DRAFT

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.

DRAFT

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

DRAFT

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026		2025		2024	
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	59	66	62	59	63	59
Grade 3 ELA Achievement	62	66	61	67	66	59
ELA Learning Gains	60	63	63	58	62	60
ELA Lowest 25th Percentile	69	60	58	55	60	56
Math Achievement*	69	69	66	64	67	64
Math Learning Gains	70	69	64	67	65	63
Math Lowest 25th Percentile	64	58	50	49	57	51
Science Achievement	67	67	62	55	62	58
Social Studies Achievement*			95			92
Graduation Rate						
Middle School Acceleration						
College and Career Acceleration						
Progress of ELLs in Achieving English Language Proficiency (ELP)				72	63	

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

[†] District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						ATSI
OVERALL FPPI – All Students						65%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						1
Total Points Earned for the FPPI						520
Total Components for the FPPI						8
Percent Tested						98%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
65%	60%	57%	65%	62%	69%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	56%	No		
English Language Learners	37%	Yes	1	
Black/African American Students	52%	No		
Hispanic Students	61%	No		
Multiracial Students	55%	No		
White Students	69%	No		
Economically Disadvantaged Students	58%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	59%	62%	60%	69%	69%	70%	64%	67%					
Students With Disabilities	33%	35%	64%	76%	47%	71%	72%	48%					
English Language Learners	25%	30%			56%								
Black/African American Students	40%	31%	75%		48%	67%							
Hispanic Students	49%	54%	61%	60%	59%	78%	83%	45%					
Multiracial Students	48%		47%		60%	65%							
White Students	65%	72%	61%	82%	75%	67%	57%	76%					
Economically Disadvantaged Students	49%	56%	59%	66%	61%	61%	56%	56%					

Page 1716 of 2426

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%					

Page 1717 of 2426

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%					

Page 1718 of 2426

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	62%	65%	-3%	60%	2%
ELA	4	52%	64%	-12%	60%	-8%
ELA	5	60%	60%	0%	61%	-1%
Math	3	71%	69%	2%	66%	5%
Math	4	63%	65%	-2%	65%	-2%
Math	5	68%	61%	7%	62%	6%
Science	5	67%	66%	1%	60%	7%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

RideoUt Elementary made improvment in many areas this school year.

Our BQ Learning Gains increased 16% in ELA,, Our Bottoem Qurtile Learning Gains increased 15% in Math

Our overall 5th Grade Science increased by 12% gain in proficiency, we are 1% above the county average and 7% above the states proficiency rate.

As a school we were more intentional with individual data chats (quadrant-focus) ingrades 3-5, intentional work/discussions with inclusion teachers. We met quarterly as a school and discussed our School Improvment Plan, goals, current data and our progress towards these goals. This year we focused on intentioal ELA/Science teacher collaboration on departmentalized teams. As a school during SBLT we focused on Oral Reading Fluency with use of all subjects especially articles that supported Science standards..

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

4th Grade ELA with 52% proficiency was our lowest school performance

4th Grade ELA showed an 8% performance gap when compared to the state (60%)

This area, 4th ELA, has widened since last year

Contributing factors include new curriculum, 1st year teacher teaching ELA, one self-contained teacher teaching ELA for the first time, mid-year teaching change, working on team cohesiveness

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

3rd Grade ELA proficiency showed the biggest decline from 67% to 62%

New team, new curriculum, teaching partner changes mid-year

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

4th Grade ELA showed an 8% performance gap when compared to the state (60%)

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance and the correlation of attendance to FAST performance
Kindergarten behavior and attendance

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Attendance
Benchmark Aligned Instruction
ELA Proficiency
Science Proficiency
SWD Proficiency/LG

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Benchmark Alignment: Implementation of district curriculum resources through PLC cycles focus on alignment of B.E.S.T standards.

Ensuring student learning aligns with the rigor of grade level benchmarks, students will develop proficiency in grade level content.

Rationale: Data indicates that instructional practices such as small group interventions, student ELA proficiency has plateaued

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Walkthrough data will show C1 occurs 85% of the time and C2 occurs 70% of the time across all classrooms. The percentage of students scoring at or above a level 3 on the FAST ELA in grades 3-5 will be at or above 65%. The percentage of students scoring at or above a level 3 on the FAST Math in grades 3-5 will be at or above 72%. The percentage of students scoring at or above a level 3 on the FAST Science in grade 5 will be at or above 70%

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Share outcome of the walkthrough data with teams quarterly via PLC's Provide training and supports for implementation of C1 & C2 through PLC work, curriculum specialists, & ongoing peer collaboration Conduct individual data chats at PM1, PM2 and prior to PM3 with teachers to help drive instructional decisions

Person responsible for monitoring outcome

Administration

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Teachers will implement benchmark aligned instruction by utilizing weekly PLC's to identify, understand and monitor student progress toward essential B.E.S.T benchmarks. The daily classroom tasks should ensure rigor in order to stretch students' thinking and learning.

Rationale:

We will monitor impact by PLC reviews/ reflection from teacher to administration weekly on the use of benchmarks to deepen student learning Administrators will monitor use of materials, aligning rigorous tasks to benchmarks during weekly walkthroughs. Data Triangulation: School based leadership team correlated benchmark aligned assessment results with classroom artifacts monthly to identify and correct discrepancies between daily tasks and assessments. Impact: This cycle ensures instructional consistency by verifying student work remains at grade level complexity.. Misalignment can be identified and corrected immediately/ Supports can be provided and grade level discussions can ensure alignment for the team

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Teachers will implement benchmark aligned instruction by utilizing weekly PLC's to identify, understand and monitor student progress toward essential B.E.S.T benchmarks. The daily classroom tasks should ensure rigor in order to stretch students' thinking and learning.

Person Monitoring:

Classroom Teachers and School Administrators

By When/Frequency:

Content PLC 2X's a month

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will monitor impact by

PLC reviews/ reflection from teacher to administration weekly on the use of benchmarks to deepen student learning

Administrators will monitor use of materials, aligning rigorous tasks to benchmarks during weekly walkthroughs.

Data Triangulation: School based leadership team correlated benchmark aligned assessment results with classroom artifacts monthly to identify and correct discrepancies between daily tasks and assessments.

Impact: This cycle ensures instructional consistency by verifying student work remains at grade level complexity.. Misalignment can be identified and corrected immediately/ Supports can be provided and grade level discussions can ensure alignment for the team

Action Step #2

Data informed school based professional learning sessions will be facilitated monthly in the form of whole group interactive sessions and peer observations. Teacher leaders can provide exemplars of benchmark aligned and rigorous tasks and welcome teachers to observe instruction in their classroom. School based leadership will meet monthly to discuss the alignment of instruction and provided data.

Person Monitoring:

Administration and Teacher Leaders

By When/Frequency:

Monthly PLC Sessions

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will monitor impact by: Professional Learning Audits: Administration will meet to discuss participant reflections and work products from monthly sessions. to ensure faculty can properly identify the required complexity of state standards. (Could be used on MTSS cycle as well)

Peer Observation Trends: Track professional learning into instructional practice in the classrooms of teacher observers. Identifying benchmarks that may need further guidance and support.

Implementation tracking during weekly walkthroughs, will look for specific instructional strategies modeled in PL sessions, documenting frequency and quality of rigorous tasks. implementation across all grade levels.

Impact: This systematic monitoring ensures that professional learning results in measurable changes in teacher practices. In order to determine the design and use of rigorous instruction, monitor and feedback cycles will be ongoing

Action Step #3

School-based Leadership Team meetings will be held monthly to reflect on how benchmark aligned instruction is impacting student achievement by correlating walkthrough data for indicators C1 & C2 with common formative assessments to identify and address instructional gaps

Person Monitoring:

Administration, School Based leadership team

By When/Frequency:

Monthly School Based leadership meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will monitor impact by: Data Correlation during monthly SBLT meetings leadership will cross reference walkthrough data specifically C1 (Benchmark aligned learning targets and success criteria are communicated verbally, in writing, and evident throughout the lesson) and C2 (Rigorous tasks allow students to demonstrate the success criteria and achieve the learning target) with the use of CFA (Common Formative Assessments)

Gap Identification: The team will closely analyze walkthrough indicators to indicate if teacher behaviors are resulting in corresponding mastery on assessments (4th Grade focus)

Responsive Planning; Next steps when student data is not aligning with the walkthrough indicators/ data. SBLT will reallocate instructional resources or professional learning opportunities to meet the needs of staff. Classroom practices should lead to student achievement, this ensures that time and resources are focused on improving student proficiency

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Description: ELA instruction Across each grade level ensuring rigorous instruction, with a focus on student engagement.

Impact of student learning with direct engagement of ELA instruction daily will increase ELA proficiency and Learning gains for all students.

Rationale: Our overall proficiency has been static over the last 2 years at 59% overall proficiency. 3rd-grade proficiency decreased to 62% in 25-26 from 68% in 24-25. 4th-grade proficiency decreased from 53% in 24-25 to 52% in 25-26 and 5th-grade proficiency increased from 54% in 24-25 to 60% in 25-26.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Walkthrough data will show C1 occurs 85% of the time and C2 occurs 70% of the time across all classrooms. The percentage of students scoring at or above a level 3 on the FAST ELA in grades 3-5 will be at or above 65%. The percentage of students scoring at or above a level 3 on the FAST Math in grades 3-5 will be at or above 72%. The percentage of students scoring at or above a level 3 on the FAST Science in grade 5 will be at or above 70%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Share outcome of the walkthrough data with teams quarterly via PLC's

Provide training and supports for implementation of C1 & C2 through PLC work, curriculum specialists, & ongoing peer collaboration

Conduct individual data chats at PM1, PM2 and prior to PM3 with teachers to help drive instructional decisions

Person responsible for monitoring outcome

Administration

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the

evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Teachers will implement benchmark aligned instruction. The daily classroom tasks should ensure rigor in order to stretch students' thinking and learning. This will be evident in focusing on small groups, differentiated instruction and targeted high-impact interventions. ELA standards aligned instruction will be structured through small group, independent tasks and grade level aligned assessments. Common formative assessments that each grade level uses as a guide to adjust instructional practices based on the needs of students.

Rationale:

We will monitor impact by PLC reviews/ reflection from teacher to administration weekly on the use of standard aligned instruction to deepen student learning Administrators will monitor use of materials, aligning rigorous tasks to benchmarks during weekly walkthroughs. Data Triangulation: School based leadership team correlated benchmark aligned assessment results with classroom artifacts monthly to identify and correct discrepancies between daily tasks and assessments. Impact: This cycle ensures instructional consistency by verifying student work remains at grade level complexity.. Misalignment can be identified and corrected immediately/ Supports can be provided and grade level discussions can ensure alignment for the team

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Teachers will implement standards based ELA instruction. The daily classroom tasks should ensure rigor in order to stretch students' thinking and learning. This will be evident in focusing on small groups, differentiated instruction and targeted high-impact interventions.

Person Monitoring:

Administration/ Literacy Leadership/PLC leader

By When/Frequency:

Weekly evident in walkthroughs and discussions during PLC's

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

PLC reviews/ reflection from teacher to administration weekly on the use of benchmarks to deepen student learning

Administrators will monitor use of materials, aligning rigorous tasks to benchmarks during weekly walkthroughs.

Data Triangulation: School based leadership team correlated benchmark aligned assessment results with classroom artifacts monthly to identify and correct discrepancies between daily tasks and assessments.

Monitoring Impact: This cycle ensures instructional consistency by verifying student work remains at grade level complexity. Misalignment can be identified and corrected immediately/ Supports can be provided and grade level discussions can ensure alignment for the team.

Action Step #2

Professional learning will be provided in the format of PLC sessions which will include intentionally planning peer observations, by administration and grade level teams and will focus on the instructional needs of students and delivery of instruction based on the individual and group needs of the students.

Person Monitoring:

Administration/ Leadership Members

By When/Frequency:

This will occur monthly (PLC discussions/PD and Peer Observations)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Monthly PLC meetings to discuss specific student data, based on common data points.

Peer Observation Trends: Track professional learning into instructional practice in the classrooms of teacher observers. Identifying benchmarks that may need further guidance and support.

Implementation tracking during weekly walkthroughs, will look for specific instructional strategies modeled in PL sessions, documenting frequency and quality of rigorous tasks. implementation across all grade levels. (Maybe a good school indicator?)

Monitored Impact: This PLC, PD and peer observation cycle will allow teachers to share data collection, gain next steps and support through PD supports, peer observations will provide support in areas of growth to ensure rigorous learning.

Action Step #3

Individual Teacher Data meetings will be held quarterly to reflect on how ELA instructional practices are impacting student achievement by monitoring trends, strengths, needs for support based on student specific data for each teacher. SBLT will also identify specific needs based on universal screeners, common formative assessments and teacher assessments.

Person Monitoring:

Administration

By When/Frequency:

Quarterly Data meetings, Monthly PLC Meetings/
Monthly SBLT meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During quarterly data meetings, we will identify students data per teacher and then academic needs for support. We will determine next steps for small groups, intervention and supports based on student needs, assessments and weekly/ monthly data points collected per teacher based on their students data.

All of these data chats and progress monitoring steps will be monitored based on the academic area of support. All data will be collected and compared as a team during monthly PLC's and monthly SBLT meeting. The impact is monitored for next steps and guided by student progress and need.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to English Language Learners (ELL)**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Description: Identifying, supporting and assessing the academic needs of our English Language Learners

Impact: Our ELL students are performing at 37% prof which is below the ATSI threshold of 41%, Our ELL students are in need of academic supports in order to close the academic gaps present.

Rationale:Data indicates that our ELL students are performing far below their peers.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Increased ELL academic small group instruction will increase our students academic progress. Our students will increase from 37% to 55% proficiency We will monitor progress from PM 1 to PM2 to PM3

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

During our SBLT meetings we will discuss our ELL students progress in all academic areas. We will monitor their progress from PM1-PM2-PM3. The use of academic specific curriculum to deepen the foundation for our ELL students will be provided during small group instruction. This will be monitored during classroom walkthroughs as well as planned monitoring of ELL plans.

Person responsible for monitoring outcome

Administration/Teacher

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Teachers will create a language based classroom that is supportive and accessible to all students, especially their ELL students, Students will have access to daily explicit vocabulary instruction, weekly progress monitoring based on student language needs, ongoing collaboration between classroom teachers and ELD supports, visual language that allows students to acquire the skills and supports needed to become proficient students.

Rationale:

Developing a language-rich classroom environment is essential to ensuring English Language

Learners (ELLs) have equitable access to grade-level instruction and opportunities to achieve academic proficiency. By creating classrooms that are supportive, accessible, and intentionally designed to develop academic language, teachers provide all students—especially multilingual learners—with the tools needed to engage successfully with rigorous content.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Implement Language-Rich Classroom Practices Teachers will establish classrooms that intentionally promote language development through daily opportunities for speaking, listening, reading, and writing across all content areas. Teachers will post and teach both content and language learning targets during instruction.

Person Monitoring:

Administration

By When/Frequency:

Weekly Walkthroughs

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Implementation will be monitored through regular classroom walkthroughs by school administrators. Walkthrough tools will include indicators for evidence of language-rich instruction, such as clearly posted and referenced content and language learning targets, opportunities for student speaking, listening, reading, and writing, and the use of language development strategies across content areas. During PLC meetings teachers will reflect on student engagement and analyze formative assessment and progress monitoring data to determine the effectiveness of language-rich instructional practices.

Action Step #2

Provide Targeted Small-Group Instruction ELL Students identified through progress monitoring will receive additional language and literacy support in small groups focused on vocabulary development, oral language, reading comprehension, and academic discourse.

Person Monitoring:

Administration

By When/Frequency:

Weekly/ Monthly SBLT Meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The implementation and effectiveness of targeted small-group instruction will be monitored through weekly progress monitoring, intervention documentation, and regular data reviews. Teachers will maintain intervention logs that document student participation, instructional focus, frequency of sessions, and student response to instruction. Student growth will be measured using formative assessments, vocabulary checks, oral language samples, reading comprehension assessments, and classroom performance data. Administrators will conduct classroom walkthroughs and observations to ensure small-group instruction is implemented with fidelity and aligned to identified student needs.

Action Step #3

Increase Opportunities for Academic Discourse Teachers will intentionally incorporate structured partner talk, collaborative learning, Think-Pair-Share, and sentence frames to increase students' use

of academic language during instruction.

Person Monitoring:
Administration

By When/Frequency:
Weekly/ Walktroughs

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Implementation will be monitored through regular administrative walkthroughs monitoring evidence of structured academic discourse, including Think-Pair-Share, collaborative learning, partner discussions, and the use of sentence frames. Teachers will also collect student work samples and monitor participation in academic conversations using classroom observation checklists, language rubrics, and formative assessments. During Professional Learning Community (PLC) meetings and data chats, teachers and administration will review student language development data, discuss implementation of discourse strategies, and adjust instructional practices based on student needs. The effectiveness of these strategies will ultimately be measured through improvements in classroom participation, formative assessment data, weekly progress monitoring, and growth on English language proficiency assessments.

IV. Positive Learning Environment

Area of Focus #1

Multiple Early Warning Signs

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Description: Identifying and monitoring students who show multiple early warning signs. Impact: Attendance impacts instruction, missing instruction impacts students ability to properly demonstrate proficiency of skills. Rationale: Early Warning signs such as attendance, behavior (suspensions), impact learning and student achievement .

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

65 students showed 2 or more early warning signs. Based on this information and the plan to improve these EWS's we will work to improve this by over half to have no more than 30 students with 2 or more early warning signs.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This will be monitored by monthly attendance, behavioral and academic meetings to discuss students' concerns. Share outcomes of home communication to parents/ guardians with teachers who academically support each student we are monitoring. Conducting SST meetings for attendance, academic and behavioral concerns with parents to decrease the number of days absent, academic and behavioral deficiencies. The Early Warning Committee will consist of administration, school counselor,

Person responsible for monitoring outcome

Administration, Attendance Committee, School Counselor

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:**Rationale:****Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Administration will monitor attendance data monthly with an EWS committee. Through monitoring attendance we will create a continuous loop of communication to support families in need that may arise. This communication will also allow our teachers to focus on academics so that consistent attendance will improve and support.

Person Monitoring:

EWS Committee and Administration

By When/Frequency:

Weekly Monitor/ Monthly Meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will monitor impact by

Pulling monthly attendance data for frequent/ excessive excused and unexcused absences as well at tardies/ leave early.

Data Discussions with teams on impact attendance has on academics.

Steps will be in place to communicate with parents, postcards, emails, letters, friendly check-in phone calls. Encourage attendance and see if there are barriers that can be supported prior to excessive

marks and the students falls into the EWS category.

Impact: This cycle ensures consistency by verifying student attendance is consistent to allow optimal academic and behavioral support. Excessive attendance can be identified and corrected immediately with the support of a Student Success team meeting involving parent/guardian, teacher or staff input.

Action Step #2

Administration will monitor behavioral data monthly with an EWS committee. Through monitoring behavior we will create a continuous loop of communication to inform parents/guardians of concerns and work as a team to improve behaviors. This communication will also allow our teachers to focus on academics so that behaviors will not impede the students' learning as well as their classmates learning environment.

Person Monitoring:

EWS Committee and Administration

By When/Frequency:

Weekly Monitor/ Monthly Meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will monitor impact by

Pulling monthly behavior data for frequent and excessive behavioral trends that impact the learning and social environment.

Data Discussions with teams on impact attendance has on academics.

Steps will be in place to communicate with parents, postcards, emails, letters, friendly check-in phone calls.

Impact: This cycle ensures consistency by verifying student attendance is consistent to allow optimal academic and behavioral support. Excessive attendance can be identified and corrected immediately with the support of a Student Success team meeting involving parent/guardian, teacher or staff input.

Action Step #3

Parent Communication about the importance of attendance, rules of illness and attendance, communicating with parents about behavioral expectations, sharing information with parents about discipline and expectations shared with students to ensure aligned and cohesive messaging. In order to gain parent support and partnership.

Person Monitoring:

Administration

By When/Frequency:

Beginning of the Year and Updates Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will monitor the impact by:

Pulling email/ newsletter details, opportunities will be provided for parents to provide feedback on attendance and behavior concerns that impact our school and their students. Feedback will allow us to communicate with our staff to ensure aligned communication and support with home. This cycle allows us to ensure communication is clear and consistent with all families and parents feedback benefits our school and supports the impact of decreasing EWS for our school.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

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B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

The school collaborates with the district throughout the school year to ensure resources are effectively allocated to meet the academic and language development needs of English Language Learners (ELLs). This collaborative process begins with a review of student achievement data, English language proficiency assessment results, classroom performance, progress monitoring data, and teacher feedback to identify areas of need and prioritize supports.

The effectiveness of allocated resources is reviewed during data meetings and school improvement planning sessions. When data indicate that student needs are not being fully met, the school and district collaboratively adjust instructional strategies, redistribute resources, and implement additional supports as needed. This continuous improvement cycle ensures that resources remain aligned with student needs and that English Language Learners receive equitable access to high-quality instruction, targeted interventions, and the supports necessary to achieve language proficiency and academic success.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

Current English language proficiency data indicate that only **37% of ELL students are proficient**, demonstrating the need for increased targeted language instruction and intervention. Student performance data show that academic vocabulary is a barrier to reading comprehension and content mastery. Daily instruction will strengthen students' academic language across all subject areas. Classroom walkthroughs and student achievement data support the need for increased opportunities for speaking, listening, reading, and writing using academic language. Teachers will implement language objectives, structured academic discourse, and language scaffolds in every lesson. Progress monitoring data will identify students requiring additional support in vocabulary, oral language, reading, and writing. Targeted intervention will accelerate language growth. Through the implementation of these evidence-based resources and instructional supports, the school expects to increase English Language Learner proficiency from **37% to 55%** as measured by the state English language proficiency assessment and ongoing progress monitoring data by the end of the 2026–2027 school year.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

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Clay County Schools

RIDGEVIEW ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority	1
I. School Information	2
A. School Mission and Vision	2
B. School Leadership Team, Stakeholder Involvement and SIP Monitoring	2
C. Demographic Data.....	9
D. Early Warning Systems	10
II. Needs Assessment/Data Review	14
A. ESSA School, District, State Comparison	15
B. ESSA School-Level Data Review	16
C. ESSA Subgroup Data Review	17
D. Accountability Components by Subgroup.....	18
E. Grade Level Data Review.....	21
III. Planning for Improvement.....	22
IV. Positive Learning Environment	29
V. Title I Requirements (optional).....	32
VI. ATSI, TSI and CSI Resource Review	37
VII. Budget to Support Areas of Focus	38

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity, and respect. Through these values, we will maximize student potential and promote individual responsibility.

Provide the school's vision statement

Ridgeview Elementary School exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Courtney Schumacher

courtney.schumacher@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

- Overseeing the daily operations of the school, including facilities management, scheduling, and ensuring a safe learning environment.
- Budget Management: Developing and managing the school budget, ensuring resources are

allocated effectively.

- Ensuring that the curriculum meets educational standards and is effectively delivered.
- Supporting teachers in curriculum development and instructional strategies.
- Hiring, training, and evaluating teachers and staff. Providing professional development opportunities and support.
- Monitoring and promoting student academic performance. Implementing programs to improve student outcomes.
- Building strong relationships with parents and the community. Communicating regularly through meetings, newsletters, and other channels.
- Using data to inform decision-making and track progress toward school goals. Analyzing student performance data to identify areas for improvement. Developing and implementing emergency response plans. Conducting drills and ensuring the school is prepared for emergencies.

Leadership Team Member #2

Employee's Name

Lina Myers

lina.myers@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

To support the principal in all administrative, educational, and community engagement duties, ensuring the effective operation of the school and the academic success and well-being of the students.

Leadership Team Member #3

Employee's Name

Stephanie Moran

stephanie.moran@myoneclay.net

Position Title

Guidance Counselor

Job Duties and Responsibilities

Addressing student emotional health, student well being and attendance issues. Promoting mental health within the school community. Collaborate with the leadership team to implement programs that support student well-being and create a positive school climate.

Leadership Team Member #4

Employee's Name

Kristen Makar

kristen.makar@myoneclay.net

Position Title

MTSS/ITF

Job Duties and Responsibilities

Responsible for leading and managing the implementation of a multi-tiered system of supports, ensuring that all students receive the appropriate level of academic and behavioral interventions.

Leadership Team Member #5

Employee's Name

Wendy Wade

wendy.wade@myoneclay.net

Position Title

Team Lead

Job Duties and Responsibilities

Ensure effective collaboration, decision-making, and implementation of initiatives that support the school's mission and goals. Facilitates meetings and PLCs, ensuring all members have opportunities to contribute, discussions are productive, and decisions are made efficiently. Coordinate agendas, timelines, and action plans for the team.

Leadership Team Member #6

Employee's Name

Edward Stevers

edward.stevers@myoneclay.net

Position Title

Team Lead

Job Duties and Responsibilities

Ensure effective collaboration, decision-making, and implementation of initiatives that support the school's mission and goals. Facilitates meetings and PLCs, ensuring all members have opportunities to contribute, discussions are productive, and decisions are made efficiently. Coordinate agendas, timelines, and action plans for the team.

Leadership Team Member #7

Employee's Name

Marlene Perea

marlene.perea@myoneclay.net

Position Title

Team Lead

Job Duties and Responsibilities

Ensure effective collaboration, decision-making, and implementation of initiatives that support the school's mission and goals. Facilitates meetings and PLCs, ensuring all members have opportunities to contribute, discussions are productive, and decisions are made efficiently. Coordinate agendas, timelines, and action plans for the team.

Leadership Team Member #8

Employee's Name

Sarah Prichard

Sarah.prichard@myoneclay.net

Position Title

Team Lead

Job Duties and Responsibilities

Ensure effective collaboration, decision-making, and implementation of initiatives that support the school's mission and goals. Facilitates meetings and PLCs, ensuring all members have opportunities to contribute, discussions are productive, and decisions are made efficiently. Coordinate agendas, timelines, and action plans for the team.

Leadership Team Member #9

Employee's Name

Jamie Tufano

jamie.tufano@myoneclay.net

Position Title

Team Lead

Job Duties and Responsibilities

Ensure effective collaboration, decision-making, and implementation of initiatives that support the school's mission and goals. Facilitates meetings and PLCs, ensuring all members have opportunities

to contribute, discussions are productive, and decisions are made efficiently. Coordinate agendas, timelines, and action plans for the team.

Leadership Team Member #10

Employee's Name

Miriam Bodie

miriam.bodie@myoneclay.net

Position Title

Team Lead

Job Duties and Responsibilities

Ensure effective collaboration, decision-making, and implementation of initiatives that support the school's mission and goals. Facilitates meetings and PLCs, ensuring all members have opportunities to contribute, discussions are productive, and decisions are made efficiently. Coordinate agendas, timelines, and action plans for the team.

Leadership Team Member #11

Employee's Name

Kelsie Austin

kelsie.austin@myoneclay.net

Position Title

Team Lead

Job Duties and Responsibilities

Ensure effective collaboration, decision-making, and implementation of initiatives that support the school's mission and goals. Facilitates meetings and PLCs, ensuring all members have opportunities to contribute, discussions are productive, and decisions are made efficiently. Coordinate agendas, timelines, and action plans for the team.

Leadership Team Member #12

Employee's Name

Melissa Doukmak

melissa.doukmak@myoneclay.net

Position Title

Media Specialist

Job Duties and Responsibilities

- Ensure compliance with state law and district policy.
- Develop resources that support the academic goals of the school, ensuring that students have access to relevant and diverse materials.
- Develop resources that support the academic goals of the school, ensuring that students have access to relevant and diverse materials.
- Manage digital resources, provide technical support to staff and students, and promote digital citizenship and internet safety

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Ridgeview Elementary uses surveys and questionnaires to gather input from all stakeholders on key areas such as academic performance, school climate, resources, and community involvement. Quantitative data is collected and analyzed, including student performance metrics, attendance records, and behavioral reports. Data is shared with selected stakeholders to provide a comprehensive overview of the school's current status. A draft SIP will be shared with all stakeholders for review and feedback. Opportunities for stakeholders to suggest revisions and offer additional input will be provided through quarterly SAC meetings and Parent Engagement Nights.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Monitoring the SIP plan will involve a structured approach that includes defining clear metrics, developing a monitoring plan, collecting and analyzing data, conducting regular progress reviews, making adjustments, communicating with stakeholders, conducting semi annual reviews, and providing ongoing professional development. We will involve our SAC committee to review data, provide input and feedback to assist with revisions and updates to our SIP during our semi annual and annual reviews. This comprehensive approach ensures that the SIP is effectively implemented

and continuously improved to achieve the desired outcomes.

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C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: A 2023-24: B 2022-23: B 2021-22: A

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	37	89	75	77	85	83	92			538
Absent 10% or more school days	18	18	17	13	16	14	15			111
One or more suspensions	2	5	14	4	13	19	15			72
Course failure in English Language Arts (ELA)	1	2	1	2	8	1	0			15
Course failure in Math	1	0	0	2	6	0	0			9
Level 1 on statewide ELA assessment		16	20	8	16	12	6			78
Level 1 on statewide Math assessment	7	10	14	11	37	26	7			112
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	4	0	3	7						14
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	5	3	6	4	6	4				28

Current Year 2026-27

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	7	3	18	6	18	17	7			76

Current Year 2026-27

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	2	2	2	1	0	1			8
Students retained two or more times										0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	46	88	78	74	83	83	92			544
Absent 10% or more school days		13	14	15	18	16	15			91
One or more suspensions		7	6	6	15	11	14			59
Course failure in English Language Arts (ELA)							2			2
Course failure in Math										0
Level 1 on statewide ELA assessment				21	26	20	18			85
Level 1 on statewide Math assessment	22	21	24	26	46	25	4			168
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)				3						3
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	7	7	8	17	35	21	11			106

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	1	3	6	1		1			13
Students retained two or more times										0

DRAFT

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.

DRAFT

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

DRAFT

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026		2025		2024	
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	60	66	62	55	63	59
Grade 3 ELA Achievement	70	66	61	57	66	59
ELA Learning Gains	58	63	63	61	62	60
ELA Lowest 25th Percentile	66	60	58	66	60	56
Math Achievement*	61	69	66	63	67	64
Math Learning Gains	72	69	64	69	65	63
Math Lowest 25th Percentile	66	58	50	60	57	51
Science Achievement	65	67	62	78	62	58
Social Studies Achievement*			95			92
Graduation Rate						
Middle School Acceleration						
College and Career Acceleration						
Progress of ELLs in Achieving English Language Proficiency (ELP)						

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						65%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						518
Total Components for the FPPI						8
Percent Tested						98%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
65%	67%	61%	58%	65%	64%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	50%	No		
English Language Learners	57%	No		
Black/African American Students	57%	No		
Hispanic Students	68%	No		
Multiracial Students	59%	No		
White Students	67%	No		
Economically Disadvantaged Students	63%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	60%	70%	58%	66%	61%	72%	66%	65%					
Students With Disabilities	39%		43%	59%	44%	59%	67%	39%					
English Language Learners	54%		47%		57%	68%							
Black/African American Students	49%	50%	59%	53%	51%	72%	62%	60%					
Hispanic Students	68%	77%	55%	69%	64%	73%		71%					
Multiracial Students	56%		43%		64%	74%							
White Students	61%	69%	60%	78%	64%	71%	64%	67%					
Economically Disadvantaged Students	57%	65%	56%	69%	55%	70%	67%	68%					

Page 1758 of 2426

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%

Page 1759 of 2426

Page 19 of 39

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	55%	59%	54%	53%	62%	64%	67%	71%		
Students With Disabilities	40%	17%	60%	47%	52%	61%	65%	50%		
English Language Learners	40%		55%		70%	91%				
Black/African American Students	53%	57%	48%		55%	82%		69%		
Hispanic Students	47%	38%	57%	67%	56%	65%	67%	67%		
Multiracial Students	41%		35%		64%	59%				
White Students	58%	67%	56%	49%	65%	59%	67%	75%		
Economically Disadvantaged Students	48%	54%	53%	53%	57%	64%	68%	66%		

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	70%	65%	5%	60%	10%
ELA	4	44%	64%	-20%	60%	-16%
ELA	5	53%	60%	-7%	61%	-8%
ELA	6	75%	72%	3%	62%	13%
Math	3	64%	69%	-5%	66%	-2%
Math	4	57%	65%	-8%	65%	-8%
Math	5	47%	61%	-14%	62%	-15%
Math	6	77%	70%	7%	60%	17%
Science	5	68%	66%	2%	60%	8%
Algebra	6	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

3rd ELA demonstrated the most improvement from 57% proficiency to 70% proficiency. The team made an effort to learn the Benchmarks curriculum with fidelity and aligned to standards, they were intentional with targeted remediation and prioritized common planning and plc work to improve instruction and learning. School wide tutoring was offered all year long and teachers included a spiral review to promote retention of learned skills.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

2nd Grade ELA proved to be the lowest performing group as well as the group with the greatest decline from the previous year with 42% proficiency compared to 60% proficiency the previous year, an 18 percentage point decrease. The team felt dynamics, attendance, and chronic misbehavior were factors in the decline. All student subgroups demonstrated a decline across the board.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

2nd grade demonstrated the most significant drop from the previous year, a 18 percentage point decline from the previous year in ELA and 12 percentage point decrease in math. Again, team dynamics and cohesion are factors to consider when evaluating the decline.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

4th ELA demonstrated the greatest gap when compared to the state average. 44% of students were proficient compared to the 60% proficiency of the state.

Changes were made to improve 4th ELA from RAISE status and showed positive momentum at the mid year but fell in the final quarter. We lost a lead teacher at spring break which is a contributing factor for student success and preparation for the end of year assessment.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

2nd and 4th grades both show high levels of absenteeism, suspensions, and low achievement. These grade levels also show the highest number of students with two or more indicators in the early warning systems report.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Achievement- 2 and 4th ELA, 5th math

Attendance- 2 and 4th- focus group of students absent 10% or more

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Description: Aligning daily tasks to state requirements through plc work and whole group professional development opportunities using state and district resources to empower teachers' instructional methods to provide checks for understanding and corrective feedback when necessary to improve ELA achievement.

Impact on student learning: Students are actively participating in complex tasks that prepare them for the rigor and stamina necessary for proficiency on state assessments.

Rationale: Data indicates that all grade levels would benefit from stronger and more consistent implementation of standards based instruction with rigorous tasks and to positively impact student achievement.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Walkthrough data indicates that 63% of the time a walkthrough was completed, benchmark learning targets and success criteria was evident, however when evaluating rigorous tasks that were aligned, we observed this only 44% of the time. Additionally, only 27% of the time did we observe students engaged in differentiated learning tasks based on need to support acquisition of knowledge. There is a discrepancy between the learning target and success criteria and student interaction with the benchmarks which is a factor in our overall ELA proficiency.

Our overall ELA proficiency was at 60%, an increase of 5 percentage points. By the end of 2027, we expect to achieve 65% overall ELA proficiency.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Monthly problem solving team meetings with school leaders and teachers to discuss progress and areas of need.

Professional Learning Communities focused on strong instructional strategies to improve the student experience in class with more complex tasks that ready them for state expectations on the FAST. Administration meetings to review and respond to walkthrough data, specifically in ELA and work around the instructional core indicators C.2, S.2 and T.1.

Person responsible for monitoring outcome

Courtney Schumacher, Principal; Lina Myers, Assistant Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:**Rationale:****Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Design and implement rigorous tasks that allow students to demonstrate their understanding of the learning target and success criteria.

Person Monitoring:

Courtney Schumacher, Principal, Lina Myers,
Assistant Principal

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will create rigorous tasks that allow students to demonstrate the success criteria and achieve the learning target. Teachers will use the OneClay Vision for C.2, what students are learning, as a guide to design tasks that require application of the knowledge and skills from the learning target over basic recall and simple routine skills, include levels of questions that encourage students to explain their thinking, use academic vocabulary, and make decisions to solve problems.

Action Step #2

Professional learning will be provided around understanding the depth and rigor of grade level benchmarks and developing tasks that align.

Person Monitoring:

Courtney Schumacher, Principal, Lina Myers,
Assistant Principal

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional learning will be provided monthly in whole group sessions around understanding the depth and rigor of grade level benchmarks and developing tasks that align facilitated by admin, school leaders, and district specialists. Teachers will apply their knowledge in weekly content and vertical professional learning communities to develop rigorous tasks and reflect on the impact of instruction on student achievement.

Action Step #3

School Based Leadership Team Reflection and Problem Solving.

Person Monitoring:

Courtney Schumacher, Principal, Lina Myers,
Assistant Principal

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The school based leadership team will meet monthly to review data and reflect on the effect of professional learning efforts to improve instruction with increased rigor. The team will determine next steps in problem solving to continue prioritizing strong instruction in all classrooms.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Description: Aligning rigorous tasks to state requirements through plc work and whole group professional development opportunities using state and district resources to empower teachers' instructional methods to provide rigorous tasks that allow students to demonstrate their understanding of the success criteria and learning target in order to improve math achievement.

Impact on student learning: Students are actively participating in complex tasks that prepare them for the rigor and stamina necessary for proficiency on state assessments.

Rationale: Data indicates that all grade levels would benefit from stronger and more consistent implementation of standards based instruction with rigorous tasks and to positively impact student achievement.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Walkthrough data indicates that 75% of the time a walkthrough was completed, benchmark learning targets and success criteria was evident in math classes, however only 60% of the time did we observe students demonstrating the learning target and success criteria. Additionally, 71% of the time we observed students engaged in total participation techniques. There is a discrepancy between the communication of the learning intentions and the level of participation in class when it comes to student achievement on the PM 3. We would like to continue the positive progress made but increase the rigor of the learning tasks to meet the depth and stamina necessary to be successful on state assessments.

Our overall math proficiency was at 61%, a 2 percentage point decrease from the previous year. We would like to see a 4 percentage point increase raising our overall math achievement to 65% by the end of 2027.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Monthly problem solving team meetings with school leaders and teachers to discuss progress and areas of need.

Professional Learning Communities focused on strong instructional strategies to improve the student experience in class with more complex tasks that ready them for state expectations on the FAST. Administration meetings to review and respond to walkthrough data, specifically in math and work around the instructional core indicators C.2 and T.1.

Person responsible for monitoring outcome

Courtney Schumacher, Principal; Lina Myers, Assistant Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:**Rationale:****Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Design and implement rigorous tasks that allow students to demonstrate their understanding of the learning target and success criteria.

Person Monitoring:

Courtney Schumacher, Principal, Lina Myers,
Assistant Principal

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will create rigorous tasks in math that allow students to demonstrate the success criteria and achieve the learning target. Teachers will use the OneClay Vision for C.2, what students are learning, design tasks that require application of the knowledge and skills from the learning target over basic recall and simple routine skills, include levels of questions that encourage students to explain their thinking, use academic vocabulary, and make decisions to solve problems.

Action Step #2

Professional learning will be provided around understanding the depth and rigor of grade level benchmarks and developing tasks that align.

Person Monitoring:

Courtney Schumacher, Principal, Lina Myers,
Assistant Principal

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional learning will be provided monthly in whole group sessions around understanding the depth and rigor of grade level benchmarks and developing tasks that align facilitated by admin, school leaders, and district specialists. Teachers will apply their knowledge in weekly content and vertical professional learning communities to develop rigorous tasks and reflect on the impact of instruction on student achievement.

Action Step #3

School Based Leadership Team Reflection and Problem Solving.

Person Monitoring:

Courtney Schumacher, Principal, Lina Myers,
Assistant Principal

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The school based leadership team will meet monthly to review data and reflect on the effect of professional learning efforts to improve instruction with increased rigor. The team will determine next steps in problem solving to continue prioritizing strong instruction in all classrooms.

IV. Positive Learning Environment**Area of Focus #1**

Multiple Early Warning Signs

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Description: Prioritizing students identified in the Early Warning Signs report to positively impact student achievement and school culture.

Impact on student learning: Students are actively engaged in their education by attending class regularly resulting in higher daily attendance, reduced discipline referrals, and higher academic confidence and success in the classroom and on state assessments.

Rationale: Data indicates that all students would benefit from stronger and more consistent implementation of standards based instruction with rigorous tasks to positively impact student achievement, desire to attend, and reduce suspension rates equating in loss of instruction due to disruptive behavior.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

School wide, we will see a 20% (13/65 students) reduction of students that have two or more early warning indicators.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

EWS reports will be run monthly to identify students exhibiting early warning indicators for academic deficiency. Admin and/or guidance will meet with them to discuss corrective measures to improve outcomes.

Person responsible for monitoring outcome

Courtney Schumacher, Principal; Lina Myers, Assistant Principal; Stephanie Moran, Guidance Counselor

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:**Rationale:****Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Increase awareness of early warning signs that affect student achievement.

Person Monitoring:

Courtney Schumacher, Principal, Lina Myers, Assistant Principal, Stephanie Moran, School Counselor, Kristen Waldorf, School Social Worker

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will monitor the EWS to identify and support students with academic, behavior, and attendance challenges. In a school flex plc, teachers will dedicate time to discuss students and ways to improve in any and all early warnings and reflect on the impact of their efforts.

Action Step #2

Targeted intervention

Person Monitoring:

Courtney Schumacher, Principal, Lina Myers,
Assistant Principal, Stephanie Moran, School
Counselor, Kristen Waldorf, School Social Worker

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The school counselor will provide small group instruction to support students and improve daily attendance, academic success, and positive behavior.

Action Step #3

Leadership and Attendance Teams review and reflect on impact of heightened awareness of EWS and its impact on student success.

Person Monitoring:

Courtney Schumacher, Principal, Lina Myers,
Assistant Principal, Stephanie Moran, School
Counselor, Kristen Waldorf, School Social Worker

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Attendance team will include a discussion of EWS in monthly meetings. We will continue to use incentives and rewards to recognize academic, behavioral and attendance improvement. Additionally, the school based leadership team will include a discussion of EWS in monthly meetings and confer to problem solve unique situations.

DRAFT

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

<https://www.oneclay.net/o/rve>

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Ridgeview Elementary involves parents in the planning, review, and improvement of the Title 1 programs through the responses and comments on the annual Parent Climate Survey, recommendations submitted by the quarterly School Advisory Council meetings, and parent suggestions throughout the year gathered from feedback forms completed at parent involvement activities as well as the feedback provided on the Federal Programs Annual Parent Survey. Title I funds will be used for parent/family engagement activities to provide parents with opportunities to support their children's academic progress. Funds will be utilized to purchase materials for takeaways, books, supplies, and other educational materials that will help parents support academics. Light refreshments will be provided at events offered during meal times only and pending covid restrictions. K-2 will also send home Summer Take Home Bags with learning activities for our families to engage in over the summer to prevent learning loss. We will also continue One Book One School -Home and School wide reading program for grades 3-6th in the spring. Our school will ensure adequate representation of parents participating in the decision making progress through

parent feedback forms, surveys, and input through the School Advisory Council - we'd like to look at combining PFA and SAC meetings to increase participation.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

To strengthen the Academic Program we will

- Ensure that all instruction aligns with state and national standards, providing a rigorous and comprehensive academic program.
- Offer ongoing professional development for teachers to deepen their understanding of the curriculum and effective instructional strategies. Focus areas include differentiated instruction, data driven instruction, and integrating technology.
- Implement regular assessments and use data to inform instruction, identify student needs, and tailor teaching strategies. Intervention Programs
- Continue to implement a multi-tiered system of supports to identify and provide targeted interventions for students who are struggling academically.
- Offer before and after-school tutoring sessions led by qualified teachers and trained volunteers to provide additional academic support.
- Strengthen special education services to ensure students with disabilities receive the support and resources they need to succeed

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

RVE has a dedicated school counselor who provides individual and group counseling sessions to support students' social, emotional, and academic development. The Counselor, in conjunction with parents, completes BRAVE referrals for students in need. We employ licensed mental health professionals, including psychologists and social workers, to provide comprehensive mental health services. These professionals conduct mental health assessments, individual and group therapy, and provide support for students dealing with trauma, anxiety, depression, and other mental health issues. We collaborate with local mental health organizations to offer additional resources and referrals for students needing intensive support. ESE teachers and support staff work closely with students who have Individualized Education Programs (IEPs) and 504 Plans to ensure they receive appropriate accommodations and modifications. They provide specialized instruction, speech and language therapy, occupational therapy, and physical therapy as needed. They ensure integration when appropriate. We have implemented character education programs that focus on core values such as respect, responsibility, and empathy. This includes classroom lessons and school-wide initiatives to reinforce positive behavior and social skills. By ensuring comprehensive counseling, school-based mental health services, specialized support services, mentoring programs, and other strategies, our school aims to support the holistic development of students, equipping them with the skills they need to succeed both academically and personally.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

At RVE, we are dedicated to ensuring our students are prepared for college and career success. To achieve this, we offer accelerated classes and Extended Studies (gifted) programs across all grade levels. Recognizing the importance of technological proficiency in today's world, we are committed to providing each student a computer to work on in every class. Additionally, RVE benefits from strong partnerships with Orange Park Junior High and Ridgeview High School, which allow us to create a

seamless educational pathway for our students. Through these collaborations, we offer advanced learning opportunities and resources that further enrich our students' academic experiences and readiness for future challenges.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

RVE has been dedicated to implementing and expanding our Positive Behavioral Interventions and Supports (PBIS) program. Each year, we strive to enhance the program, ensuring it effectively fosters a positive school culture. We offer weekly PRIDE lessons, where we intentionally teach and reinforce the behaviors and values we hold dear. Our PRIDE values are: • Perseverance • Respect • Integrity • Determination • Empathy The PBIS Team has created comprehensive resources, including signage, songs, videos, and lesson plans, to be used across all grade levels and school areas. These materials help ensure a consistent and engaging approach to promoting our PRIDE values. Our weekly PRIDE Academy also incorporates lessons from the 7 Mindsets program, further enriching our students' social-emotional learning and helping them develop a positive and growth-oriented mindset.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

At RVE, we collaborate closely with the district to provide ongoing professional development (PD) and facilitate productive, focused Professional Learning Communities (PLCs). Our PLCs cater to a variety of learning opportunities, including grade-level teams, subject-specific vertical teams, and whole group sessions. We also offer monthly PD sessions specifically designed for new teachers to support their growth and integration into our school community. Additionally, RVE encourages our academic support personnel to pursue microcredentials to expand their knowledge of the science of reading, further enhancing our instructional capabilities and student outcomes.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Students entering Kindergarten at RVE are prescreened for school readiness in the weeks before the academic year begins. This screening process allows our team to accurately place students and

identify the supports needed from the start. At the beginning of the school year, our Speech Pathologists assess all Kindergarten students to identify any speech and language needs early on. To ensure a smooth transition, we implement a staggered start during the first week of school, allowing students to gradually acclimate to the school environment. Additionally, an ESE (Exceptional Student Education) specialist is assigned to Kindergarten to provide support and assist in the early identification of any special needs. This comprehensive approach ensures that every student receives the appropriate resources and support from day one.

DRAFT

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

DRAFT

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

DRAFT

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

DRAFT

Clay County Schools

RIDGEVIEW HIGH SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority	1
I. School Information	2
A. School Mission and Vision	2
B. School Leadership Team, Stakeholder Involvement and SIP Monitoring	2
C. Demographic Data.....	6
D. Early Warning Systems	7
II. Needs Assessment/Data Review	10
A. ESSA School, District, State Comparison	11
B. ESSA School-Level Data Review	12
C. ESSA Subgroup Data Review	13
D. Accountability Components by Subgroup.....	14
E. Grade Level Data Review	17
III. Planning for Improvement.....	18
IV. Positive Learning Environment	24
V. Title I Requirements (optional).....	27
VI. ATSI, TSI and CSI Resource Review	30
VII. Budget to Support Areas of Focus	31

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Ridgeview High School empowers lifelong learners by providing a rigorous and inclusive educational experience that develops essential 21st-century skills. We embrace diversity, foster unity, and intentionally cultivate integrity, character, and leadership while promoting Respect, Honor, and Scholarship in all that we do.

Provide the school's vision statement

Preparing lifelong learners for success in a global and competitive workplace and acquiring applicable life skills is the purpose for the Clay County School District. To support the District's purpose, Ridgeview High School serves all students with diligence to provide the academic, workforce and life skills needed for success. Providing a safe working and learning environment is a priority and a key to the success of RHS. Continual professional development for teachers, support staff, and administrators provides assurance that the students of Ridgeview High School will get the best education possible.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Ivin J. Gunder

ivin.gunder@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

Principal Gunder serves as the facilitator of the school-based MTSS Leadership Team, providing a shared vision for data-based decision-making and ensuring effective implementation of the MTSS framework. He leads planning for schoolwide systems of intervention and professional development, manages the school budget and communications, and conducts teacher evaluations alongside regular classroom walkthroughs. Through the PLC process, he promotes shared decision making by supporting collaborative teacher teams engaged in continuous cycles of inquiry aligned with district learning goals. Principal Gunder also ensures that all staff members consistently comply with districtwide school site standards.

Leadership Team Member #2**Employee's Name**

Caitlyn Hayes

caitlyn.hayes@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Assistant Principals support the Principal in a wide range of responsibilities, including data collection and analysis, implementation of Tier 1 interventions, and enforcement of schoolwide discipline plans. They play a key role in ensuring that adequate professional development is provided to support effective MTSS implementation. To maintain instructional quality, Assistant Principals conduct frequent classroom walkthroughs and provide timely, actionable feedback to teachers, ensuring that instruction is standards-aligned, grade level appropriate, and rigorous. As instructional leaders, they actively participate in Professional Learning Communities (PLCs), collaborate with teachers, and monitor departmental data to drive continuous improvement in student achievement.

Leadership Team Member #3**Employee's Name**

Rex Knight

rex.knight@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Assistant Principals support the Principal in a wide range of responsibilities, including data collection and analysis, implementation of Tier 1 interventions, and enforcement of schoolwide discipline plans.

They play a key role in ensuring that adequate professional development is provided to support effective MTSS implementation. To maintain instructional quality, Assistant Principals conduct frequent classroom walkthroughs and provide timely, actionable feedback to teachers, ensuring that instruction is standards-aligned, grade level appropriate, and rigorous. As instructional leaders, they actively participate in Professional Learning Communities (PLCs), collaborate with teachers, and monitor departmental data to drive continuous improvement in student achievement.

Leadership Team Member #4

Employee's Name

Jillian Stoltzfus

jillian.stoltzfus@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Assistant Principals support the Principal in a wide range of responsibilities, including data collection and analysis, implementation of Tier 1 interventions, and enforcement of schoolwide discipline plans. They play a key role in ensuring that adequate professional development is provided to support effective MTSS implementation. To maintain instructional quality, Assistant Principals conduct frequent classroom walkthroughs and provide timely, actionable feedback to teachers, ensuring that instruction is standards-aligned, grade level appropriate, and rigorous. As instructional leaders, they actively participate in Professional Learning Communities (PLCs), collaborate with teachers, and monitor departmental data to drive continuous improvement in student achievement.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school leadership team played a key role in drafting individual sections and goal areas, utilizing student achievement data and trend analyses to inform their decisions. Department chairs provided input during this phase to ensure alignment with instructional priorities and departmental needs. As the school year begins, additional input will be gathered from teachers, students, and members of the

School Advisory Council (SAC). Families and community stakeholders, including business and civic partners, will also have opportunities to review and provide feedback. This inclusive approach ensures the SIP reflects the needs and priorities of the entire school community. Input from each stakeholder group will be used to refine the SIP goals, action steps, and progress monitoring strategies. This continuous input cycle ensures that the SIP remains responsive, relevant, and focused on improving student outcomes.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The implementation and impact of the School Improvement Plan (SIP) will be regularly monitored through ongoing analysis of Progress Monitoring data and state assessment results. Particular attention will be given to student subgroups with the greatest achievement gaps to ensure that targeted interventions are driving measurable improvement. SIP goal teams, in collaboration with the school leadership team, will meet on a scheduled basis to review student performance data and evaluate the effectiveness of action steps. These teams will adjust strategies as needed to stay aligned with the SIP goals and address any emerging needs. Stakeholder feedback, including input from teachers, students, families, and SAC members, will be solicited throughout the year. This feedback will inform ongoing revisions to the SIP to promote continuous schoolwide improvement and ensure that all students, especially those furthest from proficiency, are supported in meeting state academic standards.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH PK, 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	56.5%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: B 2023-24: A 2022-23: A 2021-22: B

D. Early Warning Systems

1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

DRAFT

2. Grades 9-12 (optional)

Current Year (2026-27)

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
School Enrollment					0
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Current Year (2026-27)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	65	47	59	26	197

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

DRAFT

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

DRAFT

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	67	69	62	64	66	59	64	64	55
Grade 3 ELA Achievement									
ELA Learning Gains	61	62	59	56	60	58	62	62	57
ELA Lowest 25th Percentile	58	59	55	49	59	56	58	62	55
Math Achievement*	62	61	52	52	59	49	54	61	45
Math Learning Gains	49	44	45	51	48	47	58	60	47
Math Lowest 25th Percentile	39	41	44	46	42	49	57	61	49
Science Achievement	79	82	74	83	82	72	78	80	68
Social Studies Achievement*	79	85	76	79	84	75	86	83	71
Graduation Rate	97	97	94	96	95	92	94	94	90
Middle School Acceleration									
College and Career Acceleration	57	67	74	50	63	69	53	60	67
Progress of ELLs in Achieving English Language Proficiency (ELP)					69	52		51	49

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

[†] District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						65%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						651
Total Components for the FPPI						10
Percent Tested						98%
Graduation Rate						97%
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
65%	64%	63%	68%	55%	55%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	50%	No		
English Language Learners	45%	No		
Asian Students	81%	No		
Black/African American Students	64%	No		
Hispanic Students	62%	No		
Multiracial Students	69%	No		
White Students	66%	No		
Economically Disadvantaged Students	61%	No		

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.

Page 1795 of 2426

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%		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%

Page 17

96 of 2426

Page 15

of 32

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%		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%

Page 1797 of 2426

Page 16 of 32

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	9	66%	66%	0%	60%	6%
ELA	10	65%	69%	-4%	61%	4%
Biology	9	98%	95%	3%	87%	11%
Biology	10	65%	67%	-2%	60%	5%
Algebra	9	79%	63%	16%	41%	38%
Algebra	10	50%	39%	11%	31%	19%
Geometry	9	89%	87%	2%	75%	14%
Geometry	10	50%	53%	-3%	40%	10%
Geometry	11	24%	26%	-2%	26%	-2%
History	11	79%	83%	-4%	75%	4%
Biology	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Biology	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	10	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

The data component with the most significant growth was Mathematics achievement, which surged by 10% (moving from 52% to 62%). This progress was largely driven by substantial gains within the Geometry lower quartile, highlighting improved outcomes for struggling students. To achieve these results, our school implemented the following targeted actions: Strengthened PLCs: We fostered robust Professional Learning Communities centered on collaboration and shared instructional strategies. Data-Driven Instruction: Teams consistently analyzed student data to identify learning gaps and deploy timely interventions. Common Assessments: Teachers developed and utilized aligned, common assessments to ensure rigorous standards and consistent pacing across all classrooms.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component showing the lowest performance was the Mathematics lower quartile, which dropped 11% (from 46% to 35%). Two primary, intersecting factors contributed to this decline: Expanded High-Need Cohort: The school saw a trend of an exceptionally large Algebra 1A cohort. This increased the volume of students requiring intensive, foundational math support. Instructional Transition: This influx coincided with the hiring of a new Algebra teacher. Navigating a large, high-need cohort is a steep challenge for a new educator, which likely impacted the consistency of targeted interventions. The trend indicates that a high concentration of struggling students combined with instructional transitions creates a vulnerability for our lowest-performing students, highlighting a critical need for enhanced structural support in introductory Algebra moving forward.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that experienced the greatest decline was the Mathematics lower quartile, which dropped significantly by 11% (falling from 46% to 35%). Two primary factors directly contributed to last year's decline: Expanded High-Need Cohort: The school saw an exceptionally large Algebra 1A

cohort. This substantial increase in enrollment heavily concentrated a high volume of students who require intensive, foundational math support into a single track. Instructional Transition: This influx of struggling students coincided with the placement of a new Algebra teacher. Navigating a large, high-need cohort presents a steep learning curve for any educator new to the environment, which impacted the consistency of the targeted interventions required to lift lower quartile performance.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component with the smallest margin of growth compared to the state average was Geometry, which outperformed the state by a narrow +2%. While still a positive margin, this represented our school's narrowest gap of improvement over the state baseline. Two primary strategic factors and ongoing trends directly influenced this outcome: Intentional Staffing: The school strategically placed highly specialized, experienced educators into targeted math tracks. While this fortified other math segments, it left Geometry with fewer veteran resources, balancing out the overall gains. Strategic Scheduling: Remediation and advanced scheduling priority were funneled into foundational algebra courses to address critical lower-quartile gaps. This trend demonstrates that while targeted scheduling and staffing successfully lift high-priority areas, it can narrow our growth margin in secondary courses like Geometry, indicating a need for more balanced resource distribution.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

One area of concern identified through Early Warning System (EWS) data is student attendance. Chronic absenteeism is a strong predictor of academic risk and has a direct impact on student achievement. To address this concern, attendance data will be pulled and analyzed monthly, and targeted attendance review meetings will be held to identify patterns and intervene early. Special attention will be given to lower-quartile students who are at increased risk of falling further behind due to inconsistent school attendance.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Lower Quartile- Math
2. Learning gains- ELA
3. SWD & ELL Lower Quartile- Math
4. Attendance

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Small-group Instruction

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our Area of Focus across all grade levels is implementing data-driven, intentional small group instruction to target Students with Disabilities (SWD) and English Language Learners (ELL) in the lower quartile for ELA and Math.

Rationale & Data Identification: Prior data revealed critical performance gaps in our SWD and ELL subgroups. To address this, we are adopting flexible grouping and partnering with the Florida Inclusion Network (FIN) to deploy diverse support facilitation models. Teachers will use common assessments to dynamically shift groups based on real-time mastery.

Impact on Student Learning: This approach replaces one-size-fits-all lectures with tailored, close-proximity instruction. Students receive immediate feedback, reduced cognitive load, and targeted language support, directly accelerating their proficiency in core ELA and Math concepts.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Prior Year Data Baseline: 35% proficiency

Historical Benchmark Baseline: 46% proficiency

For the upcoming school year, our target is to completely reclaim those losses across all relevant grade levels. Specifically, the school will increase the Mathematics lower quartile learning gains from the prior year baseline of 35% to a minimum objective of 46%, restoring our historical performance benchmark through targeted support and intensive interventions.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach

the desired outcome.

- Weekly administrative meetings to review walkthrough data
- Department meetings analyzing common assessment data- utilizing released B.E.S.T. and FAST Assessment questions
- Intentional PLC focus
- Lower quartile monitoring

Person responsible for monitoring outcome

All Administrators

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Individual & Small Group Instruction Explicit Direct Instruction

Rationale:

Provide focused, intensive small-group interventions for English learners determined at risk for reading problems. Although the amount of time in small-group instruction and the intensity of this instruction should reflect the degree of risk, determined by reading assessment data and other indicators, the interventions should include the five core reading elements (phonological awareness, phonics, reading fluency, vocabulary, and comprehension). Explicit, direct instruction should be the primary means of instructional delivery.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Targeted Small Group Instruction

Person Monitoring:

Administration, Classroom Teachers

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will implement targeted small-group instruction during dedicated intervention time, based on weekly progress monitoring data. Lessons will focus on prerequisite skills and standards-aligned remediation tailored to each student's area of deficit. Student groups and instructional plans will be reviewed during weekly Professional Learning Community (PLC) meetings. Exit ticket trends,

intervention data trackers, and formative assessments will guide weekly adjustments to groupings and instructional strategies.

Action Step #2

Data-driven Coaching Cycles

Person Monitoring:

Administrators, Instructional Leaders

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional learning will be provided monthly in the format of data-driven coaching cycles and targeted sessions facilitated by the MTSS team and Instructional Coaches. These sessions will focus on: Unpacking FAST and PM assessment strands; Using data protocols to identify and address learning gaps; Differentiation strategies for scaffolding instruction High-leverage intervention routines for fluency, comprehension, and math reasoning; Fidelity of intervention program implementation and documentation. Attendance, follow-up walkthroughs, and teacher reflection logs will be used to gauge implementation. Coaching cycle feedback forms and student achievement data will guide mid-year adjustments.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our primary Area of Focus across all grade levels is implementing data-driven, intentional small group instruction to maximize ELA learning gains utilizing differentiation.

Rationale & Data Identification: Prior year data revealed stagnant growth and widening achievement gaps in reading and language arts. To address this crucial need, teachers will leverage ongoing diagnostic data to design flexible, differentiated ELA tracks that meet students at their precise instructional levels.

Impact on Student Learning: This focus deeply impacts student learning by transforming passive listening into active, tailored engagement. Within small groups, differentiation allows teachers to provide scaffolded decoding support for struggling readers while delivering complex text-analysis tasks to advanced students. This targeted approach minimizes frustration, closes foundational gaps, and provides the immediate, individualized feedback necessary to rapidly accelerate overall ELA learning gains.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

To maintain a trajectory of steady academic growth and close lingering achievement gaps, the school has established a data-based, objective target for English Language Arts across all relevant grade levels.

Prior Year Data Baseline: 60% of students achieved ELA learning gains.

For the upcoming school year, the school will optimize differentiated instructional frameworks to expand overall student growth. Specifically, the school plans to increase the percentage of students demonstrating ELA learning gains from the prior year baseline of 60% to a minimum objective of 62%, representing an objective 2 percentage point increase in year-over-year growth.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Trends from walkthroughs will be analyzed during instructional leadership team meetings to provide coaching and adjust support as needed. Performance will be reviewed monthly during data chats. FAST PM1, PM2, and PM3 scores will be disaggregated. Additional practices include a biweekly review of intervention group data during Professional Learning Communities (PLCs), walkthroughs targeting Tier 2 instruction, and quarterly student conferences to review growth and set learning goals. Intervention rosters will be updated regularly based on progress monitoring and teacher input.

Person responsible for monitoring outcome

All Administrators

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Teachers will analyze ongoing diagnostic data to continuously regroup students, ensuring that small-group tasks are dynamically aligned with real-time student mastery. By delivering scaffolded foundational support to struggling readers while simultaneously challenging advanced students with high-level text-analysis, this intervention directly targets individual learning gaps to accelerate overall literacy growth.

Rationale:

Provide explicit and systematic intervention instruction to struggling students should receive explicit instruction to ensure that they have the foundational skills and conceptual knowledge necessary for understanding grade level content.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Data Driven flexible grouping

Person Monitoring:

All Administrators

By When/Frequency:

Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will use a shared data matrix during bi-weekly Professional Learning Community (PLC) meetings to analyze common formative assessments and diagnostic metrics. Based on this real-time data, students will be dynamically shuffled into fluid small groups, ensuring no student remains stuck in a static tier once they demonstrate mastery of a specific ELA skill.

Action Step #2

Tiered Task Scaffolding

Person Monitoring:

All Administrators

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will utilize varied instructional materials and strategies tailored to meet the diverse academic needs of learners within the classroom. This involves providing supportive adjustments for students requiring extra assistance while offering extended learning opportunities for those ready for advancement.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The area of focus will be to increase the Daily average attendance rate to 92% Build systems of recognition, mentoring, and early intervention to address attendance and behavioral barriers to learning. Impact on Student Learning: Improved attendance ensures more consistent access to instruction, increasing students' ability to make learning gains.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Increase daily average attendance to 92% or higher.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Weekly attendance reports will be reviewed with guidance and deans. Students missing five or more days will be flagged for intervention. Monthly Attendance Review Team meetings will assess trends and action plans. Additional practices include sending monthly home reports to the families of chronically absent students, implementing Tiered Attendance Interventions (including letters, parent calls, and meetings), and tracking attendance improvements during quarterly student data chats.

Person responsible for monitoring outcome

All Administrators

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Our interventions aim to reduce unexcused absences by fostering a positive school environment through Positive Behavioral Interventions and Supports (PBIS), which builds strong student-staff connections and reinforces attendance. It also focuses on cultivating student success by personalizing learning and providing academic support, ensuring students feel capable and motivated to attend. Crucially, the plan emphasizes meaningful two-way communication between schools and families, engaging parents as partners and connecting them with vital resources. Finally, it promotes high student engagement through active, interactive classroom environments where learning is relevant and stimulating, inspiring students to be present and participate.

Rationale:

Unexcused absences pose a significant barrier to student academic success, social-emotional development, and overall well-being. When students are consistently absent from school without valid reasons, they miss crucial instructional time, fall behind in their coursework, and become disengaged from the learning process and the school community. This disengagement can lead to a cycle of further absences, academic failure, and increased risk of dropping out. Beyond individual student impact, high rates of unexcused absences negatively affect the entire school environment. They disrupt classroom instruction, strain teacher resources, and can indicate underlying issues within the school culture or community. Addressing unexcused absences is not merely about enforcing attendance policies; it is about creating a supportive and engaging environment where every student feels a sense of belonging, purpose, and motivation to attend school regularly.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Proactive Attendance Monitoring

Person Monitoring:

All Administrators, Dean, Attendance Clerk,
Counselors, Social Worker

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers and staff will implement proactive attendance monitoring and student engagement strategies to enhance student learning. This includes daily attendance tracking, positive reinforcement through incentives, and building mentor connections with high-absence students. Pull Attendance data weekly. Tier 1, 2, and 3 students will be flagged and tracked. Interventions and progress will be monitored via attendance review logs and mentor check-in records.

Action Step #2

Professional Learning on the impacts of chronic absenteeism

Person Monitoring:

Assistant Principals, Deans, School Counselors

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional learning will be provided quarterly through faculty meetings, team leader sessions, and grade-level AP-led small groups. Sessions will focus on: Understanding chronic absenteeism and its impact; Building classroom community and student-teacher relationships; Positive behavior interventions and recognition systems; Early warning indicators and intervention pathways. Attendance patterns and discipline data will be reviewed quarterly. Feedback surveys from staff will measure the implementation of strategies. Behavior referrals and engagement metrics (class participation, club involvement) will be analyzed for trends.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

DRAFT

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

DRAFT

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

DRAFT

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

DRAFT

Clay County Schools

ROBERT M. PATERSON ELEMENTARY



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority	1
I. School Information	2
A. School Mission and Vision	2
B. School Leadership Team, Stakeholder Involvement and SIP Monitoring	2
C. Demographic Data.....	6
D. Early Warning Systems	7
II. Needs Assessment/Data Review	11
A. ESSA School, District, State Comparison	12
B. ESSA School-Level Data Review	13
C. ESSA Subgroup Data Review	14
D. Accountability Components by Subgroup.....	15
E. Grade Level Data Review.....	18
III. Planning for Improvement.....	19
IV. Positive Learning Environment	26
V. Title I Requirements (optional).....	29
VI. ATSI, TSI and CSI Resource Review	32
VII. Budget to Support Areas of Focus	33

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Our mission is to create and maintain a culture for all stakeholders to ensure their educational experience fosters high academic exposure, metacognition and is personally rewarding for all students. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend to meet the expectations of the twenty-first century beyond the boundaries of the school walls. We will ensure a culture and learning environment built upon integrity, respect, and accountability. Through these values, we will maximize student potential and promote individual successes.

Provide the school's vision statement

For PES teachers to continue to improve their knowledge and enhance their teaching strategies through continuous resources, professional development, collaboration and personal growth in order to implement the best teaching practices in the classroom that will directly impact students' personal and academic growth, and prepare students for successful careers in the twenty-first century.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

John O'Brian

john.obrian@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

Oversee the daily functions of the school, staff, students, etc., to ensure the safety, well-being, and academic progress is being implemented daily to enhance students' success.

Leadership Team Member #2

Employee's Name

Lori Stokes

lori.stokes@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Assist the Principal in the daily operations of the school to ensure the school is providing students, staff, etc., with a safe environment to enhance student personal and academic growth.

Leadership Team Member #3

Employee's Name

Sarah Kilcoin

Sarah.kilcoin@myoneclay.net

Position Title

First grade teacher and team leader

Job Duties and Responsibilities

To be an ambassador for her team and serve as a leader on our campus for all students, parents, community faculty and staff. Her responsibilities are to facilitate information to her teams, provide input on governance and functionality of our campus to ensure we are fostering student growth and serving our campus, community and district with the utmost professional standards.

Leadership Team Member #4

Employee's Name

Stephanie Muhleman

Stephanie.muhleman@myoneclay.net

Position Title

Front office secretary, PFA member, Yearbook Sponsor and Parent

Job Duties and Responsibilities

To be an ambassador for her team and serve as a leader on our campus for all students, parents, community faculty and staff. Her responsibilities are to facilitate information to her teams, provide input on governance and functionality of our campus to ensure we are fostering student growth and serving our campus, community and district with the utmost professional standards.

Leadership Team Member #5

Employee's Name

Jenny Creswell

jennifer.creswell@myoneclay.net

Position Title

6th Grade teacher and team leader

Job Duties and Responsibilities

To be an ambassador for her team and serve as a leader on our campus for all students, parents, community faculty and staff. Her responsibilities are to facilitate information to her teams, provide input on governance and functionality of our campus to ensure we are fostering student growth and serving our campus, community and district with the utmost professional standards.

Leadership Team Member #6

Employee's Name

Lisa Pierson

Lisa.pierson@myoneclay.net

Position Title

Fourth Grade team leader and building union rep.

Job Duties and Responsibilities

To be an ambassador for her team and serve as a leader on our campus for all students, parents, community faculty and staff. Her responsibilities are to facilitate information to her teams, provide input on governance and functionality of our campus to ensure we are fostering student growth and serving our campus, community and district with the utmost professional standards.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The process involved discussing the 2025 - 26 school data based on FAST results and our Spring 2026 Climate Survey. We evaluated the data and determined based on declines in certain academic areas and the lowest climate survey result category as our three areas of focus. The decision were based on School Leadership Teams, school staff, parents, and PES families. Each individual was presented with the results and were provided the opportunity for input. The areas were agreed upon and acknowledged as the areas of focus for the SIP 2026 - 27 school year.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The SIP plan will be monitored through PES team leader meetings, curriculum council and scheduled SAC meetings. During those meetings, stakeholders will discuss topics, provide input, evaluate data, etc., that will directly have an impact on the continuous progress of our PES and SIP goals. During this time, options, implementations, and revisions, if necessary, will be tabled and future amendments will be developed and parliamentary procedures will be implemented for final approval(s).

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	32.8%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: A 2023-24: A 2022-23: A 2021-22: A

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	88	89	89	88	109	99	93			655
Absent 10% or more school days	5	1	3	8	13	10	12			52
One or more suspensions	3	4	2	3	6	6	10			34
Course failure in English Language Arts (ELA)	1	1	1							3
Course failure in Math			1							1
Level 1 on statewide ELA assessment	5	4	6	1	3	1	5			25
Level 1 on statewide Math assessment	5	1	6	1	4	3	3			23
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)			4	6						10
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		1								1

Current Year 2026-27

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	2	8	5	3	3	2			25

Current Year 2026-27

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	2	2	0	0	0	1			6
Students retained two or more times										0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	76	68	72	91	83	88	108			586
Absent 10% or more school days	4	6	6	8	8	6	9			47
One or more suspensions	5	3	4	4	4	7	9			36
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment	5	4	3	1						13
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	5	2	3	8	8	6	1			33

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3	3		2						8
Students retained two or more times										0

DRAFT

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.

DRAFT

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

DRAFT

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	88	66	62	88	63	59	85	62	57
Grade 3 ELA Achievement	90	66	61	94	66	59	87	65	58
ELA Learning Gains	70	63	63	78	62	60	76	62	60
ELA Lowest 25th Percentile	78	60	58	68	60	56	70	60	57
Math Achievement*	90	69	66	93	67	64	93	67	62
Math Learning Gains	84	69	64	81	65	63	89	68	62
Math Lowest 25th Percentile	82	58	50	81	57	51	84	59	52
Science Achievement	84	67	62	86	62	58	92	61	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					72	63		55	61

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						83%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						666
Total Components for the FPPI						8
Percent Tested						100%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
83%	83%	82%	77%	71%	63%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	61%	No		
English Language Learners	72%	No		
Asian Students	88%	No		
Black/African American Students	84%	No		
Hispanic Students	77%	No		
Multiracial Students	95%	No		
White Students	84%	No		
Economically Disadvantaged Students	83%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	88%	90%	70%	78%	90%	84%	82%	84%					
Students With Disabilities	58%	54%	60%	67%	64%	59%	65%	62%					
English Language Learners	64%		50%		84%	88%							
Asian Students	88%		73%		100%	91%							
Black/African American Students	88%	100%	80%		81%	69%							
Hispanic Students	76%	70%	66%	73%	85%	80%	92%	77%					
Multiracial Students	96%		100%		96%	86%							
White Students	89%	91%	68%	77%	91%	85%	83%	86%					
Economically Disadvantaged Students	87%	95%	68%	82%	85%	82%	83%	78%					

Page 1830 of 2426

28/2026

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	88%	94%	78%	68%	93%	81%	81%	86%					82%
Students With Disabilities	73%	89%	60%	63%	84%	78%	90%	50%					
English Language Learners	56%				94%								82%
Asian Students	72%		55%		100%	82%							
Black/African American Students	84%		67%		68%	67%							
Hispanic Students	77%	73%	76%	64%	84%	79%	82%	85%					
Multiracial Students	70%	90%	62%		87%	69%							
White Students	92%	100%	81%	74%	95%	82%	83%	92%					
Economically Disadvantaged Students	83%	89%	73%	62%	84%	80%	79%	74%					85%

Page 1831 of 2426

Page 16 of 34

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	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%

Page 17 of 34

Page 1832 of 2426

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	91%	65%	26%	60%	31%
ELA	4	87%	64%	23%	60%	27%
ELA	5	83%	60%	23%	61%	22%
ELA	6	90%	72%	18%	62%	28%
Math	3	88%	69%	19%	66%	22%
Math	4	91%	65%	26%	65%	26%
Math	5	90%	61%	29%	62%	28%
Math	6	90%	70%	20%	60%	30%
Science	5	84%	66%	18%	60%	24%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

The overall ELA Lower Quartile Gains increased by 10%. It went from 68% to a 78% proficiency. The consistency of reviewing student data and having data discussions throughout the year kept the growth and progress consistent. Common assessments, PLC's, strategic scheduling, interventions and progress monitoring was evident. This provided the teachers and students to maintain their area of focus as it moniotred and paralleled student growth.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our ELA overall gains was 70% which was a 8% decrease form the previous year (78%.) The change in our ELA teachers, retirements, long term subs, new curriculum, etc., contributed to the teachers not being familiar with the expectations and processes. Our scores were still tops in our district and well above the district and state averages.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Our ELA overall gains was 70% which was a 8% decrease form the previous year (78%.) The change in our ELA teachers, retirements, long term subs, new curriculum, etc., contributed to the teachers not being familiar with the expectations and processes. Our scores were still tops in our district and well above the district and state averages.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

N/A, All categories were well above the District and State averages.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

1. Level 1 students in grades K - 2.
2. Level 1 Students in grades K & 2.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Maintaining our overall academic success through established and proven instructional strategies and methods,
2. Integrating new staff into the campus and providing them with the resources that will foster their growth to integrate into our school culture and academic expectations successfully.
3. Providing students, families, teachers, and staff with a new group of student with certain exceptionalities with resources to ensure they are successful in academics and behavior.

DRAFT

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our overall ELA Gains was our lowest category. PES dropped 8% points from the previous year. The learning gains for all of our students are extremely important. Evaluating our data with specifics, we noticed that students were still scoring 3's, 4's and 5's at a high volume, but did not move to another level. We have evaluated strategies moving forward for the 2026 - 27 school year to foster and enhance this to ensure growth. Teachers and students will be provided with interventions, resources, etc., to assist in pursuing and reaching set forth goals.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

PES ELA overall gains for the 24 - 25 school year were 78%. This year, 25 - 26, this category dropped to 70%. We have included all grade level and specific content level teachers to develop their 26 - 27 schedules. We were strategic in deciding which teachers will have specific students based on current year ELA data and any exceptional circumstances that would have a possible impact on their obtaining growth. In addition, we included our ESE inclusion teachers with their specific specialty to maximize student achievement within a specific content area specifically ELA. If all strategies are consistent in their tier 1 and tier 2 instruction (when applicable), continuous small group instruction on a daily and weekly basis, and identification of each students' learning deficiencies; then PES should see data results of at least 75% or better proficiency level after PM3. These outcomes will be measured and evaluated by formal and informal observations, classroom data, PLC's, and walkthroughs with a consistent above 50% of small group instruction within the classroom intervention strategies. The data will show a progressive increase of at least 58% or better lower quartile proficiency after PM2.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Our teachers have had a one year introduction and experience with the new ELA curriculum which provided some perils of not providing specific content and resources to properly expose students to FAST testing format. The following criteria will be used to evaluate progress and monitor growth through weekly PLC's, differentiated small group instruction, ELA Progress monitoring via FAST assessments, Lexia. Core 5 and power up data, District ELA grade level collaborative meetings, Acadience data, School based data discussions and evaluations with Administration, formal and informal observations.

Person responsible for monitoring outcome

Lori Stokes and John O'Brian

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:**Rationale:****Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Teachers will continuously monitor instructional strategies through the evaluation of data and the effectiveness of tier 1 instruction. Stakeholders will evaluate data during formal and non-formal assessments and Progress Monitoring to ascertain the success of tier 1 instruction and adjustments, interventions, Tier 2, etc., will be integrated to assure progress and production are being achieved.

Person Monitoring:

Lori Stokes and John O'Brian

By When/Frequency:

May 27, 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Through formal and informal observations, monitoring and evaluation of data. Collecting data from Lexia, FAST Performance Matters, academic growth, and Acadiece.

Action Step #2

Targeted professional learning will be provided monthly in the format of whole group PLCs, teacher conferences, content area PLC's, data discussions, and specific content planning. Data driven decision making will take place to ensure Tier 1 instructional practices are aligned to standards based instruction and specific student's needs.

Person Monitoring:

Lori Stokes and John O'Brian

By When/Frequency:

May 27, 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

PLC's, small group instruction, Data discussions and evaluations with Administration, formal and informal observations.

Action Step #3

Data meetings will be held quarterly with each grade level. The data will reflect how the ALL students are progressing and the effectiveness of the current implemented strategies to enhance student growth. Collaboration will take place with common content and grade level teachers. Specific data will be evaluated based on certain content areas, topics, etc.

Person Monitoring:

Lori Stokes and John O'Brian

By When/Frequency:

May 27, 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Integrating small group instruction within the classroom with purpose using data to drive small groups and content of focus. Professional Development with peers, grade level and content PLCs, new content training, ESE department intervention and guidance, modeling instruction from peers and coaches to maximize students' understanding of the content.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

PES overall math proficiency at 90%, but evaluating grade level performance, we found some concerns regarding certain grade levels students' proficiency. The overall proficiency for mathematics is very important, but we had three grade levels, although performed above the district and state levels, dropped from the previous year. We want to ensure they are maximizing their instructional strategies, training, etc., in order for teachers and students to maximize their implementation and understanding of their grade level mathematics content.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our KG proficiency was at 82 which was an increase of 16% from the previous year, but ranked 10th in our district compared to our other schools. 2nd grade proficiency dropped from 87% to 82% from the previous year and 3rd in the district and our 3rd grade proficiency dropped from 94% to 88% and finished 4th in the district. We met with these specific grade level content teachers to evaluate what perils, obstacles, etc., that might have contributed to these decreases and/or results. When preparing for the 26 - 27 school year, we were specific in our scheduling, inclusion teachers, specific student placement based on PM3 performance in order to maximize student knowledge, comprehension and growth. Also, we moved some teachers that have demonstrated specific content success with students in the area of mathematics from previous grade levels, mathematical understanding, etc. If all strategies are consistent in tier 1 and tier 2 instruction (when applicable) , effective planning and implementation of small group instruction on a daily and weekly basis, will result in at least a 4 % growth for grades KG and 2nd and 3rd grade will increase to at least a 90% proficiency. These outcomes will be measured and evaluated by formal and informal observations, walkthroughs with a consistency of above 55% of small group instruction within classroom intervention strategies and instructional content delivery. Data should demonstrate at least a 65% to 70% proficiency in all grades after PM2.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

PM data, objective content and standards, parallel evaluation tools that promote rigor, data conversations with grade level content teachers and team leaders, vertical content discussions and PLCs, formal and informal observations, peer observations of same content curriculum, discussion and development of assessments and evaluation of student work, and progress monitoring data via FAST PM1 and PM2 performance. In addition, the maximizing of district provided and approved resources will be evaluated and monitored to validate the effectiveness of tier 1 instructional strategies.

Person responsible for monitoring outcome

Lori Stokes and John O'Brian

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Teachers will continuously monitor instructional strategies through the evaluation of data and the effectiveness of tier 1 instruction. Formative assessments will be used to monitor students' progress. The collaboration and utilization of District Curriculum Specialist for guidance, modeling, etc.

Person Monitoring:

Lori Stokes and John O'Brian

By When/Frequency:

May 27, 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Integrating small group instruction within the classroom with purpose using data to drive small groups and specific standard based content focus. Professional Development with peers, grade level and content PLCs, new content training, ESE department intervention and guidance, modeling instruction from peers and content coaches, to maximize students' understanding and academic growth of the grade level content.

Action Step #2

Professional learning will be provided weekly and monthly within the format of whole group and grade level content PLCs, teacher conferences, data evaluation and discussions, and specific student and/or group content planning and interventions. Also, the support from District Content Specialists.

Person Monitoring:

Lori Stokes and John O'Brian

By When/Frequency:

May 27, 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Integrating small group instruction within the classroom with purpose using data to drive small groups and specific standard based content focus. Professional Development with peers, grade level and content PLCs, new content training, ESE department intervention and guidance, modeling instruction from peers and content coaches, to maximize students' understanding and academic growth of the grade level content.

Action Step #3

Data meetings will be held quarterly as a grade level and more individual if needed to provide the necessary support, guidance, etc., to ensure the teacher and students are progressing. The data will reflect how the specific grade level students are progressing and effectiveness of the ongoing current implemented strategies, curriculum, and resources are parallel with student progression and growth.

Collaboration will take place with common content and grade level teachers. Specific data will be evaluated based on certain observable and measurable content, concepts, etc.

Person Monitoring:

Lori Stokes and John O'Brian

By When/Frequency:

May 27, 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Integrating small group instruction within the classroom with purpose using data to drive small groups and specific standard based content focus. Professional Development with peers, grade level and content PLCs, new content training, ESE department intervention and guidance, modeling instruction from peers and content coaches, to maximize students' understanding and academic growth of the grade level content.

IV. Positive Learning Environment

Area of Focus #1

Other: Family Communication

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on our 2025 - 26 Climate Survey from our Parents, the area that was our lowest at 91.2% approval was 'I receive regular updates from my child's school through our official communication tools (like OneClay app, Rooms, ParentVUE, emails, etc.)' The lack of timely and consistent communication regarding students' concerns, progress, specific information, etc., can impact a student's progress and success in their school experience. The timely and efficient communication with parents pertaining to their student(s) has a direct correlation to their overall success. The deficient or lack of communication will certainly impact a student in a negative way by not taking measures, communication, or integrating resources in a timely manner. This may affect a student's overall mental, emotional and physical well being.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

To improve and enhance this area of communication between teachers and all stakeholders. This data did not have the previous year's data, but it was our lowest indicator for the 2025 - 26 school year at 91.2%. After communication with teachers, integrating the expectations, and providing resource and procedure education will foster an acceptable increase between teacher and

stakeholder communication. This information will be provided to stakeholders through our social media, teacher communication protocols, and information platforms.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Front Office and District resources, teacher and staff education, integrated protocols and procedures, Guidance lessons, Attendance Team, , Discipline Data, Teacher Input, SST (Student Success Team), etc. Social Media Platforms, Orientation, Open House, Teacher Communication, Guidelines, etc., will be ongoing and resources to provide continuous updated information. When applicable, specific interventions and resources will be evaluated and integrated to ensure there is efficient, progress, and resolution articulation between all stakeholders that will maximize the overall students' success.

Person responsible for monitoring outcome

Lori Stokes and John O'Brian

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Teachers will communicate and facilitate weekly with parents that will enhance their knowledge and understanding of their students(s) progress and success.

Person Monitoring:

Lori Stokes and John O'Brian

By When/Frequency:

May 27, 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

Providing clear expectations for teachers through inservice opportunities, coaching opportunities, peer modeling and conferencing to ensure their understanding and professional responsibilities. These measures will serve as an education and protocols to establish clear rituals and expectations to foster communication between teachers and parents. These resources will be disseminated to the students and their families through exposure, classroom folders, reminders, platforms, etc.

Action Step #2

Professional learning will be provided monthly in the format of Team Leader meetings, Administration emails, private teacher conferences, Guidance Training and Communication, District Resources, and District Communication.

Person Monitoring:

Lori Stokes and John O'Brian

By When/Frequency:

May 27, 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Providing clear expectations for teachers through inservice opportunities, coaching opportunities, peer modeling and conferencing to ensure their understanding and professional responsibilities. These measures will serve as an education and protocols to establish clear rituals and expectations to foster communication between teachers and parents. These resources will be disseminated to the students and their families through exposure, classroom folders, reminders, platforms, etc.

Action Step #3

Professional learning will be provided monthly in the format of Team Leader meetings, Administration emails, private teacher conferences, Guidance Training and Communication, District Resources, and District Communication. In addition, parent communication and concerns will be addressed as they arise to Administration, teachers and staff.

Person Monitoring:

Lori Stokes and John O'Brian

By When/Frequency:

May 27, 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Providing clear expectations for teachers through inservice opportunities, coaching opportunities, peer modeling and conferencing to ensure their understanding and professional responsibilities. These measures will serve as an education and protocols to establish clear rituals and expectations to foster communication between teachers and parents. These resources will be disseminated to the students and their families through exposure, classroom folders, reminders, platforms, etc.

Action Step #4

Maintaining proper documentation logs, calendars, teacher notes, etc., regarding the dissemination of information and/or communication with the parents.

Person Monitoring:

Lori Stokes and John O'Brian

By When/Frequency:

May 27, 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Weekly student folders that will be sent home, Monthly Team Leader Meetings, Monthly PFA/PTO Board and member meetings, and monitoring of social media platforms. These stakeholders will be able to provide feedback based on PES's continuous scheduled and documentation of providing parents with information, feedback, etc., regarding information that is schoolwide, their student, community, etc., information.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

DRAFT

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

DRAFT

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

DRAFT

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

DRAFT

Clay County Schools

S BRYAN JENNINGS ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority	1
I. School Information	2
A. School Mission and Vision	2
B. School Leadership Team, Stakeholder Involvement and SIP Monitoring	2
C. Demographic Data.....	5
D. Early Warning Systems	6
II. Needs Assessment/Data Review	10
A. ESSA School, District, State Comparison	11
B. ESSA School-Level Data Review	12
C. ESSA Subgroup Data Review	13
D. Accountability Components by Subgroup.....	14
E. Grade Level Data Review.....	17
III. Planning for Improvement.....	18
IV. Positive Learning Environment	24
V. Title I Requirements (optional).....	27
VI. ATSI, TSI and CSI Resource Review	30
VII. Budget to Support Areas of Focus	31

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The faculty and staff of S. Bryan Jennings Elementary will collaboratively work with all stakeholders to establish an inclusive, equitable, and safe learning community to support high expectations and maximum achievement in all students by identifying and meeting the unique academic, social, and emotional needs of each individual student.

Provide the school's vision statement

S. Bryan Jennings Elementary School exists to prepare students to be adult-life ready by forming lifelong learners for success in a competitive global market.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Jocelyn Farber

jocelyn.farber@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

Mrs. Farber is the instructional leader of the school. She leads the staff as they disaggregate all data

sources to identify areas of strength and opportunities to grow. She is responsible for the implementation of all state, district, and school initiatives.

Leadership Team Member #2

Employee's Name

Debbie Chapman

debbie.chapman@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Mrs. Chapman is a school administrator responsible for supporting the principal in the instructional leadership of our school, as well as to the overall well-being and safety of the scholars and staff.

Leadership Team Member #3

Employee's Name

Jordan Ruckersfeldt

jordan.ruckersfeldt@myoneclay.net

Position Title

Title 1 Lead, Math Coach

Job Duties and Responsibilities

Mrs. Ruckersfeldt leads math interventions, assists with small group practices and data analyses for differentiation, and advances Eureka instruction and implementation of the B.E.S.T. standards. Additionally, she serves as the Title I Lead.

Leadership Team Member #4

Employee's Name

Nancy Gleneski

nancy.gleneski@myoneclay.net

Position Title

ITF, ELA Coach

Job Duties and Responsibilities

Mrs. Gleneski is a Title I reading intervention teacher, as well as the Intervention Team Facilitator. She

also leads our school's PBIS committee and serves as our school SAC Chair.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

A School Advisory Council comprised of administrators, teachers, support staff, parents, and community members review and provide input to the School Improvement Plan. Additionally, teachers are made aware of School Improvement Plan goals- which are developed in conjunction with our Title I plan in response to student achievement data- at the start of the new school year in order to provide feedback.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Progress towards SIP goals is monitored through regular School Advisory Council meetings, as well as quarterly data meetings with teachers. During these meetings, student progress towards these goals are analyzed, the status of students who are in most need are discussed, and action steps and resources to close achievement gaps and reach our SIP goals are vetted.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: A 2023-24: A 2022-23: B 2021-22: B

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL										TOTAL
	K	1	2	3	4	5	6	7	8		
School Enrollment	50	62	67	69	58	51	58			415	
Absent 10% or more school days	13	12	18	14	11	10	9			87	
One or more suspensions	0	3	4	9	0	6	14			36	
Course failure in English Language Arts (ELA)	1	1	1	4	1	0	5			13	
Course failure in Math	0	0	0	3	1	0	0			4	
Level 1 on statewide ELA assessment	5	27	30	18	7	17	5			109	
Level 1 on statewide Math assessment	6	17	25	16	7	12	5			88	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	0	3	3	0	0	0			6	
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0	0	0			0	

Current Year 2026-27

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators										0

Current Year 2026-27

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	0	2	12	0	0	0			16
Students retained two or more times										0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	74	77	79	82	73	76	73			534
Absent 10% or more school days	16	21	10	14	14	11	17			103
One or more suspensions	1		3	5	1	4	8			22
Course failure in English Language Arts (ELA)	1						2			3
Course failure in Math										0
Level 1 on statewide ELA assessment		35	24	11	15	8	12			105
Level 1 on statewide Math assessment	15	17	17	13	11	14	5			92
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1				1	1	1			4
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)						1				1

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	15	24	21	18	13	14	12			117

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		4	3	4	1	2	1			15
Students retained two or more times										0

DRAFT

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.

DRAFT

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

DRAFT

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026		2025		2024	
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	64	66	62	59	63	59
Grade 3 ELA Achievement	60	66	61	56	66	59
ELA Learning Gains	70	63	63	61	62	60
ELA Lowest 25th Percentile	64	60	58	63	60	56
Math Achievement*	66	69	66	65	67	64
Math Learning Gains	71	69	64	74	65	63
Math Lowest 25th Percentile	56	58	50	64	57	51
Science Achievement	71	67	62	73	62	58
Social Studies Achievement*			95			92
Graduation Rate						
Middle School Acceleration						
College and Career Acceleration						
Progress of ELLs in Achieving English Language Proficiency (ELP)				72	63	55

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

[†] District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						65%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						522
Total Components for the FPPI						8
Percent Tested						99%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
65%	66%	67%	57%	59%	46%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	48%	No		
English Language Learners	53%	No		
Black/African American Students	60%	No		
Hispanic Students	65%	No		
Multiracial Students	74%	No		
White Students	64%	No		
Economically Disadvantaged Students	65%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	64%	60%	70%	64%	66%	71%	56%	71%					
Students With Disabilities	38%		68%	75%	28%	45%	36%						
English Language Learners	45%	38%	61%	44%	35%	77%	71%						
Black/African American Students	52%	56%	70%	76%	54%	65%	56%	53%					
Hispanic Students	66%	61%	68%	57%	70%	78%	55%	67%					
Multiracial Students	76%		71%		76%	71%							
White Students	67%	57%	73%	40%	67%	64%	55%	85%					
Economically Disadvantaged Students	62%	61%	67%	65%	66%	71%	57%	71%					

Page 1865 of 2426

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%

Page 1866 of 2426

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%

Page 1867 of 2426

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	56%	65%	-9%	60%	-4%
ELA	4	66%	64%	2%	60%	6%
ELA	5	61%	60%	1%	61%	0%
ELA	6	69%	72%	-3%	62%	7%
Math	3	56%	69%	-13%	66%	-10%
Math	4	72%	65%	7%	65%	7%
Math	5	55%	61%	-6%	62%	-7%
Math	6	71%	70%	1%	60%	11%
Science	5	71%	66%	5%	60%	11%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

Overall ELA learning gains were up by 9 points. Kindergarten and grades 4-6 increased significantly in ELA proficiency. New actions included learning walks and working towards better teacher understanding of data (BQ students, counters, points to proficiency, etc.). We also continued targeted small group instruction and implementation of Total Participation Techniques.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Grade 3 ELA went up two points from last year, but is still lower at 58%. All of our 3rd grade teachers were new to the grade level and also had the challenge of learning the Benchmark curriculum. Our math bottom quartile gains decreased and ended at 57% this year.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Second grade math and reading data showed a significant decline from the prior year. 2 of the 4 teachers were new to the grade level and 1 of the teachers was new to teaching. They also had the added challenges of learning Foundations and Benchmark.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

1st grade math had the greatest gap when compared to the state average. This group of students

had very low math data coming up from Kindergarten, so they came into first grade with gaps. In first grade, 2 of the 3 teachers need growth in their instructional rigor and small group instruction.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

student attendance, level 1s on ELA and math FAST

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

small group instruction, student engagement, PBIS

DRAFT

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Description: Targeted small group instruction in ELA focusing on foundational skills and addressed learning gaps identified in prior year data.

Impact on Student Achievement: Increase proficiency, differentiated support for students needs, and decreasing the gap for students with reading deficiencies and for ELL students.

Rationale: While our overall proficiency increased 5% points in ELA and 4% points in 3rd grade, 1st and 2nd grade proficiency (41% and 35%) will be our next priority.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

1st and 2nd grade proficiency (41% and 35%) will be a priority in terms of providing support. We will monitor all grade levels' ELA data throughout the year, using Foundations data, Acadience data, and FAST assessments, with a goal of at least 60% proficiency in each grade level.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Acadience screeners completed 3x/year. Work with Ms Gleneski to respond to data and monitor

progress.

Monitor and respond to Acadience and Foundations data.

Regular walkthroughs and meetings with admin

Mid Year data meetings

Person responsible for monitoring outcome

Jocelyn Farber, principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Evidence-based program that addresses the identified gaps aligned with the 5 Components of Reading: adaptive blended learning program Systematic and structured approach to six areas of reading: phonological awareness, phonics, vocabulary, structural analysis, automaticity/fluency, and comprehension.

Rationale:

Lexia Core5 (Strong Evidence for All struggling students): We will implement with fidelity and track student progress through Acadience and FAST / STAR testing

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Teachers will intentionally plan to incorporate targeted small group instruction based on student data and needs.

Person Monitoring:

Jocelyn Farber

By When/Frequency:

monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Interim check in with teachers

Walkthroughs

Content PLCs

Action Step #2

Professional learning will be provided in the format of whole group PL sessions, peer observations,

coaching as needed, and flexible choice PLC dates (with support from district personnel).

Person Monitoring:

Jocelyn Farber

By When/Frequency:

monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Walkthroughs

Student data

Action Step #3

Providing time and support to review and analyze student data, including consistently monitoring progress of BQ, ELL, and ESE subpopulations. After PM1, teachers will have a PLC open lab choice to work on analyzing / triangulating ELA data and making small groups. Resources and help will be available if needed. After PM2, we will have ½ day grade level data meetings.

Person Monitoring:

Jocelyn Farber, principal

By When/Frequency:

monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Foundations Unit assessment spreadsheets

FAST Reporting

Benchmark Unit assessment data online

Acadience Data

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Description: Targeted small group instruction in math focusing on foundational skills and closing learning gaps identified in the previous year data.

Impact on Student Achievement: Aim to close the gaps with the district and state proficiency averages in grades 1-2.

Rationale: Our overall math proficiency increased 1% point. We will focus on improving achievement in grades 1-3.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

STAR data will reflect a minimum of 55% proficiency by PM3, compared to 45% and 46% this year in grades 1 and 2. Third grade math data will increase from 56% to 60%. Monitor student growth percentile at PM2 data with a minimum of 25 growth points per student. Walkthrough data will indicate that at least 75% of math classrooms demonstrate evidence of differentiated instruction and targeted interventions.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Monitor STAR data to make instructional decisions. Look at each student's PM2 data to determine growth and needs. Mid Year Data meetings to plan for further instruction.

Person responsible for monitoring outcome

Jocelyn Farber, principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Teachers will provide learning targets and success criteria for lessons.

Rationale:

Sharing clear statements used throughout each lesson to help students understand what they are learning, why it's important, and how to measure their progress.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Teachers will intentionally plan to provide differentiated small group instruction based on student

assessment data.

Person Monitoring:
Jocelyn Farber, principal

By When/Frequency:
monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Interim check in with teachers
Walkthroughs
Content PLCs

Action Step #2

Professional learning will be provided in the format of whole group PL sessions, peer observations, coaching as needed, and flexible choice PLC dates (with support from district personnel).

Person Monitoring:
Jocelyn Farber, principal

By When/Frequency:
monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

walkthroughs

Action Step #3

Providing time and support to review and analyze student data, including consistently monitoring progress of BQ, ELL, and ESE subpopulations. After PM1, teachers will have a PLC day to work on analyzing / triangulating data. Resources and help will be available if needed. After PM2, we will have ½ day grade level data meetings.

Person Monitoring:
Debbie Chapman, assistant principal

By When/Frequency:
monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Notes from PLC, SBLT, and data meetings

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Description: Our overall attendance rate is improving yet have room for improvement.

Impact on Student Achievement: If we can provide incentive for these students to attend school through engagement, community, and positive relationships, we can improve their academic data by consistent exposure to rigorous instruction and support. This will also help when we need to start

MTSS problem solving with a student since attendance can prevent them from qualifying for MTSS support.

Rationale:Focusing on attendance with interventions and support for families would allow us to make a bigger impact on their learning.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our attendance rate in 24-25 was 93.19%. In 25-26, our attendance rate was almost stagnant at 93.32%.Our goal is to increase overall attendance to at least 94%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Students with perfect attendance each month will earn 20 minutes of additional recess.

Person responsible for monitoring outcome

Debbie Chapman, principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Continuation of focused mentoring and family communication to help build relationships and overcome attendance barriers. Continuation of Total Participation Techniques to engage all students in learning.

Rationale:

Overcoming barriers and creating an engaging learning environment will create a community where students want to be everyday.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Pull perfect attendance report monthly for attendance incentive.

Person Monitoring:

Jocelyn Farber

By When/Frequency:

monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Track the perfect attendance numbers monthly and compared to last year to determine impact.

DRAFT

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

DRAFT

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

DRAFT

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

DRAFT

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

DRAFT

Clay County Schools

SHADOWLAWN ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority	1
I. School Information	2
A. School Mission and Vision	2
B. School Leadership Team, Stakeholder Involvement and SIP Monitoring	2
C. Demographic Data.....	7
D. Early Warning Systems	8
II. Needs Assessment/Data Review	12
A. ESSA School, District, State Comparison	13
B. ESSA School-Level Data Review	14
C. ESSA Subgroup Data Review	15
D. Accountability Components by Subgroup.....	16
E. Grade Level Data Review.....	19
III. Planning for Improvement.....	20
IV. Positive Learning Environment	25
V. Title I Requirements (optional).....	28
VI. ATSI, TSI and CSI Resource Review	31
VII. Budget to Support Areas of Focus	32

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging, and rewarding for all children.

We will increase student achievement by providing students with learning opportunities that are rigorous, relevant, and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity, and respect. Through these values, we will maximize student potential and promote individual responsibility.

Provide the school's vision statement

Shadowlawn Elementary School exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Whitney Johnson

whitney.johnson@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

1. Ensure compliance with established rules, and laws in the daily operation of the school.
2. Develop and foster good public relations, efficient school volunteer/partnership programs,

effective conferencing and communications with parents, students, and teachers.

3. Coordinate and monitor the curricular program of the school to maximize student learning; conduct faculty/staff meetings as needed to meet student instructional needs; implement Standards as established by the Florida Department of Education.
4. Coordinate school advisory council activities and implement a school improvement plan.
5. Coordinate efficient utilization of school facilities and ensure proper security, maintenance and cleanliness of the campus.
6. Be responsible for the timely and accurate submission of all required school records/reports and the accurate entry of information into the district database.
7. Provide leadership by participating in professional development activities and encouraging the professional development of instructional support and administrative staff including training to accurately report FTE participation, student performance, teacher appraisal, school safety, and discipline data.
8. Be responsible for effective business management operations, the development of a school budget and efficient cost accounting.
9. Maintain standards of appropriate student conduct through fair and equitable enforcement of the Clay County District Schools Code of Student Conduct.
10. Be responsible for faithfully and effectively implementing school/district personnel procedures including: interviewing, hiring, evaluating school staff and coordinating teacher induction programs, and administering master contracts.
11. Coordinate supervision of extra-curricular activities and duty assignments.
12. Provide a safe learning environment through preparation and implementation of emergency evacuation plans, fire drills, etc.
13. Be responsible for implementing programs designed to meet the needs of special student populations (Ex. ESE, Title I, 504s, Drop Out Prevention, etc.).
14. Assure that the school meets all State and Southern Association of Schools and Colleges accreditation standards.
15. Be responsible for proper receipt and accounting of all school board property and maintaining an accurate property inventory.
16. Provide for the purchase of appropriate textbooks, equipment and other instructional materials necessary to meet the needs of the students.
17. Serve on district wide committees when requested.
18. Be responsible for the development and implementation of a school technology plan.
19. Be responsible for the performance of all personnel employed by the School Board and assigned to the school site.
20. Provide leadership for the implementation of the Principles of Professional Conduct for the Education Profession.
21. Provide leadership in the implementation of the district and state assessments and other tests

designed and adopted to measure student achievement.

22. Communicate effectively, both orally and in writing, with parents, staff, students and community.
23. Maintain visibility and accessibility on the school campus.
24. Serve as coach/mentor to Assistant Principals, new Principals or others who are preparing for School Principal certification.
25. Provide leadership for all stakeholders in the development of school beliefs, vision, mission, and goals and align them with the district mission, school improvement, and curriculum.
26. Perform other duties as assigned by the Superintendent consistent with the goals and objectives of the position.

Leadership Team Member #2

Employee's Name

William Moore

william.moore@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

1. Assume all administrative duties in absence of the principal.
2. Assist in fulfilling any duties outlined on the principal's job description and delegated by the principal.

Leadership Team Member #3

Employee's Name

Lauren Studer

Lauren.studer@myoneclay.net

Position Title

School Advisory Chair

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #4

Employee's Name

Ashley Parker

Ashley.parker@myoneclay.net

Position Title

Instructional

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #5

Employee's Name

Shiann Best

shiann.best@myoneclay.net

Position Title

Instructional

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #6

Employee's Name

Elaine Nabors

Elaine.nabors@myoneclay.net

Position Title

Instructional

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #7

Employee's Name

Lori Leslie

Lori.leslie@myoneclay.net

Position Title

Support

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #8

Employee's Name

Jeannie Griffin

Elizabeth.griffin@myoneclay.net

Position Title

support

Job Duties and Responsibilities

No Answer Entered

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Shadowlawn Elementary uses their School Advisory Council to involve stakeholders in the development of the School Improvement Plan. The School Advisory Council is composed of elected teachers, support staff, parents and community partners.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The School Improvement Plan will be monitored by the Leadership Team to ensure goals are continuing to be met. Teachers and staff across the school will be working together to make the improvements needed to meet goals. Information will be shared with stakeholders at regular SAC (School Advisory Council) meetings.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	55.9%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: A 2023-24: A 2022-23: A 2021-22: B

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	80	89	106	100	98	96				569
Absent 10% or more school days	16	14	20	21	24	24				119
One or more suspensions	0	3	1	3	7	12				26
Course failure in English Language Arts (ELA)	0	0	0	2	0	0				2
Course failure in Math	0	0	0	0	0	2				2
Level 1 on statewide ELA assessment	0	0	0	0	0	0				0
Level 1 on statewide Math assessment	6	19	30	15	40	28				138
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	0	5	2	0	0				7
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	1	1	0	0				2

Current Year 2026-27

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	3	15	8	18	15				59

Current Year 2026-27

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	2	0	0					2
Students retained two or more times	0	0	0	0	0					0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	82	96	84	87	92	91	89			621
Absent 10% or more school days	27	33	23	26	33	30	40			212
One or more suspensions		1	1	2	5	3	4			16
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment		7	17	4	20	14	7			69
Level 1 on statewide Math assessment	16	6	8	2	20	5	3			60
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)			4							4
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		1								1

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	4	9	5	10	25	20	9			82

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		2	2	1		1				6
Students retained two or more times										0

DRAFT

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.

DRAFT

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

DRAFT

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026		2025		2024	
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	77	66	62	69	63	59
Grade 3 ELA Achievement	87	66	61	90	66	59
ELA Learning Gains	64	63	63	57	62	60
ELA Lowest 25th Percentile	78	60	58	58	60	56
Math Achievement*	81	69	66	78	67	64
Math Learning Gains	68	69	64	62	65	63
Math Lowest 25th Percentile	73	58	50	52	57	51
Science Achievement	72	67	62	70	62	58
Social Studies Achievement*			95			92
Graduation Rate						
Middle School Acceleration						
College and Career Acceleration						
Progress of ELLs in Achieving English Language Proficiency (ELP)						

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						75%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						600
Total Components for the FPPI						8
Percent Tested						99%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
75%	68%	72%	76%	61%	53%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	64%	No		
Black/African American Students	55%	No		
Hispanic Students	69%	No		
Multiracial Students	78%	No		
White Students	77%	No		
Economically Disadvantaged Students	71%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	77%	87%	64%	78%	81%	68%	73%	72%					
Students With Disabilities	58%	63%	53%		69%	60%	64%	83%					
Black/African American Students	45%				64%								
Hispanic Students	68%	82%	62%		70%	62%							
Multiracial Students	82%				73%								
White Students	80%	90%	65%	77%	85%	70%	79%	71%					
Economically Disadvantaged Students	73%	85%	59%	74%	79%	63%	71%	65%					

Page 1901 of 2426

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%					

Page 1902 of 2426

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%					

Page 1903 of 2426

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	88%	65%	23%	60%	28%
ELA	4	79%	64%	15%	60%	19%
ELA	5	65%	60%	5%	61%	4%
Math	3	91%	69%	22%	66%	25%
Math	4	78%	65%	13%	65%	13%
Math	5	76%	61%	15%	62%	14%
Science	5	68%	66%	2%	60%	8%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

The greatest area of growth was in the Math Bottom Quartile (BQ) category. Performance in this specific data component grew significantly, increasing from 52% to 73%.

Strategic Small Group Intervention: We utilized targeted, data-driven small groups to address specific skill gaps directly during the learning block.

VE Inclusion Staff Adjustments: A change in our Varying Exceptionalities (VE) inclusion staffing allowed for better alignment of co-teaching models and more effective support in the classroom.

Intentional Student Placement: Students were strategically placed in classes to optimize peer dynamics, maximize support resources, and ensure equitable access to high-quality instruction.

Narrowed Benchmark Focus: We sharpened our instructional focus to lean heavily into foundational math benchmarks, ensuring students mastered core concepts before moving on to complex skills.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Shadowlawn's lowest performing accountability area is ELA Learning Gains, which currently stands at 64%. Showing growth in this category presents a unique challenge due to our exceptionally high 3rd-grade ELA proficiency baseline. To successfully drive learning gains moving forward, we must deliberately push academic acceleration for students who scored a Level 3, 4, or 5 on the FAST ELA assessment.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that experienced the greatest decline was 3rd Grade ELA, which dropped from 90% to 87%.

Novice Instructional Experience: The grade level featured a higher concentration of new or developing teachers who were still building experience with the specific demands of the 3rd-grade curriculum.

Vertical Alignment Gaps: There is an identified need for stronger vertical alignment between 2nd and

3rd grade to ensure foundational reading and writing skills transition seamlessly from one year to the next.

Higher Cohort Needs: This specific group of students entered the grade level with higher overall academic needs, particularly regarding their mastery of core ELA benchmarks.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Shadowlawn Elementary currently outperforms state averages across all assessed school grade accountability categories.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Based on the Early Warning System (EWS) data, the primary area of concern continues to be student attendance.

The Progress: Between the 2024–2025 and 2025–2026 school years, the number of chronically absent students (those missing 10% or more of school days) dropped significantly from 212 students down to 120 students.

The Remaining Concern: Even with this positive trend, 20% of the total student population (1 in 5 students) is still considered chronically absent. Because missing 10% or more of instructional time acts as a major barrier to academic success, maintaining momentum and further reducing this percentage remains a top priority.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Learning Gains
2. Lower Quartile (Math, ELA, SWD)
3. Attendance

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on our recent data, students assessed in 5th grade science are still performing well, but we would like to see an increased proficiency level in our 5th grade students. We found that students will continue to need small group instruction in science concepts along with strong science instruction throughout our k-4 grade levels to ensure students are ready for higher proficiency levels when assessed in the 5th grade.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our fifth grade students will increase by 3 proficiency points from 72% to 75% in the upcoming school year. To reach the desired outcome, we will increase our small group instruction in our science classrooms, continue to have data chats among 5th grade teachers, expand science standards into resource classes as possible, complete vertical science data chats to increase science skills coming into our 5th grade classrooms and offer the ability for teachers to observe high performing science classroom lessons.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Monitoring will be completed using science assessments, science practice assessments and science hands-on activities to show mastery of standards.

Person responsible for monitoring outcome

Whitney Johnson

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the

evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Targeted Tier 1 Instruction: Delivering explicit, high-quality core instruction tailored to student needs.
Data-Driven Small Groups: Providing differentiated, small-group intervention and reinforcement.
Penda Learning Integration: Utilizing the Penda platform for interactive, standards-aligned science practice.

Rationale:

Due to our current proficiency levels of 72%, we want to ensure that students are continuing to show growth towards standards mastery in 5th grade science.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Professional Learning Communities

Person Monitoring:

Whitney Johnson

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional Learning will be provided to our teachers on best practices for teaching along with science resources. These learning communities will also be supported by our SWD teachers to ensure all students are reaching full potential to ensure maximum growth and proficiency.

Action Step #2

Data Chats

Person Monitoring:

Stan Moore

By When/Frequency:

Action steps will be monitored and tracked weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Progress will be monitored through strategic instructional practices and utilizing classroom-based science assessments to track student progress and identify next steps, ensuring grade-level growth and proficiency.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on our recent data, SWD students are still struggling to perform at the proficiency levels of their non-disabled peers. We are seeing many students lacking in foundational skills needed for proficiency in ELA. All students are requiring more individualized instruction through techniques that focus on differentiation in order to meet their needs and close instructional gaps with a large emphasis on our SWD students.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Students will increase by 4 points in proficiency from 64% to 68%. To reach the desired outcome, we will focus on instructional practice, professional learning, and data chats. Shadowlawn will utilize the Lexia Skill Builder lessons, Heggerty Bridge the Gap, Corrective Reading and Spelling Through Morphology and 70% of students using these programs will make satisfactory progress each month.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Monitoring will be measured through Lexia diagnostic and progress, FAST PM 1 and 2, classroom-based assessments, data check-ins and Acadience.

Person responsible for monitoring outcome

Whitney Johnson

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Shadowlawn will utilize the Lexia Skill Builder lessons, Heggerty Bridge the Gap, Corrective Reading and Spelling Through Morphology to differentiate instruction through product, process and content based on the student's instructional profiles and needs.

Rationale:

We will continue to want to move all students towards reading proficiency and by providing these interventions all students, including our SWD students will have the instruction to make the learning gains.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Professional Learning Communities

Rationale:

Professional Learning will be provided to teachers on best practices for the SWD population. The SLE team will utilize the ESE department through our assigned support facilitator to ensure growth and proficiency.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Data Chats

Person Monitoring:

Whitney Johnson and William Moore

By When/Frequency:

Action steps will be monitored weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Progress will be monitored through strategic instructional practices, utilizing PM data, Acadience data, and classroom-based assessments to track student progress and identify next steps, ensuring grade-level growth and proficiency.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

To combat chronic absenteeism, our school will establish and maintain a dedicated Attendance Team composed of the principal, school social worker, counselor, records secretary, and other designated staff. This team will focus on building positive partnerships with families and the community to improve student attendance.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Shadowlawn Elementary will reduce the percentage of chronically absent students—those missing 10% or more of instructional days—from 20% to 18% during the 2026–2027 school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Focus Attendance Analytics -Monthly attendance team meetings - Counselor/Social Worker Check-ins - Attendance Recognition

Person responsible for monitoring outcome

Whitney Johnson

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The Attendance Team will meet monthly to analyze current attendance data, identify students eligible for the Attendance Tree intervention, evaluate active strategies, and coordinate necessary support. To supplement these efforts, student attendance incentives will be offered weekly and organized by grade level. The Attendance Team will convene monthly to execute the following actions: Analyze ongoing attendance data. Identify students for the Attendance Tree intervention. Evaluate the effectiveness of current strategies. Coordinate additional necessary student supports. Additionally, weekly attendance incentives will be implemented and organized by grade level to promote consistent student attendance.

Rationale:

Research consistently shows that chronic absenteeism is a primary barrier to student achievement, vertical alignment success, and long-term academic growth. To systematically lower Shadowlawn's chronic absenteeism rate from 20% to 18%, our school requires a dual-approach strategy that combines proactive data monitoring with immediate positive reinforcement.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

The Attendance Team will conduct monthly data reviews to dynamically adjust student incentives,

refine intervention strategies, and ensure rigorous follow-through with the Attendance Tree framework based on real-time trends.

Person Monitoring:

Whitney Johnson

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will participate in professional learning focused on attendance expectations and procedural workflows. Following each monthly Attendance Team meeting, teachers will review the updated data and execute the designated communication protocols outlined in the Attendance Tree framework.

DRAFT

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

DRAFT

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

DRAFT

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

DRAFT

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

DRAFT

Clay County Schools

SPRING PARK ELEMENTARY



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority	1
I. School Information	2
A. School Mission and Vision	2
B. School Leadership Team, Stakeholder Involvement and SIP Monitoring	2
C. Demographic Data.....	5
D. Early Warning Systems	6
II. Needs Assessment/Data Review	10
A. ESSA School, District, State Comparison	11
B. ESSA School-Level Data Review	12
C. ESSA Subgroup Data Review	13
D. Accountability Components by Subgroup.....	14
E. Grade Level Data Review.....	17
III. Planning for Improvement.....	18
IV. Positive Learning Environment	24
V. Title I Requirements (optional).....	27
VI. ATSI, TSI and CSI Resource Review	30
VII. Budget to Support Areas of Focus	31

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Our mission is to create the foundation for literate, productive members of society. Spring Park Elementary, working collaboratively with all stakeholders, will provide a public education experience that is motivating, challenging, and rewarding for all children. Our teachers will provide rigorous and relevant learning opportunities for each child to experience academic and social success within a safe and inviting environment.

Provide the school's vision statement

Spring Park Elementary exists to prepare lifelong learners for personal success in a global and a diverse society.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Dr. Tiffany Outman

tiffany.outman@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

The principal is responsible for ensuring quality instruction in the school, ensuring facilities and operations are in order, recruit and retain highly effective faculty and staff, building the culture of the school and ensuring that financial rules, procedures, and regulations are followed with fidelity.

Leadership Team Member #2

Employee's Name

Michelle Caricato

michelle.caricato@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Providing instructional leadership, providing PD to teachers based on data and needs, and working collaboratively with all stakeholders to ensure high levels of instruction. Responsible for tracking and implementing safety drills, responding to student discipline issues, and other operational functions of the school.

Leadership Team Member #3

Employee's Name

Angela Love

angela.love@myoneclay.net

Position Title

Other

Job Duties and Responsibilities

No Answer Entered

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Spring Park Elementary School values collaboration and believes that meaningful stakeholder involvement is essential to developing and implementing an effective School Improvement Plan (SIP). Throughout the development process, input was gathered from a variety of stakeholders, including the School Leadership Team, teachers, instructional support staff, school-based personnel, parents and families, district personnel, and community partners.

The School Leadership Team reviewed student achievement data, school climate information, attendance trends, behavioral data, and stakeholder survey results to identify strengths, areas for improvement, and priority goals. Grade-level teams and instructional staff participated in collaborative data discussions and provided feedback regarding instructional practices, intervention needs, professional learning opportunities, and resource allocation.

Parents and families were invited to provide input through surveys, School Advisory Council (SAC) meetings, family engagement events, and ongoing communication. Feedback focused on student achievement, school safety, communication, and opportunities to strengthen family engagement. Community members and business partners contributed ideas related to student support services, mentoring opportunities, and community partnerships that enhance student success.

Stakeholder feedback was carefully reviewed and used to establish school improvement priorities, develop measurable goals, identify evidence-based strategies, and determine action steps aligned with the school's identified needs. The collaborative planning process ensures that the SIP reflects the shared vision of the school community and supports continuous improvement for all students. Stakeholders will continue to receive updates throughout the school year and will have ongoing opportunities to provide feedback as the plan is monitored, evaluated, and refined based on student outcomes and school data.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Spring Park Elementary School will monitor the implementation and effectiveness of the School Improvement Plan (SIP) through regular reviews by the School Leadership Team, PLCs, and MTSS teams. Student achievement data, including FAST assessments, progress monitoring, classroom assessments, attendance, behavior, and intervention data, will be analyzed to measure progress toward school goals and identify students needing additional support, particularly those with the greatest achievement gaps.

Administrators will monitor the implementation of evidence-based instructional practices through classroom walkthroughs and observations, while teachers will use data to adjust instruction and interventions. Stakeholder feedback will be gathered throughout the year through School Advisory Council (SAC) meetings, staff meetings, surveys, and family engagement opportunities. The School Leadership Team will use student data and stakeholder input to revise strategies, professional learning, and action steps as needed to ensure continuous improvement and increased student achievement.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY KG-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	46.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL)* ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: A 2023-24: A 2022-23: 2021-22:

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	89	93	92	86	94	82	94	84		714
Absent 10% or more school days	18	13	13	9	13	9	13			88
One or more suspensions	6	11	13	10	12	7	14			73
Course failure in English Language Arts (ELA)	2	8	2	10	0	1	1			24
Course failure in Math	1	2	1	2	0	0	4			10
Level 1 on statewide ELA assessment	6	22	21	16	13	7	9			94
Level 1 on statewide Math assessment	11	10	17	11	11	9	7			76
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	2	3	4	12						21
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	2	4						6

Current Year 2026-27

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	10	12	12	19	11	3	10			77

Current Year 2026-27

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3	6	1	7						17
Students retained two or more times										0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	105	108	88	104	84	100	87			676
Absent 10% or more school days	18	19	15	14	7	19	19			111
One or more suspensions	3	11	8	15	7	8	15			67
Course failure in English Language Arts (ELA)		13	2	13		1	1			30
Course failure in Math	4	3	4			1	3			15
Level 1 on statewide ELA assessment				33	15	17	19			84
Level 1 on statewide Math assessment				36	42	25	19			122
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		9	1	3						13
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		1								1

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	15	26	16	34	19	22	20			152

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	9		13			2			26
Students retained two or more times										0

DRAFT

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.

DRAFT

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

DRAFT

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026		2025		2024				
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†			
ELA Achievement*	66	66	62	70	63	59	63	62	57
Grade 3 ELA Achievement	62	66	61	70	66	59	63	65	58
ELA Learning Gains	62	63	63	66	62	60	62	62	60
ELA Lowest 25th Percentile	55	60	58	61	60	56	60	60	57
Math Achievement*	71	69	66	69	67	64	73	67	62
Math Learning Gains	69	69	64	60	65	63	74	68	62
Math Lowest 25th Percentile	50	58	50	63	57	51	64	59	52
Science Achievement	82	67	62	70	62	58	43	61	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					72	63		55	61

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						ATSI
OVERALL FPPI – All Students						65%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						1
Total Points Earned for the FPPI						517
Total Components for the FPPI						8
Percent Tested						99%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
65%	67%	60%				

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	52%	No		
English Language Learners	38%	Yes	1	
Asian Students	60%	No		
Black/African American Students	61%	No		
Hispanic Students	57%	No		
Multiracial Students	64%	No		
White Students	68%	No		
Economically Disadvantaged Students	56%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS										
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.
All Students	66%	62%	62%	55%	71%	69%	50%	82%		
Students With Disabilities	40%	36%	48%	54%	41%	61%	56%	80%		
English Language Learners	35%		38%	25%	50%	48%	33%			
Asian Students	60%				60%					
Black/African American Students	57%		52%		62%	69%	67%			
Hispanic Students	62%	56%	56%	36%	65%	69%	38%	76%		
Multiracial Students	73%		73%		55%	53%				
White Students	70%	68%	64%	59%	77%	71%	44%	87%		
Economically Disadvantaged Students	56%	56%	55%	49%	64%	59%	38%	74%		

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	70%	70%	66%	61%	69%	60%	63%	70%					70%
Students With Disabilities	48%	47%	63%	62%	42%	55%	57%	33%					
English Language Learners	36%		56%	53%	42%	71%	75%						70%
Black/African American Students	58%	70%	66%	91%	37%	41%	67%	64%					
Hispanic Students	63%	65%	60%	44%	67%	55%	56%	55%					69%
Multiracial Students	68%		56%		68%	75%							
White Students	76%	75%	70%	66%	78%	65%	66%	78%					
Economically Disadvantaged Students	60%	61%	62%	59%	63%	61%	62%	60%					69%

Page 1935 of 2426

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%

Page 1936 of 2426

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	61%	65%	-4%	60%	1%
ELA	4	69%	64%	5%	60%	9%
ELA	5	68%	60%	8%	61%	7%
ELA	6	67%	72%	-5%	62%	5%
Math	3	73%	69%	4%	66%	7%
Math	4	67%	65%	2%	65%	2%
Math	5	65%	61%	4%	62%	3%
Math	6	72%	70%	2%	60%	12%
Science	5	78%	66%	12%	60%	18%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

Math Achievement showed the greatest improvement, increasing from 69% in 2024–2025 to 71% in 2025–2026. This growth reflects our focus on data-driven instruction, collaborative planning, and student engagement. Key actions included strengthening PLCs to analyze assessment data and plan standards-aligned instruction, expanding Tier II and Tier III interventions based on FAST progress-monitoring data, increasing instructional coaching and classroom walkthroughs, aligning instruction to the Florida B.E.S.T. Standards, and emphasizing academic ownership through student goal setting, data chats, and progress monitoring. Students also engaged in collaborative problem-solving, mathematical reasoning, and productive struggle during Tier I instruction, resulting in increased achievement and accountability for learning.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The lowest-performing data component in 2025–2026 was ELA Learning Gains for the Lowest 25% of students at 55%, a decline from 61% in 2024–2025. Many students entered the year with significant gaps in foundational reading skills, increased student mobility, and a greater need for intensive Tier II and Tier III interventions. To address this trend, Spring Park Elementary will strengthen data-driven PLCs, expand targeted small-group literacy instruction, increase progress monitoring, and use intervention data to adjust instruction. The school will also continue to promote academic ownership through student goal setting, data chats, and progress tracking to accelerate learning gains for the lowest-performing readers.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the greatest decline from the prior year was our lowest quartile gains in both reading and math. A review of the data suggests several factors contributed to this decline. Student cohorts entered the school year with significant unfinished learning and varying levels of foundational skills, resulting in larger achievement gaps at the beginning of the year. In

addition, an increased percentage of students requiring intensive interventions, along with changes in student enrollment and mobility, impacted overall performance.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest positive gap compared to the state average was in 5th Grade Science. We achieved 78% proficiency, exceeding the state average of 60% by 18 percentage points and the district average of 66% by 12 percentage points. This success reflects a strong focus on standards-based instruction, hands-on and inquiry-based learning, data-driven PLCs, and rigorous classroom tasks aligned to the Florida B.E.S.T. Science Standards, resulting in high levels of student engagement and achievement.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Student attendance and suspensions were identified as key early warning indicators requiring focused attention. The school will implement proactive strategies, monitor data regularly, and provide targeted supports to improve student engagement and reduce barriers to academic success.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Math Lowest Quartile & Learning Gains

ELA Lowest Quartile & Learning Gains

Continuing our focus on building academic ownership

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction, Differentiation, Intervention, Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

We identified Mathematics Learning Gains for the Lowest Quartile (Grades 3–6) as a priority area of focus. Although Mathematics Achievement increased from 69% to 71% and exceeded district and state averages in multiple grade levels, students in the lowest quartile continue to require accelerated growth to close achievement gaps. To address this need, the school will strengthen Tier I instruction, expand Tier II and Tier III interventions, utilize weekly PLCs to analyze FAST and formative assessment data, and continue promoting academic ownership through student goal setting, data chats, progress monitoring, and reflection to accelerate learning gains and improve equitable outcomes.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the 2026–2027 school year, Spring Park Elementary will increase Mathematics Learning Gains for students in the Lowest Quartile from 58% to 60%

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Implementation and impact will be monitored through weekly PLC meetings, classroom walkthroughs, instructional coaching, and regular analysis of FAST Progress Monitoring, district benchmark, and formative assessment data. Student progress will be reviewed through data chats, goal setting, and progress monitoring to ensure academic ownership. Intervention effectiveness will be evaluated regularly, and instructional supports will be adjusted based on student performance to ensure students in the lowest quartile demonstrate accelerated mathematics learning gains.

Person responsible for monitoring outcome

Tiffany Outman and Michelle Caricato

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Spring Park Elementary will implement evidence-based practices to increase Mathematics Learning Gains for students in the Lowest Quartile (Grades 3–6). Instruction will include strengthened Tier I mathematics aligned to the Florida B.E.S.T. Standards, targeted Tier II and Tier III small-group interventions, explicit instruction, differentiated learning, collaborative problem-solving, and data-driven PLCs. Academic ownership will be reinforced through student goal setting, data chats, and progress monitoring.

Rationale:

These interventions were selected based on 2025–2026 FAST and School Grade data, which showed that although overall Mathematics Achievement increased from 69% to 71%, students in the Lowest Quartile continue to require accelerated growth to close achievement gaps. Implementation and effectiveness will be monitored through weekly PLCs, instructional walkthroughs, coaching, peer observations, FAST Progress Monitoring, district benchmarks, formative assessments, and ongoing analysis of student data to adjust instruction and interventions.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Strengthen Tier I Mathematics Instruction

Person Monitoring:

Administration and Grade Level PLC Teams

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will implement rigorous, standards-aligned mathematics instruction using explicit teaching, differentiated strategies, mathematical discourse, academic ownership, and collaborative problem-solving aligned to the Florida B.E.S.T. Standards.

Action Step #2

Provide Targeted Interventions and Promote Academic Ownership

Person Monitoring:

Administration

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

Students in the Lowest Quartile will receive targeted Tier II and Tier III interventions while participating in goal setting, data chats, progress monitoring, and reflection to increase ownership of learning.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD), English Language Learners (ELL), Economically Disadvantaged Students (FRL)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

We identified ELA Learning Gains for the Lowest Quartile (Grades 3–6) as a priority area of focus after learning gains for the Lowest 25% declined from 61% in 2024–2025 to 55% in 2025–2026. This area of focus is especially important to improve outcomes for our English Language Learners (ELLs) and Students with Disabilities (SWD), who require intentional, differentiated instruction and targeted interventions to address unfinished learning and foundational literacy gaps. To accelerate learning and close achievement gaps, the school will strengthen Tier I literacy instruction, expand targeted Tier II and Tier III interventions, utilize weekly PLCs to analyze FAST and formative assessment data to inform instructional decisions, and promote academic ownership through student goal setting, data chats, progress monitoring, and reflection.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

During the 2026–2027 school year, Spring Park Elementary will increase ELA Learning Gains for the Lowest Quartile (Grades 3–6) from 55% in 2025–2026 to at least 61%, returning to or exceeding the 2024–2025 performance level. Particular emphasis will be placed on improving learning gains for English Language Learners (ELLs) and Students with Disabilities (SWDs) through differentiated Tier I instruction, targeted interventions, and ongoing progress monitoring to reduce achievement gaps and increase proficiency.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This Area of Focus will be monitored through weekly PLCs, classroom walkthroughs, instructional coaching, lesson plan reviews, and fidelity checks to ensure differentiated Tier I instruction and

targeted Tier II and III interventions are implemented with fidelity, particularly for English Language Learners (ELLs), Students with Disabilities (SWDs), and students in the Lowest Quartile. FAST progress monitoring, district benchmark assessments, intervention data, formative assessments, and student data chats will be reviewed regularly to measure growth, adjust instruction, and monitor progress toward increasing ELA Learning Gains for the Lowest Quartile from 55% to at least 61%.

Person responsible for monitoring outcome

Administration and Grade Level PLC Teams

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Spring Park Elementary will implement evidence-based literacy practices, including explicit, standards-aligned Tier I instruction, differentiated small-group instruction, and targeted Tier II and III interventions to address unfinished learning and accelerate reading growth for students in the Lowest Quartile, English Language Learners (ELLs), and Students with Disabilities (SWDs). Teachers will use FAST, formative, and district benchmark data during weekly PLCs to identify student needs, adjust instruction, and monitor progress.

Rationale:

These interventions were selected because school data showed ELA Learning Gains for the Lowest Quartile declined from 61% in 2024–2025 to 55% in 2025–2026, with additional needs identified among English Language Learners (ELLs) and Students with Disabilities (SWDs). Research supports explicit instruction, differentiated small-group instruction, and data-driven decision-making as effective practices for accelerating literacy growth and closing achievement gaps for struggling readers.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Strengthen Tier I literacy instruction and provide targeted Tier II and Tier III small-group interventions using FAST and formative assessment data to address the needs of students in the Lowest Quartile.

Person Monitoring:

Administration and Grade Level PLC Teams

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will deliver standards-aligned literacy instruction and targeted small-group interventions using FAST and formative assessment data to address skill deficits for students in the Lowest

Quartile.

Administration and the instructional coach will monitor implementation through classroom walkthroughs, and weekly Team PLC Meetings/Data reviews.

Action Step #2

Utilize data-driven PLCs and promote academic ownership.

Person Monitoring:

Administration and Grade Level PLC Teams

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Grade-level PLCs will analyze student data weekly to adjust instruction and interventions. Students will participate in data chats, goal setting, and progress monitoring to increase ownership of their learning.

IV. Positive Learning Environment

Area of Focus #1

Multiple Early Warning Signs

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

We identified academic ownership as a schoolwide focus for grades K–6 based on FAST PM3 and School Grade data. While Mathematics Achievement increased from 69% to 71%, ELA Learning Gains for the Lowest 25% declined from 61% to 55%, highlighting the need for students to take greater ownership of their learning. To address this need, the school will implement consistent goal setting, data chats, student data tracking, reflection, and teacher-led conferences to help students monitor progress, identify next steps, and improve academic outcomes.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Based on 2025–2026 data, Mathematics Achievement increased from 69% to 71%, while ELA Learning Gains for the Lowest 25% declined from 61% to 55%. By the end of the 2026–2027 school year, Spring Park Elementary will increase ELA Learning Gains for the Lowest 25% from 55% to at least 61% while maintaining or increasing Mathematics Achievement above 71%, as measured by the Florida FAST PM3 assessment and School Grade accountability data. Student progress will be monitored through FAST Progress Monitoring, district benchmark assessments, and schoolwide data chats.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Implementation and impact will be monitored through weekly PLC meetings, classroom walkthroughs, student data notebooks, goal-setting conferences, and regular analysis of FAST Progress Monitoring, district benchmark, and formative assessment data. Teachers and administrators will review student goal attainment, data chats, and progress-monitoring results to ensure students are actively engaged in their learning. Ongoing monitoring will allow instructional adjustments, strengthen academic ownership, and improve student achievement by helping students understand their progress, set meaningful goals, and take responsibility for their academic growth.

Person responsible for monitoring outcome

Administration and Grade Level PLC Teams

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

We will implement evidence-based practices that increase student ownership of learning through goal setting, student data notebooks, data chats, progress monitoring, reflection, and teacher conferencing across grades K–6. These practices will be embedded within high-quality Tier I instruction and supported through data-driven PLCs and differentiated instruction.

Rationale:

The intervention was selected based on 2025–2026 FAST PM3 and School Grade data, which showed Mathematics Achievement increased from 69% to 71%, while ELA Learning Gains for the Lowest 25% declined from 61% to 55%, indicating a need for students to become more engaged in monitoring their progress and taking responsibility for their learning. Implementation and effectiveness will be monitored through weekly PLCs, instructional walkthroughs, student data reviews, FAST Progress Monitoring, district benchmarks, and formative assessments to ensure continuous improvement in student achievement.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Implement school wide student goal setting, data chats, progress monitoring, and reflection to increase student ownership of learning across grades PK–6.

Person Monitoring:

Administration and Grade Level PLC Teams

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will implement consistent student goal setting, data chats, progress monitoring, reflection, and student data notebooks to help students understand their performance and take ownership of their learning. Administration classroom walkthroughs, and the Grade Level PLC Teams will monitor implementation through student data notebooks, goal-setting conferences, and reviews of FAST, benchmark, and formative assessment data to measure student growth.

Action Step #2

Utilize data-driven PLCs to support academic ownership.

Person Monitoring:

Administration and Grade Level PLC Teams

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Grade-level PLCs will meet weekly to analyze student data, monitor progress toward goals, and collaboratively adjust instruction and interventions to meet student needs. PLC documentation, student progress data, and intervention results will be reviewed regularly. Student achievement will be monitored through FAST Progress Monitoring, district benchmarks, and formative assessments to evaluate the impact of academic ownership practices and guide instructional decisions.

DRAFT

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

DRAFT

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

SPS collaborates closely with the district's ESOL department to review the performance of English Language Learners (ELLs) and identify instructional and resource needs. School and district teams analyze FAST, ACCESS for ELLs, classroom, and progress-monitoring data to identify achievement gaps and adjust supports accordingly. Based on this review, the district provides guidance on evidence-based instructional strategies, professional learning, intervention resources, and compliance with ESOL requirements. Throughout the year, school leadership, teachers, interventionists, and the ESOL contact monitor student progress during PLCs and data meetings to evaluate the effectiveness of interventions and make instructional adjustments. This collaborative process ensures resources are strategically aligned to improve language acquisition and academic achievement for English Language Learners.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

Based on 2025–2026 ELL performance data, we will utilize district ESOL support, targeted Tier II and Tier III interventions, evidence-based instructional strategies, and ACCESS for ELLs and FAST data to address the academic needs of English Language Learners. Teachers will receive ongoing professional learning on sheltered instruction, language development strategies, and differentiated instruction to support language acquisition across content areas. Student progress will be monitored through quarterly ACCESS data reviews, FAST Progress Monitoring, district benchmarks, classroom formative assessments, and PLC data meetings throughout the 2026–2027 school year. Resources and interventions will be adjusted as needed based on student performance to improve academic achievement and English language proficiency.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

Yes

DRAFT

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

DRAFT

Clay County Schools

ST JOHNS CLASSICAL ACADEMY



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority	1
I. School Information	2
A. School Mission and Vision	2
B. School Leadership Team, Stakeholder Involvement and SIP Monitoring	2
C. Demographic Data.....	6
D. Early Warning Systems	7
II. Needs Assessment/Data Review	12
A. ESSA School, District, State Comparison	13
B. ESSA School-Level Data Review	14
C. ESSA Subgroup Data Review	15
D. Accountability Components by Subgroup.....	16
E. Grade Level Data Review.....	19
III. Planning for Improvement.....	21
IV. Positive Learning Environment	28
V. Title I Requirements (optional).....	31
VI. ATSI, TSI and CSI Resource Review	34
VII. Budget to Support Areas of Focus	35

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of St. Johns Classical Academy is to develop graduates in mind and character through a classical, content-rich curriculum that emphasizes the principles of virtuous living, traditional learning, and civic responsibility. We are building intelligent, virtuous American citizens.

Provide the school's vision statement

The vision of St. Johns Classical Academy is to offer a unique option that provides students with an American Classical education. Scholars will receive a cohesive K-12 education, which builds upon itself year after year, creating a successful foundation for learning. Scholars will be intentionally taught the benefits of a virtuous character and will be challenged through the lessons taught within the K-12 curriculum to develop and strengthen their character. Our teachers will provide the support and attention scholars require in order to meet the high expectations of a Classical education.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Carole McCullough

carole.mccullough@stjca.org

Position Title

Head of School

Job Duties and Responsibilities

The Head of School is tasked with overall school management to fulfill the mission, providing

organizational and instructional leadership to assure positive scholar outcomes while maintaining the integrity of the approved charter and the safety of the school population. She ensures compliance with established procedures and rules in daily operation of school, maintaining standards of conduct set forth by the school, the county, and the state. She is responsible for faculty/staff interviews, hiring, contracts, and evaluations. She provides leadership in developing and fostering positive community relationships and effective communication with all stakeholders, including students, faculty/staff, the governing Board, the Lions Council, and parents/guardians. She ensures security, cleanliness, and maintenance of facilities and coordinates their utilization. She coordinates the supervision of duty assignments and extra-curricular activities. She is responsible for timely reporting of school data and effective operation of the school, assisting in business management, budget development, and cost accounting. She provides effective leadership in implementing ethics and conduct found in the Teacher Procedural Manual and in assisting in professional development planning and delivery. She ensures safety of the school population by coordinating development and implementation of emergency plans and drills. She ensures the implementation of policies and programs for school technology and special needs populations. She ensures proper purchasing and accounting/inventory of all school property. She provides leadership in implementation of state standards and best practices that lead to student success.

Leadership Team Member #2

Employee's Name

Hannah Patterson

hannah.patterson@stjca.org

Position Title

Dean of School Culture

Job Duties and Responsibilities

The Dean of School Culture upholds and supports the vision and mission of St. Johns Classical Academy. She serves scholars in grades K–12 by fostering a safe, orderly, and virtue-centered learning environment. She provides teachers with coaching and support in effective classroom management and ensures consistent implementation of the school's Code of Conduct. She documents, investigates, and reports disciplinary incidents in accordance with school policies, county requirements, and state statutes, while serving as the primary liaison with the school district regarding discipline and compliance. She also develops, implements, and monitors school-wide discipline procedures and behavior expectations to promote consistency across all grade levels.

Leadership Team Member #3

Employee's Name

Amy Melquist

amy.melquist@stjca.org

Position Title

Dean of Academics for Grammar School

Job Duties and Responsibilities

The Dean of Academics upholds and supports the vision and mission of St. Johns Classical Academy. She provides teachers with coaching, mentoring, and training in implementing curriculum from the K–12 Program Guide, using *Hillsdale's Best Practices for K–12 Classical Schools*, and integrating state standards. She helps develop the master schedule, conducts classroom observations, and develops and implements professional development for Grammar School grades K–6. She also facilitates statewide progress monitoring and assessment administration, ensures ESE services are implemented in accordance with students' educational plans, and supports ESE teachers in meeting the academic needs of scholars.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Stakeholder involvement is essential to the success of St. Johns Classical Academy. As the school enters its 10th year of operation, engagement from all stakeholder groups continues to grow. The school leadership team, comprised of administrators, Grammar School team leads, and Upper School department chairs, meets regularly to discuss both short- and long-term school improvement initiatives. Teachers, staff, and parents also participate in regular surveys to provide valuable feedback that informs school improvement efforts. Lions Council, the school's parent-teacher organization, uses survey data to help assess parent satisfaction and oversees the Community Partners Program while gathering additional stakeholder input. School administrators also meet regularly with Student Government representatives to discuss scholar concerns and strengthen student engagement.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for

those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The school improvement plan will be monitored through quarterly analysis of measurable goals in the areas of focus, including data from both state (PM1/PM2) and internal testing. Bi-weekly or monthly administrator classroom walkthroughs, which ensure fidelity to the chosen interventions, will provide individual feedback, especially regarding sub-groups that exhibit the greatest achievement gaps. We will continue analyzing and observing to target the highest priorities for increasing student achievement. All data, including that from staff/parent/student surveys, will inform revisions that ensure continuous improvement.

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C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION PK-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	12.8%
CHARTER SCHOOL	YES
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: A 2023-24: B 2022-23: A 2021-22: A

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	83	82	87	87	81	86	82	83	76	747
Absent 10% or more school days	7	7	13	14	3	11	16	7	10	88
One or more suspensions	1	1	1	2	3	6	4	1	6	25
Course failure in English Language Arts (ELA)	0	2	0	1	0	2	8	2	5	20
Course failure in Math	0	0	0	0	0	0	7	2	8	17
Level 1 on statewide ELA assessment				1	5	7	8	8	5	34
Level 1 on statewide Math assessment				1	2	9	11	7	3	33
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2026-27

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators				1	2	1	2	5	2	13

Current Year 2026-27

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	2	0	1	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	85	92	95	87	86	80	80	88	75	768
Absent 10% or more school days	6	9	14	13	8	10	9	19	15	103
One or more suspensions	1	3			5	2	2		4	17
Course failure in English Language Arts (ELA)							1	1		2
Course failure in Math								8	5	13
Level 1 on statewide ELA assessment		9	6	7	10	16	3	7	6	64
Level 1 on statewide Math assessment	8	6	7		10	15	5	10	5	66
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		1	3	1						5
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	12	8		8	8	5	9	7	58

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year			1						1	2
Students retained two or more times										0

DRAFT

2. Grades 9-12 (optional)

Current Year (2026-27)

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
School Enrollment	39	38	32	33	142
Absent 10% or more school days	3	3	8	0	14
One or more suspensions	1	2	1	0	4
Course failure in English Language Arts (ELA)	5	3	1	0	9
Course failure in Math	1	0	2	0	3
Level 1 on statewide ELA assessment	6	2	0	0	8
Level 1 on statewide Algebra assessment			1		1

Current Year (2026-27)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

DRAFT

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

DRAFT

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	73	60	64	69	57	61	61	54	58
Grade 3 ELA Achievement	80	67	64	72	66	62	62	58	59
ELA Learning Gains	63	57	62	63	56	61	53	51	59
ELA Lowest 25th Percentile	62	52	55	62	50	55	54	49	54
Math Achievement*	72	61	64	67	58	62	65	57	59
Math Learning Gains	66	56	61	55	54	60	55	57	61
Math Lowest 25th Percentile	53	49	52	51	49	53	46	51	56
Science Achievement	67	58	60	66	55	57	54	53	54
Social Studies Achievement*	94	77	77	93	75	74	93	74	72
Graduation Rate	100	84	77	100	82	72	100	77	71
Middle School Acceleration	81	66	79	76	67	75	77	68	71
College and Career Acceleration	8	37	61	30	40	56	35	43	54
Progress of ELLs in Achieving English Language Proficiency (ELP)					66	61		59	59

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

[†] District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						68%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						820
Total Components for the FPPI						12
Percent Tested						100%
Graduation Rate						100%
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
68%	67%	63%	73%	66%	63%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	56%	No		
English Language Learners	50%	No		
Asian Students	92%	No		
Black/African American Students	66%	No		
Hispanic Students	73%	No		
Multiracial Students	75%	No		
White Students	67%	No		
Economically Disadvantaged Students	63%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	73%	80%	63%	62%	73%	66%	53%	67%	94%	81%	100%	8%	
Students With Disabilities	48%	58%	56%	56%	49%	60%	48%	55%	71%				
English Language Learners	42%				58%								
Asian Students	100%		83%		100%	83%							
Black/African American Students	53%		57%		71%	83%							
Hispanic Students	76%	87%	66%	75%	69%	63%	44%	63%	94%	91%			
Multiracial Students	87%		74%		79%	68%		69%					
White Students	71%	82%	61%	57%	72%	65%	53%	67%	93%	81%	100%	6%	
Economically Disadvantaged Students	60%	55%	68%	59%	59%	66%	54%	58%	92%				

Page 1970 of 2426

28/2026

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	69%	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%					

Page 17 of 36

Page 1971 of 2426

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%					

Page 18 of 36

Page 1972 of 2426

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	80%	65%	15%	60%	20%
ELA	4	69%	64%	5%	60%	9%
ELA	5	67%	60%	7%	61%	6%
ELA	6	70%	72%	-2%	62%	8%
ELA	7	67%	62%	5%	62%	5%
ELA	8	72%	61%	11%	60%	12%
ELA	9	84%	66%	18%	60%	24%
ELA	10	85%	69%	16%	61%	24%
Math	3	88%	69%	19%	66%	22%
Math	4	70%	65%	5%	65%	5%
Math	5	61%	61%	0%	62%	-1%
Math	6	66%	70%	-4%	60%	6%
Math	7	79%	50%	29%	53%	26%
Math	8	58%	71%	-13%	61%	-3%
Science	5	59%	66%	-7%	60%	-1%
Science	8	62%	61%	1%	52%	10%
Civics	8	92%	82%	10%	75%	17%
Biology	9	93%	95%	-2%	87%	6%
Algebra	7	100%	99%	1%	96%	4%
Algebra	8	87%	93%	-6%	84%	3%
Algebra	9	76%	63%	13%	41%	35%
Geometry	9	95%	87%	8%	75%	20%

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Geometry	10	64%	53%	11%	40%	24%
History	11	97%	83%	14%	75%	22%
Biology	10	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Biology	11	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Biology	12	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Algebra	10	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Algebra	11	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Geometry	8	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Geometry	11	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				

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III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

Math Learning Gains showed the greatest improvement from 55 in 2025 to 66 in 2026 (+11 points), demonstrating strong academic growth in mathematics. This success was driven by a schoolwide focus on strengthening math instruction through ongoing professional development centered on the Concrete-Pictorial-Abstract (CPA) instructional model and the intentional integration of word problems into daily lessons. Teachers collaborated in focused Professional Learning Communities to plan vertically across grade levels, ensuring continuity of instruction and alignment of standards. Ongoing use of IXL helped identify learning gaps, while frequent formative assessments guided MTSS small-group interventions tailored to scholar needs. Spiral review of previously taught standards was strengthened across all grade levels to improve retention, and administration conducted regular classroom observations to ensure instructional practices were implemented with fidelity. Additionally, an eight-week after-school math tutoring program provided targeted small-group support for scholars needing additional intervention, contributing to the overall increase in math learning gains.

Another area of significant growth was **Grade 3 ELA Achievement (+8)**. These gains suggest that teachers effectively used assessment data to guide instruction, implemented targeted interventions, and maintained a strong focus on intertwining the Florida B.E.S.T. standards-based with our Hillsdale curriculum. Exposing scholars to content-rich source text in reading (Literature) and writing (IEW) provided opportunities for scholars to question and comprehend complex, rich texts. Utilizing IXL to concentrate on skills and academic vocabulary aligned with FAST testing was beneficial to the growth in this area.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The College and Career Acceleration component demonstrated the lowest performance in the 2026 school accountability results. Our school uses Hillsdale K–12 curriculum, which emphasizes a rigorous, content-rich liberal arts education and few elective classes. Upper School scholars follow a

prescribed sequence of honors-level coursework through graduation, with limited elective opportunities.

To improve this component, we will continue to expand access to accelerated coursework beginning in the 2026–2027 school year by offering AP U.S. History, AP Chemistry, AP Pre-Calculus, and AP Calculus. Additionally, Dual Enrollment English Composition I and II will be offered, and scholars will be encouraged to participate in additional online Dual Enrollment courses through a dedicated study hall period. We will also continue increasing the number of teachers certified to teach Dual Enrollment courses, providing scholars with greater access to college-level coursework and improving future College and Career Acceleration outcomes.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The College and Career Acceleration component experienced the greatest decline in the 2026 accountability results.

To address this decline, the school will significantly expand acceleration opportunities beginning in the 2026–2027 school year. New course offerings will include AP U.S. History, AP Chemistry, AP Pre-Calculus, and AP Calculus, as well as Dual Enrollment English Composition I and II. Scholars will also be encouraged to enroll in additional online Dual Enrollment courses during a designated study hall period. Looking ahead, the school will continue increasing the number of teachers certified to teach Dual Enrollment courses, expanding access to college-level coursework and strengthening future College and Career Acceleration outcomes while maintaining the integrity of its classical academic program.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The College and Career Acceleration component experienced the greatest gap in the 2026 accountability results.

To address this decline, the school will significantly expand acceleration opportunities beginning in the 2026–2027 school year. New course offerings will include AP U.S. History, AP Chemistry, AP Pre-Calculus, and AP Calculus, as well as Dual Enrollment English Composition I and II. Scholars will also be encouraged to enroll in additional online Dual Enrollment courses during a designated study hall period. Looking ahead, the school will continue increasing the number of teachers certified to teach Dual Enrollment courses, expanding access to college-level coursework and strengthening future College and Career Acceleration outcomes while maintaining the integrity of its classical academic program.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

103 scholars were absent 10% or more of school days (13.4% of enrollment).

The highest numbers occur in:

- Grade 7: 19
- Grade 8: 15
- Grade 2: 14
- Grade 3: 13

Level 1 performance in mathematics is the second most significant indicator. **Fifth grade** represents the greatest concentration of scholars needing intensive mathematics support. This data aligns with SJCA's decision to strengthen mathematics instruction through CPA methodology, spiral review, targeted MTSS interventions, and after-school tutoring. We will concentrate on math training in upper elementary grade-levels.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Decreasing absenteeism.
2. Continue to improve math instruction in upper elementary grades 3-5.
3. Continue growing our AP and DE offerings to increase College & Career Acceleration

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Graduation/Acceleration specifically relating to Acceleration

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our area of focus for grades 9–12 is increasing College and Career Acceleration opportunities for Upper School scholars. This area was identified as a need after reviewing the 2025–2026 accountability data, which showed a score of 8 in College and Career Acceleration, representing both the SJCA's lowest-performing accountability component and its largest gap compared to the state average.

While St. Johns Classical Academy provides a rigorous, honors-based classical education through the Hillsdale K–12 curriculum, the prescribed course sequence does not provide an additional Advanced Placement (AP) or Dual Enrollment (DE) credits recognized within Florida's accountability model.

Expanding access to acceleration opportunities will increase scholars' ability to improve postsecondary opportunities. Beginning in the 2026–2027 school year, the school will expand its acceleration offerings to include AP U.S. History, AP Chemistry, AP Pre-Calculus, and AP Calculus, along with Dual Enrollment English Composition I and II. Scholars will also be encouraged to enroll in additional online Dual Enrollment courses during a designated study hall period, and the school will continue increasing the number of teachers credentialed to teach Dual Enrollment courses. These initiatives are designed to improve scholar participation and success in accelerated coursework while maintaining the rigorous classical curriculum that is central to the school's mission.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

During the 2026–2027 school year, St. Johns Classical Academy will increase its College and Career Acceleration score from 8 to at least 30, returning to or exceeding the previous year's performance.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

School leadership will monitor AP and Dual Enrollment, scholar participation, course completion, and qualifying acceleration credits throughout the year. Quarterly data reviews will be conducted to evaluate progress, identify barriers, and provide support for scholars enrolled in accelerated coursework. The school will also monitor the implementation of new AP and DE courses and the number of teachers earning Dual Enrollment credentials. Annual Florida accountability results will be used to measure progress toward the school's College and Career Acceleration goal.

Person responsible for monitoring outcome

Kelsey Campbell, Dean of Academic Services

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

To increase College and Career Acceleration, St. Johns Classical Academy will expand access to Advanced Placement and Dual Enrollment coursework for Upper School scholars. Beginning in the 2026–2027 school year, we will offer AP U.S. History, AP Chemistry, AP Pre-Calculus, AP Calculus, and Dual Enrollment English Composition I and II, while encouraging scholars to enroll in additional online Dual Enrollment courses during a designated study hall period. The school will also increase the number of teachers credentialed to teach Dual Enrollment courses, expanding access to accelerated learning opportunities. Implementation will be monitored through quarterly reviews of AP and DE enrollment, scholar performance, successful course completion, and qualifying acceleration outcomes. School leadership and Dean of Academic Services will use this data to monitor participation, identify barriers, and provide additional academic and advising support to scholars as needed.

Rationale:**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

1. Expand Advanced Placement and Dual Enrollment opportunities by implementing AP U.S. History, AP Chemistry, AP Pre-Calculus, AP Calculus, and Dual Enrollment English Composition I and II, while increasing teacher credentialing for additional DE courses.

Person Monitoring:

Kelsey Campbell

By When/Frequency:

quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Action Step #2

Increase scholar participation in accelerated coursework through academic advising, parent communication, and regular monitoring of enrollment, course completion, and scholar performance.

Person Monitoring:

Kelsey Campbell

By When/Frequency:

quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The area of focus for Grades 3–5, with an emphasis on Grade 5, is strengthening mathematics instruction through full alignment of the Florida B.E.S.T. Mathematics Standards, Singapore Math curriculum, and the Concrete-Pictorial-Abstract (CPA) instructional framework. While schoolwide mathematics performance improved during the 2025–2026 school year, the Early Warning System data identified Grade 5 as having the highest number of scholars scoring Level 1 on the FAST Mathematics assessment (15 scholars). As the culminating grade in the Grammar School, fifth grade serves as a critical transition point to Upper School mathematics, making mastery of foundational concepts essential for long-term success.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

- Implement mathematics instruction and coaching with fidelity to the Concrete-Pictorial-Abstract instructional model to build scholars' conceptual understanding before moving to abstract problem solving.
- Strengthen vertical alignment through collaborative Professional Learning Communities (PLCs) by aligning B.E.S.T. Standards, Singapore Math instruction and spiral review across grade levels.
- Use frequent formative assessments and ongoing data analysis with IXL LevelUp Diagnostic to identify learning gaps and provide targeted MTSS interventions.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

We will monitor IXL use, state testing data, classroom data and effective instructional practices.

Person responsible for monitoring outcome

Amy Melquist - Dean of Academics K-6

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Fidelity to the Singapore Math methodology with required IXL for spiral review practice in class and at home; spiral review practice of standards-based content.

Rationale:

Both Singapore Math methodology and IXL have strong, evidence-based data to support improved outcomes in math.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Weekly targeted practice using IXL

Person Monitoring:

Amy Melquist

By When/Frequency:

by the end of each month

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will provide administration with data to show identified areas of weakness and implementation of weekly, targeted practice using IXL.

Action Step #2

Effective implementation of Singapore math curriculum

Person Monitoring:

Amy Melquist

By When/Frequency:

by the end of each month

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administration will provide professional development in best practices for teaching Singapore math

and recognizing/targeting gaps in knowledge, and perform classroom walkthroughs to monitor effectiveness of implementation. Walkthrough feedback will be used by administration and teacher to create an action plan for improving instruction.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Student attendance is a schoolwide area of focus for grades K–12. Review of the 2025–2026 Early Warning Systems data identified 103 scholars (13.4% of enrollment) as chronically absent, meaning they missed 10% or more of the school year. The highest rates of chronic absenteeism occurred in Grades 7 (19 scholars), 8 (15 scholars), 2 (14 scholars), and 3 (13 scholars). Absenteeism greatly affects learning at SJCA as we have very little computer-based work; teacher-led, whole-class instruction with a focus on Socratic questioning is the model at all grade levels in all subjects. Scholars not in attendance miss out on the whole-class discussion and guided practice that promote learning in a Classical model. In 2025-26, we had many set-backs with the Synergy SIS and reporting system and holding parents accountable in a timely manner was challenging.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Percent of scholars with attendance below 90%:

Grade 7 - 19%

Grade 8 - 15%

Grade 2 - 14%

Grade 3 - 13%

Grade 5 - 10%

Grade 1 - 9%

Grade 4 - 8%

Kindergarten - 7%

Our goal is to reduce these percentages to no more than 8% of scholars at any grade level with the attendance below 90%. Focus will play a large role in reporting data timely and accurately.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

In addition to daily attendance notification, the attendance committee will compile weekly attendance data and communicate further with parents whose scholars are in danger of either exceeding 3 unexcused absences or overall attendance dropping below 95%. The admin team will analyze the data bi-weekly and set up in-person parent conferences as needed. As student attendance improves, we predict improvement in learning outcomes and overall student achievement due to increased opportunity to participate in our whole-class teaching and learning model.

Focus will play a large role in reporting data timely and accurately.

We have updated our Family and Scholar Handbook to a more explicit wording for attendance policies.

Person responsible for monitoring outcome

Carole McCullough

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

-Attendance committee meetings and procedure implementation -Updated wording in Family & Scholar Handbook with explicit parent communication

Rationale:

SJCA has no buses, so parents who must drop off their scholars each day are ultimately responsible for attendance. Consistent communication reminds both parents and scholars that attendance matters. A face-to-face conference allows everyone to communicate their ideas and find solutions to overcoming obstacles.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Improved parent communication in a timely manner

Person Monitoring:

Carole McCullough

By When/Frequency:

bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

At three unexcused absences, parents will receive a phone call with follow-up email warning that after a total of five, the parent will be required to attend an in-person conference. At four unexcused absences, parents receive another phone call and email. At five unexcused absences, parents receive a phone call, a follow-up email, and a physical letter requiring them to attend an in-person conference with an administrator and teacher in order to find solutions to attendance issues.

DRAFT

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

www.stjca.org

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI

or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

No Answer Entered

DRAFT

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

DRAFT

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

DRAFT

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

DRAFT

Clay County Schools

ST. JOHNS CLASSICAL ACADEMY ORANGE PARK



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority	1
I. School Information	2
A. School Mission and Vision	2
B. School Leadership Team, Stakeholder Involvement and SIP Monitoring	2
C. Demographic Data.....	5
D. Early Warning Systems	6
II. Needs Assessment/Data Review	11
A. ESSA School, District, State Comparison	12
B. ESSA School-Level Data Review	13
C. ESSA Subgroup Data Review	14
D. Accountability Components by Subgroup.....	15
E. Grade Level Data Review.....	18
III. Planning for Improvement.....	19
IV. Positive Learning Environment	27
V. Title I Requirements (optional).....	29
VI. ATSI, TSI and CSI Resource Review	32
VII. Budget to Support Areas of Focus	33

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of St. Johns Classical Academy is to develop graduates in mind and character through a classical, content-rich curriculum that emphasizes the principles of virtuous living, traditional learning, and civic responsibility. We are building intelligent, virtuous American citizens.

Provide the school's vision statement

The vision of St. Johns Classical Academy is to offer a unique option that provides students with classical education. Scholars will receive a cohesive Classical education, which builds upon itself year after year, creating a successful foundation for learning. Scholars will be intentionally taught the benefits of a virtuous character and will be challenged through the lessons taught within the curriculum to develop and strengthen their character. Our teachers will provide the support and attention scholars require in order to meet the high expectations of a Classical education

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Anthony Bradley

anthony.bradley@stjca.org

Position Title

Headmaster

Job Duties and Responsibilities

The Headmaster will implement a traditional, classical, liberal arts and sciences curriculum. The Headmaster makes final decisions on curriculum, subject to the approval of the Governing Board and

Clay ST. JOHNS CLASSICAL ACADEMY ORANGE PARK in accordance with the affiliation agreement with Hillsdale College's Barney Charter School Initiative (BCSI). The Headmaster, while chiefly the academic leader, is also responsible for the discipline, moral culture, operations, and financial oversight of SJCA

Leadership Team Member #2

Employee's Name

Sierra Scherer

sierra.scherer@stjca.org

Position Title

Dean of Academics

Job Duties and Responsibilities

The Dean of Academics is expected to be a creative thought leader and should view their role as a coach, mentor, and standard-setter for educators. The Dean of Academics provides professional development in the areas of Literacy Essentials and Singapore Math. They conduct classroom walkthroughs and provides feedback to teachers on how best to improve instruction.

Leadership Team Member #3

Employee's Name

Kayla Flannagan

kayla.flannagan@stjca.org

Position Title

Dean of Students

Job Duties and Responsibilities

The Dean of Students is expected to be a creative thought leader and should view their role as a coach, mentor, and standard-setter for educators. The Dean of Academics provides professional development in the areas of school discipline, climate and culture. They conduct classroom walkthroughs and provides feedback to teachers on how best to improve instruction. Additionally, the Dean of Students will address discipline and leadership training among students.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. §

6314(b)(2), ESEA Section 1114(b)(2).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

SJCA is a public, non-sectarian institution serving a diverse population. All members of the SJCA community—the administration, teachers, parents, business partners and scholars—should show profound respect and tolerance for the religious, political, and cultural traditions and perspectives of others. The administration and teachers will take the lead at SJCA in actively promoting academics, tolerance, civility, and sensitivity. They encourage a civil and tolerant discussion of ideas when such topics naturally arise in class or on campus. Input from stakeholders via annual surveys and annual meeting of the School Advisory Council.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The SIP will be monitored against the established State testing and performance standards. Areas of improvement will be developed based on the assessed need demonstrated by PM test results and teacher, administration observations on campus. Feedback will drive any needed changes after each PM cycle. Additional monitoring will be conducted based on school-based data-charts tracking student performance in the areas of literacy and math.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION KG-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	23.2%
CHARTER SCHOOL	YES
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: B 2024-25: C 2023-24: C 2022-23: 2021-22:

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	77	104	72	60	49	46	49	43		500
Absent 10% or more school days	8	16	5	4	3	6	1	0		43
One or more suspensions	3	5	0	2	0	4	2	1		17
Course failure in English Language Arts (ELA)			1							1
Course failure in Math										0
Level 1 on statewide ELA assessment			12	10	7	10	7	6		52
Level 1 on statewide Math assessment		15	7	11	6	13	10	3		65
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		1	1	2						4
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2026-27

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		13	8	10	6	10	7	3		57

Current Year 2026-27

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	2		4						8
Students retained two or more times										0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	103	78	48	41	43	40	31			384
Absent 10% or more school days	13	8	4	2	2	4	2			35
One or more suspensions	2	2	1	2	3	3				13
Course failure in English Language Arts (ELA)		1								1
Course failure in Math										0
Level 1 on statewide ELA assessment		12	10	7	10	7	6			52
Level 1 on statewide Math assessment	15	7	11	6	13	10	3			65
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		1	1	2						4
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	13	8	10	6	10	7	3			57

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				3						3
Students retained two or more times										0

DRAFT

2. Grades 9-12 (optional)

Current Year (2026-27)

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
School Enrollment					0
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Current Year (2026-27)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

DRAFT

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

DRAFT

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	63	60	64	57	57	61	51	54	58
Grade 3 ELA Achievement	59	67	64	61	66	62	51	58	59
ELA Learning Gains	68	57	62	53	56	61	53	51	59
ELA Lowest 25th Percentile	69	52	55	48	50	55	64	49	54
Math Achievement*	61	61	64	50	58	62	45	57	59
Math Learning Gains	54	56	61	51	54	60	35	57	61
Math Lowest 25th Percentile	46	49	52	25	49	53	27	51	56
Science Achievement	60	58	60	38	55	57	46	53	54
Social Studies Achievement*		77	77		75	74		74	72
Graduation Rate		84	77		82	72		77	71
Middle School Acceleration		66	79		67	75		68	71
College and Career Acceleration		37	61		40	56		43	54
Progress of ELLs in Achieving English Language Proficiency (ELP)					66	61		59	59

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

[†] District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						60%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						480
Total Components for the FPPI						8
Percent Tested						100%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
60%	48%	47%				

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	52%	No		
English Language Learners	55%	No		
Black/African American Students	53%	No		
Hispanic Students	57%	No		
Multiracial Students	73%	No		
White Students	63%	No		
Economically Disadvantaged Students	55%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	63%	59%	68%	69%	61%	54%	46%	60%					
Students With Disabilities	47%		79%		37%	43%							
English Language Learners	47%		83%		40%	50%							
Black/African American Students	44%		71%		50%	45%							
Hispanic Students	57%	60%	69%	80%	51%	46%	33%						
Multiracial Students	67%				78%								
White Students	69%	55%	66%	60%	62%	55%	50%	83%					
Economically Disadvantaged Students	59%	47%	69%	73%	54%	53%	43%	45%					

Page 2007 of 2426

Page 16 of 34

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	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%		
	GRAD RATE 2022-23	C&C ACCEL 2022-23	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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	60%	65%	-5%	60%	0%
ELA	4	58%	64%	-6%	60%	-2%
ELA	5	61%	60%	1%	61%	0%
ELA	6	67%	72%	-5%	62%	5%
ELA	7	67%	62%	5%	62%	5%
Math	3	58%	69%	-11%	66%	-8%
Math	4	47%	65%	-18%	65%	-18%
Math	5	56%	61%	-5%	62%	-6%
Math	6	72%	70%	2%	60%	12%
Math	7	62%	50%	12%	53%	9%
Science	5	58%	66%	-8%	60%	-2%
Algebra	7	80%	99%	-19%	96%	-16%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was the Science achievement. We improved from 38% to 60%, resulting in an 22% increase. This increase was a result of monitoring the science instruction; providing more hands on science experiments. We utilized the CCSD Science practive assessment to help determine formative view of scholars. Additionally, we offered a science summer camp with an emphasis on rising 5th grade scholars and more hands on relatable experiments. We also held a two day science camp during the Thanksgiving break. The combination of formative assessments and additiona camp emphasis resulted in improved scholar retention and understanding.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that showed the lowest performance was math lower quartile. Performance of students with special needs and English Language Learners schoring less than 50% impacted the overall math performance. Overall Math lower quartile continues to improve.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

3rd Grade ELA showed the greatest decline. PM1 and PM2 showed this to be an area of concern.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Math lowest quartile has a 10 pt gap when compared to the state average. There is a need to ensure scholars are making the most of the IXL remedial training software that is assigned. We have to provide a better monitoring plan fo rtscholars this year.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

A major concern is the number of scholars who scored level 1 in Math throughout the year PM1, 2, 3

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Hispanic students - Math LG
2. Math LG of lower economic students
3. ELA achievement of Black/African American students
4. Math achievement of Students with disabilities
5. Math LG of students with disabilities

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B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Math instruction, more specifically to our lower quartile students, students with disabilities, and Hispanic students will be an area of focus for this academic year. Improving math instruction within each classroom and small group instruction will result in the academic achievement of our lower quartile students on the FAS assessment. The need to work in this area became apparent via the F.A.S. math achievement of our lower quartile students results of 40% overall, math achievement of students with disabilities of 37%, math achievement of Hispanic students of 33%.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Lower Quartile Math Data: 46%

Math achievement of students with disabilities: 37%

Math achievement Hispanic 33%

Math achievement lower quartile of economically disadvantages students: 43%

Heightened instructional focus on this academic area with additional strategies should show an improvement as follows:

Lower Quartile Math Data: 50%

Math achievement of students with disabilities: 41%

Math achievement of Hispanic student: 37%

Math achievement of economically disadvantages students: 45%

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

We will assess formative assessments and F.A.S.T. progress monitoring data. Scholars identified as

struggling with the Math content will be provided additional remedial instruction and be prioritized for tutoring assistance.

Person responsible for monitoring outcome

Anthony Bradley

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

For Math we will actively conduct progress monitoring, use individual and small group instruction time, while encouraging classroom engagement. Additionally, teachers will monitor scholars IXL Math progression weekly.

Rationale:

Teachers will utilize the formative, Progress Monitoring data, and IXL data to understand how students are performing and responding to classroom instruction. Based on data being monitored, teachers will determine remediation needs and gain knowledge on how to prioritize for tutoring resources.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Active monitoring

Person Monitoring:

Sierra Scherer

By When/Frequency:

quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Collect and analyze data from school based and PM assessments at a minimum of five times annually to inform instructional practices.

Action Step #2

All scholars will be tracked using IXL math progression.

Person Monitoring:

Sierra Scherer

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will assign IXL assignments from grade progression weekly and monitor student

mastery of their performance on the standard strands.

Action Step #3

ESSA Subgroups specifically relating to Hispanic Students

Person Monitoring:

Sierra Scherer

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Hispanic students in the area of Math will be an area of focus during the academic year.

The low performance in the math area affects all areas of learning due to struggles in mastering basic computational skills across math and even science. The need to work in this area became apparent via the F.A.S. math results showing Hispanic students at 33%.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

specifically relating to

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

No Answer Entered

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

No Answer Entered

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

No Answer Entered

Person responsible for monitoring outcome

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1**Person Monitoring:****By When/Frequency:**

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Black/African American students in the area of ELA will be an area of focus during the academic year. The low performance in the ELA area affects all areas of learning due to struggles in reading literature texts, History, Science and even the word problems in Math. The need to work in this area became apparent via the F.A.S.T. ELA results showing Black/African American at 44%

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

25-26 Black/African American ELA data: 44% Heightened instructional focus on this subgroup with additional strategies should show an improvement as follows: Black/African American increase to 48%

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The ELA Area of Focus will be monitored quarterly by a combination of formative assessments in the Literacy coursework, as well as PM1 and PM2. Scholars identified as struggling with the Literacy content will be provided additional remedial instruction and be prioritized for tutoring assistance.

Person responsible for monitoring outcome

Sierra Scherer

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Rationale:

Kindergarten teachers will monitor students' progress at the beginning of the fifth week of the year. From the fifth through tenth weeks, students will receive direct instruction in the first 26 phonograms/spelling patterns (a.k.a letters of the alphabet). Teachers will give oral and written assessments to determine if students have the ability to both say and write the phonograms. Remediation will be provided as necessary based on the results of this assessment. Beginning in the seventh week, kindergarten students will be progress monitored on their ability to blend two and three sounds to read both real and nonsense words. During this same week, teachers will begin to progress monitor the area of phonemic awareness skills (i.e. segmenting, blending, and isolating sounds). McCallHarby Test Lessons in Primary Reading: Progress Monitoring Beginning in October of the first grade, students will begin to read each story in McCall-Harby Test Lessons in Primary Reading and answer the comprehension questions. The test questions are a mix of explicit and inferential questions. Students can reread the story and questions as many times as they wish. Teachers will use the data to determine which students can read independently and who need continued instructional support. Teachers will monitor the data monthly to show independent reading comprehension progress as the year progresses. Additionally, teachers will use the Mc-Call Harby Test Lessons in Primary Reading to monitor first-grade reading fluency beginning at the end of the second quarter by having students do a cold read of the reading passage and calculating the total number of words read correctly per minute. The teachers will compare the total number of words correct per minute to fluency norms. Teachers will use this data to determine the type of reading errors students make and incorporate this into their small group and individualized instruction. In McCall-Harby, test lessons will show a general picture of progress. Description of Intervention #1: Literacy Essentials Because English has a deep orthography, students in kindergarten through sixth grade will learn how to break the code of the language through direct instruction of the phonograms, also known as spelling patterns, and rules of the English language. Beginning in October of the first grade, students will begin to read each story in McCall-Harby Test Lessons in Primary Reading and answer the comprehension questions. McCall-Crabbs Standard Test Lessons in Reading: 2nd through 6th Grade: Progress Monitoring Data, in the form of grade score norms, will be used to evaluate and monitor student growth in reading fluency and comprehension throughout the year. Test lessons will be used approximately three times a week. The McCall-Crabbs passages are used with all students, but are individualized at the student level based on their reading level and comprehension ability. Additionally, teachers will use the grade score norms to determine scholars who need remediation and additional support. Teachers will review their monthly data to monitor progress and the need for remedial reading 2nd - 6th grade: . Primarily, the grade score norms are intended to enable teachers to monitor reading fluency and comprehension progress. When administering this assessment, students will have a three-minute time limit to read and answer the questions. Initially, each student is given five of the three-minute timed tests. The scores are averaged to determine a fairly accurate grade score norm. The grade score norms provide the teacher with an estimate of the score obtained by an average student at a particular grade level.

There are six books in the McCall-Crabbs series. The McCall-Crabbs format allows for considerable individualization across different reading levels due to the graduated-level format. The continuous scale nature of the grade score norms permits the comparison of scores from different book levels. The monthly average of scores obtains Grade score norms to determine that it is accurate. Teachers will analyze grade score norms monthly to ensure adequate progress in fluency and comprehension is being made or if additional support is necessary

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Literacy Essentials Phonemic Awareness

Person Monitoring:

Sierra Scherer

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will administer a baseline assessment at the beginning of the school year to determine each student's ability in writing and saying the phonograms correctly. Students will be monitored throughout the year to track their progress toward proficiency. Any student who shows signs of struggling will receive individualized remediation in the phonograms. The data will be added to the school-wide Literacy data spreadsheet that is checked and discussed with the grade-level teams during grade level meetings.

Action Step #2

McCall-Crabbs and McCall Crabbs Comprehension

Person Monitoring:

Sierra Scherer

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

McCall-Harby Test Lessons in Primary Reading: Progress Monitoring Beginning in October of the first grade, students will begin to read each story in McCall-Harby Test Lessons in Primary Reading and answer the comprehension questions. The test questions are a mix of explicit and inferential questions. Students can reread the story and questions as many times as they wish. Teachers will use the data to determine which students can read independently and who need continued instructional support.

Teachers will monitor the data monthly to show independent reading comprehension progress as the year progresses. Additionally, teachers will use the MCall Harby Test Lessons in Primary Reading to monitor first-grade reading fluency beginning at the end of the second quarter by having students do a cold read of the reading passage and calculating the total number of words read correctly per minute. The teachers will compare the total number of words correct per minute to fluency norms.

Teachers will use this data to determine the type of reading errors students make and incorporate this into their small-group and individualized instruction. In McCall-Harby, test lessons will show a general picture of progress. This data will be added to the school-wide data spreadsheet that is checked and

discussed with the grade-level teams during grade-level meetings.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

During 2025/26 school year 43 students were absent 10% or more of the school days. Student absents play a significant part in hindering student learning which could translate to life long failures.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

43 Scholars were absent more than 10% of the school days. By using positive encouragement and strong academic standards we will provide an engaging curriculum that will draw students into the academic setting. Additionally, we will provide periodic notices of attendance failures to the families of our scholars.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Student attendance will be monitored bi-weekly; parent conferences as needed when scholars have excessive absences. The increased focus on attendance will help scholars and parents improve attendance during the school year.

Person responsible for monitoring outcome

Anthony Bradley

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Description of Intervention #1: We look to improve student attendance to improve students outlooks by providing a structured, safe environment with an engaging curriculum. The monitoring program,

along with parent meetings will significantly improve student attendance. Attached link addresses many of the negative effects of student absences: <https://www2.ed.gov/datastory/chronicabsenteeism.html#four>

Rationale:

We believe that a positive outlook toward school will be directly related to the level of student enjoyment, engagement with the curriculum. Reduced absences will result in the students being able to engage more with the curriculum and the teaching staff.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Professional Development in A.C.E.S. (Adverse Childhood Experiences)

Person Monitoring:

Anthony Bradley

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Staff will be provided PD in ACES, enabling them to be more attuned to social and emotional aspects that affect student attendance, performance, and the culture of the school. Student referrals to the attendance team will be tracked and reviewed quarterly.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

DRAFT

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

DRAFT

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

DRAFT

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

DRAFT

Clay County Schools

SWIMMING PEN CREEK ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority	1
I. School Information	2
A. School Mission and Vision	2
B. School Leadership Team, Stakeholder Involvement and SIP Monitoring	2
C. Demographic Data.....	11
D. Early Warning Systems	12
II. Needs Assessment/Data Review	16
A. ESSA School, District, State Comparison	17
B. ESSA School-Level Data Review	18
C. ESSA Subgroup Data Review	19
D. Accountability Components by Subgroup.....	20
E. Grade Level Data Review.....	23
III. Planning for Improvement.....	24
IV. Positive Learning Environment	32
V. Title I Requirements (optional).....	35
VI. ATSI, TSI and CSI Resource Review	38
VII. Budget to Support Areas of Focus	39

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Swimming Pen Creek Elementary is committed to working collaboratively with all stakeholders to provide students with an educational experience that is motivating, challenging, and rewarding.

Provide the school's vision statement

At Swimming Pen Creek Elementary we empower students by providing an innovative and engaging learning environment that prepares students for future success.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Cheryl Larson

cheryl.larson@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

The school Principal is responsible to the superintendent of Schools. Duties include guiding curriculum implementation, supporting teachers in improving instruction, and using student achievement data to inform decisions. In addition, the Principal oversees daily school operations including scheduling, staffing, budgeting, and facility maintenance, ensuring everything the campus runs smoothly and efficiently. Responsibilities consist of developing and fostering good public relations, partnerships with all stakeholders, and communications with parents, students and teachers. Building strong communication with families and establishing community partnerships are

also essential, as the Principal encourages parent involvement and external support for the school. Through strategic planning, the Principal sets goals aligned with district priorities, leads school improvement initiatives, and cultivates a safe, inclusive, and equitable learning environment for all students.

Leadership Team Member #2

Employee's Name

Laura Smith

laura.smith1@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal (AP) supports the Principal in overseeing the daily operations of the school, ensuring a safe and productive learning environment. The AP assists with supervising teachers and staff, conducting classroom observations, and helping the evaluate the instructional practices. A key responsibility includes managing student discipline by enforcing school policies and working with students, parents, and staff to address behavioral issues constructively. The AP often oversees attendance monitoring, coordinates student support services, and contributes to the development and implementation of school improvement plans. The AP helps organize school events, testing schedules, and emergency procedures, while also fostering communication with families and the broader school community. Additionally, the AP may lead professional development initiatives and support efforts to promote equity, inclusion, and academic achievement for all students.

Leadership Team Member #3

Employee's Name

Nicole Madine

nicole.madine@myoneclay.net

Position Title

Teacher, K-12

Job Duties and Responsibilities

Our kindergarten lead teacher is responsible for planning, organizing, and delivering developmentally appropriate lessons that foster academic, social, and emotional growth in young children. She creates a safe, nurturing classroom environment that encourages curiosity, creativity, and a love of learning. As the instructional leader in the classroom, the lead teacher designs lesson plans aligned with B.E.S.T. standards, assesses student progress, and adjusts teaching strategies to meet

individual needs. She also manages classroom behavior, establishes routines, and models positive interactions. In addition to teaching, the lead teacher leads professional learning with other teachers, providing guidance, delegating tasks, and ensuring consistent instructional practices. She communicates regularly with parents to share student progress and address concerns, and participates in schoolwide meetings, trainings and curriculum planning efforts. Ultimately, our kindergarten lead teacher plays a vital role in laying the foundation for lifelong learning and school readiness.

Leadership Team Member #4

Employee's Name

Faith Ohlendorf

faith.ohlendorf@myoneclay.net

Position Title

Teacher, K-12

Job Duties and Responsibilities

Our first grade lead teacher is responsible for delivering high-quality instruction to young learners while also serving as a mentor and collaborator among first grade team members. In the classroom, she plans and implements engaging, standards-based lessons that support students' academic, social and emotional development. She assesses student progress using formal and informal tools and adjusts instruction to meet the diverse learning needs. In the leadership role, she helps coordinate grade-level planning, facilitate professional learning communities and support colleagues with instructional strategies, curriculum alignment, and classroom management practices. As a teacher leader, she also analyzes student data to inform team decisions and promotes consistent, effective teaching across classrooms. She often serves as a liaison between teachers and school administration, contributes to school improvement initiatives, and models professionalism and continuous growth. By balancing teaching responsibilities with leadership, our first grade teacher leader plays a key role in student achievement and team development.

Leadership Team Member #5

Employee's Name

Regina Bragg

regina.bragg@myoneclay.net

Position Title

Teacher, K-12

Job Duties and Responsibilities

Our second grade lead teacher is responsible for delivering high-quality instruction to young learners, while also serving as a mentor and collaborator among second grade team members. In the classroom, she plans and implements engaging, standards-based lessons that support students' academic, social and emotional development. She assesses student progress using formal and informal tools and adjusts instruction to meet the diverse learning needs. In the leadership role, she helps coordinate grade-level planning, facilitate professional learning communities and support colleagues with instructional strategies, curriculum alignment, and classroom management practices. As a teacher leader, she also analyzes student data to inform team decisions and promotes consistent, effective teaching across classrooms. She often serves as a liaison between teachers and school administration, contributes to school improvement initiatives, and models professionalism and continuous growth. By balancing teaching responsibilities with leadership, our second grade teacher leader plays a key role in student achievement and team development.

Leadership Team Member #6

Employee's Name

Leanne Richard

leanne.richard@myoneclay.net

Position Title

Teacher, K-12

Job Duties and Responsibilities

Our third grade lead teacher is responsible for delivering high-quality instruction to young learners. In the classroom, she plans and implements engaging, standards-based lessons that support students' academic, social and emotional development. She assesses student progress using formal and informal tools and adjusts instruction to meet the diverse learning needs. In the leadership role, she helps coordinate grade-level planning, facilitate professional learning communities and support colleagues with instructional strategies, curriculum alignment, and classroom management practices. As a teacher leader, she also analyzes student data to inform team decisions and promotes consistent, effective teaching across classrooms. She often serves as a liaison between teachers and school administration, contributes to school improvement initiatives, and models professionalism and continuous growth. By balancing teaching responsibilities with leadership, our third grade teacher leader plays a key role in student achievement and team development.

Leadership Team Member #7

Employee's Name

Ariel Villegas

ariel.villegas@myoneclay.net

Position Title

Teacher, K-12

Job Duties and Responsibilities

Our Montessori lead teacher is responsible for delivering high-quality instruction to upper elementary learners, while also serving as a mentor and collaborator among the Montessori team members. In the classroom, she plans and implements engaging, standards-based lessons that support students' academic, social and emotional development. She assesses student progress using formal and informal tools and adjusts instruction to meet the diverse learning needs. In the leadership role, she helps coordinate grade-level planning, facilitate professional learning communities and support colleagues with instructional strategies, curriculum alignment, and classroom management practices. As a teacher leader, she also analyzes student data to inform team decisions and promotes consistent, effective teaching across classrooms. She often serves as a liaison between teachers and school administration, contributes to school improvement initiatives, and models professionalism and continuous growth. By balancing teaching responsibilities with leadership, our Montessori teacher leader plays a key role in student achievement and team development.

Leadership Team Member #8**Employee's Name**

Kimberly Davis

kimberly.davis@myoneclay.net

Position Title

Teacher, K-12

Job Duties and Responsibilities

Our fifth grade lead teacher is responsible for delivering high-quality instruction to our learners, while also serving as a mentor and collaborator among fifth grade team members. In the classroom, she plans and implements engaging, standards-based lessons that support students' academic, social and emotional development. She assesses student progress using formal and informal tools and adjusts instruction to meet the diverse learning needs. In the leadership role, she helps coordinate grade-level planning, facilitate professional learning communities and support colleagues with instructional strategies, curriculum alignment, and classroom management practices. As a teacher leader, she also analyzes student data to inform team decisions and promotes consistent, effective teaching across classrooms. She often serves as a liaison between teachers and school administration, contributes to school improvement initiatives, and models professionalism and continuous growth. By balancing teaching responsibilities with leadership, our fifth grade teacher leader plays a key role in student achievement and team development.

Leadership Team Member #9

Employee's Name

Andrew Heitman

andrew.heitman@myoneclay.net

Position Title

Teacher, K-12

Job Duties and Responsibilities

Our sixth grade lead teacher is responsible for delivering high-quality instruction to our learners, while also serving as a mentor and collaborator among sixth grade and vertical math team members. In the classroom, he plans and implements engaging, standards-based lessons that support students' academic, social and emotional development. He assesses student progress using formal and informal tools and adjusts instruction to meet the diverse learning needs. In the leadership role, he helps coordinate grade-level planning, facilitates professional learning communities and supports colleagues with instructional strategies, curriculum alignment, and classroom management practices. As a teacher leader, he also analyzes student data to inform team decisions and promotes consistent, effective teaching across classrooms. He often serves as a liaison between teachers and school administration, contributes to school improvement initiatives, and models professionalism and continuous growth. By balancing teaching responsibilities with leadership, our sixth grade teacher leader plays a key role in student achievement and team development.

Leadership Team Member #10

Employee's Name

Katlyn Mills

katlyn.mills@myoneclay.net

Position Title

Teacher, ESE

Job Duties and Responsibilities

Our ESE Intervention Committee Facilitator works collaboratively with teachers and appropriate intervention team members to develop and monitor intervention plans. She oversees the intervention committee by coordinating meetings and scheduling activities. In addition, she is responsible for delivering high-quality, individualized instruction to students with disabilities, ensuring their academic, behavioral and social-emotional needs are met in accordance with their Individualized Education Programs. She collaborates with general education teachers to support inclusive practices, provides accommodations, and helps differentiate instruction. As a leader she mentors teachers and support staff, facilitates IEP meetings, and ensures accurate documentation and compliance with federal,

state and district regulations. She analyzes student data to inform instruction and interventions and may lead professional development related to special education strategies, behavior management, and legal compliance. Additionally, she serves as a liaison between families, staff and administration, advocating for students and promoting an inclusive supportive learning environment for all learners.

Leadership Team Member #11

Employee's Name

Dawn Paternoster

dawn.paternoster@myoneclay.net

Position Title

Teacher, ESE

Job Duties and Responsibilities

Our ESE teacher leader is responsible for delivering high-quality, individualized instruction to students with disabilities, ensuring their academic, behavioral and social-emotional needs are met in accordance with their Individualized Education Programs. She collaborates with general education teachers to support inclusive practices, provides accommodations, and helps differentiate instruction. As a leader she mentors teachers and support staff, facilitates IEP meetings, and ensures accurate documentation and compliance with federal, state and district regulations. She analyzes student data to inform instruction and interventions and may lead professional development related to special education strategies, behavior management, and legal compliance. Additionally, she serves as a liaison between families, staff and administration, advocating for students and promoting an inclusive supportive learning environment for all learners.

Leadership Team Member #12

Employee's Name

Stephanie Pickman

stephanie.pickman@myoneclay.net

Position Title

Teacher, Resource

Job Duties and Responsibilities

Our Art teacher leader is responsible for planning and delivering engaging, developmentally appropriate art education lessons. She provides instructional leadership for visual arts education while teaching students and supporting fellow educators. This role involves developing engaging art curricula, fostering creativity and artistic skills, mentoring art teachers, coordinating exhibitions and special projects, and ensuring alignment with educational standards. The Art Teacher Leader

collaborates with school administrators, families, and community partners to promote arts integration and create a positive, inclusive learning environment that encourages student achievement and artistic expression. Key responsibilities include curriculum planning, professional development, program evaluation, and leadership of school-wide initiatives.

Leadership Team Member #13

Employee's Name

Brittany Batton

brittany.batton@myoneclay.net

Position Title

Teacher, K-12/ Instructional Application Facilitator

Job Duties and Responsibilities

Our Instructional Application Facilitator provides leadership regarding technology standards and the use of District approved technology platforms, tools, resources, and applications in daily teacher tasks and instruction. She facilitates training, coaching and modeling to all school staff members regarding technology integration. In addition, she is responsible for planning, organizing, and delivering developmentally appropriate lessons that foster academic, social, and emotional growth in young children. She creates a safe, nurturing classroom environment that encourages curiosity, creativity, and a love of learning. As the instructional leader in the classroom, the lead teacher designs lesson plans aligned with B.E.S.T. standards, assesses student progress, and adjusts teaching strategies to meet individual needs. She also manages classroom behavior, establishes routines, and models positive interactions. In addition to teaching, the lead teacher leads professional learning with other teachers, providing guidance, delegating tasks, and ensuring consistent instructional practices. She communicates regularly with parents to share student progress and address concerns, and participates in schoolwide meetings, trainings and curriculum planning efforts. Her dual role as an educator and instructional leader ensures that both students and teachers are equipped with the tools and skills needed to thrive in a digital, information-rich world.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Our School Improvement Plan has been created based on multiple sources of data and stakeholder input and vetted through our leadership team.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Our SAC team will meet quarterly to review data and refine the plan in order to achieve our goals in meeting the State's academic standards. We will be highly focused on our subgroups to ensure growth is occurring for all students.

DRAFT

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	58.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: B 2023-24: B 2022-23: B 2021-22: A

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL										TOTAL
	K	1	2	3	4	5	6	7	8		
School Enrollment	60	60	42	58	46	58	49			373	
Absent 10% or more school days	14	10	5	9	12	9	8			67	
One or more suspensions	2	7	3	3	3	6	4			28	
Course failure in English Language Arts (ELA)										0	
Course failure in Math										0	
Level 1 on statewide ELA assessment	2	12	4	6	6	12	3			45	
Level 1 on statewide Math assessment	2	4	8	5	7	12	3			41	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	2	3	1	4						10	
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	2	0	2	3	5					12	

Current Year 2026-27

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	0	1	2	2	0	0			7

Current Year 2026-27

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2		1	2	2					7
Students retained two or more times										0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	63	56	66	58	72	54	63			432
Absent 10% or more school days	9	10	10	9	10	9	13			70
One or more suspensions	2	5	2	8	6	4	2			29
Course failure in English Language Arts (ELA)							1			1
Course failure in Math										0
Level 1 on statewide ELA assessment	3	8	11	15	18	10	8			73
Level 1 on statewide Math assessment	4	15	12	16	16	16	3			82
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)			1	8						9
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)				2						2

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		1	2	5	3	2	1			14

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	4		3	6						13
Students retained two or more times										0

DRAFT

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.

DRAFT

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

DRAFT

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026		2025		2024	
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	66	66	62	55	63	59
Grade 3 ELA Achievement	82	66	61	51	66	59
ELA Learning Gains	65	63	63	57	62	60
ELA Lowest 25th Percentile	76	60	58	58	60	56
Math Achievement*	64	69	66	54	67	64
Math Learning Gains	70	69	64	66	65	63
Math Lowest 25th Percentile	70	58	50	58	57	51
Science Achievement	69	67	62	54	62	58
Social Studies Achievement*			95			92
Graduation Rate						
Middle School Acceleration						
College and Career Acceleration						
Progress of ELLs in Achieving English Language Proficiency (ELP)						

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						70%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						562
Total Components for the FPPI						8
Percent Tested						100%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
70%	57%	59%	53%	62%	69%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	55%	No		
Black/African American Students	46%	No		
Hispanic Students	72%	No		
Multiracial Students	62%	No		
White Students	73%	No		
Economically Disadvantaged Students	66%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	66%	82%	65%	76%	64%	70%	70%	69%					
Students With Disabilities	42%	73%	46%	73%	44%	59%	64%	41%					
Black/African American Students	19%		47%		50%	67%							
Hispanic Students	79%		70%		64%	75%							
Multiracial Students	63%		67%		44%	57%		80%					
White Students	70%	87%	66%	75%	69%	72%	74%	71%					
Economically Disadvantaged Students	58%	76%	59%	74%	58%	72%	69%	61%					

Page 2048 of 2426

Page 21 of 40

Page 22 of 40

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	79%	65%	14%	60%	19%
ELA	4	67%	64%	3%	60%	7%
ELA	5	48%	60%	-12%	61%	-13%
ELA	6	63%	72%	-9%	62%	1%
Math	3	61%	69%	-8%	66%	-5%
Math	4	65%	65%	0%	65%	0%
Math	5	45%	61%	-16%	62%	-17%
Math	6	80%	70%	10%	60%	20%
Science	5	66%	66%	0%	60%	6%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

Third grade ELA proficiency was our highest growth area with a 31 point increase. A major factor for this improvement was looping our second grade teachers as well as a focus on benchmark aligned instruction. The implementation of targeted small group instruction to close learning gaps contributed to the growth in proficiency.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Math Proficiency was our lowest performance area at 62%, although this was an 8 point increase from the year prior. Math instruction has historically been disjointed across grade levels. Teachers focus on curriculum rather than benchmark aligned instruction. In 3rd and 5th grade, teachers were teaching math for the first time in that grade level.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

We didn't have any decline, however our Math Learning Gains had the lowest percent increase at 3%. In 3rd-5th grade proficiency we are lower than the district average in Math.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Math Achievement in 3rd-5th grade shows the greatest gap compared to the state average. This is a

trend in both Achievement and Gains, which may be caused by a deficit in foundational skills and limited use of formative assessment to identify and address learning gaps.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Two potential areas of concern are level 1s in 5th grade Reading and Math as well as students with less than 90% attendance.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Benchmark-aligned rigorous instruction and task alignment
2. Strengthen Math Instruction
3. Reducing chronic absenteeism

DRAFT

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Description: Systematic implementation of district curriculum resources through PLC cycles focused on understanding and teaching the essential BEST Standards. Educators will vet daily classroom tasks against state specifications to ensure instruction matches the rigor of the benchmarks.

Impact on Student Learning: By ensuring tasks align with the rigor of grade-level benchmarks, students are more likely to develop proficiency in grade-level content. This builds the critical thinking stamina necessary for students to meet or exceed proficiency targets on the FAST assessment.

Rationale: Data indicates that the work we have been doing with benchmark aligned instruction has positively impacted student achievement. We will continue to bridge the gap between daily tasks and state expectations.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By May 2027 proficiency in all subject areas will increase by 5% on the PM3 FAST assessment. Walkthrough data will show a 20% increase in Indicator C.1 (Benchmark-Aligned Learning Targets and Success Criteria) and C.2 (Rigorous tasks allow students to demonstrate the success criteria and achieve the learning target) in all classrooms.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Progress toward the desired outcomes will be monitored through:

- In weekly admin meetings trends for classroom walkthroughs will be reviewed, specifically C.1 and C.2 to ensure that the instruction and tasks meets the rigor of the standard

- In Monthly SBLT Meetings the team will analyze performance data and correlate walkthrough trends with PM data/ CFA results to ensure classroom rigor is translating into student mastery, adjusting the PL calendar as needed.

Impact: This cycle provides immediate feedback, ensuring every student consistently engages with benchmark-level content. By identifying and closing rigor gaps immediately, we ensure all students have an opportunity to engage in rigorous lessons with high-quality instruction, which will increase student proficiency.

Person responsible for monitoring outcome

Cheryl Larson, Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Teachers will implement benchmark-aligned instruction by utilizing weekly PLCs to identify, understand and monitor student progress toward essential BEST benchmarks and vetting classroom tasks against state specifications to ensure student work matches the required cognitive complexity.

Person Monitoring:

Classroom teachers and school administrators

By When/Frequency:

Weekly PLC meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will monitor impact by:

-PLC Reviews: Leadership verifies weekly that teams are using benchmark clarifications to establish the required level of instructional depth.

-Task Audits: Administrators cross-reference student work samples from weekly walkthroughs against benchmark specifications to ensure the cognitive complexity matches the benchmark.

-Data triangulation: The SBLT correlates benchmark-aligned assessment results with classroom

artifacts monthly to identify and correct discrepancies between daily tasks and assessment mastery. Impact: This cycle ensures instructional consistency by verifying that student work remains at grade-level complexity. By identifying and addressing misalignments immediately, leadership ensures students are prepared for the specific technical requirements of the FAST assessment.

Action Step #2

To support teachers in executing this goal, data-informed school-based professional learning sessions will be facilitated monthly in format of whole-group interactive sessions and peer-observation cycles by the Assistant Principal and Teacher leaders and will focus on aligning task to grade-level benchmarks.

Person Monitoring:

Laura Smith and teacher leaders

By When/Frequency:

monthly PLC meeting

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will monitor impact by:

-Professional Learning Audit during weekly admin meetings: Leadership will review PLC agendas and tasks shared during these monthly sessions to ensure teachers can accurately identify the required complexity of standards.

-Peer Observation Trends: Administration will aggregate data from peer-observation cycles to track the transfer of professional learning into classroom practice, identifying specific benchmarks that require further calibration.

-Implementation Tracking: During weekly walkthroughs, administrators will look for the specific instructional strategy modeled in PL sessions, documenting the frequency and quality of rigorous task implementation across all grade levels.

Impact: This systematic monitoring ensures that professional learning results in measurable changes in teacher practice. By verifying that educators can both design and execute rigorous tasks, the school ensures students are consistently challenged at the depth required for FAST assessment proficiency.

Action Step #3

School-based Leadership Team meetings will be held monthly to reflect on how benchmark aligned instruction is impacting student achievement by correlating walkthrough data for indicators C.1 and C.2 with common formative assessment results to identify and address instructional gaps.

Person Monitoring:

Administrators, School-based Leadership Team (SBLT) Members

By When/Frequency:

monthly SBLT meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will monitor impact by:

-Data correlation: During monthly SBLT meetings, leadership will cross-reference walkthrough data with common formative assessment results.

-Gap Identification: The team will analyze whether high scores on walkthrough indicators are resulting in corresponding student mastery on assessments.

-Responsive Planning: Professional learning focus will be adjusted based on walkthrough and assessment performance.

Impact: Through ongoing analysis of walkthrough and assessment data, the we will ensure that effective instructional practices are consistently implemented and producing measurable student learning gains. This process will enable timely adjustments to instruction and professional learning, resulting in increased student achievement and growth.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Description:

We will focus on increasing teacher capacity and understanding of how to embed rigorous, Benchmark-aligned tasks and the implementation of "Building Thinking Classrooms" framework in 100% of math classrooms. In addition, we will use formative assessments to identify and address learning gaps to plan and execute targeted small group instruction.

Impact on Student Learning: Students will engage more frequently in rigorous, benchmark-aligned mathematical tasks that require critical thinking, reasoning, collaboration, and problem-solving. Through the implementation of the Building Thinking Classrooms framework, students will take greater ownership of their learning, actively participate in mathematical discourse, and develop stronger conceptual understanding. The use of formative assessments and targeted small-group instruction will ensure that learning gaps are identified and addressed in a timely manner, allowing instruction to be differentiated based on student needs. As a result, students will demonstrate increased mastery of grade-level benchmarks, improved mathematical confidence and engagement, and higher levels of achievement and learning gains in mathematics.

Rationale: Mathematics achievement and learning gains in grades 3–5 show a significant gap when compared to state performance. Classroom observations and student data indicate a need for more rigorous, benchmark-aligned instruction, increased opportunities for mathematical discourse and problem-solving, and more systematic use of formative assessment data to identify and address learning gaps. By strengthening teacher capacity to implement high-quality instructional practices, including the "Building Thinking Classrooms" framework and targeted small-group instruction, students will have greater access to engaging, cognitively demanding learning experiences that promote deeper mathematical understanding.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By May 2027 Math proficiency will increase from 62% to 67% on the PM3 FAST assessment.

Walkthrough data will show a 20% increase in Indicators in the area of C.2. (Rigorous tasks allow

students to demonstrate the success criteria and achieve the learning target) and S.3. (Students demonstrate active participation and respectful collaboration during learning activities).

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Progress toward the desired outcomes will be monitored through:

- The administration team will meet weekly to discuss Walkthrough data feedback and trends. The School based leadership team will meet monthly to identify correlations with student achievement data.
- The administration team will review the Professional Learning quarterly to ensure decisions and professional learning opportunities are based on current student achievement data.

Impact: By empowering students to think and collaborate as they learn math concepts, we will build the conceptual muscle and stamina required to break the cycle of underperformance and drive measurable gains in proficiency.

Person responsible for monitoring outcome

Cheryl Larson, Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Whole group professional learning sessions will focus on core practices of a Building Thinking Classroom (BTC) led by Laura Smith. Because teaching methods must change to support this framework, professional development must be ongoing, collaborative, and heavily supported by peer coaching. Conduct a foundational professional learning series on Peter Liljedahl's Building Thinking Classrooms in Mathematics. Focus professional development modules specifically on the first 4

practices: Deep Tasks, Visibly Random Groups, Vertical Surfaces, and Room De-fronting.

Person Monitoring:

Laura Smith and Classroom Teachers

By When/Frequency:

monthly PLC groups

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will monitor the impact by:

Data correlation: During weekly admin meetings we will reference evidence of Thinking Classrooms, such as vertical non-permanent surfaces, from weekly walkthroughs

PLC Reviews: Leadership verifies weekly that teams are using randomly assigned groups using a visible method.

Responsive Planning: Teachers will plan 5-10 minute activities with high-cognitive demand that sets the expectation for thinking at the beginning of class.

Impact: When students are standing at a board with two peers, they look to each other for help rather than waiting for the teacher, which builds mathematical resilience. Because tasks are non-routine, students cannot simply copy a formula but must understand the concept to make progress. Standing and collaborating naturally extends the amount of time students can focus on a single, complex problem without giving up which will increase proficiency

Action Step #2

Teachers will use weekly formative assessment data to identify learning gaps, organize flexible small groups, and provide targeted district adopted resources to address varying student needs while maintaining instruction aligned to grade-level benchmarks. Student progress will be monitored biweekly, and instructional groups will be adjusted based on assessment results to ensure all students receive timely support and enrichment.

Person Monitoring:

Math teachers and administration

By When/Frequency:

weekly PLC vertical teams

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will monitor the impact by:

-Responsive Planning: Teachers analyze formative assessments on a regular basis to identify specific benchmark and skill gaps and group students based on demonstrated needs for targeted instruction.

-Data correlation: The school leadership team and teachers will monitor the effectiveness of targeted small-group instruction through weekly formative assessment results, common unit assessments, and progress-monitoring data. During PLC and SBLT meetings, teams will review student growth, analyze subgroup performance, and evaluate whether students receiving targeted instruction are demonstrating increased mastery of identified benchmark. Classroom walkthroughs and lesson-plan reviews will be used to monitor the implementation and quality of small-group instruction.

-Problem Solving Meetings: during monthly MTSS meetings, review student data, share instructional strategies, and develop intervention plans for students who are not demonstrating adequate progress.

Impact: Based on the data collected, instructional groups, intervention strategies, and professional learning supports will be adjusted to improve student outcomes and accelerate mathematics achievement and learning gains.

Action Step #3

Administration will meet quarterly to analyze math assessment data and cross-reference student growth with walkthrough data to see if classrooms utilizing the BTC practices with high fidelity are seeing a reduction in the achievement dip. Data meetings will move beyond looking at generalized test scores and focus deeply on how thinking classroom practices are directly impacting student understanding and proficiency.

Person Monitoring:

Administration and classroom teachers

By When/Frequency:

quarterly data meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will monitor the impact by:

-Data correlation: During weekly admin meetings we will reference evidence of Thinking Classrooms, such as vertical non-permanent surfaces, from weekly walkthroughs

-Monthly Math Artifact Reviews: During PLCs, teachers will bring photos of student whiteboards from recent high-stakes tasks alongside student independent work samples. Teams will analyze whether the math discourse on the boards translated into independent standard mastery, adjusting the rigor of future tasks based on findings.

-Learning Walkthrough Data Tracking: Administration and coaches will conduct monthly 10-minute walkthroughs utilizing a specialized BTC tracker. Data collected will measure the percentage of students actively talking/working vs. mimicking. This data will be shared anonymously at faculty meetings to reflect on school-wide instructional shifts.

Impact: When students are standing at a board with two peers, they look to each other for help rather than waiting for the teacher, which builds mathematical resilience. Because tasks are non-routine, students cannot simply copy a formula but must understand the concept to make progress. Standing and collaborating naturally extends the amount of time students can focus on a single, complex problem without giving up which will increase proficiency.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Description: The school will utilize a **Multi-Tiered System of Supports (MTSS)** approach to data monitoring and engagement. Research indicates that early identification of attendance dips through an Early Warning System (EWS), combined with immediate family outreach and positive reinforcement, removes systemic barriers and significantly reduces chronic absenteeism.

Impact on Student Learning: In order for strong instruction to be effective, students need to be present at school in order to learn. Stronger attendance will lead to an increase in overall proficiency and learning gains.

Rationale: Climate Survey data showed that only 31.9% of 4th-6th Grade students report that they like coming to school.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percentage of students classified as chronically absent (missing 10% or more of school days) will decrease by 10% Additionally, by May 2027, the percentage of students responding favorably to “I like coming to school every day” will increase from 31.9% to 50%

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Progress toward the desired outcomes will be monitored through:

- Weekly Admin Meetings: Administrators will review attendance data weekly and follow up with teachers regarding attendance concerns and trends.
- Monthly: School Wide Grade Level attendance data will be shared monthly to all stakeholders and the SBLT will analyze and problem solve individual students at monthly meetings.

Person responsible for monitoring outcome

Laura Smith, AP

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Identification and Monitoring of Previously Chronically Absent Students

Person Monitoring:

Laura Smith

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will identify students who missed 10% or more of school in the previous year. Each student/family will be paired with a staff mentor (administrators, teachers, counselors, or support staff) who will do frequent check-ins with them to review their attendance data and celebrate improvements.

Action Step #2

Student Self-Monitoring of Attendance

Person Monitoring:

Laura Smith

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students who are identified as missing 10% or more of school in the previous year OR showing concerning attendance patterns this year, will be provided a calendar in their folders to self monitor their attendance by tracking days present, absent, tardy, and left early. The Attendance Mentors will utilize these trackers when meeting with students.

Action Step #3

Parent Education Regarding Attendance

Person Monitoring:

Laura Smith

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Regular schoolwide attendance data will be shared monthly with all stakeholders, including parents. The school newsletter and social media platforms will be utilized to inform parents of the importance of regular school attendance. These resources will be pulled from the the Attendance Works Parent Resources.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

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B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

DRAFT

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

DRAFT

DRAFT

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

Clay County Schools

THUNDERBOLT ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority	1
I. School Information	2
A. School Mission and Vision	2
B. School Leadership Team, Stakeholder Involvement and SIP Monitoring	2
C. Demographic Data.....	16
D. Early Warning Systems	17
II. Needs Assessment/Data Review	21
A. ESSA School, District, State Comparison	22
B. ESSA School-Level Data Review	23
C. ESSA Subgroup Data Review	24
D. Accountability Components by Subgroup.....	25
E. Grade Level Data Review.....	28
III. Planning for Improvement.....	29
IV. Positive Learning Environment	36
V. Title I Requirements (optional).....	40
VI. ATSI, TSI and CSI Resource Review	43
VII. Budget to Support Areas of Focus	44

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Thunderbolt Elementary is to provide a safe academic environment in which children and staff are encouraged to strive for excellence in scholarship and sociability while showing respect for self and others.

Provide the school's vision statement

Thunderbolt Elementary is a supportive and inclusive environment that engages and inspires students by promoting a growth mindset and the belief that all students are capable of learning. We want our students to be problem solvers, utilizing critical thinking skills to make a greater impact on the world.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Amy Bathurst

amy.bathurst@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

- Ensure compliance with established rules and laws in the daily operation of the school.
- Develop and foster good public relations, efficient school volunteer/partnership programs, effective

conferencing, and communications with parents, students, and teachers.

- Coordinate and monitor the curricular program of the school to maximize student learning; conduct faculty/staff meetings as needed to meet student instructional needs; implement the Sunshine State Standards.
- Coordinate school advisory council activities and implement a school improvement plan.
- Coordinate efficient utilization of school facilities and ensure proper security, maintenance, and cleanliness of the campus.
- Responsible for the timely and accurate submission of all required school records/reports and the accurate entry of information into the district database.
- Provide leadership by participating in professional development activities and encouraging the professional development of instructional support and administrative staff, including training to accurately report FTE participation, student performance, teacher appraisal, school safety, and discipline data.
- Responsible for effective business management operations, the development of a school budget, and efficient cost accounting.
- Maintain standards of appropriate student conduct through fair and equitable enforcement of the Clay County District Schools Code of Student Conduct.
- Responsible for faithfully and effectively implementing school/district personnel procedures, including interviewing, hiring, evaluating school staff, coordinating the Teacher Induction Program, and administering master contracts.
- Coordinate supervision of extra-curricular activities and duty assignments.
- Provide a safe learning environment through the preparation and implementation of emergency evacuation plans, fire drills, etc.
- Responsible for implementing programs designed to meet the needs of special student populations
- Assure that the school meets all State and Southern Association of Schools and Colleges accreditation standards.
- Responsible for proper receipt and accounting of all school board property and maintaining an accurate property inventory.
- Provide for the purchase of appropriate textbooks, equipment, and other instructional materials necessary to meet the needs of the students.
- Serve on district-wide committees when requested. -Responsible for the development and implementation of a school technology plan.
- Responsible for the performance of all personnel employed by the School Board and assigned to the school site.
- Provide for the development of an individual Teacher Training Plan for each teacher assigned to the school.
- Provide leadership for the implementation of the Florida Code of Ethics and Principles of Professional Conduct.

- Provide leadership in the implementation of Florida's B.E.S.T. Standards, Florida Writes, Florida Comprehensive Assessment Test, and other tests designed and adopted to measure student achievement.
- Communicate effectively, both orally and in writing, with parents, staff, students, and the community.
- Maintain visibility and accessibility on the school campus.
- Serve as a coach/mentor to Assistant Principals, new Principals, or others who are preparing for School Principal certification.
- Provide leadership for all stakeholders in the development of school beliefs, vision, mission, and goals, and align them with the district mission, school improvement, and curriculum.
- Perform other duties as assigned by the Superintendent consistent with the goals and objectives of the position.

Leadership Team Member #2

Employee's Name

Carly Pacheco

carly.pacheco@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

- Ensure compliance with established rules and laws in the daily operation of the school.
- Develop and foster good public relations, efficient school volunteer/partnership programs, effective conferencing, and communications with parents, students, and teachers.
- Coordinate and monitor the curricular program of the school to maximize student learning; conduct faculty/staff meetings as needed to meet student instructional needs; implement the Sunshine State Standards.
- Coordinate school advisory council activities and implement a school improvement plan.
- Coordinate efficient utilization of school facilities and ensure proper security, maintenance, and cleanliness of the campus.
- Responsible for the timely and accurate submission of all required school records/reports and the accurate entry of information into the district database.
- Provide leadership by participating in professional development activities and encouraging the professional development of instructional support and administrative staff, including training to accurately report FTE participation, student performance, teacher appraisal, school safety, and discipline data.
- Responsible for effective business management operations, the development of a school budget, and efficient cost accounting.
- Maintain standards of appropriate student conduct through fair and equitable enforcement of the

Clay County District Schools Code of Student Conduct.

- Responsible for faithfully and effectively implementing school/district personnel procedures, including interviewing, hiring, evaluating school staff, coordinating the Teacher Induction Program, and administering master contracts.
- Coordinate supervision of extra-curricular activities and duty assignments.
- Provide a safe learning environment through the preparation and implementation of emergency evacuation plans, fire drills, etc.
- Responsible for implementing programs designed to meet the needs of special student populations
- Assure that the school meets all State and Southern Association of Schools and Colleges

Leadership Team Member #3

Employee's Name

Shelley Bell

shelley.bell@myoneclay.net

Position Title

School Counselor

Job Duties and Responsibilities

1. Designs and implements a data-driven, comprehensive school counseling program for all students that promotes students' development of learning skills, social skills, self-management, and college/career readiness skills.
2. Provides direct services to all students that include, but are not limited to, individual counseling and student planning, classroom lessons, small group counseling, and preventative and responsive services.
3. Provides indirect services on behalf of students that include, but are not limited to, referrals for additional assistance and consultation/collaboration with parents, teachers, administrators, and other stakeholders to create a learning environment promoting educational equity, access, and success for every student.
4. Uses the skills of leadership, advocacy, and collaboration to improve the academic, social/emotional, and post-graduate success of all students.
5. Supports educational and mental health services through preventative and tiered intervention strategies.
6. Coordinate and initiate referrals of students to services and agencies. Collaborates with both school-based and community providers to enhance student access to resources.
7. Collaborates and consults with school and itinerant staff and exceptional student services in the analysis of student performance data to facilitate appropriate placements and in the development of effective plans for improving academic, social/emotional, and post-graduate outcomes for students.

8. Assists students in making appropriate choices of school courses of study, in making transitions from one school level to another, and in exploring post-secondary options.
9. Consults with parents/guardians to support the social/emotional, educational, and occupational well-being of all students.
10. Collaborates with the school leadership team to ensure that school resources are directed toward meeting students' needs that promote the social/emotional and academic development of all students.
11. Participates in training programs and district-provided professional development as assigned or appropriate to keep abreast of current practices, community opportunities, district initiatives and programs, and legal issues. This information is disseminated to school leaders and staff as needed.
12. Communicates school counseling services and programs to school staff, parents, and the community.
13. Reviews and disaggregates achievement, attendance, behavior, graduation, and post-secondary data to identify and implement interventions, advance student outcomes, and promote equity and access.
14. Uses legal and ethical decision-making based on standards and principles of the school counseling profession and educational systems, including district and building policies.
15. Utilizes technology effectively and efficiently in the school counseling program.
16. Twelve (12) month school counselors/department leads implement program goals, disseminate professionally relevant information, and provide basic leadership and guidance to school counselors in a school counseling department.
17. Perform other such duties as assigned by the Principal.

Leadership Team Member #4

Employee's Name

Nicole Gladfelter

nicole.gladfelter@myoneclay.net

Position Title

Kindergarten Teacher/Team Leader

Job Duties and Responsibilities

1. Establish a safe, respectful, and inclusive classroom climate conducive to learning.
2. Demonstrate an interest in and a willingness to assist students inside and outside the classroom.
3. Maintain a growth mindset toward student learning, teaching practice, and personal/collective professional development.

4. Demonstrate preparation of standards-based lessons in alignment with measures of student progress.
5. Demonstrate general knowledge of the subject area.
6. Adapt instruction through a multi-tiered system of support to meet the learning needs of all students.
7. Maintain a positive relationship and ongoing communication with students, families, colleagues, and supervisors.
8. Communicate effectively with others and exhibit a willingness to share ideas and talents with colleagues.
9. Evaluate students' progress through a variety of informal and formal assessments on an ongoing basis to inform instruction.
10. Maintain and update appropriate documentation of student progress.
11. Perform other duties as requested by the Principal.

Leadership Team Member #5

Employee's Name

Christin Branch

christin.branch@myoneclay.net

Position Title

First Grade Teacher/Team Leader

Job Duties and Responsibilities

1. Establish a safe, respectful and inclusive classroom climate conducive to learning.
2. Demonstrate an interest in and a willingness to assist students inside and outside the classroom.
3. Maintain a growth mindset toward student learning, teaching practice, and personal/collective professional development.
4. Demonstrate preparation of standards-based lessons in alignment with measures of student progress.
5. Demonstrate general knowledge of the subject area.
6. Adapt instruction through a multi-tiered system of support to meet the learning needs of all students.
7. Maintain a positive relationship and ongoing communication with students, families, colleagues, and supervisors.
8. Communicate effectively with others and exhibit a willingness to share ideas and talents with colleagues.
9. Evaluate students' progress through a variety of informal and formal assessments on an

ongoing basis to inform instruction.

10. Maintain and update appropriate documentation of student progress.
11. Perform other duties as requested by the Principal.

Leadership Team Member #6

Employee's Name

Chelsea D'Alessio

chelsea.dalessio@myoneclay.net

Position Title

Second Grade Teacher/Team Leader

Job Duties and Responsibilities

1. Establish a safe, respectful and inclusive classroom climate conducive to learning.
2. Demonstrate an interest in and a willingness to assist students inside and outside the classroom.
3. Maintain a growth mindset toward student learning, teaching practice, and personal/collective professional development.
4. Demonstrate preparation of standards-based lessons in alignment with measures of student progress.
5. Demonstrate general knowledge of the subject area.
6. Adapt instruction through a multi-tiered system of support to meet the learning needs of all students.
7. Maintain a positive relationship and ongoing communication with students, families, colleagues, and supervisors.
8. Communicate effectively with others and exhibit a willingness to share ideas and talents with colleagues.
9. Evaluate students' progress through a variety of informal and formal assessments on an ongoing basis to inform instruction.
10. Maintain and update appropriate documentation of student progress.
11. Perform other duties as requested by the Principal.

Leadership Team Member #7

Employee's Name

Carrie Pike

carrie.pike@myoneclay.net

Position Title

Third Grade Teacher/Team Leader

Job Duties and Responsibilities

1. Establish a safe, respectful and inclusive classroom climate conducive to learning.
2. Demonstrate an interest in and a willingness to assist students inside and outside the classroom.
3. Maintain a growth mindset toward student learning, teaching practice, and personal/collective professional development.
4. Demonstrate preparation of standards-based lessons in alignment with measures of student progress.
5. Demonstrate general knowledge of the subject area.
6. Adapt instruction through a multi-tiered system of support to meet the learning needs of all students.
7. Maintain a positive relationship and ongoing communication with students, families, colleagues, and supervisors.
8. Communicate effectively with others and exhibit a willingness to share ideas and talents with colleagues.
9. Evaluate students' progress through a variety of informal and formal assessments on an ongoing basis to inform instruction.
10. Maintain and update appropriate documentation of student progress.
11. Perform other duties as requested by the Principal.

Leadership Team Member #8**Employee's Name**

Cathy Palmer

cathy.palmer@myoneclay.net

Position Title

Fourth Grade Teacher/Team Leader

Job Duties and Responsibilities

1. Establish a safe, respectful and inclusive classroom climate conducive to learning.
2. Demonstrate an interest in and a willingness to assist students inside and outside the classroom.
3. Maintain a growth mindset toward student learning, teaching practice, and personal/collective professional development.
4. Demonstrate preparation of standards-based lessons in alignment with measures of student

progress.

5. Demonstrate general knowledge of the subject area.
6. Adapt instruction through a multi-tiered system of support to meet the learning needs of all students.
7. Maintain a positive relationship and ongoing communication with students, families, colleagues, and supervisors.
8. Communicate effectively with others and exhibit a willingness to share ideas and talents with colleagues.
9. Evaluate students' progress through a variety of informal and formal assessments on an ongoing basis to inform instruction.
10. Maintain and update appropriate documentation of student progress.
11. Perform other duties as requested by the Principal.

Leadership Team Member #9

Employee's Name

Kelly Stoudnour

kelly.stoudnour@myoneclay.net

Position Title

Fifth Grade Teacher/Team Leader

Job Duties and Responsibilities

1. Establish a safe, respectful and inclusive classroom climate conducive to learning.
2. Demonstrate an interest in and a willingness to assist students inside and outside the classroom.
3. Maintain a growth mindset toward student learning, teaching practice, and personal/collective professional development.
4. Demonstrate preparation of standards-based lessons in alignment with measures of student progress.
5. Demonstrate general knowledge of the subject area.
6. Adapt instruction through a multi-tiered system of support to meet the learning needs of all students.
7. Maintain a positive relationship and ongoing communication with students, families, colleagues, and supervisors.
8. Communicate effectively with others and exhibit a willingness to share ideas and talents with colleagues.
9. Evaluate students' progress through a variety of informal and formal assessments on an ongoing basis to inform instruction.

10. Maintain and update appropriate documentation of student progress.
11. Perform other duties as requested by the Principal.

Leadership Team Member #10

Employee's Name

Karri Von Ebers

karri.vonebers@myoneclay.net

Position Title

Sixth Grade Teacher/Team Leader

Job Duties and Responsibilities

1. Establish a safe, respectful and inclusive classroom climate conducive to learning.
2. Demonstrate an interest in and a willingness to assist students inside and outside the classroom.
3. Maintain a growth mindset toward student learning, teaching practice, and personal/collective professional development.
4. Demonstrate preparation of standards-based lessons in alignment with measures of student progress.
5. Demonstrate general knowledge of the subject area.
6. Adapt instruction through a multi-tiered system of support to meet the learning needs of all students.
7. Maintain a positive relationship and ongoing communication with students, families, colleagues, and supervisors.
8. Communicate effectively with others and exhibit a willingness to share ideas and talents with colleagues.
9. Evaluate students' progress through a variety of informal and formal assessments on an ongoing basis to inform instruction.
10. Maintain and update appropriate documentation of student progress.
11. Perform other duties as requested by the Principal.

Leadership Team Member #11

Employee's Name

Alice Snyder

alice.snyder@myoneclay.net

Position Title

ESE-VE Self-Contained (InD) Teacher/Team Leader

Job Duties and Responsibilities

1. Provides support for ESE students' achievement in the general education class through consultation and collaboration. This person may teach 3-4 periods as a collaborative partner (with a general education teacher) or as an individual stand-alone teacher of a specific course for which they are certified (ie. learning strategies or social person skills). He/she should be a case manager for no more than 45 students. Consults and assists general education teachers and ESE students daily. Uses specially designed instructional strategies including, but not limited to, strategic instruction model.
2. Provides the level and frequency of support based upon students' need for specially designed instruction, as detailed in the IEP.
3. Arranges for classroom and testing accommodations for students with disabilities, working with the school counselor. Can serve as ESE Local Education Agency (LEA) Designee and as a member of IEP meetings.
4. Develops and adapts curriculum and testing materials utilizing specially designed instruction to meet needs of both students and their collaborative teaching partners.
5. Provides small group instruction to ESE students in general classes based upon student need.
6. Arranges for a continuum of services to students with disabilities, including, but not limited to, coordination with the district specialists of specific programs (i. e. reading, math, Autism Spectrum Disorder (ASD), Emotional/Behavioral Disorder (E/BD) etc).
7. Assists in establishing work placements and Community Based Instruction activities.
8. Provides support and/or access point standard modifications for students attending the general education classroom.
9. Participates in required local, state, and federal training regarding policies, procedures, and best practices according to applicable state and federal special education law.
10. Collects data based upon the goals of students' IEP in order to meet the requirements for federal, state and local laws and policies.
11. Ensures that documentation of all services and accommodations included in the students' IEP are completed in order to meet the requirements for federal, state and local laws and policies.

Leadership Team Member #12**Employee's Name**

Emily Miller

emily.miller1@myoneclay.net

Position Title

VE-Inclusion Teacher/Team Leader

Job Duties and Responsibilities

1. Provides support for ESE students' achievement in the general education class through consultation and collaboration. This person may teach 3-4 periods as a collaborative partner (with a general education teacher) or as an individual stand-alone teacher of a specific course for which they are certified (ie. learning strategies or social person skills). He/she should be a case manager for no more than 45 students. Consults and assists general education teachers and ESE students daily. Uses specially designed instructional strategies including, but not limited to, strategic instruction model.
2. Provides the level and frequency of support based upon students' need for specially designed instruction, as detailed in the IEP.
3. Arranges for classroom and testing accommodations for students with disabilities, working with the school counselor. Can serve as ESE Local Education Agency (LEA) Designee and as a member of IEP meetings.
4. Develops and adapts curriculum and testing materials utilizing specially designed instruction to meet needs of both students and their collaborative teaching partners.
5. Provides small group instruction to ESE students in general classes based upon student need.
6. Arranges for a continuum of services to students with disabilities, including, but not limited to, coordination with the district specialists of specific programs (i. e. reading, math, Autism Spectrum Disorder (ASD), Emotional/Behavioral Disorder (E/BD) etc).
7. Assists in establishing work placements and Community Based Instruction activities.
8. Provides support and/or access point standard modifications for students attending the general education classroom.
9. Participates in required local, state, and federal training regarding policies, procedures, and best practices according to applicable state and federal special education law.
10. Collects data based upon the goals of students' IEP in order to meet the requirements for federal, state and local laws and policies.
11. Ensures that documentation of all services and accommodations included in the students' IEP are completed in order to meet the requirements for federal, state and local laws and policies.

Leadership Team Member #13

Employee's Name

Johanna McQuain

johanna.mcquain@myoneclay.net

Position Title

Art Teacher/Resource Team Leader

Job Duties and Responsibilities

1. Establish a safe, respectful and inclusive classroom climate conducive to learning.
2. Demonstrate an interest in and a willingness to assist students inside and outside the classroom.
3. Maintain a growth mindset toward student learning, teaching practice, and personal/collective professional development.
4. Demonstrate preparation of standards-based lessons in alignment with measures of student progress.
5. Demonstrate general knowledge of the subject area.
6. Adapt instruction through a multi-tiered system of support to meet the learning needs of all students.
7. Maintain a positive relationship and ongoing communication with students, families, colleagues, and supervisors.
8. Communicate effectively with others and exhibit a willingness to share ideas and talents with colleagues.
9. Evaluate students' progress through a variety of informal and formal assessments on an ongoing basis to inform instruction.
10. Maintain and update appropriate documentation of student progress.
11. Perform other duties as requested by the Principal.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The Thunderbolt Leadership Team meets monthly and is comprised of the two administrators, team leaders from every grade, as well as a representative from our resource team, ESE team, and support staff. We problem-solve around any concerns with a student-first mindset. Based on our Spring 2026 data, it was agreed that we needed to focus on Rigorous Tasks and Students with Disabilities.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

To ensure continuous improvement, we will regularly monitor our SIP for effective implementation after each assessment window closes, as well as through our grade-level data meetings, weekly administrator meetings, monthly leadership meetings, and monitoring of our quarterly data sheets.

DRAFT

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	40.5%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: A 2023-24: A 2022-23: A 2021-22: A

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	75	76	101	119	109	115	101			696
Absent 10% or more school days	23	6	3	13	19	13	19			96
One or more suspensions	3	0	4	9	7	8	12			43
Course failure in English Language Arts (ELA)	2	1	0	5	0	0	0			8
Course failure in Math	2	0	0	1	1	0	2			6
Level 1 on statewide ELA assessment	5	4	5	3	7	10	2			36
Level 1 on statewide Math assessment	2	2	2	7	13	4	2			32
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	3	0	2	7						12
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	1	1	2	0					5

Current Year 2026-27

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	4	3	2	14	10	9	4			46

Current Year 2026-27

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	2	2	6	1	1	0			14
Students retained two or more times	0	0	0	0	0	0	0			0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	70	99	110	111	117	112	147			766
Absent 10% or more school days	9	7	8	20	3	22	19			88
One or more suspensions	2	2	7	7	8	8	9			43
Course failure in English Language Arts (ELA)							1			1
Course failure in Math							1			1
Level 1 on statewide ELA assessment				6	12	18	7			43
Level 1 on statewide Math assessment				5	8	11	5			29
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	3		1	8						12
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)			2	7						9

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	5	2	6	18	9	20	7			67

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3	4	2	3			1			13
Students retained two or more times										0

DRAFT

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.

DRAFT

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

DRAFT

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026		2025		2024	
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	80	66	62	74	63	59
Grade 3 ELA Achievement	83	66	61	79	66	59
ELA Learning Gains	72	63	63	61	62	60
ELA Lowest 25th Percentile	66	60	58	53	60	56
Math Achievement*	80	69	66	80	67	64
Math Learning Gains	79	69	64	75	65	63
Math Lowest 25th Percentile	67	58	50	67	57	51
Science Achievement	83	67	62	68	62	58
Social Studies Achievement*			95			92
Graduation Rate						
Middle School Acceleration						
College and Career Acceleration						
Progress of ELLs in Achieving English Language Proficiency (ELP)						

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						76%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						610
Total Components for the FPPI						8
Percent Tested						100%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
76%	71%	75%	75%	68%	70%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	60%	No		
English Language Learners	75%	No		
Asian Students	76%	No		
Black/African American Students	66%	No		
Hispanic Students	72%	No		
Multiracial Students	88%	No		
White Students	78%	No		
Economically Disadvantaged Students	71%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	80%	83%	72%	66%	80%	79%	67%	83%					
Students With Disabilities	51%	56%	62%	67%	58%	70%	62%	50%					
English Language Learners	68%		73%		80%	80%							
Asian Students	75%		64%		80%	86%							
Black/African American Students	74%	67%	61%		71%	65%	58%						
Hispanic Students	80%	94%	60%	50%	70%	71%	75%	79%					
Multiracial Students	96%		84%		89%	83%							
White Students	79%	82%	75%	69%	83%	81%	69%	84%					
Economically Disadvantaged Students	73%	77%	69%	64%	70%	75%	67%	75%					

Page 2095 of 2426

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%

Page 2096 of 2426

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%					

Page 2097 of 2426

Page 27 of 45

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	81%	65%	16%	60%	21%
ELA	4	81%	64%	17%	60%	21%
ELA	5	72%	60%	12%	61%	11%
ELA	6	87%	72%	15%	62%	25%
Math	3	77%	69%	8%	66%	11%
Math	4	69%	65%	4%	65%	4%
Math	5	83%	61%	22%	62%	21%
Math	6	91%	70%	21%	60%	31%
Science	5	81%	66%	15%	60%	21%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

TBE saw a 28% increase in ELA LQ gains. This growth was driven by the implementation of intentional reading interventions, collaboration between the ELA teachers and science teachers to provide intentional small-group instruction in both ELA and Science classes, a strong focus on student achievement and data analysis during weekly PLCs, and the consistent implementation of the district-provided curriculum.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Fourth-grade math proficiency was the lowest performance at 69%. This was an 8% decrease from the 2025 school year (77%). While the teachers are providing explicit Tier 1 instruction aligned to the BEST standards, we are noticing a decrease in the frequency of providing explicit small-group instruction.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Math Gains decreased by 7%, specifically from 75% in the 24-25 school year to 68% in the 25-26 school year. We attribute this to a decrease in the frequency of intentionally planning for small group instruction and implementing differentiated instruction.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

TBE did not have any negative values compared to the state averages. However, our fourth-grade math proficiency is 4 points above the state average of 65%. Students struggle with multi-step problem-solving and rigorous state benchmarks.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Absenteeism (missing 10% or more of school days) is an area of concern. TBE has 96 students who fit into that category, with 64 of those students being in grades 3 through 6.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Benchmark-aligned rigorous instruction, especially in literacy.
2. Explicit instruction with SWD subgroup (intentional planning, differentiation, small group instruction)
3. Implementing Tier 1 PBIS.

DRAFT

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Description: Teachers will collaborate in weekly PLCs to unpack the B.E.S.T. Standards, align daily assignments with state benchmarks, and verify that classroom instruction meets the required level of rigor.

Impact on Student Learning: By ensuring daily tasks align with the rigor of grade-level benchmarks, students will develop the proficiency and critical thinking stamina necessary to meet or exceed performance targets on the FAST assessment.

Rationale: Current data indicate that our teachers have successfully implemented strong classroom structures, such as small-group instruction, but student growth has leveled off in some areas because daily work does not always match the depth of the standards. This plan shifts our focus to instructional rigor. By helping teachers align daily assignments directly with state benchmarks, we will ensure students are being challenged at the right level to boost proficiency.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By May 2027, ELA learning gains on the FAST assessment will increase from 67% to 72%.

Achievement of this goal will be supported by instructional walkthrough data showing a 30% increase in Indicators C.1 (Benchmark-Aligned Learning Targets and Success Criteria communicated) and C.2 (Rigorous tasks allow students to demonstrate learning).

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Progress toward the desired outcomes will be monitored by:

Administration meetings to discuss data from classroom walkthroughs, focusing on the C.1 and C.2 indicators.

Monthly SBLT meetings to review student data to identify trends with PM data and coaching needs.

Impact: This continuous feedback loop ensures every student consistently engages with grade-level benchmarks. By closing "rigor gaps" in real time, we guarantee equitable access to high-quality instruction, directly driving measurable gains in student proficiency.

Person responsible for monitoring outcome

Amy Bathurst, Carly Pacheco, and SBLT team.

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Standards Aligned Instruction and Rigor

Person Monitoring:

Administration, Team leaders, and Teachers.

By When/Frequency:

PLC meetings occur twice a month, and walkthroughs occur daily.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will clearly communicate the benchmark-aligned learning targets and success criteria (C.1). Teachers will provide opportunities for students to apply their learning and push students to understand concepts beyond simple memorization (C.2)

Teachers will collaborate during PLCs to intentionally plan for classroom assignments that align with the state standards and ensure appropriate cognitive complexity.

- During walkthroughs, administrators will ensure that the benchmark-aligned learning targets and success criteria are clearly communicated.

- During the weekly administrative team meetings, administrators will look for trends with the C.1 and

C.2 indicators to ensure specific feedback and provide coaching opportunities and/or peer observations.

- During content PLCs, the team leaders will ensure that the focus of the PLC is on the Benchmark-aligned instruction, planning for Tier 1 instruction and small group interventions, and intentionally planning rigorous tasks.

Action Step #2

Monthly Rigorous Task PLC

Person Monitoring:

Amy Bathurst and Carly Pacheco

By When/Frequency:

Monthly until the end of May, 2027.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional learning will be provided monthly as a whole-group PLC by the school administration, district curriculum coaches, and TBE teacher leaders, with a focus on designing rigorous learning tasks that enable students to demonstrate their understanding and apply their knowledge to master the benchmark.

- Administration meetings to discuss data from classroom walkthroughs, focusing on the C.2 indicator (Rigorous tasks allow students to demonstrate the success criteria and achieve the learning target.)
- During content PLCs, teams will analyze student data to ensure students are mastering benchmarks.
- Monthly SBLT meetings to review student data and identify trends with PM data and coaching needs.

Action Step #3

SBLT Review

Person Monitoring:

The Administrative Team & SBLT members

By When/Frequency:

Monthly School-Based Leadership Team Meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Each month, the School-Based Leadership Team will meet to review the effectiveness of our benchmark-aligned instruction. By comparing walkthrough data (indicators C.1 and C.2) with Common Formative Assessment results, we will identify and close instructional gaps to boost student achievement.

- The SBLT will closely monitor and compare the walkthrough data (indicators C.1 and C.2) with Common Formative Assessment data.
- As walkthrough scores for C.1 and C.2 increase (meaning teachers are delivering better benchmark-aligned instruction), Common Formative Assessment scores should also increase (meaning student achievement is rising).

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Description: Embed targeted scaffolds into standard PLC planning so students with disabilities can access rigorous BEST Standards. Teachers will ensure supports are systematically removed without lowering cognitive complexity, while ensuring students take responsibility for their learning.

Impact on Student Learning: Maximizes ELA and math proficiency by keeping students connected to grade-level benchmarks. Gradual removal of supports fosters the independent problem-solving stamina essential for the FAST assessment.

Rationale: Subgroup data show that achievement gaps widen when tasks are either entirely unscaffolded or overly simplified. Strategic scaffolding maintains high expectations, guiding students toward independent mastery.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By May 2027, the percentage of K-6 students with disabilities scoring Level 3 or above on PM3 assessments will increase from 51% to 54% in ELA and from 61% to 64% in mathematics. We will achieve this objective by focusing on targeted instructional practices.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

To track progress toward desired outcomes, leadership will execute the following:

- Daily Walkthroughs and Weekly Administration Meetings: During the weekly administrative team meetings, administrators will look for trends with the T.2 indicator to ensure specific feedback and provide coaching opportunities and/or peer observations.

- Monthly SBLT Reviews: The School-Based Leadership Team will analyze ELA and math performance data specifically for the students with disabilities (SWD) subgroup alongside walkthrough data. This analysis will verify if current instructional supports are driving benchmark mastery and guide adjustments to professional learning—specifically focusing on the intentional fading of scaffolds.

- Impact: This layered monitoring framework guarantees that students with disabilities are provided with targeted, rigorous supports necessary to master complex, grade-level benchmarks. By

systematically tracking the initiation and gradual removal of academic scaffolds, leadership protects instructional integrity while fostering the independence students need to increase proficiency on statewide assessments.

Person responsible for monitoring outcome

Amy Bathurst (Principal) and Carly Pacheco (Assistant Principal) and SBLT team.

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Scaffolding for BEST Standards

Person Monitoring:

Administrative Team, Classroom Teachers, ESE Support Facilitators

By When/Frequency:

Until the end of May, 2027.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During weekly PLCs, teachers will collaborate to design and track how they scaffold student supports over time. This ensures students with disabilities are consistently challenged by tasks that meet the full depth of the BEST Standards.

- During Content PLCs, teachers will cross-reference the scaffolds used and the student work outcomes to determine whether the scaffolding was appropriate. Teams will analyze student data to determine if scaffolds are still needed and/or if they need to be adjusted.
- Teachers will monitor formative assessment data and ongoing observation to ensure that the scaffolds provided do not promote dependency and that they do not lower the cognitive demand of the BEST Standards.

Action Step #2

Professional Learning

Person Monitoring:

Administrators, Team Leaders, and Teachers

By When/Frequency:

Until the end of May 2027.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional learning will be provided quarterly in the format of whole-group PL sessions, coaching cycles, and/or peer observations by the administrative team, team leaders, and teacher leaders, and will focus on knowing when to add or remove scaffolds.

- During the weekly administrative team meetings, administrators will look for trends with the T.2 indicator to ensure specific feedback and provide coaching opportunities and/or peer observations.
- During monthly SBLT meetings, we will analyze PM data to monitor changes in the achievement gap for the SWD subgroup. If assessment data remains stagnant, the team will re-evaluate the scaffolds provided to the students with disabilities.

Action Step #3

Monthly SBLT Meetings

Person Monitoring:

The Administrative Team & SBLT members

By When/Frequency:

Monthly School-Based Leadership Team Meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Each month, the School-Based Leadership Team will meet to evaluate how strategic scaffolding affects the performance of Students with Disabilities (SWD). By comparing walkthrough data for indicator T.2 with assessment data, we will identify and remove learning barriers to help students achieve independent mastery.

- The SBLT will analyze walkthrough data over time to see if coaching and reflection are improving how scaffolding is used. An increase in indicator T.2 during walkthroughs in classrooms with SWD populations should be apparent.
- The SBLT will track the proficiency and growth on Common Formative Assessments for the SWD subgroup, monitoring whether SWDs are maintaining or improving their scores as scaffolding is gradually released (faded out) over the course of a unit.

Impact: Appropriate scaffolding (T.2) for SWD will improve academic growth without creating a culture of learned helplessness.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Description: To address needs in our school climate, we will focus on establishing and maintaining clear, consistent behavior expectations across all classrooms and common areas. We will strengthen our Tier 1 Positive Behavioral Interventions and Supports (PBIS) system by shifting toward intrinsic incentives to build student investment and self-regulation. Furthermore, we will utilize a Multi-Tiered

System of Supports (MTSS) data-tracking framework to proactively identify specific student behavioral needs and implement targeted interventions and supports before academic or social challenges escalate.

Impact on student learning: When students feel safe, liked, and respected, their brains are primed for learning rather than survival. Reducing classroom disruptions directly increases instructional time, allowing students to master foundational literacy and numeracy skills without frequent interruptions.

Rationale: The Spring 2026 Climate Survey showed that fewer than 45% of students felt the behaviors in their class were appropriate and allowed the teachers to teach, and only 52.7% of students like coming to school every day. This indicates inconsistent behavioral expectations, which can be a barrier to engagement and learning.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the Spring 2027 Climate Survey, Thunderbolt Elementary will increase positive student responses by at least 5 percentage points on the following survey items:

- "The behaviors in my classes are appropriate and allow teachers to teach." Increase from less than 45% to at least 50% positive responses.
- "I like coming to school every day." Increase from 52.7% to at least 57.7% positive responses.

Additionally, the school will reduce office discipline referrals by 10% compared to the 2025–2026 school year through consistent implementation of Tier 1 PBIS practices and targeted MTSS behavioral interventions.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Progress toward this goal will be monitored through monthly SBLT meetings where office discipline referrals, minor classroom behavior incidents, attendance data, and Early Warning System indicators are reviewed to identify trends and students requiring additional supports.

School administrators will conduct regular classroom walkthroughs to monitor the consistent implementation of schoolwide behavior expectations, classroom management practices, and Tier 1 PBIS strategies.

Leadership will create a 4th - 6th student survey with 4 - 5 similar questions (including the two stated

above) to be facilitated at the end of the first quarter to track progress toward our positive learning goal.

Our end-of-year climate survey data will also be analyzed to measure changes in student perceptions of school safety, classroom behavior, and school connectedness.

Person responsible for monitoring outcome

Administrators, SBLT team, and classroom teachers.

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

School-Wide PBIS

Person Monitoring:

Classroom Teachers, Administrators, Guidance Counselor.

By When/Frequency:

Fully implemented by the end of the first quarter.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will instruct school-wide rules explicitly and reinforce positive behavior through the PBIS incentive program, utilizing written rewards, lunch shout-outs, and classroom-level motivators.

- Daily Classroom Walkthroughs and Weekly Admin Meetings: Admin will review Indicator S.3 (respectful collaboration) and T.3 (self-regulation and accountability) and monitor referral trends to identify classes needing Tier 1 behavior support.

- Monthly SBLT meetings: The team will review student achievement data, MTSS data, and discipline data to determine if the changes are improving the student learning experience.

Action Step #2

SBLT Data Analysis

Person Monitoring:

Administrators and SBLT Members

By When/Frequency:

Monthly SBLT meetings until May 2027.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

SBLT data meetings will be held monthly to analyze walkthrough data (indicators S.3 and T.3) alongside Progress Monitoring (PM) data, identifying instructional gaps and assessing the impact of the learning environment on student achievement.

The SBLT will track success using a side-by-side comparison of qualitative and quantitative data points during their monthly meetings:

- Walkthrough Data Trends (Indicators S.3 & T.3): Tracking whether scores or observation frequencies for these specific indicators are improving over time.
- Progress Monitoring (PM) Growth: Analyzing student performance scores to see if academic gaps are closing.
- Correlation Analysis: Looking for a direct relationship—ideally, as S.3 and T.3 walkthrough scores increase, PM student achievement data should also show upward growth.

Action Step #3

Professional Learning

Person Monitoring:

Administrative Team

By When/Frequency:

Provided monthly until the end of May 2027.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional learning will be provided monthly as a whole-group PLC by the school administration, district curriculum coaches, and TBE teacher leaders, with a focus on designing rigorous learning tasks that support active participation (S.3) and self-regulation among students (T.3). This will help support students showing grade-level benchmark mastery.

- The Administrative Team will track participation in monthly PL sessions.
- Administration will track Walkthrough Data (S.3 and T.3) and look for evidence of increased active participation and self-regulation among students.
- Tracking monthly Common Formative Assessments (CFAs) and student work to see if the percentage of students showing "grade-level mastery" is increasing.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

DRAFT

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

DRAFT

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

DRAFT

DRAFT

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

Clay County Schools

TYNES ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority	1
I. School Information	2
A. School Mission and Vision	2
B. School Leadership Team, Stakeholder Involvement and SIP Monitoring	2
C. Demographic Data.....	6
D. Early Warning Systems	7
II. Needs Assessment/Data Review	11
A. ESSA School, District, State Comparison	12
B. ESSA School-Level Data Review	13
C. ESSA Subgroup Data Review	14
D. Accountability Components by Subgroup.....	15
E. Grade Level Data Review.....	18
III. Planning for Improvement.....	19
IV. Positive Learning Environment	24
V. Title I Requirements (optional).....	27
VI. ATSI, TSI and CSI Resource Review	30
VII. Budget to Support Areas of Focus	31

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Tynes Elementary School in partnership with its children, families, and community will provide a superior education by providing quality instruction in a safe and orderly environment. Through their education at school, all students will gain the skills, strategies, and desire necessary for continued learning. They will also develop a strong sense of responsibility for themselves, their community, and each other. Our hope is to foster life-long learners and responsible citizens.

Provide the school's vision statement

The School District of Clay County exists to prepare lifelong learners for success in a global and competitive workplace and in acquiring applicable life skills.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Nakia Christopher

nakia.christopher@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Develop and Monitor SIP including all relevant data and instructional practices related to improvement.

Leadership Team Member #2

Employee's Name

Lisa Gartenbush

lisa.gartenbush@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Develop and Monitor SIP including all relevant data and instructional practices related to improvement.

Leadership Team Member #3

Employee's Name

Samantha Hunter

samantha.hunter@myoneclay.net

Position Title

Dean of Culture and Intervention Team Facilitator

Job Duties and Responsibilities

Monitor and implement MTSS plans and processes. Provide interventions and assess students to determine needs and support. Member of the SBLT.

Leadership Team Member #4

Employee's Name

Michelle Cambron

michelle.cambron@myoneclay.net

Position Title

Teacher

Job Duties and Responsibilities

Monitor SIP and hold meetings to collaborate with all stakeholders.

Leadership Team Member #5

Employee's Name

Eric Wright

eric.wright@myoneclay.net

Position Title

School Counselor

Job Duties and Responsibilities

Monitor SIP and hold meetings to collaborate with all stakeholders.

Leadership Team Member #6

Employee's Name

Karen Green

karen.green@myoneclay.net

Position Title

Front Office Secretary

Job Duties and Responsibilities

Attend SAC meetings as a representative and provide support related to the SIP and job description.

Leadership Team Member #7

Employee's Name

Position Title

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #8

Employee's Name

Position Title

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #9

Employee's Name

Raymond Schefer

raymond.schaefer@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

Develop, monitor, and ensure SIP focus goals are implemented in all professional development and administrator observation activities aligned to instructional needs and supports.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

School based leadership team (admin and teachers) met on 6/17 and 6/18 to analyze data
Other stakeholders provided input via Climate Surveys and PFA
Draft will be shared during pre-planning with full faculty and PFA Board
SAC Committee will meet on 9/21 to review draft SIP and provide feedback

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The SIP will be monitored via the School Based Leadership Team (SBLT) which meets monthly, as well as by the administrative leadership team which meets weekly. The SAC Committee meets quarterly and the PFA meets monthly. Each of these groups will provide feedback and monitoring of progress

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	54.3%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: B 2024-25: B 2023-24: A 2022-23: B 2021-22: A

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	119	157	120	166	141	145	138			986
Absent 10% or more school days	35	31	24	31	22	19	26			188
One or more suspensions	4	1	2	6	11	12				36
Course failure in English Language Arts (ELA)	4	5	2	0	1	1	0			13
Course failure in Math	2	2	1	2	4	5	4			20
Level 1 on statewide ELA assessment	16	41	32	30	25	21	13			178
Level 1 on statewide Math assessment	33	51	51	54	54	53	11			307
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	3	3	8						14
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	3	0					3

Current Year 2026-27

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	15	15	18	27	15	16	10			116

Current Year 2026-27

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3	3	2	25	1	0	2			36
Students retained two or more times	0	0	0	0	0	0	0			0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	134	144	114	159	140	146	150			987
Absent 10% or more school days	30	23	27	26	31	16	19			172
One or more suspensions		4		2	2	2	4			14
Course failure in English Language Arts (ELA)		8	4							12
Course failure in Math		6	2							8
Level 1 on statewide ELA assessment	25	33	43	16	31	28	22			198
Level 1 on statewide Math assessment	23	34	47	13	21	33	9			180
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	12	32	14	16						74
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	6	10	17	13						46

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	5	11	9	13	6	4	6			54

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		8	5	11						24
Students retained two or more times										0

DRAFT

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.

DRAFT

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

DRAFT

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026		2025		2024	
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	66	66	62	60	63	59
Grade 3 ELA Achievement	61	66	61	70	66	59
ELA Learning Gains	64	63	63	60	62	60
ELA Lowest 25th Percentile	57	60	58	52	60	56
Math Achievement*	64	69	66	65	67	64
Math Learning Gains	64	69	64	56	65	63
Math Lowest 25th Percentile	51	58	50	50	57	51
Science Achievement	64	67	62	69	62	58
Social Studies Achievement*			95			92
Graduation Rate						
Middle School Acceleration						
College and Career Acceleration						
Progress of ELLs in Achieving English Language Proficiency (ELP)						

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

[†] District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						61%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						491
Total Components for the FPPI						8
Percent Tested						100%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
61%	62%	61%	57%	65%	59%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	50%	No		
English Language Learners	49%	No		
Black/African American Students	55%	No		
Hispanic Students	68%	No		
Multiracial Students	68%	No		
White Students	63%	No		
Economically Disadvantaged Students	57%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	66%	61%	64%	57%	64%	64%	51%	64%					
Students With Disabilities	41%	35%	59%	57%	46%	59%	56%	44%					
English Language Learners	58%		42%		53%	42%							
Black/African American Students	52%	56%	55%	50%	51%	65%	52%	56%					
Hispanic Students	69%	59%	68%	80%	63%	58%		77%					
Multiracial Students	77%	80%	53%		77%	59%		60%					
White Students	67%	61%	65%	60%	67%	66%	51%	65%					
Economically Disadvantaged Students	59%	55%	60%	51%	56%	61%	50%	61%					

Page 2132 of 2426

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%

Page 2133 of 2426

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%					

Page 2134 of 2426

Page 17 of 32

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	60%	65%	-5%	60%	0%
ELA	4	64%	64%	0%	60%	4%
ELA	5	58%	60%	-2%	61%	-3%
ELA	6	73%	72%	1%	62%	11%
Math	3	60%	69%	-9%	66%	-6%
Math	4	64%	65%	-1%	65%	-1%
Math	5	47%	61%	-14%	62%	-15%
Math	6	80%	70%	10%	60%	20%
Science	5	63%	66%	-3%	60%	3%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

Grade 6 Math: This was the standout performance area. The school score increased from **75%** in 2025 to **80%** in 2026. Grade 6 Math significantly outperformed both benchmarks in 2026, beating the district by **10%** and the state by a massive **20%**. We scheduled our students in a new manner, trying to mimic a junior high schedule as closely as possible on an elementary campus. Students were afforded a double period of math (and ELA) as compared with science and social studies.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Grade 5 Math is an area of critical concern, having decreased again from an already low 50% in 2025 to **47%** in 2026. This is the school's weakest area relative to benchmarks. In 2026, Grade 5 Math trailed the district by **14%** and the state by **15%**. There were three math teachers on the grade level of 7 total teachers, and one of the math/science teachers went on FMLA the second week of school and never returned. The long term sub, who was eventually hired as a probationary beginning teacher, worked diligently but only attained a proficiency of 37.5% for her two math sections. The other two teachers had proficiency rates of 65% and 47%. In addition to the teacher who was on FMLA, we had another member of the team resign late in the first quarter, creating additional instability on the grade level. Finally, this grade level had a high number of students with behavioral incidents which resulted in missing class time.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Grade 3 ELA & Math: Grade 3 experienced a sharp downturn across both subjects.

- **ELA:** Dropped from **70%** to **60%** (-10 points), swinging from 5% above the district in 2025 to 5% below it in 2026.
- **Math:** Dropped from **71%** to **60%** (-11 points), falling from 5% above the district to 9% below it.

This cohort of students has been struggling academically, especially in literacy, since kindergarten.

They have been a RAISE cohort in both 1st and 2nd grades and their performance in both PM1 and

PM2 accurately predicted their end of year performance. This was further supported by the fact that zero students scoring a Level 1 on PM3 Reading were eligible for a Good Cause promotion via portfolio and only 2 were promoted with an alternate assessment. This group of learners lacks stamina and confidence as readers.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Grade 5 Math is an area of critical concern, having decreased again from an already low 50% in 2025 to 47% in 2026. This is the school's weakest area relative to benchmarks. In 2026, Grade 5 Math trailed the district by **14%** and the state by **15%**. There were three math teachers on the grade level of 7 total teachers, and one of the math/science teachers went on FMLA the second week of school and never returned. The long term sub, who was eventually hired as a probationary beginning teacher, worked diligently but only attained a proficiency of 37.5% for her two math sections. The other two teachers had proficiency rates of 65% and 47%. In addition to the teacher who was on FMLA, we had another member of the team resign late in the first quarter, creating additional instability on the grade level. Finally, this grade level had a high number of students with behavioral incidents which resulted in missing class time.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance continues to be an area of concern, particularly in kindergarten and Grade 3, which saw declines in academic achievement and a widening gap compared to state and district trends. Suspensions, particularly among 5th and 6th graders increased sharply from the 24-25 school year and is now an area of concern.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

- Benchmark aligned instruction
- Collaborative planning with emphasis on using Task Analysis Common Assessment tracking forms
- Students with disabilities
- Student attendance

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Data analysis of FAST PM 3 testing in both ELA and math revealed growing gaps between both district and state data and significant decline especially in the area of 3rd grade ELA (down 9 percentage points from 70% in 2025 to 61% in 2026). When comparing that EOY data with student grades, there is a significant discrepancy between class grades earned and test scores, indicating that the graded work provided in class was not fully aligned with the benchmarks in terms of scope and rigor. The same is true in Grade 5 math.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Classroom walkthrough data will indicate that 90% of ELA and math classrooms demonstrate evidence that the task provided to students is fully aligned to the benchmark at the appropriate level of rigor.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Progress toward this outcome will be measured through walkthrough data and weekly PLC logs.

Person responsible for monitoring outcome

Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Teachers will plan and implement lessons based on the principles of the science of learning - focusing on spiral review; timely and targeted feedback; and strategies to build background knowledge.

Rationale:

The science of learning tells us that learning is fundamentally a mental process that involves acquiring, storing, retrieving and applying knowledge and that basing instruction in the science of learning will help all learners construct meaning for long term retention.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Professional Learning Sessions

Person Monitoring:

Principal

By When/Frequency:

April 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional learning for 26-27 will be anchored in the science of learning. The schools' professional learning calendar will start with a teacher-led session on the fundamental principles of the science of learning during preplanning, with several additional whole group sessions scheduled to layer on more professional learning. At least two of the whole group sessions will be differentiated for teachers to select their level or expertise and/or area of interest for additional training. The school professional learning calendar was co-created with our school leadership team at OLA, and will be reviewed at summer team lead meeting in July. We have teacher leaders who have already volunteered to deliver the first two sessions during preplanning and in August. At our monthly school based leadership meetings we will solicit feedback from their PLC and review the midyear professional learning survey data as provided by the district.

Action Step #2

Data Analysis

Person Monitoring:

Principal

By When/Frequency:

May 2027/monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Data meetings will be held after each progress monitoring assessment. Grade levels will analyze growth and needs of their individual classrooms as compared to the entire grade level, district and state comparison. The data will be further disaggregated to ensure robust monitoring of subgroups. The master calendar has time embedded for admin and ITF to meet with each grade level team including our multigrade self contained teachers. In addition, the MTSS admin and ITF team will meet monthly with teachers to review students receiving additional layers of support to make decisions about next steps in the problem solving process.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Historically our SWD subgroup has a gap in reading and math achievement and learning gains as compared with the rest of the school. The data from the past several years shows improvement in our SWD subgroup, many of who are also in our LQ due to significant gaps in their foundational reading and math skills. By focusing our attention on those students and creating flexible small groups for intervention, we can better intervene and monitor the progress of those students.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Walkthrough data will indicate that at least 75% of reading and math classrooms demonstrate evidence of differentiated instruction and power practices/targeted interventions for subgroup students (based on indicator S.2).

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Progress towards the desired outcome will be measured through:

Weekly PLCs

Quarterly student data chats

Monthly MTSS check-ins with ITF and administrators

Walkthrough data

Monthly Attendance Meetings

Person responsible for monitoring outcome

Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Power Practices/Small Group Instruction

Rationale:

Teachers will implement power practices and differentiate their instruction through small groups to ensure that learners are met at their instructional level and provided access to rigorous, grade level instruction in an accessible manner. Walkthrough data will indicate that at least 75% of reading and math classrooms demonstrate evidence of differentiated instruction and power practices/targeted interventions for subgroup students (based on indicator S.2).

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

PLC Meetings

Person Monitoring:

Principal

By When/Frequency:

May 2026/monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Content and ESE collaboration PLC meetings (held on school choice weeks) will center around leveraging power practices through small group instruction as a response to class level and individual student data. The data from the past several years shows improvement in our SWD subgroup, many of who are also in our LQ due to significant gaps in their foundational reading and math skills. By focusing our attention on those students and creating flexible small groups for intervention, we can better intervene and monitor the progress of those students

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

During the 2025-2026 school year, average daily attendance remained relatively steady at 92.79%. Although this appears to be overall a robust daily attendance, we still had 172/987 students who missed 18 or more school days, putting them at an average attendance rate of less than 90%. Of those 172 students, 20 of them were enrolled in one of our ASD/SC classes. Again, although this represents an improvement from 2023-24 when we had 208 (20% of

our total enrollment) students missing 10% or more of the school year, 36 of them from our ASD/ SC classrooms, Tynes still has too many students missing a high percentage of school days. Many of those students who miss more than 10% also fit at least one other Early Warning category such as a Level 1 in ELA or Math or a substantial reading deficiency. Furthermore, since our demographic of SWD has tended to miss a higher number of days, there is a cumulative effect on their progress when they are not in school to receive their SDI. Finally, we noticed a strong correlation between lower attendance and lower academic performance in the kindergarten and third grade cohorts. This was reflected in the FAST 25-26 PM3 overall assessment results for these two grade levels/cohorts.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

During the 2026-2027 the percentage of students missing more than 10% of the school year will continue to decrease from 17% to 15%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Daily attendance averages will be reviewed weekly by our administrative team and shared with staff. This data will be shared with families monthly. On a monthly basis, the attendance team will convene to identify students who are at risk based on a pattern of absences to ensure that the classroom teacher has made an initial phone contact and documented it in Synergy. The attendance team will then take appropriate next actions based on the student and the individual needs of that student and family.

Person responsible for monitoring outcome

Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Attendance monitoring and goal setting

Rationale:

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Weekly Attendance Review

Person Monitoring:

Principal

By When/Frequency:

Weekly starting on August 21st and continuing through May 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students in grades 1-6 with historically poor attendance will be contacted by a school administrator or school counselor to be monitored during the first month of school. If a pattern of non-attendance is evident, a member of the attendance team will make contact with the classroom teacher to ensure parents have been contacted, and then a follow up contact will be made with the family. For students in grades 3-6, the student may also be involved in goal setting to contract for improved attendance. A check in check out with a designated adult may also be implemented for an additional layer of support and reinforcement.

Action Step #2**Person Monitoring:****By When/Frequency:****Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

DRAFT

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

DRAFT

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

DRAFT

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

DRAFT

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

DRAFT

Clay County Schools

W E CHERRY ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority	1
I. School Information	2
A. School Mission and Vision	2
B. School Leadership Team, Stakeholder Involvement and SIP Monitoring	2
C. Demographic Data.....	7
D. Early Warning Systems	8
II. Needs Assessment/Data Review	12
A. ESSA School, District, State Comparison	13
B. ESSA School-Level Data Review	14
C. ESSA Subgroup Data Review	15
D. Accountability Components by Subgroup.....	16
E. Grade Level Data Review.....	19
III. Planning for Improvement.....	20
IV. Positive Learning Environment	30
V. Title I Requirements (optional).....	34
VI. ATSI, TSI and CSI Resource Review	37
VII. Budget to Support Areas of Focus	38

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

W.E. Cherry Elementary School exists to prepare lifelong learners for success in a global and competitive workplace and in acquiring applicable life skills.

Provide the school's vision statement

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity, and respect. Through these values, we will maximize student potential and promote individual responsibility.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Angela Whiddon

angela.whiddon@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

The duties of the School Leadership Team is to analyze school-wide data to determine the effectiveness of Tier 1 instruction for all students. Data to be analyzed includes grade 3-5 Khan Academy Math, grade 6 ALEKS Math, and K-6 Lexia Reading diagnostics as well as formal

assessments such as F.A.S.T. assessments. The principal leads the meetings and provides a common vision for members in order to make data informed decisions.

Leadership Team Member #2

Employee's Name

Joshua Hogmire

joshua.hogmire@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

The duties of the School Leadership Team is to analyze school-wide data to determine the effectiveness of Tier 1 instruction for all students. Data to be analyzed includes grades 3-5 Khan Academy Math, grade 6 ALEKS Math, and K-6 Lexia Reading diagnostics as well as formal assessments such as F.A.S.T. assessments. The assistant principal co-leads the meetings and provides a common vision for members in order to make data informed decisions.

Leadership Team Member #3

Employee's Name

Kristie Lee

kristie.lee@myoneclay.net

Position Title

Teacher, Title I

Job Duties and Responsibilities

As a Title I teacher, Mrs. Lee provides targeted academic intervention to young students who are struggling or falling behind in foundational subjects like reading and mathematics. She uses data-driven assessments to pinpoint specific learning gaps and delivers intensive, small-group or individual lessons designed to bring students up to grade-level proficiency. Mrs. Lee collaborates closely with classroom teachers to align supplemental instruction with the core curriculum, while also leading academic-centered family engagement initiatives to empower parents with the tools needed to reinforce learning and close achievement gaps at home.

Leadership Team Member #4

Employee's Name

Katheryn Cummings

katheryn.cummings@myoneclay.net

Position Title

Teacher, Title I

Job Duties and Responsibilities

As a Title I teacher, Mrs. Cummings provides targeted academic intervention to young students who are struggling or falling behind in foundational subjects like reading and mathematics. She uses data-driven assessments to pinpoint specific learning gaps and delivers intensive, small-group or individual lessons designed to bring students up to grade-level proficiency. Mrs. Cummings collaborates closely with classroom teachers to align supplemental instruction with the core curriculum, while also leading academic-centered family engagement initiatives to empower parents with the tools needed to reinforce learning and close achievement gaps at home.

Leadership Team Member #5**Employee's Name**

Emily Minzenmayer

emily.minzenmayer@myoneclay.net

Position Title

Teacher, Gifted

Job Duties and Responsibilities

The Chair of the School Advisory Committee shall assist the principal in leading the committee to develop the School Improvement Plan, Parent and Family Engagement Plan, and the school's annual budget. An elementary gifted teacher designs and delivers advanced instruction tailored to the unique academic and social-emotional needs of high-potential young learners. Rather than simply assigning more work, they focus on depth, complexity, and critical thinking through project-based learning and inquiry-based activities that match their students' rapid pace. Beyond academics, these educators provide vital support for challenges like perfectionism and asynchronous development, while collaborating with parents and general education teachers to ensure gifted students remain engaged, challenged, and supported throughout the school day.

Leadership Team Member #6**Employee's Name**

Emmalee Ganey

emmalee.ganey@myoneclay.net

Position Title

Teacher, 3rd Grade

Job Duties and Responsibilities

As a general-education elementary teacher, Mrs. Ganey is a multi-faceted educator responsible for the academic, social, and emotional development of young children. She designs and delivers daily lessons across a broad spectrum of foundational subjects, including reading, writing, mathematics, science, and social studies, adapting her teaching methods to accommodate diverse learning styles and paces within a single classroom. Beyond academics, Mrs. Ganey establishes a structured, nurturing environment where she teaches critical life-skills like cooperation, empathy, and problem-solving, while continuously assessing student progress, managing classroom behavior, and collaborating with parents and school staff to ensure each child's growth and well-being.

Leadership Team Member #7

Employee's Name

Lisa Kazmierczak

lisa.kazmierczak@myoneclay.net

Position Title

Teacher, 4th Grade

Job Duties and Responsibilities

As a general-education elementary teacher, Ms. Kazmierczak is a multi-faceted educator responsible for the academic, social, and emotional development of young children. She designs and delivers daily lessons across a broad spectrum of foundational subjects, including reading, writing, mathematics, science, and social studies, adapting her teaching methods to accommodate diverse learning styles and paces within a single classroom. Beyond academics, Ms. Kazmierczak establishes a structured, nurturing environment where she teaches critical life-skills like cooperation, empathy, and problem-solving, while continuously assessing student progress, managing classroom behavior, and collaborating with parents and school staff to ensure each child's growth and well-being.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Leadership Team develops a draft School Improvement Plan based on the previous year's F.A.S.T. data, which is then presented to the School Advisory Committee members for feedback and additional suggestions.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Grade-level teams meet weekly to review current data and develop targeted interventions for students who are in the lowest quartile. The School Leadership Team will meet with each grade level following the scheduled progress monitoring cycle (PM1, PM2, PM3). Once data is assessed, and if revision is needed, school administration will request a School Advisory Committee meeting to present proposed revisions to the School Improvement Plan.

DRAFT

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: A 2023-24: A 2022-23: B 2021-22: A

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	68	69	73	88	87	75	91			551
Absent 10% or more school days	23	10	14	16	14	14	24			115
One or more suspensions	3	4	1	0	0	0	5			13
Course failure in English Language Arts (ELA)	5	4	1	3	2	0	2			17
Course failure in Math	3	2	0	1	3	0	1			10
Level 1 on statewide ELA assessment	6	12	9	13	14	12	11			77
Level 1 on statewide Math assessment	4	4	13	14	11	10	11			67
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	15	19	24	13						71
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	9	12	23	14	11					69

Current Year 2026-27

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	11	12	19	9	11	9	12			83

Current Year 2026-27

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	9	2	1	2	3	0	1			18
Students retained two or more times	0	0	0	0	0	0	0			0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	71	77	88	78	81	81	89			565
Absent 10% or more school days	28	10	22	19	20	18	17			134
One or more suspensions	6	2	3	2	8	1	5			27
Course failure in English Language Arts (ELA)	8	2	1	2	2		5			20
Course failure in Math	8	1					4			13
Level 1 on statewide ELA assessment	30	20	27	6	21	14	13			131
Level 1 on statewide Math assessment	20	22	24	4	9	9	10			98
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	11	8	11	6						36
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	11	12	14	4	9					50

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	12	3	12	10	15	7	14			73

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	11	5	1	2	3		3			25
Students retained two or more times										0

DRAFT

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.

DRAFT

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

DRAFT

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026		2025		2024	
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	64	66	62	65	63	59
Grade 3 ELA Achievement	68	66	61	72	66	59
ELA Learning Gains	65	63	63	63	62	60
ELA Lowest 25th Percentile	59	60	58	61	60	56
Math Achievement*	68	69	66	69	67	64
Math Learning Gains	71	69	64	70	65	63
Math Lowest 25th Percentile	53	58	50	63	57	51
Science Achievement	59	67	62	53	62	58
Social Studies Achievement*			95			92
Graduation Rate						
Middle School Acceleration						
College and Career Acceleration						
Progress of ELLs in Achieving English Language Proficiency (ELP)						

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						63%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						507
Total Components for the FPPI						8
Percent Tested						95%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
63%	64%	63%	60%	66%	54%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	44%	No		
English Language Learners	66%	No		
Black/African American Students	50%	No		
Hispanic Students	69%	No		
Multiracial Students	79%	No		
White Students	65%	No		
Economically Disadvantaged Students	65%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	64%	68%	65%	59%	68%	71%	53%	59%					
Students With Disabilities	38%	44%	48%	47%	47%	56%	48%	20%					
English Language Learners	44%	40%	68%		72%	89%	80%						
Black/African American Students	55%	50%	57%	25%	61%	62%	35%	55%					
Hispanic Students	64%	63%	71%	75%	71%	78%	71%	62%					
Multiracial Students	72%		77%		75%	92%							
White Students	66%	82%	62%	75%	69%	66%	45%	56%					
Economically Disadvantaged Students	65%	69%	67%	61%	69%	73%	58%	61%					

Page 2167 of 2426

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%

Page 2168 of 2426

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	58%	59%	61%	61%	69%	78%	72%	55%					55%
Students With Disabilities	46%	39%	66%	50%	59%	80%	82%	42%					
English Language Learners	31%		50%	40%	69%	86%							55%
Black/African American Students	47%	44%	67%	68%	53%	72%	67%	39%					
Hispanic Students	55%	69%	60%	33%	68%	77%	75%	50%					60%
Multiracial Students	72%		69%		89%	85%							
White Students	63%	68%	54%	67%	77%	79%	80%	63%					
Economically Disadvantaged Students	59%	62%	62%	67%	70%	78%	69%	52%					

Page 2169 of 2426

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	67%	65%	2%	60%	7%
ELA	4	62%	64%	-2%	60%	2%
ELA	5	64%	60%	4%	61%	3%
ELA	6	65%	72%	-7%	62%	3%
Math	3	64%	69%	-5%	66%	-2%
Math	4	71%	65%	6%	65%	6%
Math	5	69%	61%	8%	62%	7%
Math	6	74%	70%	4%	60%	14%
Science	5	65%	66%	-1%	60%	5%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

Our biggest increase took place in the area of science. Fifth grade science increased from 53% in 24-25 to 59% in 25-26. Our fifth-grade science teacher worked consistently with our district science coach and our Title I team.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our lowest performing area was our math bottom quartile. We saw an 11% decrease in the percentage of students making a gain in grades four and five. This is a total decrease of 20% over the past two years. After careful analysis of our data, we can identify our weaknesses in the areas of students that scored high level ones and high level twos.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Our lowest performing area was our math bottom quartile, falling 10% from last year. We saw an 11% decrease in the percentage of students making a gain in grades four and five. This is a total decrease of 20% over the past two years. After careful analysis of our data, we can identify our weaknesses in the areas of students that scored high level ones and high level twos.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

We scored above the state average in every scoring category except Science Achievement. In this category, we scored 3% lower than the state average. Only 20% of our SWD population that took this assessment were proficient. This is similar to last year's SWD population proficiency levels. While our overall Science Achievement levels have gone up, our SWD proficiency levels continue to stay low.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Student attendance continues to be an area for growth with 21% of students missing more than 10% of school days.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Increasing our learning gains in bottom quartile math.
2. Increasing our learning gains in bottom quartile ELA.
3. Reducing our number of students who miss more than 10% of the school year.

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B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Description: Systematic implementation of targeted mathematics instruction for students in the bottom quartile through PLC cycles focused on identifying unfinished learning, analyzing student work, and aligning instruction to the B.E.S.T. Mathematics Standards. Teachers will utilize small-group instruction, differentiated tasks, scaffolded support, and progress monitoring to address foundational skill gaps while maintaining access to grade-level content. Instructional planning will emphasize mathematical discourse, conceptual understanding, and opportunities for students to engage in rigorous problem-solving aligned to benchmark expectations.

Impact on Student Learning: Students in the bottom quartile will receive targeted support designed to strengthen foundational mathematical skills while building the confidence and reasoning necessary to engage successfully with grade-level standards. Through intentional intervention, differentiated instruction, and consistent opportunities to apply mathematical thinking, students will develop a deeper understanding of mathematical concepts and increase their ability to solve complex problems independently.

Rationale: Data review indicates a need to strengthen instructional practices and supports for students performing in the bottom quartile of mathematics. While intervention structures are in place, a more intentional focus on identifying skill gaps, providing standards-aligned support, and ensuring access to rigorous grade-level instruction is needed. Focusing on targeted instruction, progress monitoring, and responsive teaching practices will provide educators with the tools necessary to accelerate learning, close achievement gaps, and improve outcomes for students requiring the greatest levels of support.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

On the Spring 2026 FAST Math assessment, only 53% of students in the bottom quartile showed a gain from the previous school year. By the Spring 2027 FAST Math assessment, the percentage of students in the bottom quartile showing a learning gain will increase by at least 10 percentage points from the 2026 baseline, returning to or exceeding the prior year's performance level, as measured by the the Florida Department of Education's school accountability calculations.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Monitoring Implementation:

- **Classroom Walkthroughs:** Administration will conduct regular walkthroughs to ensure grade-level standards are taught consistently and that strategic, data-driven small-group instruction is occurring.
- **Collaborative Data Meetings:** Teachers and administration will meet at least monthly to review instructional pacing, share best practices, and adjust lesson plans based on real-time classroom needs.

Monitoring Impact:

- **Baseline Targeting:** Teams will analyze 2025–2026 FAST Math PM3 data to identify students in the bottom quartile of each grade level for targeted support.
- **Progress Monitoring:** Throughout the 2026–2027 school year, teams will analyze FAST Math PM1 and PM2 data, Khan Academy Math data, Synergy math assessment data, and classroom common assessment data to measure student growth, pinpoint continuing areas of need, and refine small-group interventions.

Person responsible for monitoring outcome

Josh Hogmire, Assistant Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

1. Evidence-Based Interventions: Intervention A: Tier 2/3 Small-Group Instruction (Push-In Support)
Description: Classroom teachers, in collaboration with push-in Title I teachers, will deliver intentional, standards-aligned small-group instruction. Groups will be dynamically formed and adjusted based on

student data to target specific skill deficits. Intervention B: Target-Specific After-School Tutoring Description: Students identified in the bottom quartile may be invited to participate in an expanded-learning after-school tutoring program focused on reinforcing core math concepts and accelerating growth. 2. Monitoring & Support Framework Monthly Data Reviews: Teachers and administration will meet at least monthly to analyze FAST Math PM, Khan Academy, Synergy, and classroom common assessments to track progress and adjust small-group rosters. Collaborative PLCs: Teachers will utilize Professional Learning Communities (PLCs) to collaborate with administration and district math coaches, ensuring Tier 1 (core instruction) is strengthened alongside Tier 2/3 interventions. Walkthroughs & Coaching: Administration and district coaches will conduct regular walkthroughs to ensure the fidelity of Tier I and small-group instruction.

Rationale:

Small-Group Instruction (Tier 2/3 Push-In Support): According to numerous studies, explicit, systematic instruction in small groups is one of the most effective ways to support struggling math students. It allows teachers to break down complex benchmarks into manageable steps and use visual representations (like number lines or concrete models). Adding Title I teachers lowers the student-to-teacher ratio. This allows for immediate corrective feedback and keeps students highly engaged, which is critical for struggling learners who easily lose focus during whole-group instruction. Targeted After-School Tutoring: Research consistently shows that "high-dosage" or targeted tutoring is one of the single most effective school-based interventions for accelerating math growth. By focusing specifically on the bottom quartile, we are providing the extra time and intensive practice necessary to close foundational gaps without pulling students out of core Tier 1 instruction during the regular school day. Monthly Data Reviews: Student learning isn't static. Reviewing data at least monthly ensures that small groups are dynamic rather than permanent tracks. It allows us to immediately celebrate a student's growth by moving them out of an intervention group when they show mastery, or quickly catch a student whose performance has started to slip. It prevents students from wasting time on concepts they have already mastered. Collaborative PLCs and Coaching: Interventions only work if core classroom instruction (Tier 1) is strong. By having teachers collaborate with math coaches, we are building teacher capacity. This collaborative planning ensures that what is taught in small groups directly aligns with and supports what is being taught during the main math block as well as the areas in which students need the most support. Administrative Walkthroughs: Walkthroughs are about ensuring fidelity of implementation. Research shows that interventions fail when they are implemented inconsistently. Walkthroughs allow administrators to verify that small groups are actually meeting, that standards are being taught at the correct rigor, and that teachers have the resources they need to succeed.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Progress Monitoring

Person Monitoring:

Josh Hogmire

By When/Frequency:

monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

To monitor implementation, administration will conduct regular classroom walkthroughs to ensure consistent, benchmark-aligned instruction and the use of intentional, strategic small-group structures. Additionally, teachers and administration will meet at least monthly to discuss planning and instructional strategies. To monitor impact, the team will first analyze 2025–2026 FAST Math PM3 data to identify students in the bottom quartile of each grade level. We will then track student growth and identify ongoing areas of need by analyzing 2026–2027 FAST Math PM, Khan Academy, Synergy, and classroom common assessments, adjusting our support plans dynamically throughout the year.

Action Step #2

Small-Group Instruction

Person Monitoring:

Kristie Lee and Beth Cummings

By When/Frequency:

monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During the school day, classroom teachers and push-in Title I teachers will partner to deliver intentional, standards-based small-group lessons. To monitor the implementation and impact of these interventions, teachers and administration will hold monthly data reviews—analyzing FAST, Khan Academy, Synergy, and common assessment data—to dynamically adjust student groups. Additionally, teachers will collaborate within PLCs alongside district math coaches to strengthen Tier 1 instruction and refine Tier 2/3 practices, while administration utilizes classroom walkthroughs to ensure the interventions are delivered with high fidelity.

Action Step #3

Additional Programs Outside of the School Day

Person Monitoring:

Kristie Lee and Beth Cummings

By When/Frequency:

Spring 2027/2x per week

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Beginning in the spring of 2027, the school will implement a targeted, data-driven after-school tutoring program, delivering weekly, standards-aligned small-group instruction to close foundational math gaps. To monitor the academic impact of this action step, tutoring teachers will administer a targeted diagnostic pre-test at the beginning of the tutoring program to establish individual student baselines and a corresponding post-test at the conclusion of the program to measure overall growth and benchmark mastery.

Action Step #4

Professional Learning

Person Monitoring:

Josh Hogmire

By When/Frequency:

monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

School administration, Title I personnel, and district-level experts will deliver targeted professional development during scheduled PLCs and responsive ongoing sessions, focusing on data-driven mathematics instruction. Educators will engage in the systematic collection and deep disaggregation of student performance data to pinpoint precise instructional gaps and areas of critical concern in math. To monitor the impact of this action step, leadership will conduct regular walkthroughs to observe the application of these data strategies in the classroom. School administration, Title I

personnel, and classroom teachers will evaluate collaborative data tracking logs during PLC meetings, and will analyze formative assessment trends. This continuous feedback loop ensures that data-driven adjustments directly translate into high-impact, targeted math instruction that measurably improves student proficiency.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Description

Systematic implementation of targeted English Language Arts (ELA) instruction for students in the bottom quartile through PLC cycles focused on identifying unfinished learning, analyzing student work, and aligning instruction to the Florida B.E.S.T. ELA Standards. Teachers will utilize small-group instruction, differentiated tasks, scaffolded support, and progress monitoring to address foundational literacy gaps (such as decoding, fluency, vocabulary, and comprehension) while maintaining access to grade-level, complex texts. Instructional planning will emphasize collaborative academic discourse, text-based writing, and opportunities for students to engage in rigorous close reading aligned to benchmark expectations.

Impact on Student Learning

Students in the bottom quartile will receive targeted support designed to strengthen foundational literacy skills and reading comprehension while building the confidence and critical thinking necessary to engage successfully with grade-level standards. Through intentional intervention, differentiated instruction, and consistent opportunities to apply active reading and writing strategies, students will develop a deeper understanding of complex texts and increase their ability to analyze, synthesize, and respond to text independently.

Rationale

Data review indicates a need to strengthen instructional practices and supports for students performing in the bottom quartile of ELA. While intervention structures are in place, a more intentional focus on identifying specific literacy gaps, providing standards-aligned support, and ensuring access to rigorous grade-level textual analysis is needed. Focusing on targeted instruction, progress monitoring, and responsive teaching practices will provide educators with the tools necessary to accelerate reading growth, close achievement gaps, and improve outcomes for students requiring the greatest levels of support.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

On the Spring 2026 FAST ELA assessment, only 59% of students in the bottom quartile showed a gain from the previous school year. By the Spring 2027 FAST ELA assessment, the percentage of students in the bottom quartile showing a learning gain will increase by at least 3 percentage points from the 2026 baseline, exceeding the prior year's performance level, as measured by the the Florida Department of Education's school accountability calculations.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Monitoring Implementation

- **Classroom Walkthroughs:** Administration will conduct regular walkthroughs to ensure grade-level B.E.S.T. ELA standards are taught consistently and that strategic, data-driven small-group literacy instruction (such as differentiated reading and writing groups) is occurring.
- **Collaborative Data Meetings:** Teachers and administration will meet at least monthly to review ELA instructional pacing, share best practices, and adjust lesson plans based on real-time classroom reading and writing performance.

Monitoring Impact

- **Baseline Targeting:** Teams will analyze 2025–2026 FAST ELA PM3 data to identify students in the bottom quartile of each grade level for targeted literacy support.
- **Progress Monitoring:** Throughout the 2026–2027 school year, teams will analyze FAST ELA PM1 and PM2 data to measure student reading growth, pinpoint continuing areas of need (such as phonics, fluency, vocabulary, or comprehension), and refine small-group literacy interventions.

Person responsible for monitoring outcome

Angela Whiddon, Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

1. Evidence-Based Interventions Intervention A: Tier 2/3 Small-Group Literacy Instruction (Push-In Support) Description: Classroom teachers, in collaboration with push-in Title I teachers, will deliver intentional, standards-aligned small-group ELA instruction. Groups will be dynamically formed and adjusted based on student data to target specific skill deficits, such as phonics, oral reading fluency,

vocabulary acquisition, and comprehension strategies. Intervention B: Target-Specific After-School Literacy Tutoring Description: Students identified in the bottom quartile may be invited to participate in an expanded-learning after-school tutoring program focused on reinforcing core reading and writing skills, building vocabulary, and accelerating overall literacy growth. 2. Monitoring & Support Framework Monthly Data Reviews: Teachers and administration will meet monthly to analyze FAST ELA PM data, Lexia data, and classroom ELA common assessments to track progress and adjust small-group rosters. Collaborative PLCs: Teachers will utilize Professional Learning Communities (PLCs) to collaborate with administration and district literacy/reading coaches, ensuring Tier 1 (core ELA instruction) is strengthened alongside Tier 2/3 interventions. Walkthroughs & Coaching: Administration and district ELA coaches will conduct regular walkthroughs to ensure the fidelity of small-group reading instruction.

Rationale:

Small-Group Instruction: According to numerous studies, explicit, systematic instruction in small groups is one of the most effective ways to support struggling readers. It allows teachers to break down complex literary and informational benchmarks into manageable steps and use targeted literacy strategies (such as graphic organizers, phonics manipulatives, and scaffolded text-dependent questions). Adding Title I teachers lowers the student-to-teacher ratio. This allows for immediate corrective feedback on decoding, fluency, and comprehension, while keeping students highly engaged—which is critical for struggling learners who easily lose focus during whole-group reading instruction. Targeted After-School Tutoring: Research consistently shows that "high-dosage" or targeted tutoring is one of the single most effective school-based interventions for accelerating reading achievement and literacy growth. By focusing specifically on the bottom quartile, we are providing the extra time and intensive practice necessary to close foundational literacy gaps without pulling students out of core Tier 1 reading instruction during the regular school day. Monthly Data Reviews: Student learning isn't static, especially in reading development. Reviewing data at least monthly ensures that small groups are dynamic rather than permanent tracks. It allows us to immediately celebrate a student's reading growth by moving them to a more advanced group when they show mastery, or quickly catch a student whose comprehension or fluency has started to slip. This prevents students from wasting time on reading skills they have already mastered. Collaborative PLCs and Coaching: Interventions only work if core classroom instruction (Tier 1) is strong. By having teachers collaborate with reading and literacy coaches, we are building teacher capacity. This collaborative planning ensures that what is taught in small-group interventions directly aligns with and supports the complex text analysis being taught during the core ELA block, specifically targeting the areas in which students need the most support. Administrative Walkthroughs: Walkthroughs are about ensuring fidelity of implementation. Research shows that literacy interventions fail when they are implemented inconsistently. Walkthroughs allow administrators to verify that small-group reading interventions are actually meeting, that Florida B.E.S.T. ELA standards are being taught at the correct rigor, and that teachers have the resources they need—such as decodable texts and leveled readers—to succeed.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Progress Monitoring

Person Monitoring:

Angela Whiddon

By When/Frequency:

monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To monitor implementation, administration will conduct regular classroom walkthroughs to ensure consistent, benchmark-aligned ELA instruction and the use of intentional, strategic small-group reading structures. Additionally, teachers and administration will meet at least monthly to discuss planning and instructional strategies. To monitor impact, the team will first analyze 2025–2026 FAST ELA PM3 data to identify students in the bottom quartile of each grade level. We will then track student growth and identify ongoing areas of need by analyzing 2026–2027 FAST ELA PM data, Lexia data, and classroom ELA common assessments, adjusting our support plans dynamically throughout the year.

Action Step #2

Small-Group Instruction

Person Monitoring:

Kristie Lee and Beth Cummings

By When/Frequency:

monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During the school day, classroom teachers and push-in Title I teachers will partner to deliver intentional, standards-based small-group literacy lessons. To monitor the implementation and impact of these interventions, teachers and administration will hold monthly data reviews—analyzing FAST ELA, Lexia, and classroom common assessment data—to dynamically adjust student groups. Additionally, teachers will collaborate within PLCs alongside district literacy coaches to strengthen Tier 1 instruction and refine Tier 2/3 practices, while administration utilizes classroom walkthroughs to ensure the interventions are delivered with high fidelity.

Action Step #3

Additional Programs Outside of the School Day

Person Monitoring:

Kristie Lee and Beth Cummings

By When/Frequency:

Spring 2027/2x per week

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Beginning in the spring of 2027, the school will implement a targeted, data-driven after-school tutoring program, delivering weekly, standards-aligned small-group instruction to close foundational literacy and reading gaps. To monitor the academic impact of this action step, tutoring teachers will administer a targeted diagnostic pre-test at the beginning of the tutoring program to establish individual student baselines and a corresponding post-test at the conclusion of the program to measure overall growth and ELA benchmark mastery.

Action Step #4

Professional Learning

Person Monitoring:

Angela Whiddon

By When/Frequency:

monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

School administration, Title I personnel, and district-level experts will deliver targeted professional

development during scheduled PLCs and responsive ongoing sessions, focusing on data-driven literacy instruction. Educators will engage in the systematic collection and deep disaggregation of student performance data to pinpoint precise instructional gaps and areas of critical concern in reading and writing. To monitor the impact of this action step, leadership will conduct regular walkthroughs to observe the application of these data strategies in the classroom. School administration, Title I personnel, and classroom teachers will evaluate collaborative data tracking logs during PLC meetings, and will analyze formative assessment trends. This continuous feedback loop ensures that data-driven adjustments directly translate into high-impact, targeted ELA instruction that measurably improves student proficiency.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Student attendance will be a major area of focus for the 2026–2027 school year. This focal point was identified as a critical, urgent need after a comprehensive review of prior-year data. During the 2025–2026 school year, 21% of our student body was chronically absent—meaning they missed 10% or more of their total school days. This high rate of absenteeism represents a significant loss of direct instructional time, creating learning gaps that compound year over year. It also disrupts classroom pacing, as teachers must frequently pause to re-teach missed material to returning students.

Research consistently shows that students who attend school regularly learn at a higher level, have better mental health, are more likely to graduate, and are more successful at retaining employment as adults. When students miss school, they miss the foundational steps of scaffolded subjects (like math and reading), making future concepts significantly harder to grasp. Chronically absent students are significantly less likely to read at grade level and have much lower high school graduation rates. In addition, academic anxiety and social isolation increase when students feel left out of classroom routines and peer groups, which can damage their mental well-being and make them avoid school even more. Regular attendance builds "school connectedness" and vital peer relationships, which act as a protective buffer for student mental health. Lastly, K-12 attendance builds "soft skills" (like reliability and time management) that directly translate to long-term workplace success.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

During the 2025-2026 school year, 21% of our students were chronically absent. For the 2026-2027 school year, we aim to reduce that amount to 17% or lower.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

WEC will follow the attendance plan created by Clay County District Schools. This plan can be found at: https://docs.google.com/document/d/1V-K4rTtHsmHEZrOXFRAWTwwhbZ_sHGeqEYxygM0gln4/edit?tab=t.0

Person responsible for monitoring outcome

Angela Whiddon and Josh Hogmire

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Utilize PBIS initiatives and include families as active partners in school decision-making Monthly Classroom Attendance Competitions: To foster collective responsibility and positive peer encouragement, classrooms will compete monthly for the highest attendance rate within three distinct bands: PK/VESC, Grades K–3, and Grades 4–6. The winning classroom in each category will be awarded a traveling trophy and receive a special school-wide public shout-out. Sunshine Shout-Outs: Daily morning and cafeteria announcements will feature "Sunshine Shout-Outs" to recognize and publicly celebrate individual students who have shown notable, consistent improvement in their personal attendance (and behavior). Staff-Student "Attendance Buddies": For students identified as chronically absent, we will establish a supportive mentorship loop. These students will select a trusted staff member to serve as their "Attendance Buddy." This mentor will conduct regular, supportive check-ins to build a strong, non-judgmental relationship, ensuring the student feels personally valued and missed when absent.

Rationale:

Using PBIS initiatives to address chronic absenteeism shifts a school's approach from punitive, compliance-driven consequences to proactive, positive reinforcement. Instead of penalizing absences—which often alienates struggling students and worsens school avoidance—the PBIS framework treats regular attendance as a teachable behavior, explicitly cultivating a warm, welcoming school culture where students feel a strong sense of belonging and connection. Including families as active partners in school decision-making bodies directly improves elementary student attendance by transforming parents from passive observers into trusted, invested co-owners of the school community. Because attendance in the early grades is almost entirely dependent on parent action, inviting families onto advisory panels and committees ensures that school policies, schedules, and support systems are designed to address the real-world barriers families face, such as transportation

bottlenecks or scheduling conflicts. When parents have a genuine voice in school governance, it builds deep institutional trust and a strong sense of mutual accountability; this positive home-school partnership ultimately translates into parents prioritizing daily attendance at home and proactively collaborating with the school to resolve attendance issues before they become chronic.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

PBIS Initiatives

Person Monitoring:

Josh Hogmire

By When/Frequency:

monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To foster collective responsibility and positive peer encouragement, classrooms will compete monthly for the highest attendance rate within three distinct bands: PK/VESC, Grades K–3, and Grades 4–6. The winning classroom in each category will be awarded a traveling trophy and receive a special school-wide public shout-out.

Daily morning and cafeteria announcements will feature "Sunshine Shout-Outs" to recognize and publicly celebrate individual students who have shown notable, consistent improvement in their personal attendance (and behavior).

For students identified as chronically absent, we will establish a supportive mentorship loop. These students will select a trusted staff member to serve as their attendance buddy. This mentor will conduct regular, supportive check-ins to build a strong, non-judgmental relationship, ensuring the student feels personally valued and missed when absent.

Ongoing attendance monitoring will track whether this action step is improving student behavior.

Action Step #2

Include Families as Active Partners in School Decision-Making

Person Monitoring:

Josh Hogmire

By When/Frequency:

After each PM assessment period/3x per year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To establish families as true partners in school governance, we will actively invite and encourage parents to join the School Advisory Committee (SAC), empowering them to collaborate with school leadership on critical decisions ranging from school-wide planning to attendance policies. This collaborative leadership will be supported by systematic family feedback loops, utilizing accessible, targeted surveys throughout the year to gather community input on school climate and potential barriers to attendance. By integrating family voices directly into leadership committees and decision-making surveys, we ensure that our school policies and support systems are co-designed with and highly responsive to the needs of the community we serve.

Action Step #3

Professional Learning

Person Monitoring:

Kristie Lee and Beth Cummings

By When/Frequency:

quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To maximize student achievement and address chronic absenteeism, Title I personnel will utilize mandatory campus events to educate staff and families on the direct correlation between consistent attendance and academic success. This targeted outreach will provide data-driven insights into the significant instructional hours forfeited through both full-day absences and early check-outs, empowering parents with actionable strategies to safeguard valuable learning time.

Action Step #4

Data Review

Person Monitoring:

Josh Hogmire

By When/Frequency:

monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To cultivate a culture of consistent attendance, school administration will conduct monthly data reviews utilizing Focus to monitor and analyze homeroom attendance percentages. To incentivize positive behaviors, the top-performing classroom within each grade-level cohort—Pre-K and VESC, grades K–3, and grades 4–6—will be publicly celebrated and awarded a rotating trophy, fostering healthy competition and community-wide recognition of student attendance success.

DRAFT

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

DRAFT

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

DRAFT

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

DRAFT

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

DRAFT

Clay County Schools

WILKINSON JUNIOR HIGH SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority	1
I. School Information	2
A. School Mission and Vision	2
B. School Leadership Team, Stakeholder Involvement and SIP Monitoring	2
C. Demographic Data.....	7
D. Early Warning Systems	8
II. Needs Assessment/Data Review	11
A. ESSA School, District, State Comparison	12
B. ESSA School-Level Data Review	13
C. ESSA Subgroup Data Review	14
D. Accountability Components by Subgroup.....	15
E. Grade Level Data Review.....	18
III. Planning for Improvement.....	19
IV. Positive Learning Environment	26
V. Title I Requirements (optional).....	29
VI. ATSI, TSI and CSI Resource Review	32
VII. Budget to Support Areas of Focus	33

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Our mission at Wilkinson Junior High is to provide learning opportunities that increase academic achievement and cultivate a sense of self-respect, accountability, and resilience within every student. As a school, we are dedicated to ensuring that every student receives a high-quality education in a safe, supportive, and effective learning environment.

Provide the school's vision statement

At Wilkinson Junior High, we believe it takes the collective effort among families, students, and the school staff to ensure a positive learning environment and successful outcomes for all students. As a school, we want to see parents committed to holding their student accountable and becoming an active participant in their student's education. Respectively, we want to see students acknowledge that their attitude, participation, and efforts determine their success in school. Lastly, we want to see our school staff continue to deliver high-impact practices in an environment that promotes inclusivity and high expectations for all students.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Heather Labbe

heather.labbe@myoneclay.net

Position Title

Principal

Job Duties and Responsibilities

All things related to running an effective school, all principal duties.

Leadership Team Member #2

Employee's Name

Joshua Burghart

joshua.burghart@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

All things related to running an effective school, all assistant principal duties.

Leadership Team Member #3

Employee's Name

Jessica Rockwell

jessica.rockwell@myoneclay.net

Position Title

Assistant Principal

Job Duties and Responsibilities

All things related to running an effective school, all assistant principal duties.

Leadership Team Member #4

Employee's Name

Position Title

Dean of Climate and Culture

Job Duties and Responsibilities

Dean, Title I Coordinator, and Co-Dept Head of Social Studies.

Leadership Team Member #5

Employee's Name

Robin Campbell

robin.campbell@myoneclay.net

Position Title

Teacher, K-12

Job Duties and Responsibilities

Science, Dept Head, Science Fair Coordinator

Leadership Team Member #6**Employee's Name**

Steven Doughty

Steven.Doughty@myoneclay.net

Position Title

Teacher, K-12

Job Duties and Responsibilities

Math, Dept Head, Academic Team sponsor, and Math coach

Leadership Team Member #7**Employee's Name**

Linda Ford

Linda.ford@myoneclay.net

Position Title

Teacher, K-12

Job Duties and Responsibilities

Support Facilitator, ESE Dept Head

Leadership Team Member #8**Employee's Name**

Kristin Zommer

kristin.zommer@myoneclat.net

Position Title

Parent Engagment Liason

Job Duties and Responsibilities

Principal Secretary, Community and Parent Engagement Liaison

Leadership Team Member #9**Employee's Name**

Samantha Eaton

samantha.eaton@myoneclay.net

Position Title

Teacher, K-12

Job Duties and Responsibilities

PE Teacher, Physical Education/Fine Arts Dept Head

Leadership Team Member #10

Employee's Name

Barbara Mackenzie

barbara.mackenzie@myoneclay.net

Position Title

Teacher, K-12

Job Duties and Responsibilities

Social Studies, Dept Head

Leadership Team Member #11

Employee's Name

Mia Meakins

mia.meakins@myoneclay.net

Position Title

Testing Coordinator and Community Outreach Specialist

Job Duties and Responsibilities

State testing and social media outreach

Leadership Team Member #12

Employee's Name

Jessica Mosley

jessica.mosley@myoneclay.net

Position Title

Teacher, K-12

Job Duties and Responsibilities

ELA, Department Head

Leadership Team Member #13

Employee's Name

Tanner Rosenbaum

tanner.rosenbaum@myoneclay.net

Position Title

Teacher, K-12

Job Duties and Responsibilities

CTE, Department Head

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Over the course of the 2025-2026 school year, parents, teachers, staff, and students were surveyed for potential leadership, extracurricular, and SAC opportunities. Based on interests and results from the survey, the individuals on SAC were selected. All stakeholders were involved in the approval of the plan.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The SIP will be consistently monitored and revised for continuous improvement on a quarterly basis through data analysis during bi-weekly PLC groups, as well as data chats with the administration team. Each quarter, data from F.A.S.T PM's and/or district-designed Performance Matters will be reviewed and utilized to drive further instructional decisions at the school level and within the classroom.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 7-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	96.3%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: A 2023-24: B 2022-23: B 2021-22: B

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment								300	285	585
Absent 10% or more school days								71	66	137
One or more suspensions								52	50	102
Course failure in English Language Arts (ELA)								14	10	24
Course failure in Math								9	3	12
Level 1 on statewide ELA assessment								43	29	72
Level 1 on statewide Math assessment								24	18	42
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2026-27

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators								51	31	82

Current Year 2026-27

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year								6	3	9
Students retained two or more times								1		1

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment								369	399	768
Absent 10% or more school days								92	141	233
One or more suspensions								100	77	177
Course failure in English Language Arts (ELA)								4	5	9
Course failure in Math								7	5	12
Level 1 on statewide ELA assessment								68	50	118
Level 1 on statewide Math assessment								38	22	60
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators								12	20	32

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year								4	10	14
Students retained two or more times								1		1

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

DRAFT

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

DRAFT

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	64	64	62	58	63	58	56	61	53
Grade 3 ELA Achievement			19			27			21
ELA Learning Gains	60	58	61	54	58	59	53	57	56
ELA Lowest 25th Percentile	50	50	53	43	51	52	40	47	50
Math Achievement*	76	72	65	76	74	63	71	72	60
Math Learning Gains	56	60	62	64	60	62	61	60	62
Math Lowest 25th Percentile	61	53	57	60	58	57	57	57	60
Science Achievement	73	64	57	72	62	54	68	64	51
Social Studies Achievement*	90	86	77	88	85	73	80	83	70
Graduation Rate									
Middle School Acceleration	82	75	82	65	64	77	56	61	74
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)				65	53		56		49

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

[†] District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						68%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						612
Total Components for the FPPI						9
Percent Tested						96%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
68%	64%	60%	64%	54%	52%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	51%	No		
English Language Learners	43%	No		
Asian Students	91%	No		
Black/African American Students	69%	No		
Hispanic Students	61%	No		
Multiracial Students	67%	No		
White Students	69%	No		
Economically Disadvantaged Students	65%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	64%		60%	50%	76%	56%	61%	73%	90%	82%			
Students With Disabilities	35%		46%	41%	52%	50%	51%	50%	76%	61%			
English Language Learners	23%		46%	50%	62%	33%							
Asian Students										91%			
Black/African American Students	67%		56%	55%	80%	62%	67%	54%	92%	84%			
Hispanic Students	59%		54%	28%	69%	48%	44%	68%	92%	84%			
Multiracial Students	58%		66%		71%	55%		75%	88%	55%			
White Students	65%		61%	51%	77%	57%	64%	75%	89%	83%			
Economically Disadvantaged Students	62%		58%	47%	71%	53%	61%	68%	89%	79%			

Page 2207 of 2426

28/2026

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS										
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.
All Students	58%		54%	43%	76%	64%	60%	72%	88%	65%
Students With Disabilities	29%		40%	40%	44%	53%	53%	42%	73%	29%
English Language Learners	32%		52%	43%	53%	57%		60%	60%	
Asian Students	86%		86%		100%	71%				86%
Black/African American Students	56%		62%	55%	67%	55%	48%	69%	78%	77%
Hispanic Students	60%		54%	41%	71%	61%	50%	80%	83%	65%
Multiracial Students	42%		28%		79%	82%		63%	100%	41%
White Students	59%		54%	42%	76%	63%	60%	71%	88%	64%
Economically Disadvantaged Students	50%		50%	42%	69%	62%	56%	61%	86%	56%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	56%		53%	40%	71%	61%	57%	68%	80%	56%			
Students With Disabilities	22%		34%	33%	44%	57%	51%	42%	67%	25%			
English Language Learners	25%		42%		75%	58%							
Asian Students	81%		46%		94%	69%							
Black/African American Students	61%		66%	61%	73%	65%	75%	78%	91%	54%			
Hispanic Students	49%		48%	33%	74%	56%	54%	53%	81%	71%			
Multiracial Students	64%		54%		71%	59%		85%	83%	61%			
White Students	55%		51%	39%	70%	61%	56%	67%	78%	54%			
Economically Disadvantaged Students	51%		51%	41%	67%	60%	55%	65%	80%	50%			

Page 17 of 34

Page 2209 of 2426

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	7	63%	62%	1%	62%	1%
ELA	8	64%	61%	3%	60%	4%
Math	7	49%	50%	-1%	53%	-4%
Math	8	69%	71%	-2%	61%	8%
Science	8	72%	61%	11%	52%	20%
Civics	7	97%	95%	2%	77%	20%
Civics	8	86%	82%	4%	75%	11%
Algebra	7	98%	99%	-1%	96%	2%
Algebra	8	94%	93%	1%	84%	10%
Geometry	8	100%	98%	2%	95%	5%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

WJHS had our biggest improvement in the area of middle school acceleration. By maximizing our course progressions through AICE, math, and CTE, we were able to provide numerous opportunities for students to receive high school course offerings. Students were able to receive high school credit for passing an accelerated course or state exam. We increased our middle school acceleration from 65% in 24-25 to 82% in 25-26, which equates to a 17% increase.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our lowest performing area was in the category of lower quartile learning gains in ELA, which was at 49%. WJHS has been working on improving this area since 2021, and our efforts yielded a 7% increase from last year's scores. We will continue to work on this opportunity for growth through our lower quartile Google Sheet analysis, remediation opportunities, tutoring program, and PLCs.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Our greatest decline came in the category of math learning gains. We decreased in this area by 8%. In 2024-2025, we were at 64% for this category. In 2025-2026, we dropped to 56%. Our lower quartile math was at 64%, which was a 4% increase from the previous year and 8% higher than the math learning gains category from this year. WJHS focused a lot on the math lower quartile students in 2025-2026, and we saw amazing growth there. However, we will need to also apply those same learning strategies across all levels so that all students can grow and see learning gains in math.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

WJHS's biggest gap when compared to the state average came in the area of Math learning gains. The state average was 62%, and WJHS obtained a 56%. The gap occurred due to two areas: our

7th-grade math learning gains were 53%, and our algebra learning gains were 38%. Algebra is a high school-level course and is extremely challenging compared to other junior high math courses. Many students skipped 7th and 8th grade math courses through the progression plan due to their previous state testing scores. While the learning gains were low, the proficiency rate in Algebra was high at 96%. 7th-grade math has numerous students enrolled in the course who traditionally struggle with math concepts. We believe that if we provide extra support in the 26-27 school year through maximizing the push-in schedule and additional tutoring opportunities, we can increase in this area as well.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The biggest area of concern from the EWS data is the number of students who missed 10% or more of the school year. We have 585 students at WJHS, and 137 of them missed 10% or more. That is 23% of the school's population.

We would also like to focus on the total number of level 1's on the statewide ELA assessment. ELA students (13% of the total population) earned a 1 on the statewide ELA assessment.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

- 1) Math learning gains
- 2) ELA lower quartile learning gains
- 3) Attendance with the focus on improving in the area of students missing 10% or more days during the school year.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our area of focus is to increase our ELA FAST PM 3 scores by focusing on two areas. The first area is lower quartile learning gains. WJHS will aim to increase lower quartile learning gains from 49% to 52% overall. Reading and writing are fundamental to our success in all facets of instruction. Although we have had a 9% gain over the past three years, including a 7% gain in '25-'26, we are looking for ways to improve in order to get more students up to passing grade level for reading and writing. The second area is our ELL population's proficiency. Currently, our ELL proficiency level is at 28% for the FAST ELA PM3 for the '25-'26 school year.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Walkthrough data and vocabulary.com reports will show a 85% or greater increase in school-wide usage and instruction focused on vocabulary across all content areas. FAST data will show an increase in ELA lower quartile learning gains from 49% to 52%. Our ELL population's proficiency on the FAST ELA PM3 will also increase from 28% to 35%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This will be monitored through monthly PD, PLCs, and department meetings. Data used to track and monitor will be through FAST PM1, PM2, and PM3.

Person responsible for monitoring outcome

Heath Labbe, Principal, oversees ELA team

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the

evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Explicit Vocabulary Instruction

Rationale:

Research shows that explicit vocabulary instruction is linked to vocabulary knowledge/acquisition and reading comprehension.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Provide additional tutoring programs outside of the regular school day.

Rationale:

Research shows that tutoring can provide significant learning gains for a wide range of students with varied abilities.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Progress Monitoring

Rationale:

Research has demonstrated that when teachers use student progress monitoring, students learn more, teacher decision making improves, and students become more aware of their own performance.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Explicit Vocabulary Instruction

Person Monitoring:

Heather Labbe

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

School-wide implementation of Vocabulary.com as a supplemental part of our ELA/Reading

Curriculum. Therefore, all core subjects will utilize Vocabulary.com as a supplement to address vocabulary benchmarks within their own classrooms. 2. Teachers, support facilitators, and assistants will provide small group instruction relative to explicit vocabulary and comprehension instruction. As the building principal and evaluator of the ELA and Social Studies Departments, Mrs. Labbe will monitor these action steps through participation in biweekly PLCs and Quarterly Data chats.

Action Step #2

Provide Additional Programs Outside of the Regular School Day

Person Monitoring:

Heather Labbe/Title I Lead

By When/Frequency:

monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Target Lower Quartile and ELL students through after-school tutoring (focus on Reading skills and other struggling standards/benchmarks). Mrs. Labbe and the Title I Lead will monitor student tutoring enrollment, participation/attendance, as well as cross-reference student progress on PMI and PM2 as a result of tutoring.

Action Step #3

Progress Monitoring

Person Monitoring:

Heather Labbe

By When/Frequency:

monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will utilize PLC's and data chats to analyze data and create plans for standard- base lessons and remediation/extension. 2. Support student achievement through Parent/Teacher conferences to discuss data and determine solutions as a partnership to better serve all students. Mrs. Labbe will participate in ELA PLC groups biweekly.

Action Step #4

Quarterly Professional Learning ELA

Person Monitoring:

Heather Labbe

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will receive professional learning around the principles and strategies for increasing Student discourse in all content areas for all subgroups of students. Administration will monitor impact and practices through weekly walkthroughs and debriefing. 2. ELA teachers will attend quarterly ELA collaboratives with district specialists, coaches, and other secondary ELA teachers. Teachers and Mrs. Labbe will reflect, discuss, and action plan during PLCs after each quarterly collaborative. Quantitatively, data from common formative/summative assessments, as well as PM data, should indicate a positive impact if best practices are being done with fidelity.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our area of focus is to increase our Math learning gains scores from 56% to 64% overall. In particular, we will be looking to improve our Algebra learning gains scores, as those were at 38% overall this past school year. Although we had high proficiency (76%) and lower quartile learning gains (64%) in math this past year, we are looking for ways to improve in order for all students to see learning gains in math.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Walkthrough data will show an increase in the number of days small group instruction in math classes will be provided (i.e., at least 2 days a week). FAST data will show an increase in learning gains from 56% to 64%. Algebra learning gains will increase from 38% to 50% this upcoming school year on the Algebra EOC.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

WJHS will use data to track and monitor through FAST PM1, PM2, and PM3. We will discuss and monitor this data through PD, PLC's, department meetings.

Person responsible for monitoring outcome

Joshua Burghart

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Individual and Small Group Instruction

Rationale:

Research indicates that small group instruction supports differentiation, engagement, deeper understanding, and confidence building.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Progress Monitoring

Rationale:

Research has demonstrated that when teachers use student progress monitoring, students learn more, teacher decision making improves, and students become more aware of their own performance.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Provide Additional Tutoring Programs Outside of the Regular School Day

Rationale:

Research shows that tutoring can provide significant learning gains for a wide range of students with varied abilities.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Individual and Small Group Instruction

Person Monitoring:

Joshua Burghart

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers, support facilitators, and assistants will provide small group instruction. 2. The math team will utilize PLC groups to focus and plan intentional small group instruction for remediation. 3. Incorporate Interactive TV's (enhanced classroom equipment) to enhance student engagement, assist teachers with engaging and interactive lessons, and provide visual representations. The admin team will complete walkthroughs and provide instructional feedback each week; biweekly, Mr. Burghart will participate in math PLCs.

Action Step #2

Progress Monitoring

Person Monitoring:

Joshua Burghart

By When/Frequency:

monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Teachers will utilize PLC's and data chats to analyze data and create plans for standard- base lessons and remediation/extension. 2. Support student achievement through Parent/Teacher conferences to discuss data and determine solutions as a partnership to better serve all students. Mr.

Burghart will participate in Math PLCs biweekly and quarterly data chats.

Action Step #3

Additional Support Outside of the Regular School Day

Person Monitoring:

Heather Labbe/Title I Team Lead

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Target Lower Quartile, SWD, and bubble students through after-school tutoring (focus on mathematical concepts and other struggling standards/benchmarks). Mrs. Labbe and the Title I Lead will monitor student tutoring enrollment, participation/attendance, as well as cross-reference student progress on PMI and PM2 as a result of tutoring.

Action Step #4

Professional Learning Math

Person Monitoring:

Joshua Burghart

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Teachers will receive professional learning around the principles and strategies for increasing Student discourse in all content areas for all subgroups of students. Administration will monitor impact and practices within weekly walkthroughs and debriefs. 2. Math teachers will attend quarterly math collaboratives with district specialists, coaches, and other secondary math teachers. Teachers and Mr. Burghart will reflect, discuss, and action plan during PLCs after each quarterly collaborative. Quantitatively, data from common formative/summative assessments, as well as PM data, should indicate a positive impact if best practices are being done with fidelity.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

We would like to focus on improving attendance. We had 132 of our students miss more than 10% or more of school days. This equates to 23% of our total student population missing 10% or more of school days throughout the school year. By identifying these students and improving their attendance, they will be present on campus and in class, allowing more learning to take place.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Through weekly/monthly recognition and rewards for zero tardies and outstanding attendance, we will see a decrease in absences from 23% missing 10% or more of school days to 20%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Focus Systems, monthly attendance reports will be observed. We will include our initiative in parent newsletters, social media, and will provide PBIS incentives throughout the year to reward attendance.

Person responsible for monitoring outcome

Administration Team

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Active Classroom (High Student Engagement)

Rationale:

Research shows a positive correlation between student engagement and student achievement.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Establish Positive Connections

Rationale:

Research indicates partnerships between schools and families can improve students' grades, attendance, persistence, and motivation.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Active Classroom (High Engagement)

Person Monitoring:

Administration Team

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Equip and utilize technology supplemental materials (i.e., Penda and Pear Assessment) as well as technology devices consisting of ViewSonic interactive TVs, chromebooks, and Chromebook carts to support visual, clear, and engaging learning opportunities for students. 2. Equip and utilize hands-on learning materials in classrooms. 3. Teachers will utilize Total Participation Techniques within their classroom instruction Title I Lead will survey for needs, and the administration will monitor utilization and effectiveness through walk throughs.

Action Step #2

Establish Positive Connections

Person Monitoring:

Administration Team/ Dean

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. School personnel (i.e., instructional and classroom support) will send a minimum of 2 positive postcards home each month 2. Teachers and administrators will conduct regular communication through email, phone calls, letters, and flyers. 3. Teachers will conduct parent-teacher conferences (before or after school hours included). *Outside of required events. 4. Weekly highlights of our Eagles of the week. 5. Attend professional development (i.e., FASA or Get Your Teach On) to learn strategies for increasing positive connections and culture on a campus. The school will use monthly newsletters, social media, the school website, the marquee, and fliers to inform parents of important events. The school will collectively monitor the impact through surveys and/or feedback, and monthly discipline and academic reports.

Action Step #3

Professional Learning around discourse and creating positive relationships with students

Person Monitoring:

Administration Team/Title I Lead

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Teachers will receive professional learning around the principles and strategies for increasing student discourse in all content areas for all subgroups of students. This will be monitored weekly through walkthroughs and debriefs with teachers. 2. Faculty and staff will receive professional learning regarding school-wide behavioral expectations, provide support and feedback with school wide initiative to increase attendance, and strategies to build positive relationships with students. This will be monitored through monthly leadership meetings, PBIS meetings, and beginning of school year presentations.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

DRAFT

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

DRAFT

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

DRAFT

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

DRAFT

School Board of Clay County

September 3, 2026 - Regular School Board Meeting

Title

C7 - Affiliation Agreement between Clay County District Schools and Southeastern University.

Description

This agreement is between Clay County District Schools and Southeastern University for a SEU student to participate in internships, practicums, and observations under the direction of a certified educator in Clay County schools.

Gap Analysis

Without this agreement, interns and pre-interns cannot be placed in Clay County District Schools and would thereby prevent potential teacher candidates from choosing Clay to begin their career.

Previous Outcomes

Clay County District Schools currently has agreements with 34 Colleges/Universities, and this is a new agreement with SEU.

Expected Outcomes

Placement of interns provides teacher candidates with real-world experiences that better prepares them for the rigors of classroom teaching. Southeastern University requests the placement of one teacher candidate.

Strategic Plan Goal

Goal 2: Talent Recruitment, Development, and Retention

Strategy 1.1: Develop strategic partnerships with organizations and universities to source new talent for a diverse workforce that is effective and highly-qualified for non-instructional, instructional, and administrative positions throughout CCDS

Recommendation

That the Clay County School Board approve the agreement between Clay County District Schools and Southeastern University.

Contact

Roger Dailey, Chief Academic Officer, 904.336.6904 roger.dailey@myoneclay.net

Financial Impact

\$0

Review Comments

Attachments

🔗 [260097 Southeastern University & Clay Student Teaching Agreement.pdf](#)

FOLLOW ALL PROCEDURES ON BACK OF THIS FORM

Contract # **260097**
Number Assigned by Purchasing Dept.



CONTRACT REVIEW

BOARD MEETING DATE:

WHEN BOARD APPROVAL IS REQUIRED DO
NOT PLACE ITEM ON AGENDA UNTIL
REVIEW IS COMPLETED

☐ Must Have Board Approval over \$100,000.00

Date Submitted: 05/27/2026

Name of Contract Initiator: Jennifer Collins / Jennifer Shepard

Telephone #: 904 336 6951

School/Dept Submitting Contract: Professional Learning

Cost Center # 9009

Vendor Name: Southeastern University

Contract Title: Southeastern University Agreement for Student Teaching

Contract Type: New ☒ Renewal ☐ Amendment ☐ Extension ☐ Previous Year Contract #

Contract Term: 08/01/2026-08/01/2027

Renewal Option(s): Renew for successive one (1) year periods by mutual written consent of the parties.

Contract Cost: \$0

☐ **BUDGETED FUNDS – SEND CONTRACT PACKAGE DIRECTLY TO PURCHASING DEPT**

Funding Source: Budget Line #

Funding Source: Budget Line #

☐ **NO COST MASTER (COUNTY WIDE) CONTRACT - SEND CONTRACT PACKAGE DIRECTLY TO PURCHASING DEPT**

☐ **INTERNAL ACCOUNT - IF FUNDED FROM SCHOOL IA FUNDS – SEND CONTRACT PACKAGE DIRECTLY TO SBAO**

REQUIRED DOCUMENTS FOR CONTRACT REVIEW PACKAGE (when applicable):

☒ Completed Contract Review Form

☒ SBAO Template Contract or other Contract (NOT SIGNED by District / School)

☐ SIGNED Addendum A (if not an SBAO Template Contract) - **When using the Addendum A, this Statement MUST BE included in the body of the Contract:**

"The terms and conditions of Addendum A are hereby incorporated into this Agreement and the same shall govern and prevail over any conflicting terms and/or conditions herein stated."

☒ Certificate of Insurance (COI) for General Liability & Workers' Compensation that meet these

requirements: **Must list the School Board of Clay County, Florida as an Additional Insured and Certificate Holder. Insurer must be rated as A- or better.**

General Liability = \$1,000,000 Each Occurrence & \$2,000,000 General Aggregate.

Auto Liability = \$1,000,000 Combined Single Limit (\$5,000,000 for Charter Buses).

Workers' Compensation = \$100,000 Minimum

[If exempt from Workers' Compensation Insurance, vendor/contractor must sign a Release and Hold Harmless Form. If not exempt, vendor/contractor must provide Workers' Compensation coverage].

☐ State of Florida Workers Comp Exemption (<https://apps.fldfs.com/bocexempt/>) (If Applicable)

☐ Release and Hold Harmless (If Applicable)

**AREA BELOW FOR DISTRICT PERSONNEL ONLY **

CONTRACT REVIEWED BY:	COMMENTS BELOW BY REVIEWING DEPARTMENT
Purchasing Department	Contract Review Form has no cost but Section 5 states employee. What is that cost & that process? No additional cost per Department email.
Review Date	
School Board Attorney JPS 6/15	Sounds like the participants will already be employees of the district is that the case?
Review Date	JPS 7/23. Recieved clarification, A current CCSB employee will be the
Other Dept. as Necessary	"Student" per the agreement. Legally sufficient and no cost to the District.
Review Date	
PENDING STATUS: ☐ YES ☐ NO	IF YES, HIGHLIGHTED COMMENTS ABOVE MUST BE CORRECTED BY INITIATOR
FINAL STATUS	DATE: _____

AGREEMENT FOR STUDENT TEACHING
AND INTERNSHIP EXPERIENCES
2026-2027 Academic Years

(University Student *Ember Chapman*)

This Agreement for Student Teaching and Internship Experiences (“**Agreement**”) is made and entered into with an effective date of (*August 1, 2026*) (referred to below as the “Effective Date”), by and between School Board of Clay County (collectively the “**School/Organization**”) and Southeastern University, Inc. (the “**University**”).

WHEREAS, the School/Organization is committed to promoting the professional growth of students studying to be teachers and to facilitate the improvement of the quality of teaching;

WHEREAS, the University has a curriculum for student teachers where internship and/or fieldwork experience is an integral part of such curriculum;

WHEREAS, the University desires the cooperation of the School/Organization in the development and implementation of an internship/fieldwork experience for the benefit of its student teachers (“Students”);

WHEREAS, the School/Organization desires to participate in the education of student teachers; and

WHEREAS, the University and the School/Organization desire to work together in the development and implementation of certain teaching fieldwork experience for Students on the terms and provisions as provided below.

NOW THEREFORE, in consideration of the mutual benefits, covenants and conditions as contained herein, the parties mutually agree as follows:

1. University Rights and Responsibilities.

- a. The University shall assign a University faculty member or other approved professional (“**University Supervisor**”) to serve as supervisor of all Students assigned to School/Organization. Such University Supervisor or approved professional will be responsible for supervision of all Students, shall supervise such Students on a regularly scheduled basis, and shall serve as liaison between School/Organization and the Students.
- b. The University shall comply with and shall require its Students to comply with: all applicable laws; all School/Organization policies, procedures, regulations and guidelines; and the Southeastern University College of Education *Student Teacher Handbook*, as same may be modified by the Southeastern University College of Education from time to time.

- c. The University acknowledges the confidential nature of information regarding School/Organization students and School/Organization records.
- d. The University shall inform each Student that he/she shall be required to complete School/Organization security screening requirements, including, without limitation, any screening required by law. It is agreed and understood that Students shall be responsible for any expenses incurred with such screening requirements.
- e. No Student or University employee or agent who has criminal charges currently pending or has been found guilty of, regardless of adjudication, or entered a plea of nolo contendere or guilty to, a felony or any crime involving moral turpitude, shall be assigned to a field experience under this Agreement, including, without the prior written approval of School/Organization.
- f. The University shall establish and maintain ongoing communication with School/Organization on items pertinent to the University teacher curriculum, including, without limitation, a description of the curriculum, relevant course outlines, policies, faculty, and any material changes in this information.
- g. The University shall notify the Supervising Teachers (as defined below), at a time mutually agreed upon, of its planned schedule of a Student assignment, including the name of the Student, level of academic preparation, and length and dates of fieldwork experience.
- h. The University shall only refer to School/Organization those Students who have satisfactorily completed the prerequisite didactic portion of the University curriculum that is applicable to Student internships.
- i. The University shall inform Students of School/Organization requirements and Student obligations hereunder relative to acceptance into the University internship program.
- j. The University shall provide the Supervising Teachers with appropriate forms to be used in evaluating the performance of the assigned Student.
- k. The University shall ensure each approved Student shall provide to School/Organization prior to the commencement of the Student assignment, such confidential information of the Student as may be required by the internship/placement or as may be deemed necessary by the University and/or School/Organization for the training and guidance of the Student.

2. School/Organization Rights and Responsibilities

- a. School/Organization agrees to work in cooperation with the University to provide field-based clinical experiences as approved by the University to certain approved University Students.
 - b. School/Organization agrees to provide appropriate professional supervision and feedback from Southeastern University College of Education student teaching supervisors (as determined by the University) who have demonstrated competence in classroom settings.
 - c. School/Organization agrees to place Students at School/Organization as long as it has a sufficient number of qualified supervising teachers designated by the University and as fieldwork educators ("Supervising Teachers"), through the process outlined in the Southeastern University College of Education *Student Teacher Handbook*, as same may be modified by the College of Education of Southeastern University from time to time.
 - d. School/Organization, in its sole discretion, may reject any Student from the internship program provided for hereunder and may terminate the internship of any Student when in the opinion of School/Organization the Student is unacceptable to School/Organization for reasons of health, performance, conduct or any other reasonable course.
 - e. School/Organization shall comply with applicable federal, state, and local laws.
- 3. Cooperation.** School/Organization and the University agree to cooperate in establishing the educational objectives for the fieldwork experience, devise methods for its implementation, and periodically evaluate these objectives to determine the effectiveness of the applicable fieldwork experience.
- 4. Relationship of the Parties.** Nothing contained herein shall be deemed to create an association, partnership, joint venture, employment or relationship of principal and agent or master and servant among the parties or any affiliate thereof, or to provide any party hereto with the right, power, or authority whether expressed or implied, to create any such duty or obligation on behalf of any other party. The relationship of the parties hereunder shall be as an independent contractor only. Neither party shall have the power to bind the other party or contract in the name of the other party. Students shall participate in the program hereunder for the sole consideration of obtaining an educational experience.
- 5. Intern Status.** The University and School/Organization understand and agree that (*Ember Chapman*), who is a University Student participating in the internship and fieldwork described in this Agreement, is an employee of School/Organization, and

will be obtaining internship/fieldwork experience during her employment by School/Organization.

- 6. Liability.** Nothing contained in this Agreement shall be construed as an assumption of one party of any liability incurred by the other party arising out of that party's rendition of services or duties pursuant to this Agreement. Each party shall be solely responsible for its own acts and omissions and it shall not be responsible for the acts or omissions of the other party.
- 7. Insurance.** The University and School/Organization shall each procure and maintain, during the term of this Agreement and any renewal hereof, liability insurance or self-insurance as required by law to cover any and all liability for claims, damages, or injuries to persons or property arising out of the activities of the participants in carrying out under this Agreement. Such insurance shall be in amounts no less than \$1,000,000 per occurrence and \$3,000,000 in the aggregate for personal injuries to third parties and \$500,000 for property damage. The parties shall submit certificates of insurance to each other evidencing such insurance at the time of execution of this Agreement, and at time of execution of any renewals hereof. Each party shall send the other thirty (30) days written notice prior to cancellation, modification, or nonrenewal of any of such party's insurance coverage required herein.
- 8. Consideration.** The nature of this cooperative Agreement is such that each party undertakes obligations to the other, but without passage of funds between the University and School/Organization or between the personnel of their respective staffs.
- 9. Term and Termination.** The initial term of this Agreement will be for one (1) year and shall extend from the Effective Date, being (*August 1, 2026*) and ending on (*August 1, 2027*). This Agreement may be renewed for successive one (1) year periods by mutual written consent of the parties, which may be shown by informal written communication between the parties. Either party may terminate this Agreement, with or without cause, by providing sixty (60) days' prior written notice to the other party.
- 10. Notice.** Any notice given or required to be given will be effective when hand delivered, when received if sent via commercial courier, or five business days after being sent via U.S. mail, certified, return receipt requested, postage prepaid, if given at the following addresses:

For the University:	Southeastern University, Inc.
	1000 Longfellow Boulevard
	Lakeland, FL 33801
	Attention: Coordinator of Clinical Education
	College of Education

For School/Organization: Clay County District Schools
900 Walnut Street
Green Cove Springs, FL 32043
Attention: Jennifer Shepard, Director of Professional Learning

11. **Severability.** The invalidity or unenforceability of a particular provision of this Agreement will not affect the other provisions hereof, and the Agreement will be construed in all respects as if such valid or unenforceable provisions were omitted.
12. **Full Force and Effect.** Except as expressly modified and amended hereby, all terms and provisions of this Agreement shall remain in full force and effect.
13. **Assignment.** Neither party may assign this Agreement nor the duties and responsibilities contained herein without the prior written consent of the non-assigning party.
14. **Governing Law.** The validity, interpretation and enforcement of this Agreement shall be governed by the laws of the State of Florida.
15. **Waiver.** A waiver by either party of a breach or failure to perform will not constitute a waiver of any subsequent breach or failure.
16. **Entire Agreement; Amendment.** This Agreement, together with all exhibits which may be attached hereto, constitutes the complete understanding of the parties and supersedes any and all other agreements, either oral or in writing, with respect to the subject matter hereof, and no other agreements or promise relating to the subject matter of this Agreement which is not contained herein will be binding. This Agreement may only be modified or amended by a written agreement executed by both parties hereto with the same formalities and in the same manner as this Agreement; except as set forth in Section 9 above (which applies only with respect to renewal terms).
17. **Southeastern University Names and Trademarks.** School/Organization shall not acquire any rights under this Agreement to, and shall not use, the name of University either alone or in conjunction with or as part of any other name, word, mark, picture, logo, design, and/or trademark (collectively, "**University Marks**") in any of School's/Organization's advertising, publicity, or promotion; to express or imply any endorsement by the University of its services; or in any other manner whatsoever (whether or not similar to the uses hereinabove specifically prohibited) without the prior review and written approval by the University in each and every instance. Notwithstanding the foregoing, School/Organization acknowledges that the University owns and controls the University Marks, and School/Organization agrees that the University Marks are proprietary to the University. Nothing in this Agreement constitutes the grant of a general license to use such University Marks. School/Organization agrees that it will not do anything, which in any way infringes

or abridges the University's rights to the University Marks or directly or indirectly challenges the validity of or attempts to invalidate the University Marks. School/Organization agrees and acknowledges that it shall not acquire any interest in the University Marks or the goodwill associated with the University Marks by virtue of this Agreement. No advertisement, publication, or other use of the University Marks shall be published or otherwise promulgated by School/Organization without the University's prior inspection and written approval in the University's sole discretion. The University has the right at any time to immediately revoke any permitted use it grants School/Organization of any University Marks hereunder. Upon termination of this Agreement, any and all rights or privileges for School/Organization to use the University Marks (if such approval was granted by the University) shall cease. This clause shall survive the expiration or sooner termination of this Agreement.

- 18. School/Organization Names and Trademarks.** The University shall not acquire any rights under this Agreement to, and shall not use, the name of School/Organization either alone or in conjunction with or as part of any other name, word, mark, picture, logo, design, and/or trademark (collectively, "**School/Organization Marks**") in any of the University's advertising, publicity or promotion; to express or imply any endorsement by School/Organization of its services; or in any other manner whatsoever (whether or not similar to the uses hereinabove specifically prohibited) without the prior review and written approval by School/Organization in each and every instance. Notwithstanding the foregoing, the University acknowledges that School/Organization owns and controls the School/Organization Marks, and the University agrees that the School/Organization Marks are proprietary to School/Organization. Nothing in this Agreement constitutes the grant of a general license to use such School/Organization Marks. The University agrees that it will not do anything, which in any way infringes or abridges School/Organization's right to the School/Organization Marks or directly or indirectly challenges the validity of or attempts to invalidate the School/Organization Marks. The University agrees and acknowledges that it shall not acquire any interest in the School/Organization Marks or the good will associated with the School/Organization Marks by virtue of this Agreement. No advertisement, publication or other use of School/Organization Marks shall be published or otherwise promulgated by the University without School/Organization's prior inspection and written approval in School/Organization sole discretion. School/Organization has the right at any time to immediately revoke any permitted use it grants the University of any School/Organization Marks hereunder. Upon termination of this Agreement, any and all rights or privileges for the University to use the School/Organization Marks (if such approval was granted by School/Organization shall cease. This clause shall survive the expiration or sooner termination of this Agreement.
- 19. No Establishment of Third Party Rights.** This Agreement is not intended to create any rights or interests for any other person or entity other than the University or School/Organization.

[SIGNATURES ON FOLLOWING PAGE]

DRAFT

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the dates set forth below.

Southeastern University, Inc.

School Board of Clay County

By: Anthony Roberts, Ph.D.
Title: Vice Provost, Academic Administration

By: Erin Skipper
Title: Board Chair

Signature

(863) 667-5514

Phone

Date

aroberts@seu.edu

E-Mail Address

Signature

(904) 336-6500

Phone

Date

erin.skipper@myoneclay.net

E-Mail Address

(2201395.2)



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

4/7/2026

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an **ADDITIONAL INSURED**, the policy(ies) must have **ADDITIONAL INSURED** provisions or be endorsed. If **SUBROGATION** IS **WAIVED**, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER IMA, Inc. - Wichita PO Box 2992 Wichita KS 67201	CONTACT NAME: IMA Certs Team PHONE (A/C, No, Ext): FAX (A/C, No): E-MAIL ADDRESS: certificates@imacorp.com
INSURED Southeastern University, Inc. 1000 Longfellow Blvd. Lakeland FL 33801	INSURER(S) AFFORDING COVERAGE INSURER A: Zenith Insurance Company INSURER B: Fireman's Fund Insurance Company #8932 INSURER C: American Family Home Insurance Company INSURER D: American Modern Home Insurance Company INSURER E: Vantage Risk Specialty Insurance Company INSURER F: Evanston Insurance Company
	NAIC # 13269 21873 23450 23469 16275 35378

COVERAGES**CERTIFICATE NUMBER:** 1613292564**REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
D	☒ COMMERCIAL GENERAL LIABILITY ☐ CLAIMS-MADE ☒ OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: ☒ POLICY ☐ PRO-JECT ☐ LOC OTHER:			7NA4CP000186302	4/1/2026	4/1/2027	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000 MED EXP (Any one person) \$ 10,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 3,000,000 PRODUCTS - COMP/OP AGG \$ 3,000,000 \$
C	☒ AUTOMOBILE LIABILITY ☒ ANY AUTO ☐ OWNED AUTOS ONLY ☐ SCHEDULED AUTOS ☒ HIRED AUTOS ONLY ☒ NON-OWNED AUTOS ONLY			7NA5CA000085205	4/1/2026	4/1/2027	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
C	☐ UMBRELLA LIAB ☒ OCCUR ☒ EXCESS LIAB ☐ CLAIMS-MADE DED ☒ RETENTION \$ 0			7NA5FF000081805	4/1/2026	4/1/2027	EACH OCCURRENCE \$ 10,000,000 AGGREGATE \$ 10,000,000 \$
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N N	N/A	M1181412	1/1/2026	1/1/2027	☒ PER STATUTE ☐ OTH-ER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
B E F	2nd Layer Excess Liability 3rd Layer Excess Liability 4th Layer Excess Liability			USC035176262 AURPE00207400 MKLV5EUE104154	4/1/2026 4/1/2026 4/1/2026	4/1/2027 4/1/2027 4/1/2027	Ea Occur \$15,000,000 Ea Occur \$5,000,000 Ea Occur \$5,000,000 Agg \$15,000,000 Agg \$5,000,000 Agg \$5,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

Educators Legal Liability: American Family Home Insurance Company Policy #7NA4CP000186302; NAIC #23450; Effective 4/1/2026 - 4/1/2027; Per Claim \$1,000,000; Aggregate \$3,000,000; Retention \$25,000; Retroactive Date: 12/1/2011.

Abuse/Molestation Liability: American Family Home Insurance Company Policy #7NA4CP000186302; NAIC #23450; Effective 4/1/2026 - 4/1/2027; Per Claim \$1,000,000; Aggregate \$3,000,000.

Professional Liability is included under the General Liability Policy for Student Interns, subject to the policy terms and conditions.

CERTIFICATE HOLDER**CANCELLATION**

For Information Only

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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Re: Item shared with you: "260097 Southeastern University & Clay Student Teaching Agreement.pdf"

1 message

Cox, Julie <julie.cox@myoneclay.net>

Wed, Jul 15, 2026 at 10:59 AM

To: "Staefe, Bertha F." <bertha.staefe@myoneclay.net>

Cc: "Bossinger, Robin M." <robin.bossinger@myoneclay.net>

Good morning,

I'm not sure if Jenie responded to this before she resigned, so I reached out to our coordinator with these questions. I've copied Robin on this email should you have additional questions.

1. There is no additional cost to the district. This is a district employee who would like to complete their internship in Clay.
2. This agreement is specific to Ember Chapman. She requested this placement through the university, and they created this agreement specifically for her. They do not anticipate sending other interns at this time.

CONTRACT REVIEWED BY:	COMMENTS BELOW BY REVIEWING DEPARTMENT
Purchasing Department REVIEWED By bfstae at 12:24 pm, May 27, 2026	Contract Review Form has no cost but Section 5 states employee. What is that cost & that process?
School Board Attorney JPS Review Date 6/15	Sounds like the participants will already be employees of the district is that the case?
Other Dept. as Necessary	
Review Date	

Julie Cox

SIP PROFESSIONAL DEV ASST
SIP

Clay County District Schools

| phone 904-336-6951 | ext 66951

| web oneclay.net | email julie.cox@myoneclay.net

Under Florida law, e-mail addresses are public records. If you do not want your e-mail address released in response to a public records request, do not send electronic mail regarding official business to the District or any of its employees. Instead, contact the District or individual employee by phone or in writing.



On Wed, Jul 15, 2026 at 9:35 AM Cox, Julie <julie.cox@myoneclay.net> wrote:

Hey Robin,

When you have a moment we need to talk about this contract. Thanks!

Julie Cox

SIP PROFESSIONAL DEV ASST

SIP

Clay County District Schools

| **phone** 904-336-6951 | **ext** 66951

| **web** oneclay.net | **email** julie.cox@myoneclay.net

Under Florida law, e-mail addresses are public records. If you do not want your e-mail address released in response to a public records request, do not send electronic mail regarding official business to the District or any of its employees. Instead, contact the District or individual employee by phone or in writing.



----- Forwarded message -----

From: **Staefe, Bertha** <bertha.staefe@myoneclay.net>

Date: Wed, Jun 24, 2026 at 5:40 PM

Subject: Fwd: Item shared with you: "260097 Southeastern University & Clay Student Teaching Agreement.pdf"

To: Collins, Jennifer L. <jennifer.collins@myoneclay.net>

Cc: Cox, Julie M. <julie.cox@myoneclay.net>, District Office Purchasing <District9056@myoneclay.net>

I thought I would forward the email chain below to you regarding Contract [260097](#) .

Bertha Staefe

Supervisor of Purchasing, Property Control and Print Center

Clay County District Schools

phone 904-336-6736 | **ext** 6 6736

email bertha.staefe@myoneclay.net

----- Forwarded message -----

From: **Staefe, Bertha** <bertha.staefe@myoneclay.net>

Date: Tue, Jun 16, 2026 at 1:47 PM

Subject: Re: Item shared with you: "260097 Southeastern University & Clay Student Teaching Agreement.pdf"

To: Shepard, Jennifer <jennifer.shepard@myoneclay.net>

Cc: Julie Cox <julie.cox@myoneclay.net>, Robin Bossinger <robin.bossinger@myoneclay.net>

That would depend on what the intent of the Agreement is for. Is the Agreement needed for this employee & their studies?

Will the District be using it for other University students? If so then I would think it needs to be revised.

Bertha Staefe

Supervisor of Purchasing, Property Control and Print Center

Clay County District Schools

phone 904-336-6736 | **ext** 6 6736

email bertha.staefe@myoneclay.net

On Tue, Jun 16, 2026 at 9:26 AM Shepard, Jennifer <jennifer.shepard@myoneclay.net> wrote:

Hello Bertie,

It seems that this is an agreement for a single teacher who is already employed in Clay. Should we recommend that they remove the name and make it more general like the other agreements typically are?

Jennifer Shepard, Ed.D.

Director of School Improvement, Professional Learning, & Assessment

Clay County District Schools

| **phone** 904-336-6966 | **ext** 66966

| **web** oneclay.net | **email** jennifer.shepard@myoneclay.net

Under Florida law, e-mail addresses are public records. If you do not want your e-mail address released in response to a public records request, do not send electronic mail regarding official business to the District or any of its employees. Instead, contact the District or individual employee by phone or in writing.



On Mon, Jun 15, 2026 at 5:37 PM Staefe, Bertha F. (via Google Drive) <drive-shares-dm-noreply@google.com> wrote:

Staefe, Bertha F. shared an item



Staefe, Bertha F. (bertha.staefe@myoneclay.net) has shared the following item:

Purchasing & JP (School Board Attorney) have questions. Please answer questions on the contract review form & email District9056@myoneclay.net when completed.

 260097 Southeastern University & Clay Student Teaching Agreement.pdf

Open

Google LLC, 1600 Amphitheatre Parkway, Mountain View, CA 94043, USA
You have received this email because bertha.staefe@myoneclay.net shared a file or folder located in Google Drive with you.

Google Workspace

School Board of Clay County

September 3, 2026 - Regular School Board Meeting

Title

C8 - Memorandum of Understanding for Resident Clinical Faculty between Clay County District Schools and the University of North Florida

Description

As part of a collaborative effort to simultaneously improve PreK-12 education and teacher preparation, The University of North Florida and the School Board of Clay County, Florida agree cooperatively to provide two Resident Clinical Faculty to the Professional Development Schools Network during the 2026-2027 academic year. The program provides the District with an opportunity to implement effective collaborative organizational structures and ways of teaching and learning which will enhance student learning and link professional development with Pre K-12 student learning.

At the same time, this program provides an opportunity for the University of North Florida College of Education and Human Services to enhance the internship and field experience component of its teacher preparation program by forging stronger linkages with the District and by providing opportunities for teams of university students to work with teachers who are implementing effective and innovative teaching strategies.

Based on the 9 Essentials for Professional Development Schools as outlined by the National Association for Professional Development Schools, Resident Clinical Faculty typically mentor up to 100 interns/pre-interns from the University of North Florida who are seeking certification in teaching at three PDS schools: Grove Park Elementary, Orange Park Junior High and Orange Park High Schools, with placements at additional schools as needed.

Gap Analysis

Without the Memorandum of Understanding with the University of North Florida for the PDS model, pre-service interns/pre-interns would not receive the level of coaching, support and mentorship that accompanies the PDS model.

Previous Outcomes

Clay County District Schools and the University of North Florida have partnered in providing support to pre-service teachers for many years (the program formerly known as SPRINT). Since 2017, the institutions have partnered to provide more intensive support for pre-service teachers through the PDS Model.

Expected Outcomes

As a result of the PDS partnership with the University of North Florida, future teachers of Clay County students will gain more on-the-job learning and be better prepared for the rigors of the classroom.

Strategic Plan Goal

Goal 2: Talent Recruitment, Development, and Retention

Strategy 1.1: Develop strategic partnerships with organizations and universities to source new talent for a diverse workforce that is effective and highly-qualified for non-instructional, instructional, and administrative positions throughout CCDS

Recommendation

That the Clay County School Board approve the Resident Clinical Faculty Memorandum of Understanding between Clay County District Schools and the University of North Florida.

Contact

Roger Dailey, Chief Academic Officer, 904.336.6904 roger.dailey@myoneclay.net

Financial Impact

\$92,380 - 50% of the total salary and benefits funded by general funds

Review Comments

Attachments

DRAFT

FOLLOW ALL PROCEDURES ON BACK OF THIS FORM

Contract # 260096
Number Assigned by Purchasing Dept.



CONTRACT REVIEW

BOARD MEETING DATE:

WHEN BOARD APPROVAL IS REQUIRED DO
NOT PLACE ITEM ON AGENDA UNTIL
REVIEW IS COMPLETED

☐ Must Have Board Approval over \$100,000.00

Date Submitted: 05/26/2026

Name of Contract Initiator: Jennifer Shepard

Telephone #: 904-336-6951

School/Dept Submitting Contract: Professional Learning

Cost Center # 9009

Vendor Name: University of North Florida

Contract Title: UNF Resident Clinical Faculty MOU with compensation

Contract Type: New ☐ Renewal ☒ Amendment ☐ Extension ☐ Previous Year Contract # 260011

Contract Term: 1 year

Renewal Option(s):

Contract Cost: 50% of salary for (2) Resident Clinical Faculty positions, UNF to pay \$92,380 & CCDS to pay \$92,380

☒ **X BUDGETED FUNDS – SEND CONTRACT PACKAGE DIRECTLY TO PURCHASING**

Funding Source: Budge Line # 100 6400130 9009 1240 0000

Funding Source: Budget Line # _____

☐ **NO COST MASTER (COUNTY WIDE) CONTRACT - SEND CONTRACT PACKAGE DIRECTLY TO PURCHASING DEPT**

☐ **INTERNAL ACCOUNT - IF FUNDED FROM SCHOOL IA FUNDS – SEND CONTRACT PACKAGE DIRECTLY TO SBAO**

REQUIRED DOCUMENTS FOR CONTRACT REVIEW PACKAGE (when applicable):

☒ Completed Contract Review Form

☒ SBAO Template Contract or other Contract (NOT SIGNED by District / School)

☐ SIGNED Addendum A (if not an SBAO Template Contract) - **When using the Addendum A, this Statement MUST BE included in the body of the Contract:**

"The terms and conditions of Addendum A are hereby incorporated into this Agreement and the same shall govern and prevail over any conflicting terms and/or conditions herein stated."

☒ Certificate of Insurance (COI) for General Liability & Workers' Compensation that meet these

requirements: **Must list the School Board of Clay County, Florida as an Additional Insured and Certificate Holder. Insurer must be rated as A- or better.**

General Liability = \$1,000,000 Each Occurrence & \$2,000,000 General Aggregate.

Auto Liability = \$1,000,000 Combined Single Limit (\$5,000,000 for Charter Buses).

Workers' Compensation = \$100,000 Minimum

[If exempt from Workers' Compensation Insurance, vendor/contractor must sign a Release and Hold Harmless Form. If not exempt, vendor/contractor must provide Workers' Compensation coverage].

☐ State of Florida Workers Comp Exemption (<https://apps.fldfs.com/bocexempt/>) (If Applicable)

☐ Release and Hold Harmless (If Applicable)

****AREA BELOW FOR DISTRICT PERSONNEL ONLY ****

CONTRACT REVIEWED BY:	COMMENTS BELOW BY REVIEWING DEPARTMENT
Purchasing Department	FDOE 6A-1.012 (11b) Government/Educational Institution
Review Date	33 Section 16 - Exhibit C was in the last contract (see page 28 of this document) . Does it need to be added to the 26/27 Contract? No per Department
School Board Attorney JPS 6/8/26	Exhibit C outlining course and locations is not present in new MOU
Review Date	
Other Dept. as Necessary	
Review Date	
PENDING STATUS: ☐ YES ☐ NO	IF YES, HIGHLIGHTED COMMENTS ABOVE MUST BE CORRECTED BY INITIATOR
FINAL STATUS	

**2026-2027 ACADEMIC YEAR MEMORANDUM OF UNDERSTANDING
THE SCHOOL BOARD OF CLAY COUNTY AND
THE UNIVERSITY OF NORTH FLORIDA BOARD OF TRUSTEES**

As part of a collaborative effort to simultaneously improve PreK-12 education and teacher preparation, The University of North Florida Board of Trustees, a public body corporate ("University of North Florida" or "University"), and the School Board of Clay County, Florida ("District") agree to cooperatively participate in providing two Resident Clinical Faculty ("RCF") to the Professional Development Schools Network during the 2026- 2027 academic year. The program will provide the District with an opportunity to implement new organizational structures and ways of teaching and learning which will enhance student learning and link professional development with Pre K-12 student learning.

At the same time, this program provides an opportunity for the University of North Florida College of Education and Human Services to enhance the clinical experiences (internship and field components) of its teacher preparation program by forging stronger linkages with the District and by providing opportunities for teams of university students to work with teachers who are implementing effective and innovative teaching strategies.

Based on the 9 Essentials for Professional Development Schools ("PDS") as outlined by the National Association for Professional Development Schools-now the National Association for School-University Partnerships, participation by the District and the University of North Florida will involve the following:

1. Resident Clinical Faculty: College of Education and Human Services personnel and officials designated by the District will collaboratively identify two experienced, exemplary District teachers to serve as Resident Clinical Faculty of the University for the 2026-2027 academic year.
 - a. During the 2026-2027 academic year, each selected Resident Clinical Faculty will hold the University title of Clinical Instructor, participate in a wide variety of innovative and reflective professional growth activities and action research, receive training in the areas of clinical supervision, coaching and various instructional strategies that are integrated into the University clinical experiences component, the District professional development component, and appropriate school improvement components of the district. The Resident Clinical Faculty will work to create and uphold a comprehensive mission for the Professional Development School and/or school university partnership schools that is broader in its outreach and scope than the mission of any partner and that furthers the education profession and its responsibility to advance equity within schools and, by potential extension, the broader community.
 - b. During the academic year, the Resident Clinical Faculty will assist teachers at the Professional Development Schools and/or school university partnership schools in implementing agreed upon instructional changes, assist with implementing school improvement plans and work with individual students and beginning teachers. During the fall and spring semesters, each Resident Clinical Faculty member will also supervise at least one cohort of teacher candidates and other university students assigned to the Professional Development School and/or school university partnership schools. The Resident Clinical Faculty will help facilitate a school-university culture committed to the preparation of future educators that embraces their active engagement in the school

community. The Resident Clinical Faculty will assist in the engagement in and public sharing of the results of deliberate investigations of practice by Professional Development School and/or school university partnership school teachers as well as University teacher candidates.

- c. Each Resident Clinical Faculty will remain a school district employee and not be an employee of the University. However, each Resident Clinical Faculty will adhere to all applicable University policies and rules. The University agrees to reimburse the District for one-half of the average teacher salary and benefits for each of the two Resident Clinical Faculty during the 2026-2027 contract year, Calculations for Resident Clinical Faculty, as set forth in **Exhibit A** attached hereto. It is understood that the Resident Clinical Faculty will work the same number of days as specified in their regular contract, but they may require a modified schedule due to differences in the University and district calendars. The modified schedule must be acceptable to both the University and District personnel office.
 - d. The program will be evaluated by the University and District staff to determine the impact on the University students, the College of Education and Human Services teacher preparation program, the Resident Clinical Faculty, students and teachers at the Professional Development Schools and/or school university partnership school, and the District. Results will be disseminated to the District and to all members of the project.
2. Substitute Teaching. UNF COEHS, the District, and Kelly Services agree to a substitute teaching initiative. At all times during which an Intern is serving as a substitute teacher, the District will ensure that the student is under contract with Kelly Services and being engaged and paid by Kelly Services. At no time during which the Intern is substitute teaching will the Intern be an employee of either the District or the University or be entitled to additional compensation by either the District or the University.

The parties acknowledge that the University is not a party to or a third party beneficiary of the Kelly Services, but that such substitute teaching may fulfill certain University curricular requirements.

3. Information Sharing: Student Records.

- a. With respect to information sharing set forth in **Exhibit B**, the Parties agree to the following:
 - i. To promote to the fullest extent permissible and in compliance with federal law and Florida Statutes (including but not limited Sections 1002.22, 1002.221 and 1002.97, Florida Statutes, and Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g and its regulations codified at 34 CFR part 99) regarding the sharing of PII in student education records and information relevant to the purpose of this MOU.
 - ii. That for purposes of this MOU, each Party shall function as an agent of the other Party with regard to accessing student record information necessary for each Party's performance of its program and alignment of the programs to facilitate improving instruction and quality education. Each Party agrees to the following conditions, as required by 20 U.S.C. section 1232g and 34 C.F.R. section 99.31 (FERPA): (a) Each Party is performing a service or function for which the other

Party would otherwise use its employees; (2) Each Party is under the direct control of the agency or institution with respect to the use and maintenance of education records; and (3) each Party is subject to the requirements of 34 C.F.R. section 99.33(a) governing the use and re-disclosure of personally identifiable information from education records.

- iii. That each Party shall use the PII received from the other Party in partnership in the legitimate educational interest of developing and administering predictive tests, and improving instruction of students, by reviewing the PII to identify best practices and effects on student outcomes, which students need supports and to modify those supports in response to data, aligned with the requirements listed in 34 C.F.R. section 99.31 of the Family Educational Rights and Privacy Act (FERPA). Each Party understands and agrees that the use of the PII shall only be for the express purposes set forth in this MOU, and no other use is authorized.
- b. With respect to PII within the student education records to be shared pursuant to the terms of this MOU, each Party to this MOU agrees to protect the rights of students and clients with respect to records created, maintained, and used by each Party in accordance with state and federal law. It is intended that parents/guardians, students and clients have the rights of access, challenge and privacy with respect to educational records and reports, and that there shall be strict adherence to all applicable laws and regulations pertaining to those rights. To effectuate compliance with legal requirements, the Parties agree to the following regarding the student information to be shared pursuant to this MOU:
 - i. The Parties hereby agree to share electronic student PII across systems, in full compliance with state and federal confidentiality requirements, particularly FERPA, for purposes of each Party's educational studies and for the improvement of student education.
 - ii. The Parties acknowledge that, during the term of this MOU, confidential information of a special and unique nature will be disclosed to each other. Each Party will protect confidential information received from the other Party in a manner that will not permit the personal identification of a child or his or her parent, including foster parent, by persons other than those authorized to receive the records, and each Party shall protect the confidential information from unauthorized access, use or re-disclosure.
 - iii. Each Party shall establish a mutually agreed upon limitation regarding the number of users with access to the student information; it being understood that each Party's authorized personnel (whether paid or non-paid staff) must be under the direct control of the Party with respect to the use and maintenance of the records to be disclosed pursuant to this MOU. Each Party shall deliver in writing its respective authorized representative(s), each of whom shall be only those person(s) who need the confidential information to perform their official duties in connection with the uses of the data authorized in this MOU and each Party's authorized representative(s) (whether paid or non-paid staff) must be under the direct control of the Party with respect to the use and maintenance of the records to be disclosed pursuant to this MOU.
 - iv. Any use, disclosure, or re-disclosure of the confidential information provided by

each Party to the other Party not expressly permitted by this MOU is unauthorized and prohibited. Each Party must ensure that their respective authorized personnel are informed about and aware of the prohibitions regarding the use, disclosure, and re-disclosure of any confidential information provided pursuant to this MOU. Notwithstanding the terms of this section, either Party may disclose confidential information if disclosure is required by law in response to a valid order of a court of competent jurisdiction or authorized government agency, provided that the disclosing Party must provide the other Party prompt notice of the order and at the other Party's request and expense, reasonably cooperate with efforts to receive a protective order or otherwise limit disclosure.

- v. Each Party shall take all steps necessary to safeguard the confidentiality of the data received. Each Party must develop, implement, maintain and use reasonable and appropriate administrative and internal controls, and technical and physical security measures to preserve the confidentiality, integrity, and availability of all data electronically maintained, used, stored, or transmitted pursuant to this MOU.
- vi. Each Party represents to the other Party that each Party: (a) will take appropriate measures to bind each authorized representative of such Party to the requirements of this MOU, and (b) has adopted appropriate disciplinary policies for any of each Party's respective authorized employees who may violate the requirements set forth in this MOU (including, in appropriate circumstances, termination of employment).
- vii. The confidential information of either Party (and any derivative works thereof or modifications thereto) is and will remain the exclusive property of that Party. Neither Party shall possess nor assert any lien or other right against or to confidential information of the other Party.
- viii. Each Party agrees to report in writing within two (2) business days to the other Party any use, disclosure, or re-disclosure of confidential information not authorized by this MOU. Such report must identify: (i) the nature of the unauthorized use, disclosure, or re-disclosure; (ii) the data used, disclosed, or re-disclosed; (iii) the person or entity, if known, who made the unauthorized use or received the unauthorized disclosure, or re-disclosure; (iv) what the reporting Party has done or will do to notify affected persons and to mitigate any deleterious effect of the unauthorized use, disclosure, or re-disclosure; and
- ix. what corrective action the Party has taken or will take to prevent future similar unauthorized use, disclosure, or re-disclosure.
- x. The University agrees that the School shall have the right to review, prior to the University publishing any report or findings related to the study, in order for the School to verify proper techniques are used to avoid any unauthorized disclosure of PII (It being understood that the PII of students and parents/guardians are to be shared with each Party's authorized representative(s) for the limited purpose of conducting the study pursuant to this MOU, but that results of the study shall not be published in any manner that violates the privacy or confidentiality of the parents and students involved).

- xi. Upon the expiration or termination of this MOU, each Party shall, within sixty (60) days, destroy any and all records containing PII received from the other Party. Each Party shall send written notice to the other Party confirming this requirement has been achieved. This covenant shall survive the expiration or termination of this MOU.
4. FERPA. A copy of the MOU and the Addendum will be shared with the Chief Operating Officer of the Kelly Services. A written assurance from the Kelly Services that Kelly Services, in connection with an Intern's engagement as a substitute teacher, will comply, to the extent applicable, with FERPA, as more particularly provided in section 5(c) of the Agreement.
5. Term: Renewals. The term of this MOU commences on the Effective Date and expires July 31, 2027. Notwithstanding the foregoing, the Parties agree that the term of this MOU renewed and extended for four (4) additional one year renewal periods (with the last potential renewal expiring on September 30, 2031), unless both parties agree to a new or revised MOU to succeed this MOU or either Party provides ninety (90) days written notice to the other Party to terminate this MOU, with such termination date to be effective in ninety (90) days or such subsequent date specified in the notice. If this MOU is terminated for convenience as provided herein, both Parties will be relieved of all obligations under this MOU except for those obligations that expressly survive the expiration or termination of this MOU.
6. Default. In addition to the termination for convenience provisions set forth in section 5 Term Renewals, this MOU may be terminated upon an uncured event of default. Upon an event of default, the non-breaching Party shall send written notice to the breaching Party specifying the default. The breaching Party shall have ten (10) days to cure the default, and if the default cannot reasonably be cured within ten (10) days, the breaching Party shall initiate and diligently pursue the cure of the default until completion within thirty (30) days. If the default is not cured, then the non-breaching Party may immediately terminate this MOU upon written notice take such other action as may be necessary and appropriate to protect the interests of the affected parties.
7. No Fees. Neither Party shall be responsible for the payment of fees or expenses to the other Party for the performance of this MOU; it being understood that each Party shall be responsible for payment of its own respective costs (if any) to implement the provisions of this MOU.
8. Indemnification; Insurance. The University and the District agree to be fully responsible for their own acts of negligence, or their respective agents' acts of negligence when acting within the scope of their employment, and agree to be liable for any damages resulting from said negligence subject to the limitations and defenses provided by Section 768.28, Florida Statutes. Nothing herein is intended to serve as waiver of sovereign immunity by the School or the University. Each Party certifies to the other Party that each such Party is self-insured pursuant to the provisions of §768.28(16), F.S., for tort liability in anticipation of any claim which it might be liable to pay pursuant to that section. Worker's compensation coverage is also self-insured at levels conforming to statutory requirements.
9. No Third Party Beneficiaries. The Parties expressly acknowledge that it is not their intent to create or confer any rights or obligations in or upon any third person or entity under this MOU.

None of the Parties intend to directly or substantially benefit a third party by this MOU. The Parties agree that there are no third party beneficiaries to this MOU and that no third party shall be entitled to assert a claim against any of the Parties based upon this MOU. Nothing herein shall be construed as consent by an agency or political subdivision of the State of Florida to be sued by a third parties in any manner arising out of this MOU.

10. Non-Discrimination. Each Party represents and warrants to the other that such Party prohibits discrimination based on age, race, color, religion, disability, national origin, citizenship status in employment for those authorized to work in the United States, sex, marital status, genetic information, veteran status, or any other basis protected by federal, state, or local law. Each party is responsible for its compliance with applicable laws, regulations, and policies prohibiting discrimination, harassment, retaliation, and sexual misconduct.
11. Public Records. This Agreement is subject to Florida's Public Records Laws, Chapter 119, Florida Statutes. University and District understand the broad nature of these laws and, as to matters covered by this Agreement, agree to comply with Florida's public records laws and laws relating to records retention. In compliance with section 119.0701, Florida Statutes, University and District agree to:
 - Keep and maintain public records required by the District or the University in order to meet its obligations hereunder.
 - Upon request from the District's or University's custodian of public records, provide the other with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided in the Chapter 119, Florida Statutes or as otherwise provided by law.
 - Ensure that public records that are exempt from public records disclosure requirements are not disclosed except as authorized by law for the duration of the Agreement term and following completion of the Agreement to the extent District or University does not transfer the records to the other.

Upon completion of the Agreement, transfer, at no cost, to the other all public records in its possession or keep and maintain public records required by the other to meet its obligations hereunder. If it keeps and maintains public records upon completion of the Agreement, it shall meet all applicable requirements for retaining public records. All records stored electronically must be provided to the other, upon request of the other's custodian of public records, in a format that is compatible with the information technology systems of the other.

IF UNIVERSITY OR DISTRICT HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO THE UNIVERSITY'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THE AGREEMENT, CONTACT THE CUSTODIAN OF PUBLIC RECORDS AT THE ADDRESS AND PHONE NUMBER BELOW.

Jennifer Collins
Director of School Improvement and Professional Learning 2233 Village Square Pkwy
Fleming Island, FL 32003 (904) 336-6962

Stephanie Howell
Office of the General Counsel 1 UNF Drive

Jacksonville, Florida 32224
(904) 620-1028

Dawn Posey
BAF Assistant Superintendent Business Affairs 900 Walnut Street
Green Cove Springs, FL 32043 (904) 336-6721

12. Insurance. The University is self-insured through the State of Florida Risk Management Trust Fund, established pursuant to Section 284.30, Florida Statutes and administered by the State of Florida, Department of Financial Services. The University certifies that it maintains and agrees to continue to maintain during the term of this MOU, workers compensation, general and professional liability protection coverage through the Risk Management Trust Fund, and that this protection extends to the University, its officers, employees, and agents, and covers statutory liability exposure to the limitations described in Section 768.28, Florida Statutes. The University will convey a copy of its current Certificate of Coverage upon request. Nothing herein is intended to serve as a waiver of sovereign immunity or will be construed as consent by the University to be sued by third parties. The University shall insure that the District receives immediate notification of reduction in or cancellation of coverage.

The District certifies that it is self-insured pursuant to the provisions of 768.28, F.S., for tort liability in anticipation of any claim, which it might be liable to pay pursuant to that section. Worker's compensation coverage is also self-insured at levels conforming to statutory requirements. Such liability and worker's compensation self-insurance supersedes any insurance obligation imposed on the District in the MOU. The District shall insure that University receives immediate notification of reduction in or cancellation of coverage.

13. Indemnification. The University and District agree to be fully responsible for their own acts of negligence, or their respective agents' acts of negligence when acting within the scope of their employment, and agree to be liable for any damages resulting from said negligence subject to the limitations and defenses provided by Section 768.28, Florida Statutes.
14. Sovereign Immunity. Nothing herein is intended to serve as a waiver of sovereign immunity by the District or the University. Nothing herein shall be construed by District or the University to be sued by third parties for any matter arising out of or relating to this MOU.
15. Subcontractors. If University is permitted to subcontract any of the work set forth in the Agreement, University shall ensure that each subcontractor complies with all provisions of the Agreement. University will remain liable for the acts and omissions of such subcontractor(s) and the proper performance and delivery of the products and/or services set forth in the Agreement.

It is the policy of the District that directly negotiated contracted services authorized by District Policy 7.41 shall not be brokered. Specifically, the University must perform at least fifty percent (50%) of the services to be provided to the District in lieu of said services being provided by any subcontractor(s). Inasmuch as this Agreement is authorized by the District to be signed pursuant to Policy 7.41, the University represents and warrants to the District that at least fifty percent (50%) of the services to be provided under this Agreement will be provided directly by the University.

This Memorandum of Understanding shall take effect on the date of execution by all parties and shall terminate at the end of the 2026-2027 school year.

THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA

By:

By:

David Broskie
Superintendent of Schools

Erin Skipper, Board Chairman
School Board of Clay County

THE UNIVERSITY OF NORTH FLORIDA, BOARD OF TRUSTEES

By:

By:

Scott Bennett, Interim Vice President
Administration and Finance

Stephen Dittmore, Dean
Silverfield College of Education and Human
Services

DRAFT

Exhibit A

Calculations for Resident Clinical Faculty

Calculations for Resident Clinical Faculty Salary

Benefits @ 33.66%

Retirement = 11.91%

FICA/Medicare = 7.65%

Health = 12.37%

Workers Compensation = 1.43%

Name of Employee	Salary	Benefits	Total Salary plus Benefits	50%
Resident Clinical Faculty	\$68,374	\$24,006	\$92,380	\$46,190
Resident Clinical Faculty	\$68,374	\$24,006	\$92,380	<u>\$46,190</u>
				<u>\$92,380</u>

EXHIBIT B

SCOPE OF STUDY AND PII TO BE DISCLOSED

Purpose of Study: The purpose of the study is to develop, validate and administer predictive tests, improve instruction for grades K through 12, and assess programs that provide the best outcomes in order to duplicate and improve those results throughout Clay County.

UNF agrees to the following:

1. Individual information for District teachers, and students will never be released to anyone who is not directly involved in the evaluation of the specific program for which the data is being provided.
2. If Personal Identifying Information (PII) is included in the data files used for the analysis, it will be removed at the first possible step to ensure data files are anonymized.
3. Provide an analysis of the outcomes of the University's educator graduates by program in in the District unless it identifies individual teachers.
4. Data files will be destroyed or returned to the District upon the completion of the analysis.

The District agrees to the following:

1. Educational information necessary for the evaluation of the curricular program will be provided for the evaluation after discussion with the analyst.
 - a. Student growth scores: The Council for the Accreditation of Educator Preparation (CAEP) and the Florida Department of Education (FDOE) require UNF to report student growth scores for each completer employed in a Florida public P-12 school.
 - b. Teacher Evaluation Results: CAEP requires evidence of teaching effectiveness from multiple data sources, including classroom observation.
 - c. Tripod Survey responses (the MET project): CAEP requires evidence of teaching effectiveness from multiple data sources, including student survey response, for purposes of triangulation.
 - d. Employer satisfaction survey: CAEP and FDOE require feedback from employers on program preparation to be used for program enhancement.
 - e. Completer satisfaction survey: CAEP and FDOE require feedback from completers about their preparation for teaching.
 - f. Completters' achievements, such as promotion or awards: CAEP requires documentation of UNF completers' achievements as part of the overall quality assurance system.
 - g. Employment verification from District Charter Schools: FDOE calculates the percentage of graduates employed when scoring continued program approval. Charter schools are not currently included in FDOE's data files, so UNF requests an annual verification of UNF graduates employed in District Charter Schools.
 - h. De-identified student data collected by field and internship students as part of their Impact on Student Learning projects: CAEP and FDOE require evidence that candidates are prepared to assess and use data to improve student learning.
2. PII will be provided only at the level necessary for the accurate identification of participants in the program when needed.

3. The District's Office of Accountability and Assessment will work with the analyst at UNF to ensure only the information necessary for the analysis is shared and that the data provided is appropriately safeguarded.

Information to be Shared: Each Party shall only have access to the other Party's information on an as-needed basis for this MOU, and with "view only" access to the databases. The specific personally identifiable student information to be shared pursuant to this MOU is the following:

1. First name
2. Last name
3. District's School Name
4. Gender
5. Race
6. Disabilities - Y / N
7. Free and Reduced Lunch - Y / N
8. English as a second language - Y / N
9. Such other PII as the Parties reasonably determine is necessary to conduct the study contemplated by this MOU

End of Document



Robiou, Megan <megan.robious@myoneclay.net>

Re: CONTRACT REVIEW: UNF Resident Clinical Faculty with Compensation

1 message

Cox, Julie <julie.cox@myoneclay.net>

Mon, Jul 13, 2026 at 9:23 AM

To: District Office Purchasing <district9056@myoneclay.net>

Good morning,

The contract in the 5/26 email was approved (260096) and was set to be added to the August board meeting agenda, however, UNF's legal department had to make a change to the non discrimination policy, paragraph #10. So we are resubmitting the contract for review. They also updated a typo in paragraph 5 (see below). I've requested an updated COI from them because their COI expired 6/30. They have not received copies of the renewed policy yet, but they have put in a request with the insurance provider.

5. Term: Renewals. The term of this MOU commences on the Effective Date and expires July 31, 2027. Notwithstanding the foregoing, the Parties agree that the term of this MOU renewed and extended for ~~five~~ four (4) additional one year renewal periods (with the last potential renewal ending on September 30, 2031) unless both parties agree to a new or

Julie Cox

SIP PROFESSIONAL DEV ASST

SIP

Clay County District Schools

| phone 904-336-6951 | ext 66951

| web oneclay.net | email julie.cox@myoneclay.net

Under Florida law, e-mail addresses are public records. If you do not want your e-mail address released in response to a public records request, do not send electronic mail regarding official business to the District or any of its employees. Instead, contact the District or individual employee by phone or in writing.



On Tue, May 26, 2026 at 10:49 AM Cox, Julie <julie.cox@myoneclay.net> wrote:

Please see the attached documents. Thank you.

Julie Cox

SIP PROFESSIONAL DEV ASST

SIP

Clay County District Schools

| **phone** 904-336-6951 | **ext** 66951

| **web** oneclay.net | **email** julie.cox@myoneclay.net

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Revised (2) 2026-2027 UNF Resident Clinical Faculty MOU with compensation.pdf
619K

DRAFT



DEPARTMENT OF FINANCIAL SERVICES
Division of Risk Management

**STATE RISK MANAGEMENT TRUST FUND
GENERAL LIABILITY
CERTIFICATE OF COVERAGE**

Policy Number: GL-0261 General Liability
Certificate of Coverage

Name Insured: University of North Florida

General Liability Coverage provided pursuant to Chapter 284, Part II, Section 768.28, Florida Statutes, and any rules promulgated thereunder.

Coverage Limits:

General Liability: \$200,000.00 each person
\$300,000.00 each occurrence

Inception Date: July 1, 2026

Expiration Date: July 1, 2027

CHIEF FINANCIAL OFFICER



DEPARTMENT OF FINANCIAL SERVICES
Division of Risk Management

STATE RISK MANAGEMENT TRUST FUND
GENERAL LIABILITY
CERTIFICATE OF COVERAGE

In consideration of the provisions and stipulations contained herein or added hereto and for the premium charged, the State Risk Management Trust Fund, hereinafter referred to as the "Fund", certifies that the State department or agency named in this certificate is hereby provided general liability coverage. Coverage shall be effective on the inception date at 12:01 a.m. standard time.

This certificate is comprised of the foregoing provisions and stipulations, together with such other provisions and stipulations as may be added hereto by the Fund in the future:

I. COVERAGES

General Liability Coverage--Bodily and Property Damage

To pay on behalf of the insured all sums which the insured shall become legally obligated to pay as damages for injury or loss of property, personal injury, or death caused by the negligent or wrongful act or omission of any officer, employee, agent or volunteer of the named insured, as such terms may be further defined herein or by administrative rule, while acting within the scope of his office or employment, pursuant to the provisions and limitations of Chapter 284, Part II and Section 768.28, Florida Statutes.

II. DEFENSE, SETTLEMENT, SUPPLEMENTARY PAYMENTS

With respect to such coverage as is afforded by this certificate, the Fund shall:

- (a) defend any proceeding against the insured seeking such benefits and any suit against the insured alleging such injury and seeking damages on account thereof, even if such proceeding or suit is groundless, false, or fraudulent. The Fund will investigate all claims filed against the insured in order to determine the legal liability of the insured and to determine damages sustained by the claimant. The Fund will negotiate, settle, or deny the claim based on these findings and appropriate Florida law.
- (b) pay all premiums on bonds to release attachments and on appeal bonds required in any such defended suit for an amount not in excess of the applicable limit of liability established in this certificate;
- (c) pay all expenses incurred by the Fund, all costs taxed against the insured in any such suit, and all interest accruing after entry of judgment until the Fund has paid, tendered, or deposited in court that part of such judgment as does not exceed the limit of the Fund's liability thereon;
- (d) pay expenses incurred by the insured for such immediate medical relief to others as shall be imperative at the time of the accident.

III. DEFINITIONS

- (a) Named Insured - The department or agency named herein.
- (b) Insured - State department or agency named herein, their officers, employees, agents or volunteers.
- (c) Volunteer - Any person who of his own free will, provides goods or services to the named insured, with no monetary or material compensation as defined in Chapter 110, Part IV, Florida Statutes.
- (d) Agent - Any person not an employee, acting under the direct control and supervision of a state agency or department, for the benefit of a state agency or department.
- (e) Automobile - A land motor vehicle, trailer, or semi-trailer designed and licensed for use on public roads (including machinery or apparatus attached thereto), but does not include mobile equipment.
- (f) Mobile Equipment - A land vehicle (including machinery or apparatus attached thereto), whether or not self-propelled;
 - (1) not subject to motor vehicle registration, or

- (2) maintained for use exclusively on premises owned by or rented to the named insured, including the ways immediately adjoining, or
- (3) designed for use principally off public roads, or
- (4) designed or maintained for the sole purpose of affording mobility to equipment of the following types forming an integral part of or permanently attached to such vehicle; power cranes, shovels, loaders, diggers and drills; concrete mixers (other than the mix-in-transit type); graders, scrapers, rollers and other road construction or repair equipment; air-compressors, pumps and generators, including spraying, welding, and building cleaning equipment; and geophysical exploration and well-servicing equipment.

IV. EXCLUSIONS

This certificate does not apply:

- (a) to bodily injury or property damage arising out of the ownership, maintenance, operation, use, loading or unloading of:
 - (1) any automobile owned or operated by or rented or loaned to any insured, or
 - (2) any other automobile operated by any person in the course of his employment by any insured, but this exclusion does not apply to the parking of an automobile on premises owned by, rented to, or controlled by the named insured or the ways immediately adjoining, if such automobile is not owned by, rented, or loaned to any insured;
- (b) to any action which may be brought against the named insured by anyone who unlawfully participates in riot, unlawful assembly, public demonstration, mob violence, or civil disobedience if the claim arises out of such riot, unlawful assembly, public demonstration, mob violence, or civil disobedience;
- (c) to any obligation for which the insured or the Fund may be held liable under any employer's liability or workers' compensation law;
- (d) to property damage to property owned or occupied by the insured;
- (e) to property damage to premises alienated by the insured arising out of such premises or any part thereof;
- (f) to loss of use of tangible property which has not been physically injured or destroyed, resulting from:
 - (1) a delay in or lack of performance by or on behalf of the named insured of any contract or agreement;
 - (2) the failure of the named insured's products, or work performed by or on behalf of the named insured to meet the level of performance, quality fitness, or durability warranted or represented by the named insured;
- (g) to property damage to the named insured's products arising out of such products or any part of such products;
- (h) to property damage to work performed by or on behalf of the named insured arising out of the work or any portion thereof, or out of materials, parts, or equipment furnished in connection therewith;

DFS-D0-863

Effective 07/23

Rule 69H-2.004, F.A.C.

- (i) eminent domain proceedings or damage to persons or property of others arising therefrom;
- (j) to punitive damages;
- (k) to actions of insureds committed in bad faith or with malicious purpose or in a manner exhibiting wanton and willful disregard of human rights, safety, or property;
- (l) to professional medical liability of the Board of Regents, the physicians, officers, employees, or agents of the Board;
- (m) to liability related in any way with nuclear energy;
- (n) to liability assumed by the insured under any contract or agreement;
- (o) to final judgments in which the insured has been determined to have caused the harm intentionally;
- (p) to awards for injunctive, declaratory, or prospective relief rendered against an insured by any federal or state court, agency or commission.

V. CONDITIONS

A. Premium

Premium charges shall be assessed in accordance with the provisions of Chapter 284, Part II, Florida Statutes, and any rules promulgated thereunder utilizing a retrospective rating arrangement premium calculation method whereby 80% of the premium is based on losses actually incurred by the insured and 20% is based on the changes in risk exposures (employees, etc.) of an insured. The premium must be paid promptly by an insured agency from its operating budget upon receiving the premium bill or invoice.

B. Audit

The Fund shall be permitted to examine and audit the insured's books and records at any time during the term of this coverage and any extension thereof, and within three years after the final termination of this coverage, as far as they relate to the premium bases or the subject matter of this coverage.

C. Insured's Duties in the Event of Occurrence, Claim or Suit

- (1) **Event of Occurrence**
Written notice containing particulars sufficient to identify the insured, along with reasonably obtainable information with respect to the time, place and circumstances thereof, the names and addresses of the injured and all known witnesses, shall immediately be given by or for the insured to the Fund.
- (2) **Notice of Claim or Suit**
If claim is made by suit brought against the insured, the insured shall immediately forward to the Fund every demand, notice, summons, or other process received by him or his representative. Failure by the insured to advise the Fund of a claim or suit prior to a settlement agreement or the insured otherwise obligating itself, shall void coverage by the Fund, for that claim.
- (3) **Assistance and Cooperation of the Insured**
The insured shall cooperate with the Fund and, upon the Fund's request, assist in making settlements, in the conduct of suits and in enforcing any right of contribution or indemnity against any person or organization who may be liable to the insured because of injury or damage with respect to which coverage is afforded under this certificate, and the insured shall upon request, make available all agency records pertaining to a specific claim, shall attend hearings and trials and assist in securing and giving evidence and obtaining the attendance of witnesses. The insured shall not, except at his own cost, voluntarily make any payment, assume any obligation or incur any expenses other than for first aid to others at the time of accident.

(4) Action Against the Fund

No action shall lie against the Fund unless, as a condition precedent thereto, the insured shall have been in full compliance with all of the terms of this certificate and the provisions of applicable Florida Statutes.

(5) Severability of Interest

The term "the insured" is used severally and not collectively, but the inclusion herein of more than one insured shall not operate to increase the limits of the Fund's liability.

(6) Limits of Liability

The limit of liability expressed as applicable to "each person" is the limit of the Fund's liability for all damages, including damages for care and loss of services, arising out of personal injury and property damage sustained by one person as a result of any one occurrence; but the total liability of the Fund for all damages sustained by two or more persons as a result of any one occurrence shall not exceed the limit of liability as applicable "each occurrence".

(7) Other Insurance

If there is insurance applicable to any claim, the coverage extended by this certificate shall apply only as excess insurance over any and all other applicable insurance.

(8) Terms of Coverage

This certificate is issued for the purpose of confirming coverage as contemplated by Chapter 284, Part II, Florida Statutes. In the event of any conflict between provisions or coverages in this certificate and the provisions of any Florida Statutes or laws including, but not limited to the aforesaid, said statutes and laws shall control.

(9) Cancellation

Failure of the Fund to receive the amount of premiums billed to the insured agency within the time frames allowed by law may result in cancellation of the certificate of coverage. Payments must be made promptly from the insured's operating budget upon receipt of the premium bill as specified in Section 284.36, Florida Statutes, and lack of prompt payment will result in a request from the Fund to the Comptroller to transfer premiums from any available funds of the delinquent agency under the provisions of Section 284.44(7), Florida Statutes.

D. Self-Insurance Coverage

Coverage for defending and paying claims under this certificate is provided under the authority of Chapter 284, Florida Statutes, wherein the state is authorized to administer a self-insurance program. Provision of this certificate does not constitute the issuance of insurance other than on a self-insurance basis, and payment of any covered claim obligations is contingent upon availability of legislative funding.



DEPARTMENT OF FINANCIAL SERVICES
Division of Risk Management

STATE RISK MANAGEMENT
TRUST FUND

Policy Number: WC-0261

State Employee Workers' Compensation
and Employer's Liability Certificate of
Coverage

Name Insured: University of North Florida

Coverage Limits:

Coverage A - Compensation coverage is provided to comply with the applicable State Workers' Compensation, Occupational Disease Laws and any rule promulgated thereunder.

Coverage B \$200,000.00 each person
 \$300,000.00 each occurrence

Inception Date: July 1, 2026

Expiration Date: July 1, 2027

CHIEF FINANCIAL OFFICER



DEPARTMENT OF FINANCIAL SERVICES
Division of Risk Management

**STATE RISK MANAGEMENT TRUST FUND
STATE EMPLOYEE WORKERS' COMPENSATION AND
EMPLOYER'S LIABILITY
CERTIFICATE OF COVERAGE**

In consideration of the provisions and stipulations contained herein or added hereto and for the premium charged, the State Risk Management Trust Fund, hereinafter referred to as the "Fund", certifies that the State department or agency named in this certificate is hereby entitled to workers' compensation coverage as set forth in the Workers' Compensation Laws and to employer's legal liability coverage as established herein. Coverage shall be effective on the inception date at 12:01 a.m., standard time.

This certificate is comprised of the foregoing provisions and stipulations, together with such other provisions and stipulations as may be added hereto by the Fund in the future:

I. Coverages

A. Coverage A - Workers' Compensation

To pay promptly when due all compensation and other benefits required of the insured by the Workers' Compensation Laws.

B. Coverage B - Employer's Liability

To pay on behalf of the insured all sums which the insured shall become liable to pay as damages because of bodily injury by accident or disease, including death, at any time resulting therefrom, which are sustained by an employee of the insured and which arise out of and in the course of his employment with the insured in the United States of America, its territories or possessions, or while temporarily employed outside the United States of America, its territories or possessions.

- (c) Bodily Injury by Accident - Bodily Injury by Disease - The contraction of disease is not an accident within the meaning of the word "accident", as used in the term "bodily injury by accident", and only such disease as results directly from a bodily injury by accident is included within the term "bodily injury by accident". The term "bodily injury by disease" includes only such disease as is not included within the term "bodily injury by accident".
- (d) Assault and Battery - Under Coverage B, Assault and Battery shall be deemed an accident unless committed by or at the direction of the insured.

II. Defense, Settlement, Supplementary Payments

As respects the insurance afforded by the other terms of this certificate, the Fund shall:

- (a) defend any proceeding against the insured seeking such benefits and any suit against the insured alleging such injury and seeking damages on account thereof, even if such proceeding or suit is groundless, false, or fraudulent. The Fund will investigate all claims filed against the insured in order to determine the legal liability of the insured and to determine damages sustained by the claimant. The Fund will negotiate, settle, or deny the claim based on these findings and appropriate Florida law.
- (b) pay all expenses incurred by the Fund, all costs taxed against the insured in any such proceeding or suit, and all interest accruing after entry of judgment until the Fund has paid, tendered, or deposited in court such part of such judgment as does not exceed the limit of the Fund's liability thereon;
- (c) pay amounts incurred under this insuring certificate, except settlements of claims and suits, in addition to the amounts payable under Coverage A, or the applicable limit of liability under Coverage B.

III. Definitions

- (a) Workers' Compensation Law - The workers' compensation law and any occupational disease law of a state designated in this certificate, but does not include those provisions of any such law which provide non-occupational disability benefits.
- (b) State - Any state or territory of the United States of America and the District of Columbia.

IV. Applications of Coverage

This certificate applies only to (1) injury by accident occurring during the coverage period, or (2) occupational injury by disease as such is defined by law which occurs during the coverage period.

V. Exclusions

This certificate does not apply under Coverage B:

- (a) to any claim or judgment for punitive damages;
- (b) to any claim for interest for the period prior to judgment;
- (c) to that portion of a claim or judgment which is in excess of the statutory limits of liability;
- (d) to liability assumed by the insured or any third party pursuant to any contract or agreement in writing;
- (e) to any obligation for which the named insured or any carrier as his insurer may be held liable under any workers' compensation, unemployment compensation or disability benefits laws, or under any similar law;
- (f) to any action by officers, employees, agents, or volunteers as defined in Chapter 110, Part V, Florida Statutes, committed in bad faith, or with malicious purpose or in a manner exhibiting wanton and willful disregard of human rights, safety, or property.

VI. Conditions:

A. Premium

Premium charges shall be assessed in accordance with the provisions of Chapter 284, Part II, Florida Statutes, and any rules promulgated thereunder utilizing a retrospective rating arrangement premium calculation method whereby 80% of the premium is based on losses actually incurred by the insured and 20% is based on the changes in risk exposures (employees, volunteers, etc.) of an insured. The premium must be paid promptly by an insured agency from its operating budget upon receiving the premium bill or invoice.

B. Inspection

The Fund shall be permitted, but not obligated, to inspect at any reasonable time, the workplaces, operations, machinery, and equipment covered by this certificate. Neither the right to make inspections, nor the making thereof, nor any report thereon shall constitute an undertaking on behalf of or for the benefit of the insured or others, to determine or warrant that such workplaces, operations, machinery, or equipment are safe.

C. Insured's Duties in the Event of Injury, Claim or Suit

(1) Notice of Injury

When an injury occurs, notice shall be given immediately, in accordance with current reporting procedures by the insured to the Fund. Such notice shall contain particulars sufficient to identify the insured along with reasonably obtainable information respecting the time, place, circumstances of the injury, the names and addresses of the injured and all known witnesses. Such notice is to be directed to the Division of Risk Management, Bureau of State Employees' Workers' Compensation Claims, P. O. Box 8020, Tallahassee, Florida 32314-8020, or to contract service vendor in accordance with current reporting procedures.

(2) Notice of Claim or Suit

If claim is made or suit or other proceedings is brought against the insured, the insured shall immediately forward to the Fund every demand, notice, summons, or other process received by it or its representative.

(3) Assistance and Cooperation of the Insured

The insured shall cooperate with the Fund, and at its request, shall attend hearings and trials, assist in effecting settlements, secure and give evidence, obtaining the attendance of witnesses. The insured shall not except at its own cost, voluntarily make any payment, assume any obligation, or incur any expense other than for such immediate medical and other services at the time of injury as are required by the Workers' Compensation Law.

(4) Statutory Provisions - Coverage A

The Fund shall be directly and primarily liable to any person entitled to the benefits of the Workers' Compensation Law under this certificate. The obligations of the Fund may be enforced by such person, or for his benefit, by any agency authorized by law, whether against the Fund alone or jointly with the insured. As between the employee and the Fund, notice or knowledge of the injury on the part of the insured shall be notice or knowledge, as the case may be, on the part of the Fund. The Fund shall, in all things, be bound by and subject to the findings, judgments, awards, decrees, orders or decisions rendered against the insured in the form and manner provided by law and within the terms, limitations, and provisions of this certificate not inconsistent with existing law.

All of the provisions of the Workers' Compensation Law shall be and remain a part of this coverage as fully and completely as if written herein insofar as coverage applies to compensation and other benefits provided by this certificate and in respect to special taxes, payments into security or other special funds, and assessments required of or levied against compensation insurance carriers under the Workers' Compensation Law.

The insured shall reimburse the Fund for any payments required of the Fund under the Workers' Compensation Law, which are made in excess of the benefits regularly provided by such law, solely

because of injury to (a) any employee by reason of the serious and willful misconduct of the insured, or (b) any employee employed by the insured in violation of law with the knowledge or acquiescence of the insured or any executive officer thereof.

(5) Limits of Liability - Coverage B

The words "damages because of bodily injury by accident or disease, including death at any time resulting therefrom" in Coverage B include damages for care and loss of services and damages for which the insured is liable by reason of suits or claims brought against the insured by others because of such bodily injury sustained by employees of the insured arising out of and in the course of their employment. The limits of liability for Coverage B are those established by Section 768.28, Florida Statutes.

(6) Other Insurance

Coverage A - If the insured has other insurance against a loss covered by this certificate, the Fund shall not be liable to the insured hereunder for (1) a greater proportion of such loss than the amount which would have been payable under this certificate had no such other insurance existed, and (2) the amount which would have been payable under each other policy applicable to such loss had each such policy been the only policy so applicable.

Coverage B - If there is a valid and collectible policy of insurance applicable to any otherwise valid claim hereunder, the coverage extended by this certificate shall not apply.

(7) Subrogation

In the event of any payment under this certificate, the Fund shall be subrogated to all rights of recovery therefor of the insured and any person entitled to the benefits of this coverage against any person or organization, and the insured shall execute and deliver instruments and papers and do whatever else is necessary to secure such rights. The insured shall do nothing after loss to prejudice such rights.

(8) Cancellation

Failure of the Fund to receive the amount of premiums billed to the insured agency within the time frames allowed by law may result in cancellation of the certificate of coverage. Payments must be made promptly from the insured's operating budget upon receipt of the premium bill as specified in Section 284.36, Florida Statutes, and lack of prompt payment will result in a request from the Fund to the Comptroller to transfer premiums from any available funds of the delinquent agency under the provisions of Section 284.44(7), Florida Statutes.

(9) Terms of Coverage Conformed to Statute

Terms of this certificate which are in conflict with the provisions of the Workers' Compensation Law, or Section 768.28, Florida Statutes, are hereby amended to conform to such laws.

(10) Self-Insurance Coverage

Coverage for defending and paying claims under this certificate is provided under the authority of Chapter 284, Florida Statutes, wherein the state is authorized to administer a self-insurance program. Provision of this certificate does not constitute the issuance of insurance other than on a self-insurance basis, and payment of any covered claim obligations is contingent upon availability of legislative funding.

FOLLOW ALL PROCEDURES ON BACK OF THIS FORM

Contract # 260011

Number Assigned by Purchasing Dept.



CONTRACT REVIEW

BOARD MEETING DATE:

WHEN BOARD APPROVAL IS REQUIRED DO
NOT PLACE ITEM ON AGENDA UNTIL
REVIEW IS COMPLETED

☐ Must Have Board Approval over \$100,000.00

Date Submitted: 08/07/2025

Name of Contract Initiator: Jennifer Shepard

Telephone #: 9043366966

School/Dept Submitting Contract: Professional Learning

Cost Center # 9009

Vendor Name: University of North Florida

Contract Title: University of North Florida MOU w/ compensation: Resident Clinical Faculty for the Professional Dev Schools Network

Contract Type: New ☐ Renewal ☒ Amendment ☐ Extension ☐ Previous Year Contract # 240164

Contract Term: 1 Year

Renewal Option(s):

Contract Cost: 50% of salary for E0117045 & E0200787

UNF to pay \$75,195.47, CCDS to pay \$75,195.47

☒ **BUDGETED FUNDS – SEND CONTRACT PACKAGE DIRECTLY TO PURCHASING DEPT**

Funding Source: Budget Line # 100 6400130 9009 1240

Funding Source: Budget Line #

☐ **NO COST MASTER (COUNTY WIDE) CONTRACT - SEND CONTRACT PACKAGE DIRECTLY TO PURCHASING DEPT**

☐ **INTERNAL ACCOUNT - IF FUNDED FROM SCHOOL IA FUNDS – SEND CONTRACT PACKAGE DIRECTLY TO SBAO**

REQUIRED DOCUMENTS FOR CONTRACT REVIEW PACKAGE (when applicable):

☒ Completed Contract Review Form

☒ SBAO Template Contract or other Contract (NOT SIGNED by District / School)

☐ SIGNED Addendum A (if not an SBAO Template Contract) - **When using the Addendum A, this Statement MUST BE included in the body of the Contract:**

"The terms and conditions of Addendum A are hereby incorporated into this Agreement and the same shall govern and prevail over any conflicting terms and/or conditions herein stated."

☒ Certificate of Insurance (COI) for General Liability & Workers' Compensation that meet these requirements:

COI must list the School Board of Clay County, Florida as an Additional Insured and Certificate Holder. Insurer must be rated as A- or better.

General Liability = \$1,000,000 Each Occurrence & \$2,000,000 General Aggregate.

Auto Liability = \$1,000,000 Combined Single Limit (\$5,000,000 for Charter Buses).

Workers' Compensation = \$100,000 Minimum

[If exempt from Workers' Compensation Insurance, vendor/contractor must sign a Release and Hold Harmless Form. If not exempt, vendor/contractor must provide Workers' Compensation coverage].

☐ State of Florida Workers Comp Exemption (<https://apps.fldfs.com/bocexempt/>) (If Applicable)

☐ Release and Hold Harmless (If Applicable)

RECEIVED

By Bertha Staefe at 3:56 pm, Aug 07, 2025

**AREA BELOW FOR DISTRICT PERSONNEL ONLY **

CONTRACT REVIEWED BY:	COMMENTS BELOW BY REVIEWING DEPARTMENT
Purchasing Department REVIEWED By Bertha Staefe at 3:56 pm, Aug 07, 2025	FDOE 6A-1.012 (11b) Government/Educational Institution
School Board Attorney JPS Review Date 8/20/25	Legally Sufficient.
Other Dept. as Necessary Review Date	
PENDING STATUS: ☐ YES ☐ NO	IF YES, HIGHLIGHTED COMMENTS ABOVE MUST BE CORRECTED BY INITIATOR
FINAL STATUS	APPROVED By Elaine at 2:07 pm, Dec 09, 2025

CONTRACT REVIEW PROCESS FOR "ALL" CONTRACTS

A contract is defined as an agreement between two or more parties that is intended to have legal effect. This may include MOUs, Interlocal Agreements, Service Agreements and Contracts. Contracts document the mutual understanding between the parties as to the terms and conditions of their agreement, contain mutual obligations, and clearly state the agreement's consideration. The term consideration includes the cost of the services and/or products to be provided by second party (vendor or service provider) and any non-monetary performance. No school, department, or other organizational unit has authority to contract in its own name. All Board contracts must be made in the legal name of the Board, "The School Board of Clay County, Florida". The School or Department may extend this name to include the school or department as follows, "The School Board of Clay County, Florida o/b/o _____ (insert the school or department name)" where o/b/o means "on behalf of".

All contracts shall be reviewed and approved by the School Board Attorney and/or the Supervisor of Purchasing to ensure legality, compliance with Board policy, and to ensure the Board interests are protected before the authorized signatory may execute the contract.

All contracts having a value of \$100,000 or more shall be authorized by the Board at a regular or special meeting and signed by the Board Chairman. All approved contracts having a value of less than \$100,000 may be executed by the Superintendent or appropriate District administrator based on the value of the contract.

1. All approved contracts having a value of \$50,000 or more, but less than \$100,000 shall be signed by the Superintendent, or the person who has been designated, in writing by the Superintendent, as the Superintendent's Designee at the time of the contract signing. All contracts executed pursuant to this subparagraph shall be reported to the School Board in a separate entry as part of the monthly financial report.
2. All approved contracts having a value of \$25,000 or more, but less than \$50,000, shall be signed by the Superintendent, or the Assistant Superintendent for Business Affairs.
3. All approved contracts having a value of less than \$25,000 and contracts of any value described in Board Authorized Contracts above that are exempt from the requirement for Board approval, may be signed by the Superintendent, or the Assistant Superintendent for their Division, or Chief Officers, or Directors, or Principals.
4. The Superintendent is authorized to approve contract amendments or change orders for the purchase of commodities and services up to the amount of ten (10) percent or \$50,000, whichever is less, of the original contract amount that was previously approved by the Board.

Employees who enter into agreements without authority may be personally liable for such agreements, whether oral or written.

Step 1: Contract Initiator and Vendor prepare draft contract
(School Board Attorney Office (SBAO) Template Contracts available on SBAO webpage are strongly encouraged)

Step 2: Complete Contract Review Form, attach Required Documents to include the UNSIGNED Contract by the District / School.

For Contracts using Budgeted Funds or For No Cost / Master (County Wide) Contracts:
Initiator submits Contract Review Package to Purchasing Department - See Step 3

For Contracts using Internal Funds Individual to each School:
Initiator submits Contract Review Package direct to SBAO - See Step 4

IMPORTANT

Step 3: If Funded by Budgeted Funds, submit the Contract Review Package to the Purchasing Department. Purchasing will begin the contract review process and submit the contract to the SBAO for review. SBAO may reach out to Initiator and/or other Departments (Risk, IT,) with questions or concerns and will assist with contract revisions. SBAO will send the Contract Review Package back to the Purchasing Department for final processing and the return to Initiator.

Purchasing will log "District" Contracts (Cost/No Cost) on Contract Review Log and save copy of the Contract Review Package PLUS the Final Signed Contract you've return to Purchasing in the Contract Review Team Drive.

Step 4: If Funded by Internal Account (IA), submit the Contract Review Package directly to SBAO.
Email: contractreview@myoneclay.net
The SBAO will begin the contract review process and return it directly to Initiator

Step 5: The Initiator is responsible for finalizing the Contract which includes:
Addressing Comments/Revisions, Obtaining Required Signatures, Send District Final Signed Contract to Purchasing OR Retain Internal Accounts Final Signed Contract at School per School Board Record Policy.
If there is a Cost associated with Contract, the Initiator must work with their Bookkeeper to finalize the Purchasing Process.
Budgeted Funds require a District Purchase Order. Internal Accounts require an IA Purchase Order.

For assistance with legal-related matters, please visit the [School Board Attorney's Office \("SBAO"\) webpage](#) or call 904-336-6507
For assistance with insurance-related matters, please visit the [Business Affairs - Risk Management webpage](#) or call 904-336-6745
For assistance with District Purchasing, please visit the [Business Affairs - Purchasing webpage](#) or call 904-336-6736

**2025-2026 ACADEMIC YEAR MEMORANDUM OF UNDERSTANDING
THE SCHOOL BOARD OF CLAY COUNTY AND
THE UNIVERSITY OF NORTH FLORIDA BOARD OF TRUSTEES**

As part of a collaborative effort to simultaneously improve PreK-12 education and teacher preparation, The University of North Florida Board of Trustees, a public body corporate ("University of North Florida" or "University"), and the School Board of Clay County, Florida ("District") agree to cooperatively participate in providing two Resident Clinical Faculty ("RCF") to the Professional Development Schools Network during the 2025-2026 academic year. The program will provide the District with an opportunity to implement new organizational structures and ways of teaching and learning which will enhance student learning and link professional development with Pre K-12 student learning.

At the same time, this program provides an opportunity for the University of North Florida College of Education and Human Services to enhance the clinical experiences (internship and field components) of its teacher preparation program by forging stronger linkages with the District and by providing opportunities for teams of university students to work with teachers who are implementing effective and innovative teaching strategies.

Based on the 9 Essentials for Professional Development Schools ("PDS") as outlined by the National Association for Professional Development Schools-now the National Association for School-University Partnerships, participation by the District and the University of North Florida will involve the following:

1. Resident Clinical Faculty: College of Education and Human Services personnel and officials designated by the District will collaboratively identify two experienced, exemplary District teachers to serve as Resident Clinical Faculty of the University for the 2025-2026 academic year.
 - a. During the 2025-2026 academic year, each selected Resident Clinical Faculty will hold the University title of Clinical Instructor, participate in a wide variety of innovative and reflective professional growth activities and action research, receive training in the areas of clinical supervision, coaching and various instructional strategies that are integrated into the University clinical experiences component, the District professional development component, and appropriate school improvement components of the district. The Resident Clinical Faculty will work to create and uphold a comprehensive mission for the Professional Development School and/or school university partnership schools that is broader in its outreach and scope than the mission of any partner and that furthers the education profession and its responsibility to advance equity within schools and, by potential extension, the broader community.
 - b. During the academic year, the Resident Clinical Faculty will assist teachers at the Professional Development Schools and/or school university partnership schools in implementing agreed upon instructional changes, assist with implementing school improvement plans and work with individual students and beginning teachers. During the fall and spring semesters, each Resident Clinical Faculty member will also supervise at least one cohort of teacher candidates and other university students assigned to the Professional Development School and/or school university partnership schools. The Resident Clinical Faculty will help facilitate a school-university culture committed to the preparation of future educators that embraces their active engagement in the school

community. The Resident Clinical Faculty will assist in the engagement in and public sharing of the results of deliberate investigations of practice by Professional Development School and/or school university partnership school teachers as well as University teacher candidates.

- c. Each Resident Clinical Faculty will remain a school district employee and not be an employee of the University. However, each Resident Clinical Faculty will adhere to all applicable University policies and rules. The University agrees to reimburse the District for one-half of the average teacher salary and benefits for each of the two Resident Clinical Faculty during the 2025-2026 contract year, Calculations for Resident Clinical Faculty, as set forth in **Exhibit A** attached hereto. It is understood that the Resident Clinical Faculty will work the same number of days as specified in their regular contract, but they may require a modified schedule due to differences in the University and district calendars. The modified schedule must be acceptable to both the University and District personnel office.
 - d. The program will be evaluated by the University and District staff to determine the impact on the University students, the College of Education and Human Services teacher preparation program, the Resident Clinical Faculty, students and teachers at the Professional Development Schools and/or school university partnership school, and the District. Results will be disseminated to the District and to all members of the project.
2. Substitute Teaching. UNF COEHS, the District, and Kelly Services agree to a substitute teaching initiative. At all times during which an Intern is serving as a substitute teacher, the District will ensure that the student is under contract with Kelly Services and being engaged and paid by Kelly Services. At no time during which the Intern is substitute teaching will the Intern be an employee of either the District or the University or be entitled to additional compensation by either the District or the University.

The parties acknowledge that the University is not a party to or a third party beneficiary of the Kelly Services, but that such substitute teaching may fulfill certain University curricular requirements.

3. Information Sharing: Student Records.

- a. With respect to information sharing set forth in **Exhibit B**, the Parties agree to the following:
 - i. To promote to the fullest extent permissible and in compliance with federal law and Florida Statutes (including but not limited Sections 1002.22, 1002.221 and 1002.97, Florida Statutes, and Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g and its regulations codified at 34 CFR part 99) regarding the sharing of PII in student education records and information relevant to the purpose of this MOU.
 - ii. That for purposes of this MOU, each Party shall function as an agent of the other Party with regard to accessing student record information necessary for each Party's performance of its program and alignment of the programs to facilitate improving instruction and quality education. Each Party agrees to the following conditions, as required by 20 U.S.C. section 1232g and 34 C.F.R. section 99.31 (FERPA): (a) Each Party is performing a service or function for which the other

Party would otherwise use its employees; (2) Each Party is under the direct control of the agency or institution with respect to the use and maintenance of education records; and (3) each Party is subject to the requirements of 34 C.F.R. section 99.33(a) governing the use and re-disclosure of personally identifiable information from education records.

- iii. That each Party shall use the PII received from the other Party in partnership in the legitimate educational interest of developing and administering predictive tests, and improving instruction of students, by reviewing the PII to identify best practices and effects on student outcomes, which students need supports and to modify those supports in response to data, aligned with the requirements listed in 34 C.F.R. section 99.31 of the Family Educational Rights and Privacy Act (FERPA). Each Party understands and agrees that the use of the PII shall only be for the express purposes set forth in this MOU, and no other use is authorized.
- b. With respect to PII within the student education records to be shared pursuant to the terms of this MOU, each Party to this MOU agrees to protect the rights of students and clients with respect to records created, maintained, and used by each Party in accordance with state and federal law. It is intended that parents/guardians, students and clients have the rights of access, challenge and privacy with respect to educational records and reports, and that there shall be strict adherence to all applicable laws and regulations pertaining to those rights. To effectuate compliance with legal requirements, the Parties agree to the following regarding the student information to be shared pursuant to this MOU:
 - i. The Parties hereby agree to share electronic student PII across systems, in full compliance with state and federal confidentiality requirements, particularly FERPA, for purposes of each Party's educational studies and for the improvement of student education.
 - ii. The Parties acknowledge that, during the term of this MOU, confidential information of a special and unique nature will be disclosed to each other. Each Party will protect confidential information received from the other Party in a manner that will not permit the personal identification of a child or his or her parent, including foster parent, by persons other than those authorized to receive the records, and each Party shall protect the confidential information from unauthorized access, use or re-disclosure.
 - iii. Each Party shall establish a mutually agreed upon limitation regarding the number of users with access to the student information; it being understood that each Party's authorized personnel (whether paid or non-paid staff) must be under the direct control of the Party with respect to the use and maintenance of the records to be disclosed pursuant to this MOU. Each Party shall deliver in writing its respective authorized representative(s), each of whom shall be only those person(s) who need the confidential information to perform their official duties in connection with the uses of the data authorized in this MOU and each Party's authorized representative(s) (whether paid or non-paid staff) must be under the direct control of the Party with respect to the use and maintenance of the records to be disclosed pursuant to this MOU.
 - iv. Any use, disclosure, or re-disclosure of the confidential information provided by

each Party to the other Party not expressly permitted by this MOU is unauthorized and prohibited. Each Party must ensure that their respective authorized personnel are informed about and aware of the prohibitions regarding the use, disclosure, and re-disclosure of any confidential information provided pursuant to this MOU. Notwithstanding the terms of this section, either Party may disclose confidential information if disclosure is required by law in response to a valid order of a court of competent jurisdiction or authorized government agency, provided that the disclosing Party must provide the other Party prompt notice of the order and at the other Party's request and expense, reasonably cooperate with efforts to receive a protective order or otherwise limit disclosure.

- v. Each Party shall take all steps necessary to safeguard the confidentiality of the data received. Each Party must develop, implement, maintain and use reasonable and appropriate administrative and internal controls, and technical and physical security measures to preserve the confidentiality, integrity, and availability of all data electronically maintained, used, stored, or transmitted pursuant to this MOU.
- vi. Each Party represents to the other Party that each Party: (a) will take appropriate measures to bind each authorized representative of such Party to the requirements of this MOU, and (b) has adopted appropriate disciplinary policies for any of each Party's respective authorized employees who may violate the requirements set forth in this MOU (including, in appropriate circumstances, termination of employment).
- vii. The confidential information of either Party (and any derivative works thereof or modifications thereto) is and will remain the exclusive property of that Party. Neither Party shall possess nor assert any lien or other right against or to confidential information of the other Party.
- viii. Each Party agrees to report in writing within two (2) business days to the other Party any use, disclosure, or re-disclosure of confidential information not authorized by this MOU. Such report must identify: (i) the nature of the unauthorized use, disclosure, or re-disclosure; (ii) the data used, disclosed, or re-disclosed; (iii) the person or entity, if known, who made the unauthorized use or received the unauthorized disclosure, or re-disclosure; (iv) what the reporting Party has done or will do to notify affected persons and to mitigate any deleterious effect of the unauthorized use, disclosure, or re-disclosure; and
- ix. what corrective action the Party has taken or will take to prevent future similar unauthorized use, disclosure, or re-disclosure.
- x. The University agrees that the School shall have the right to review, prior to the University publishing any report or findings related to the study, in order for the School to verify proper techniques are used to avoid any authorized disclosure of PII (It being understood that the PII of students and parents/guardians are to be shared with each Party's authorized representative(s) for the limited purpose of conducting the study pursuant to this MOU, but that results of the study shall not be published in any manner that violates the privacy or confidentiality of the parents and students involved).

- xi. Upon the expiration or termination of this MOU, each Party shall, within sixty (60) days, destroy any and all records containing PII received from the other Party. Each Party shall send written notice to the other Party confirming this requirement has been achieved. This covenant shall survive the expiration or termination of this MOU.
4. FERPA. A copy of the MOU and the Addendum will be shared with the Chief Operating Officer of the Kelly Services. A written assurance from the Kelly Services that Kelly Services, in connection with an Intern's engagement as a substitute teacher, will comply, to the extent applicable, with FERPA, as more particularly provided in section 5(c) of the Agreement.
5. Term: Renewals. The term of this MOU commences on the Effective Date and expires July 31, 2026. Notwithstanding the foregoing, the Parties agree that the term of this MOU renewed and extended for five (4) additional one year renewal periods (with the last potential renewal expiring on September 30, 2028), unless both parties agree to a new or revised MOU to succeed this MOU or either Party provides ninety (90) days written notice to the other Party to terminate this MOU, with such termination date to be effective in ninety (90) days or such subsequent date specified in the notice. If this MOU is terminated for convenience as provided herein, both Parties will be relieved of all obligations under this MOU except for those obligations that expressly survive the expiration or termination of this MOU.
6. Default. In addition to the termination for convenience provisions set forth in section 5 Term Renewals, this MOU may be terminated upon an uncured event of default. Upon an event of default, the non-breaching Party shall send written notice to the breaching Party specifying the default. The breaching Party shall have ten (10) days to cure the default, and if the default cannot reasonably be cured within ten (10) days, the breaching Party shall initiate and diligently pursue the cure of the default until completion within thirty (30) days. If the default is not cured, then the non-breaching Party may immediately terminate this MOU upon written notice take such other action as may be necessary and appropriate to protect the interests of the affected parties.
7. No Fees. Neither Party shall be responsible for the payment of fees or expenses to the other Party for the performance of this MOU; it being understood that each Party shall be responsible for payment of its own respective costs (if any) to implement the provisions of this MOU.
8. Indemnification; Insurance. The University and the District agree to be fully responsible for their own acts of negligence, or their respective agents' acts of negligence when acting within the scope of their employment, and agree to be liable for any damages resulting from said negligence subject to the limitations and defenses provided by Section 768.28, Florida Statutes. Nothing herein is intended to serve as waiver of sovereign immunity by the School or the University. Each Party certifies to the other Party that each such Party is self-insured pursuant to the provisions of §768.28(16), F.S., for tort liability in anticipation of any claim which it might be liable to pay pursuant to that section. Worker's compensation coverage is also self-insured at levels conforming to statutory requirements.
9. No Third Party Beneficiaries. The Parties expressly acknowledge that it is not their intent to create or confer any rights or obligations in or upon any third person or entity under this MOU.

None of the Parties intend to directly or substantially benefit a third party by this MOU. The Parties agree that there are no third party beneficiaries to this MOU and that no third party shall be entitled to assert a claim against any of the Parties based upon this MOU. Nothing herein shall be construed as consent by an agency or political subdivision of the State of Florida to be sued by a third parties in any manner arising out of this MOU.

10. Non-Discrimination. Each Party represents and warrants to the other Party that such Party does not and will not engage in discriminatory practices and that there shall be no discrimination in connection with such Party's performance under the MOU on account of a person's actual or perceived identity with regard to race, color, religion, gender or gender identity, age, marital status, disability, sexual orientation, political or religious beliefs, national or ethnic origin, veteran status, any other protected status under applicable law, or any other distinguishing physical or personality characteristics. Each Party further covenants that no otherwise qualified individual shall, solely by reason of his/her actual or perceived identity with regard to race, color, religion, gender or gender identity, age, marital status, disability, sexual orientation, political or religious beliefs, national or ethnic origin, veteran status, any other protected status under applicable law, or any other distinguishing physical or personality characteristics, be denied the benefits of, or be subjected to discrimination, or be denied access and services, under any provision of the MOU.
11. Public Records. This Agreement is subject to Florida's Public Records Laws, Chapter 119, Florida Statutes. University and District understand the broad nature of these laws and, as to matters covered by this Agreement, agree to comply with Florida's public records laws and laws relating to records retention. In compliance with section 119.0701, Florida Statutes, University and District agree to:
 - Keep and maintain public records required by the District or the University in order to meet its obligations hereunder.
 - Upon request from the District's or University's custodian of public records, provide the other with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided in the Chapter 119, Florida Statutes or as otherwise provided by law.
 - Ensure that public records that are exempt from public records disclosure requirements are not disclosed except as authorized by law for the duration of the Agreement term and following completion of the Agreement to the extent District or University does not transfer the records to the other.

Upon completion of the Agreement, transfer, at no cost, to the other all public records in its possession or keep and maintain public records required by the other to meet its obligations hereunder. If it keeps and maintains public records upon completion of the Agreement, it shall meet all applicable requirements for retaining public records. All records stored electronically must be provided to the other, upon request of the other's custodian of public records, in a format that is compatible with the information technology systems of the other.

IF UNIVERSITY OR DISTRICT HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO THE UNIVERSITY'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THE AGREEMENT, CONTACT THE CUSTODIAN OF PUBLIC RECORDS AT THE ADDRESS AND PHONE NUMBER BELOW.

Jennifer Shepard
Director of School Improvement, Professional Learning, and Assessment 900 Walnut Street
Green Cove Springs, FL 32043 (904) 336-6950

Stephanie Howell
Office of the General Counsel 1 UNF Drive
Jacksonville, Florida 32224
(904) 620-1028

Dawn Posey
BAF Assistant Superintendent Business Affairs 900 Walnut Street
Green Cove Springs, FL 32043 (904) 336-6722

12. Insurance. The University is self-insured through the State of Florida Risk Management Trust Fund, established pursuant to Section 284.30, Florida Statutes and administered by the State of Florida, Department of Financial Services. The University certifies that it maintains and agrees to continue to maintain during the term of this MOU, workers compensation, general and professional liability protection coverage through the Risk Management Trust Fund, and that this protection extends to the University, its officers, employees, and agents, and covers statutory liability exposure to the limitations described in Section 768.28, Florida Statutes. The University will convey a copy of its current Certificate of Coverage upon request. Nothing herein is intended to serve as a waiver of sovereign immunity or will be construed as consent by the University to be sued by third parties. The University shall insure that the District receives immediate notification of reduction in or cancellation of coverage.

The District certifies that it is self-insured pursuant to the provisions of 768.28, F.S., for tort liability in anticipation of any claim, which it might be liable to pay pursuant to that section. Worker's compensation coverage is also self-insured at levels conforming to statutory requirements. Such liability and worker's compensation self-insurance supersedes any insurance obligation imposed on the District in the MOU. The District shall insure that University receives immediate notification of reduction in or cancellation of coverage.

13. Indemnification. The University and District agree to be fully responsible for their own acts of negligence, or their respective agents' acts of negligence when acting within the scope of their employment, and agree to be liable for any damages resulting from said negligence subject to the limitations and defenses provided by Section 768.28, Florida Statutes.
14. Sovereign Immunity. Nothing herein is intended to serve as a waiver of sovereign immunity by the District or the University. Nothing herein shall be construed by District or the University to be sued by third parties for any matter arising out of or relating to this MOU.
15. Subcontractors. If University is permitted to subcontract any of the work set forth in the Agreement, University shall ensure that each subcontractor complies with all provisions of the Agreement. University will remain liable for the acts and omissions of such subcontractor(s) and the proper performance and delivery of the products and/or services set forth in the Agreement.

It is the policy of the District that directly negotiated contracted services authorized by District Policy 7.41 shall not be brokered. Specifically, the University must perform at least fifty percent (50%) of the services to be provided to the District in lieu of said services being provided by any

subcontractor(s). Inasmuch as this Agreement is authorized by the District to be signed pursuant to Policy 7.41, the University represents and warrants to the District that at least fifty percent (50%) of the services to be provided under this Agreement will be provided directly by the University.

16. Exhibits and Addenda. This Memorandum of Understanding includes and incorporates the terms of the "Addendum to Clay and UNF Memorandum of Understanding" a copy of which Addendum is attached hereto, as **Exhibit C**.

This Memorandum of Understanding shall take effect on the date of execution by all parties and shall terminate at the end of the 2025-2026 school year.

THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA

By:



David Broskie
Superintendent of Schools

By:



Erin Skipper, Chairman
Office of Legal Services

THE UNIVERSITY OF NORTH FLORIDA, BOARD OF TRUSTEES

By:

DocuSigned by:



4EDFB1FB93BF44D...
Scott Bennett, Vice President
Administration and Finance

By:

DocuSigned by:



33B6CE616AEF4AA...
Jennifer Kane, Associate Dean
College of Education and Human Services

Exhibit A

Calculations for Resident Clinical Faculty

Calculations for Resident Clinical Faculty Salary

Benefits @ 33.66%

Retirement = 11.91%

FICA/Medicare = 7.65%

Health = 12.37%

Workers Compensation = 1.43%

Name of Employee	Salary	Benefits	Total Salary plus Benefits	50%
Resident Clinical Faculty #1	\$55,655.00	\$19,540.47	\$75,195.47	\$37,597.74
Resident Clinical Faculty #2	\$55,655.00	\$19,540.47	\$75,195.47	\$37,597.47
				<u>\$75,195.47</u>

EXHIBIT B

SCOPE OF STUDY AND PII TO BE DISCLOSED

Purpose of Study: The purpose of the study is to develop, validate and administer predictive tests, improve instruction for grades K through 12, and assess programs that provide the best outcomes in order to duplicate and improve those results throughout Clay County.

UNF agrees to the following:

1. Individual information for District teachers, and students will never be released to anyone who is not directly involved in the evaluation of the specific program for which the data is being provided.
2. If Personal Identifying Information (PII) is included in the data files used for the analysis, it will be removed at the first possible step to ensure data files are anonymized.
3. Provide an analysis of the outcomes of the University's educator graduates by program in in the District unless it identifies individual teachers.
4. Data files will be destroyed or returned to the District upon the completion of the analysis.

The District agrees to the following:

1. Educational information necessary for the evaluation of the curricular program will be provided for the evaluation after discussion with the analyst.
 - a. Student growth scores: The Council for the Accreditation of Educator Preparation (CAEP) and the Florida Department of Education (FDOE) require UNF to report student growth scores for each completer employed in a Florida public P-12 school.
 - b. Teacher Evaluation Results: CAEP requires evidence of teaching effectiveness from multiple data sources, including classroom observation.
 - c. Tripod Survey responses (the MET project): CAEP requires evidence of teaching effectiveness from multiple data sources, including student survey response, for purposes of triangulation.
 - d. Employer satisfaction survey: CAEP and FDOE require feedback from employers on program preparation to be used for program enhancement.
 - e. Completer satisfaction survey: CAEP and FDOE require feedback from completers about their preparation for teaching.
 - f. Completers' achievements, such as promotion or awards: CAEP requires documentation of UNF completers' achievements as part of the overall quality assurance system.
 - g. Employment verification from District Charter Schools: FDOE calculates the percentage of graduates employed when scoring continued program approval. Charter schools are not currently included in FDOE's data files, so UNF requests an annual verification of UNF graduates employed in District Charter Schools.
 - h. De-identified student data collected by field and internship students as part of their Impact on Student Learning projects: CAEP and FDOE require evidence that candidates are prepared to assess and use data to improve student learning.
2. PII will be provided only at the level necessary for the accurate identification of participants in the program when needed.
3. The District's Office of Accountability and Assessment will work with the analyst at UNF to ensure only the information necessary for the analysis is shared and that the data provided is appropriately safeguarded.

Information to be Shared: Each Party shall only have access to the other Party's information on an as-needed basis for this MOU, and with "view only" access to the databases. The specific personally identifiable student information to be shared pursuant to this MOU is the following:

1. First name
2. Last name
3. District's School Name
4. Gender
5. Race
6. Disabilities - Y / N
7. Free and Reduced Lunch - Y / N
8. English as a second language - Y / N
9. Such other PII as the Parties reasonably determine is necessary to conduct the study contemplated by this MOU

DRAFT

Exhibit C

Addendum to Clay/UNF Memorandum of Understanding (Professional Development Schools Program)

The University worked in collaboration with District personnel to select partnership schools for Fall 2025 and Spring 2026. There is an attached addendum for the elementary and secondary education levels to be included with the MOU. This will be approved by both the District and the University, identifying the school, the courses taught, the student selection process, and the scope of activities.

Elementary PDS and Partner Schools

Grove Park Elementary (PDS)
S. Bryan Jennings Elementary (Partner School)
W. E. Cherry (Partner School)

Possible Undergraduate Courses:

- EDE 4990 Final Internship
- EDG 3321 Elementary Field Experience I
- EDG 3322 Elementary Field Experience II
- EDG 4442 Elementary Field Experience III

Scope of Work: Shaundricka Medlock will serve as the Resident Clinical Faculty member for the Clay County Elementary PDS Grove Park Elementary. District/University established partner schools in the Grove Park "family" of schools includes W.E. Cherry Elementary and S. Bryan Jennings Elementary. Shaundricka Hope will serve as the liaison to UNF for the Elementary "family" of schools including but not limited to overseeing the field placements and course work at these schools.

Selection: Undergraduate teacher candidates are grouped into cohorts. Students will select to participate in a Clay County cohort. Each cohort is then assigned to the PDS or partner schools in the Elementary "family" of schools. The RCFs will work with each school's administration along with the UNF Director of Clinical Practice and Educational Partnerships to match teacher candidates with mentor teachers and also to determine which courses will be taught at which school.

Secondary PDS and Partner Schools:

Orange Park Junior High
Orange Park High

Possible Undergraduate Courses

- ESE4943: Student Internship
- EDF3945: Field Laboratory I
- EDF3946: Field Laboratory II

Scope of Work: Kerri Bell will serve as the Resident Clinical Faculty member for Orange Park High School and Orange Park Junior High. The RCF will provide instruction for students enrolled in courses as well as provide professional support, including but not limited to curricular planning and instruction, for and with the teachers, staff and administration OPHS.

Selection: Students will self-select for the co-requisite courses offered at the PDS and Partner Schools.

Students will be placed by the University and District at appropriate placements in the Clay “family” of schools.

Across the Clay County “Family” of PDS and Partner Schools

UNF piloted a Mentor Teacher Leader Academy in Fall 2021. If it should continue, Principals and RCFs recommend at least 1 participant per PDS and partner school. Recommended participants apply to the UNF Graduate School. UNF may support these students by paying for the tuition and fees for the five courses in the Teacher Leadership and Mentoring Graduate Certificate pending their acceptance in the UNF Graduate School. Participants may be responsible for some fees along with texts and any required class materials for each course.

Courses:

Coaching and Mentoring

Teacher Inquiry

Multicultural and Urban Education

Action Research for Teacher Leaders

Designing Curriculum and Facilitating Professional Learning for the Adult Learner

End of Document



DEPARTMENT OF FINANCIAL SERVICES
Division of Risk Management

**STATE RISK MANAGEMENT TRUST FUND
GENERAL LIABILITY
CERTIFICATE OF COVERAGE**

Policy Number: GL-0261 General Liability
Certificate of Coverage

Name Insured: University of North Florida

General Liability Coverage provided pursuant to Chapter 284, Part II, Section 768.28, Florida Statutes, and any rules promulgated thereunder.

Coverage Limits:

General Liability: \$200,000.00 each person
\$300,000.00 each occurrence

Inception Date: July 1, 2025

Expiration Date: July 1, 2026

CHIEF FINANCIAL OFFICER



DEPARTMENT OF FINANCIAL SERVICES
Division of Risk Management

STATE RISK MANAGEMENT TRUST FUND
GENERAL LIABILITY
CERTIFICATE OF COVERAGE

In consideration of the provisions and stipulations contained herein or added hereto and for the premium charged, the State Risk Management Trust Fund, hereinafter referred to as the "Fund", certifies that the State department or agency named in this certificate is hereby provided general liability coverage. Coverage shall be effective on the inception date at 12:01 a.m. standard time.

This certificate is comprised of the foregoing provisions and stipulations, together with such other provisions and stipulations as may be added hereto by the Fund in the future:

I. COVERAGES

General Liability Coverage--Bodily and Property Damage

To pay on behalf of the insured all sums which the insured shall become legally obligated to pay as damages for injury or loss of property, personal injury, or death caused by the negligent or wrongful act or omission of any officer, employee, agent or volunteer of the named insured, as such terms may be further defined herein or by administrative rule, while acting within the scope of his office or employment, pursuant to the provisions and limitations of Chapter 284, Part II and Section 768.28, Florida Statutes.

II. DEFENSE, SETTLEMENT, SUPPLEMENTARY PAYMENTS

With respect to such coverage as is afforded by this certificate, the Fund shall:

- (a) defend any proceeding against the insured seeking such benefits and any suit against the insured alleging such injury and seeking damages on account thereof, even if such proceeding or suit is groundless, false, or fraudulent. The Fund will investigate all claims filed against the insured in order to determine the legal liability of the insured and to determine damages sustained by the claimant. The Fund will negotiate, settle, or deny the claim based on these findings and appropriate Florida law.
- (b) pay all premiums on bonds to release attachments and on appeal bonds required in any such defended suit for an amount not in excess of the applicable limit of liability established in this certificate;
- (c) pay all expenses incurred by the Fund, all costs taxed against the insured in any such suit, and all interest accruing after entry of judgment until the Fund has paid, tendered, or deposited in court that part of such judgment as does not exceed the limit of the Fund's liability thereon;
- (d) pay expenses incurred by the insured for such immediate medical relief to others as shall be imperative at the time of the accident.

III. DEFINITIONS

- (a) Named Insured - The department or agency named herein.
- (b) Insured - State department or agency named herein, their officers, employees, agents or volunteers.
- (c) Volunteer - Any person who of his own free will, provides goods or services to the named insured, with no monetary or material compensation as defined in Chapter 110, Part IV, Florida Statutes.
- (d) Agent - Any person not an employee, acting under the direct control and supervision of a state agency or department, for the benefit of a state agency or department.
- (e) Automobile - A land motor vehicle, trailer, or semi-trailer designed and licensed for use on public roads (including machinery or apparatus attached thereto), but does not include mobile equipment.
- (f) Mobile Equipment - A land vehicle (including machinery or apparatus attached thereto), whether or not self-propelled;
 - (1) not subject to motor vehicle registration, or

- (2) maintained for use exclusively on premises owned by or rented to the named insured, including the ways immediately adjoining, or
- (3) designed for use principally off public roads, or
- (4) designed or maintained for the sole purpose of affording mobility to equipment of the following types forming an integral part of or permanently attached to such vehicle; power cranes, shovels, loaders, diggers and drills; concrete mixers (other than the mix-in-transit type); graders, scrapers, rollers and other road construction or repair equipment; air-compressors, pumps and generators, including spraying, welding, and building cleaning equipment; and geophysical exploration and well-servicing equipment.

IV. EXCLUSIONS

This certificate does not apply:

- (a) to bodily injury or property damage arising out of the ownership, maintenance, operation, use, loading or unloading of:
 - (1) any automobile owned or operated by or rented or loaned to any insured, or
 - (2) any other automobile operated by any person in the course of his employment by any insured, but this exclusion does not apply to the parking of an automobile on premises owned by, rented to, or controlled by the named insured or the ways immediately adjoining, if such automobile is not owned by, rented, or loaned to any insured;
- (b) to any action which may be brought against the named insured by anyone who unlawfully participates in riot, unlawful assembly, public demonstration, mob violence, or civil disobedience if the claim arises out of such riot, unlawful assembly, public demonstration, mob violence, or civil disobedience;
- (c) to any obligation for which the insured or the Fund may be held liable under any employer's liability or workers' compensation law;
- (d) to property damage to property owned or occupied by the insured;
- (e) to property damage to premises alienated by the insured arising out of such premises or any part thereof;
- (f) to loss of use of tangible property which has not been physically injured or destroyed, resulting from:
 - (1) a delay in or lack of performance by or on behalf of the named insured of any contract or agreement;
 - (2) the failure of the named insured's products, or work performed by or on behalf of the named insured to meet the level of performance, quality fitness, or durability warranted or represented by the named insured;
- (g) to property damage to the named insured's products arising out of such products or any part of such products;
- (h) to property damage to work performed by or on behalf of the named insured arising out of the work or any portion thereof, or out of materials, parts, or equipment furnished in connection therewith;

DFS-D0-863

Effective 07/23

Rule 69H-2.004, F.A.C.

- (i) eminent domain proceedings or damage to persons or property of others arising therefrom;
- (j) to punitive damages;
- (k) to actions of insureds committed in bad faith or with malicious purpose or in a manner exhibiting wanton and willful disregard of human rights, safety, or property;
- (l) to professional medical liability of the Board of Regents, the physicians, officers, employees, or agents of the Board;
- (m) to liability related in any way with nuclear energy;
- (n) to liability assumed by the insured under any contract or agreement;
- (o) to final judgments in which the insured has been determined to have caused the harm intentionally;
- (p) to awards for injunctive, declaratory, or prospective relief rendered against an insured by any federal or state court, agency or commission.

V. CONDITIONS

A. Premium

Premium charges shall be assessed in accordance with the provisions of Chapter 284, Part II, Florida Statutes, and any rules promulgated thereunder utilizing a retrospective rating arrangement premium calculation method whereby 80% of the premium is based on losses actually incurred by the insured and 20% is based on the changes in risk exposures (employees, etc.) of an insured. The premium must be paid promptly by an insured agency from its operating budget upon receiving the premium bill or invoice.

B. Audit

The Fund shall be permitted to examine and audit the insured's books and records at any time during the term of this coverage and any extension thereof, and within three years after the final termination of this coverage, as far as they relate to the premium bases or the subject matter of this coverage.

C. Insured's Duties in the Event of Occurrence, Claim or Suit

- (1) **Event of Occurrence**
Written notice containing particulars sufficient to identify the insured, along with reasonably obtainable information with respect to the time, place and circumstances thereof, the names and addresses of the injured and all known witnesses, shall immediately be given by or for the insured to the Fund.
- (2) **Notice of Claim or Suit**
If claim is made by suit brought against the insured, the insured shall immediately forward to the Fund every demand, notice, summons, or other process received by him or his representative. Failure by the insured to advise the Fund of a claim or suit prior to a settlement agreement or the insured otherwise obligating itself, shall void coverage by the Fund, for that claim.
- (3) **Assistance and Cooperation of the Insured**
The insured shall cooperate with the Fund and, upon the Fund's request, assist in making settlements, in the conduct of suits and in enforcing any right of contribution or indemnity against any person or organization who may be liable to the insured because of injury or damage with respect to which coverage is afforded under this certificate, and the insured shall upon request, make available all agency records pertaining to a specific claim, shall attend hearings and trials and assist in securing and giving evidence and obtaining the attendance of witnesses. The insured shall not, except at his own cost, voluntarily make any payment, assume any obligation or incur any expenses other than for first aid to others at the time of accident.

(4) Action Against the Fund

No action shall lie against the Fund unless, as a condition precedent thereto, the insured shall have been in full compliance with all of the terms of this certificate and the provisions of applicable Florida Statutes.

(5) Severability of Interest

The term "the insured" is used severally and not collectively, but the inclusion herein of more than one insured shall not operate to increase the limits of the Fund's liability.

(6) Limits of Liability

The limit of liability expressed as applicable to "each person" is the limit of the Fund's liability for all damages, including damages for care and loss of services, arising out of personal injury and property damage sustained by one person as a result of any one occurrence; but the total liability of the Fund for all damages sustained by two or more persons as a result of any one occurrence shall not exceed the limit of liability as applicable "each occurrence".

(7) Other Insurance

If there is insurance applicable to any claim, the coverage extended by this certificate shall apply only as excess insurance over any and all other applicable insurance.

(8) Terms of Coverage

This certificate is issued for the purpose of confirming coverage as contemplated by Chapter 284, Part II, Florida Statutes. In the event of any conflict between provisions or coverages in this certificate and the provisions of any Florida Statutes or laws including, but not limited to the aforesaid, said statutes and laws shall control.

(9) Cancellation

Failure of the Fund to receive the amount of premiums billed to the insured agency within the time frames allowed by law may result in cancellation of the certificate of coverage. Payments must be made promptly from the insured's operating budget upon receipt of the premium bill as specified in Section 284.36, Florida Statutes, and lack of prompt payment will result in a request from the Fund to the Comptroller to transfer premiums from any available funds of the delinquent agency under the provisions of Section 284.44(7), Florida Statutes.

D. Self-Insurance Coverage

Coverage for defending and paying claims under this certificate is provided under the authority of Chapter 284, Florida Statutes, wherein the state is authorized to administer a self-insurance program. Provision of this certificate does not constitute the issuance of insurance other than on a self-insurance basis, and payment of any covered claim obligations is contingent upon availability of legislative funding.

School Board of Clay County

September 3, 2026 - Regular School Board Meeting

Title

C9 - Memorandum of Understanding between Clay County District Schools and Georgia Southern University.

Description

This agreement is between Clay County District Schools and Georgia Southern University for GSU students to participate in applied education experiences under the direction of a certified educator in Clay County schools.

Gap Analysis

Without this agreement, interns and pre-interns cannot be placed in Clay County District Schools and would thereby prevent potential teacher candidates from choosing Clay to begin their career.

Previous Outcomes

Clay County District Schools currently has agreements with 34 Colleges/Universities, and this is a new agreement with GSU.

Expected Outcomes

Placement of interns provides teacher candidates with real-world experiences that better prepares them for the rigors of classroom teaching. Georgia Southern University is currently requesting placement of one student.

Strategic Plan Goal

Goal 2: Talent Recruitment, Development, and Retention

Strategy 1.1: Develop strategic partnerships with organizations and universities to source new talent for a diverse workforce that is effective and highly-qualified for non-instructional, instructional, and administrative positions throughout CCDS

Recommendation

That the Clay County School Board approve the agreement between Clay County District Schools and Georgia Southern University.

Contact

Roger Dailey, Chief Academic Officer, 904.336.6904 roger.dailey@myoneclay.net

Financial Impact

\$0

Review Comments

Attachments

📎 [270005 Georgia Southern University and Clay MOU.pdf](#)

FOLLOW ALL PROCEDURES ON BACK OF THIS FORM

270005

Contract # _____
Number Assigned by Purchasing Dept.



CONTRACT REVIEW

BOARD MEETING DATE:

WHEN BOARD APPROVAL IS REQUIRED DO
NOT PLACE ITEM ON AGENDA UNTIL
REVIEW IS COMPLETED

☐ Must Have Board Approval over \$100,000.00

Date Submitted: 05/27/2026

Name of Contract Initiator: Jennifer Shepard

Telephone #: 904 336 6951

School/Dept Submitting Contract: Professional Learning

Cost Center # 9009

Vendor Name: Georgia Southern University

Contract Title: Georgia Southern University MOU for Applied Education Experience

Contract Type: New ☒ X Renewal ☐ Amendment ☐ Extension ☐ Previous Year Contract #

Contract Term: 08/01/2026-07/31/2029

Renewal Option(s): Renew in writing

Contract Cost: \$0

☐ **BUDGETED FUNDS – SEND CONTRACT PACKAGE DIRECTLY TO PURCHASING DEPT**

Funding Source: Budget Line # _____

Funding Source: Budget Line # _____

☐ **NO COST MASTER (COUNTY WIDE) CONTRACT - SEND CONTRACT PACKAGE DIRECTLY TO PURCHASING DEPT**

☐ **INTERNAL ACCOUNT - IF FUNDED FROM SCHOOL IA FUNDS – SEND CONTRACT PACKAGE DIRECTLY TO SBAO**

REQUIRED DOCUMENTS FOR CONTRACT REVIEW PACKAGE (when applicable):

☒ Completed Contract Review Form

☒ SBAO Template Contract or other Contract (NOT SIGNED by District / School)

☐ SIGNED Addendum A (if not an SBAO Template Contract) - **When using the Addendum A, this Statement MUST BE included in the body of the Contract:**

"The terms and conditions of Addendum A are hereby incorporated into this Agreement and the same shall govern and prevail over any conflicting terms and/or conditions herein stated."

☒ Certificate of Insurance (COI) for General Liability & Workers' Compensation that meet these

requirements: **Must list the School Board of Clay County, Florida as an Additional Insured and Certificate Holder. Insurer must be rated as A- or better.**

General Liability = \$1,000,000 Each Occurrence & \$2,000,000 General Aggregate.

Auto Liability = \$1,000,000 Combined Single Limit (\$5,000,000 for Charter Buses).

Workers' Compensation = \$100,000 Minimum

[If exempt from Workers' Compensation Insurance, vendor/contractor must sign a Release and Hold Harmless Form. If not exempt, vendor/contractor must provide Workers' Compensation coverage].

☐ State of Florida Workers Comp Exemption (<https://apps.fldfs.com/bocexempt/>) (If Applicable)

☐ Release and Hold Harmless (If Applicable)

****AREA BELOW FOR DISTRICT PERSONNEL ONLY ****

CONTRACT REVIEWED BY:	COMMENTS BELOW BY REVIEWING DEPARTMENT
Purchasing Department	No cost
Review Date	
School Board Attorney JPS 7/23	Legally sufficient.
Review Date	
Other Dept. as Necessary	
Review Date	
PENDING STATUS: ☐ YES ☐ NO	IF YES, HIGHLIGHTED COMMENTS ABOVE MUST BE CORRECTED BY INITIATOR
FINAL STATUS	DATE: _____

MEMORANDUM OF UNDERSTANDING CONCERNING
AFFILIATION OF STUDENTS FOR APPLIED EDUCATION EXPERIENCE

This is a Memorandum of Understanding on the part of **School Board of Clay County**, hereinafter referred to as "Facility," and **Georgia Southern University**, hereinafter referred to as "University."

A. PURPOSE:

(1) The purpose of this Memorandum of Understanding is to guide and direct the parties respecting their affiliation and working relationship, inclusive of anticipated future arrangements and agreements in furtherance thereof, to provide high quality applied learning experiences for university students in the University's **Department of Human Ecology**, while at the same time enhancing the resources available to the Facility for the providing of services to its clients/general public.

(2) Neither party intends for this Memorandum to alter in any way their respective legal rights or their legal obligations to one another, to the university students and faculty assigned to the Facility, or as to any third party.

(3) For purposes of this understanding, the term "university student" shall be defined as a person who is enrolled as a student in the University's **Department of Human Ecology**, and who is receiving education experience under the provisions of this understanding. The term "client/general public" shall be defined as any recipient of the Facility's services.

(4) Facility and University agree that this Memorandum shall not create nor imply the creation of any contractual, employment, agency, consulting, or other agreement between the University Students and the Facility or between the University's faculty and the Facility.

B. GENERAL UNDERSTANDING:

(1) The courses of instruction (i.e., applied education programs) to be provided will be of such content, and cover such periods of time as may from time to time be mutually agreed upon by the University and the Facility. The starting and ending date for each program shall be agreed upon at least one month before the program commences.

(2) The number of university students designated for participation in an applied education

program will be mutually determined by agreement of the parties and may at any time be altered by mutual agreement. All university student participants must be mutually acceptable to both parties and either party may withdraw any university student from a program based upon perceived lack of competency on the part of the university student, the university student's failure to comply with the rules and policies of the Facility or the University, or, for any other reason where either party reasonably believes that it is not in the best interest of the program for the university student to continue.

(3) There shall be no discrimination on the basis of race, national origin, religion, creed, sex, sexual orientation, age, disability, veteran's status, or any other protected class in either the selection of university students for participation in the program, or as to any aspect of the clinical training; provided, however, that with respect to a disability, the disability must not be such as would, even with reasonable accommodation, in and of itself, preclude the university student's effective participation in the program.

C. FACILITY RESPONSIBILITIES:

(1) The Facility will retain responsibility for the services to its clients/general public and will maintain administrative and professional supervision of university students insofar as their presence and program assignments affect the operation of the Facility and its services to its clients/general public.

(2) The Facility will provide adequate clinical facilities for participating university students in accordance with the educational objectives developed through cooperative planning by the University's departmental faculty and the Facility's staff.

(3) The Facility will use its best efforts to make conference space and classrooms available as may be necessary for teaching and planning activities in connection with applied education programs.

(4) Facility staff shall, upon request, assist the University in the evaluation of the learning and performance of participating university students.

(5) The Facility shall provide for the orientation of both University faculty and participating university students as to the facilities, philosophies, rules, regulations and policies of the Facility.

(6) Subject to the Facility's overall supervisory responsibility for services to its clients/general

public, it may permit appropriately credentialed faculty members to provide such development services at the Facility as may be necessary for teaching purposes.

D. UNIVERSITY RESPONSIBILITIES:

(1) The University will use its best efforts to see that university students selected for participation in the applied education program are prepared for effective participation in the applied education phase of their overall education. The University will retain ultimate responsibility for the education of its university students.

(2) Prior to the commencement of an applied education program, the University will, upon request, provide responsible Facility officials with such university student records as will adequately disclose the prior education and related experiences of prospective university student participants.

(3) The University will use its best efforts to see that the applied education programs at the Facility are conducted in such a manner as to enhance the Facility's services to its clients/general public. Only those university students who have satisfactorily completed the prerequisite didactic portion of their curriculum will be selected for participation in a program.

(4) The University will not assign any faculty member to the Facility in connection with the operation of the program who does not have appropriate credentials and will keep evidence of the credentials of all assigned faculty on file with the Facility at all times.

(5) (a) The University will require all participating faculty and university students to show proof of liability insurance in an amount satisfactory to the University and the Facility. Upon request, evidence of such insurance will be provided.

(b) The University will require all participating faculty and university students to show proof of health insurance if required by the Facility, in an amount satisfactory to the Facility. Upon request, evidence of such insurance will be provided.

(6) The University will encourage university student compliance with the Facility's rules, regulations and procedures, and use its best efforts to keep university students informed as to the same and any changes therein. Specifically, the University will keep each participating university student apprised of his or her responsibility:

(a) To follow the administrative policies, standards and practices of the Facility when the

university student is in the Facility.

(b) To provide the necessary and appropriate uniforms and supplies required where not provided by the Facility.

(c) To report to the Facility on time and to follow all established regulations during the regularly scheduled operating hours of the Facility.

(d) To conform to the standards and practices established by the University while training at the Facility.

(e) To keep in confidence all medical, health, personal, and educational information pertaining to particular clients/general public.

E. MUTUAL RESPONSIBILITIES:

(1) The parties will work together to maintain an environment of quality applied education experiences and quality client/general public services. At the instance of either party a meeting or conference will be promptly held between University and Facility representatives to resolve any problems or develop any improvements in the operation of the contemplated applied education programs.

(2) Unless sooner canceled as provided below, the term of this affiliation for applied education experience shall be three years, commencing on **August 1, 2026** and ending on **July 31, 2029**. This working relationship and affiliation may be renewed by mutual written consent of the parties. It may also be canceled at any time by either party upon not less than ninety (90) days' written notice in advance on the next applied education experience.

[Signature Page Follows]

Academic Department: **Department of Human Ecology**
Program: **Human Development and Family Sciences**

APPLIED EDUCATION FACILITY:

UNIVERSITY:

School Board of Clay County
900 Walnut Street
Green Cove Springs, FL. 32043

Georgia Southern University
Post Office Box 8020
Statesboro, GA 30460-8020

By: _____
(Authorized Official),

Dr. Kyle Marrero, President

Title: _____

STATE OF GEORGIA
DEPARTMENT OF ADMINISTRATIVE SERVICES
CERTIFICATE OF INSURANCE

Name and Address of Agency Department of Administrative Services Risk Management Services 200 Piedmont Avenue SE Suite 1220 West Tower Atlanta, Georgia 30334-9010	Coverages Afforded By:		
	Company Letter	A	State of Ga. Risk Management Services
	Company Letter	B	Nationwide Casualty Company
	Company Letter	C	
	Company Letter	D	
Name and Address of Insured BOR-Georgia Southern University P.O. Box 8104 Statesboro, GA 30460	Company Letter	E	

This certificate is given as a matter of information only and confers no rights upon the certificate holder. Notwithstanding any requirement, term or condition of any contract or other document with respect to which this certificate may be issued or may pertain, the insurance afforded by the policy(ies) described herein is subject to all the terms, exclusions and conditions of such policy(ies). This certificate does not amend, extend or otherwise alter the coverages afforded by the policy(ies) described herein.

COMPANY LETTER	TYPES OF INSURANCE	POLICY NUMBER	POLICY EXPIRES	LIMITS APPLY SEPARATELY PER POLICY
A	COV. LIABILITY (GL, MEDICAL MALPRACTICE) A TORT CLAIMS LIABILITY POLICY. State agency or Authority is insured When sued in state courts.	TCP 401-14-26	6/30/2026	BODILY INJURY & PROPERTY DAMAGE & PERSONAL INJURY COMBINED
A	B EMPLOYEE LIABILITY POLICY. Employee is insured when sued Individually.	CGL 401-14-26	6/30/2026	PER PERSON \$1,000,000
	C STATE AUTHORITY POLICY. Coverage applies when Authority. is sued in federal court			AGGREGATE \$3,000,000
				OCCURRENCE POLICIES (X)
A	Contractual and/or Additional Insured Coverage applies to Certificate Holder if policy A B C is checked			
	D COV. AUTOMOBILE LIABILITY COVERAGE Owned, rented, and non-owned automobiles when Agency or Authority is sued in state court or employee is sued in federal court	TCP 401-14-26	6/30/2026	C.S.L PER PERSON \$1,000,000
	E Physical Damage Coverage			AGGREGATE \$3,000,000
				Other than Coll. 500 Ded. Coll. 500 Ded.
	F Excess Authority Coverage when Authority is sued in federal court			LIMITS SHOWN INCLUDE THE LIMITS OF LIABILITY SHOWN UNDER COVERAGES C-D FOR AUTHORITIES ONLY SINGLE LIMIT LIABILITY:
	G Excess Contractual and /or additional insured coverage when certificate holder is sued in federal or state court yes no			
A	H WORKER'S COMP. COVERAGE	SELF-INSURED	NONE	STATUTE
B	COV. MISC. COVERAGE I Property J Other Fidelity Bond	FCO2308758	6/30/2026	\$50,000,000

DESCRIPTION OF OPERATIONS/LOCATIONS/VEHICLES

Contractual Liability is NOT provided and the Certificate Holder is NOT an additional insured. Coverage applies to state employees while performing state assigned duties.

CANCELLATION:

In the event of cancellation of the policy(ies) described herein, Risk Management Services will endeavor to provide 30 days written notice to the certificate holder, however Risk Management Services assumes no legal responsibility for failure to do so.

NAME AND ADDRESS OF CERTIFICATE HOLDER		DATE ISSUED: <u>06/06/2025</u>
TO WHOM IT MAY CONCERN		 AUTHORIZED REPRESENTATIVE

School Board of Clay County

September 3, 2026 - Regular School Board Meeting

Title

C10 - Proposed Allocation Changes for 2026-2027

Description

Staff allocation documents clarify how each school, district department and division is staffed for the 2026-2027 school year. The School Board is required to take action on all staff allocation changes.

Gap Analysis

These allocation changes are required to ensure the adequate staffing of the district and schools.

Previous Outcomes

The district and schools are adequately staffed.

Expected Outcomes

Staffing will be sufficient to meet the needs of the various schools and district departments.

Strategic Plan Goal

The district ensures fiscal responsibility and equitable distribution of resources.

Recommendation

Approve staff allocation plan as submitted.

Contact

Ms. Dawn Posey, CPA, Assistant Superintendent for Business Affairs, (904) 336-6721, dawn.posey@myoneclay.net

Financial Impact

Reflected in attachment.

Review Comments

Attachments

📎 [9.3.26 - 26-27 Allocation Summary.pdf](#)

[illegible]

School Board of Clay County

September 3, 2026 - Regular School Board Meeting

Title

C11 - Deletion of Certain Items Report - September 2026

Description

The items listed have been surveyed by the Coordinator of Property Control, at the request of the Cost Center Property Manager, and the recommended disposition is noted. These items are either obsolete, unusable or beyond economical repair. These items should be removed from active inventory and disposed of in the manner indicated. Deletions are for property items received in the month of August 2026.

Gap Analysis

N/A

Previous Outcomes

Property Records followed State mandate on trackable assets, Chapter 274.05.

Expected Outcomes

Tangible Personal Property shall be controlled and supervised from acquisition through transfer or disposal. Disposal of property shall be in accordance with Section 274.05, Florida Statutes. All deletions of items with a value of \$1,000.00 or more will be approved by the School Board of Clay County prior to disposition.

Strategic Plan Goal

Goal 5: Strategy 5.4; Enhance fiscal practices that enable the district to maximize effectiveness and efficiency.

Recommendation

Approve Deletion of Certain Items Report - September 2026 as submitted.

Contact

Dawn Posey,
Assistant Superintendent for Business Affairs
(904)-336-6721
dawn.posey@myoneclay.net

Financial Impact

Provides additional storage space and eliminates the need to account for unusable property. Reduces the dollar value of Tangible Personal Property.

Review Comments**Attachments**

School Board of Clay County

September 3, 2026 - Regular School Board Meeting

Title

C12 - Managed Printing Services Contract Renewal

Description

Renew Contract as required per FS 287, DOE 6A-1.012 and School Board Policy

a. Managed Print Services – Platinum Plus Rental Program Contract 250065: Contract Period is October 22, 2026 through October 21, 2027. The contract period is for one (1) year and is the first of three renewal options.

Gap Analysis

The District requires vendors to provide products and/or services to ensure our students and staff receive the products and/or services to meet their needs.

Previous Outcomes

Original contract was Board approved and has been used successfully during the past term to provide quality services and products to the district.

Expected Outcomes

Upon approval by the Board; we expect the vendor? to continue providing quality services and products at the same terms and conditions as when the original contract was awarded.

Strategic Plan Goal

Goal 5; Strategy 5.4; Enhance fiscal practices that enable the district to maximize effectiveness and efficiency.

Recommendation

Extend renewal as follows:

- a. Managed Print Services – Platinum Plus Rental Program Contract 250065:
 - Dex Imaging LLC (TonerType), 5109 W Lemon St, Tampa, FL 33609

Contact

Ms. Dawn Posey, Assistant Superintendent for Business Affairs, Phone: (904)336-6721, Email: dawn.posey@myoneclay.net

Financial Impact

a. Managed Print Services – Platinum Plus Rental Program Contract 250065: The total estimated expenditure for the one (1) year contract renewal is \$325,000.

Review Comments

Attachments

School Board of Clay County

September 3, 2026 - Regular School Board Meeting

Title

C13 - BID Award

Description

Award BID as required per FS 287, DOE 6A-1.012 and School Board Policy

- a. Digital Surveillance Systems Bid #26-F-254: Contract period is for a one (1) year period from September 4, 2026 through September 3, 2027 with the option to renew for three (3) additional one (1) year contract periods upon mutual agreement, in writing. Bid established for the purchase of digital surveillance systems as needed. The vendor(s) awarded are the lowest, most responsive and responsible qualified bidder meeting specifications.
- b. Refuse Collection and Roll Off Containers - County Wide Bid #26-BA-132: Contract Period is for a three (3) year period from October 1, 2026 through September 30, 2029 with the option to renew for three (3) additional one (1) year contract periods upon mutual agreement, in writing. Bid established for the purchase of qualified labor, equipment and supervision to perform Refuse Collection, Recycle Collection and Roll Off Container Services county wide. The vendors awarded are the lowest, most responsive and responsible qualified bidder meeting specifications.

Gap Analysis

The District requires contractors to provide services to ensure our facilities and equipment are maintained and functional. The District requires vendors to provide products and/or services to ensure our students and staff receive the products and/or services to meet their needs.

Previous Outcomes

Prior Board approved Bid will expire but it was used successfully during the past terms to provide quality services and products to the district.

Expected Outcomes

Upon approval by the Board, we expect the contractors and vendors to provide quality services and products at the terms and conditions listed in the Bid.

Strategic Plan Goal

Goal 5; Strategy 5.4; Enhance fiscal practices that enable the district to maximize effectiveness and efficiency.

Recommendation

Award BID as follows:

- a. Digital Surveillance Systems Bid #26-F-254:
 - Security and Fire Electronics Inc (SAF), 2590 Dobbs Road, St Augustine, FL 32086 (Primary)
 - Seibold Security of Florida Inc, 11609 Prosperous Drive, Odessa, FL 33556 (Secondary)
 - Vetted Security Solutions, 4185 35th Street N, St Petersburg, FL 33714 (Tertiary)
- b. Refuse Collection and Roll Off Containers - County Wide Bid #26-BA-132:
 - Capital Waste Services LLC, 1450 Bluff Road, Columbia, SC 29201 (For Section A Refuse Collection)
 - Waste Management of Florida, 6876 Greenland Industrial Blvd, Jacksonville, FL 32256 (For Section B Recycle Collection)
 - Atlantic Disposal LLC, 2109 Dobbs Road, St Augustine, FL 32086 (For Section C Roll Off Container Services)

Contact

Ms. Dawn Posey, Assistant Superintendent for Business Affairs, Phone: (904)336-6721, Email: dawn.posey@myoneclay.net

Financial Impact

a. Digital Surveillance Systems Bid #26-F-254: The total estimated expenditure for the one (1) year contract is \$1,500,000.00 from General and Capital Revenue.

b. Refuse Collection and Roll Off Containers - County Wide Bid #26-BA-132: The total estimated expenditure for the three (3) year contract is \$2,373,000.00. Estimated annual spend of \$791,000 for 2026-27, \$791,000 for 2027-28, and \$791,000 for 2028-29 from General Revenue.

Review Comments**Attachments**

DRAFT

School Board of Clay County

September 3, 2026 - Regular School Board Meeting

Title

C14 - Approval of the CCDS Active Assailant Plan (CONFIDENTIAL) for the 2026/27 School Year

Description

Florida Statute 1006.07(6)© requires that each district school board adopt an Active Assailant Plan. The Active Assailant Plan is confidential and was reviewed with the School Board and Superintendent in the shade meeting on August 25, 2026.

Gap Analysis

N/A

Previous Outcomes

Previous versions of our Active Assailant Plan were approved by the Board in prior years.

Expected Outcomes

By training all employees and students on our Active Assailant plan, we remain prepared to respond should an active assailant situation occur.

Strategic Plan Goal

Goal #4: Safe and Positive Learning Environment

Recommendation

Adopt the plan as written.

Contact

Matthew Boyack - Director of Safety and Security, matthew.boyack@myoneclay.net

Financial Impact

N/A

Review Comments

Attachments

School Board of Clay County

September 3, 2026 - Regular School Board Meeting

Title

C15 - Heating, Ventilation, and Air Conditioning (HVAC) Maintenance Service Agreement for Thirty Schools per Master Contract with Omnia Partners # 3341 (IFB #RC2022-1001,Racine Co. WI)

Description

Service Agreement including parts and labor coverage for HVAC System Equipment for scheduled and unscheduled repairs under an annual planned maintenance contract. The contract terms are for a total of five (5) years.

Schools included in coverage:

Elementary Schools	Jr. High Schools	High Schools
Charles E. Bennett Elementary	Green Cove Jr. High	Bannerman Learning Center
Coppergate Elementary	Lake Asbury Jr. High	Clay High
Doctors Inlet Elementary	Lakeside Jr. High	Fleming Island High
Fleming Island Elementary	Orange Park Jr. High	Middleburg High
Grove Park Elementary		Orange Park High
Lake Asbury Elementary		Ridgeview High
Lakeside Elementary		
Middleburg Elementary		
Montclair Elementary		
Orange Park Elementary		
Paterson Elementary		
Ridgeview Elementary		
Rideout Elementary		
S. Bryan Jennings Elementary		
Shadowlawn Elementary		
Swimming Pen Creek Elementary		
Spring Park Elementary		
Thunderbolt Elementary		
Tynes Elementary		
W.E. Cherry Elementary		

Gap Analysis

N/A

Previous Outcomes

A previous contract with this company for the same services was successfully executed for the full term of the five (5) year contract.

Expected Outcomes

Continued timely proper maintenance actions on HVAC systems alleviates unplanned down-time and unexpected expenses, increasing the effectiveness of the learning environment.

Strategic Plan Goal

Ensure fiscal responsibility through the effective management of district operations to maximize available resources necessary to provide an environment that is safe, efficient, and conducive to learning.

Recommendation

Approve the Maintenance Service Agreement.

Contact

Bryce Ellis, Assistant Superintendent for Operations, (904) 336-6853, bryce.ellis@myoneclay.net

Clayton Anderson, Director of Maintenance, 904-336-0300, clayton.anderson@myoneclay.net

Financial Impact

The total cost of the contract is \$12,199,218.84, divided over a five-year period: Year 1—\$2,297,780.04; Year 2—\$2,366,709.96; Year 3—\$2,437,708.80; Year 4—\$2,510,850.00; Year 5—\$2,586,170.04. As funded in the Educational Facilities Plan.

Review Comments**Attachments**

- ☞ [Trane HVAC Maintenance Service Contract](#)

FOLLOW ALL PROCEDURES ON BACK OF THIS FORM

Contract # **270009**
Number Assigned by Purchasing Dept.



CONTRACT REVIEW

BOARD MEETING DATE:

9/3/2026

WHEN BOARD APPROVAL IS REQUIRED DO
NOT PLACE ITEM ON AGENDA UNTIL
REVIEW IS COMPLETED

☐ Must Have Board Approval over \$100,000.00

Date Submitted: **7/16/26**

Name of Contract Initiator: **Clayton Anderson**

Telephone #: **904-477-472-0362**

School/Dept Submitting Contract: **Maintenance**

Cost Center # **0252**

Vendor Name: **Trane**

Contract Title: **HVAC Service Agreement (30 schools)**

Contract Type: New ☒ Renewal ☐ Amendment ☐ Extension ☐ Previous Year Contract #

Contract Term: **5 years**

Renewal Option(s): **yes Auto Renew 5 yrs**

Contract Cost: **Year 1 - \$2,297,780.00 Year 2 - 2,366,710.00 Year 3 - 2,437,710.00 Year 4 - 2,510,850.00 Year 5 - 2,586,700.00**

☒ **BUDGETED FUNDS – SEND CONTRACT PACKAGE DIRECTLY TO PURCHASING DEPT**

Funding Source: Budget Line #

Funding Source: Budget Line #

☐ **NO COST MASTER (COUNTY WIDE) CONTRACT - SEND CONTRACT PACKAGE DIRECTLY TO PURCHASING DEPT**

☐ **INTERNAL ACCOUNT - IF FUNDED FROM SCHOOL IA FUNDS – SEND CONTRACT PACKAGE DIRECTLY TO SBAO**

REQUIRED DOCUMENTS FOR CONTRACT REVIEW PACKAGE (when applicable):

____ Completed Contract Review Form

____ SBAO Template Contract or other Contract (NOT SIGNED by District / School)

____ SIGNED Addendum A (if not an SBAO Template Contract) - When using the Addendum A, this Statement **MUST BE** included in the body of the Contract:

"The terms and conditions of Addendum A are hereby incorporated into this Agreement and the same shall govern and prevail over any conflicting terms and/or conditions herein stated."

____ Certificate of Insurance (COI) for General Liability & Workers' Compensation that meet these requirements:

COI must list the School Board of Clay County, Florida as an Additional Insured and Certificate Holder. Insurer must be rated as A- or better.

General Liability = \$1,000,000 Each Occurrence & \$2,000,000 General Aggregate.

Auto Liability = \$1,000,000 Combined Single Limit (\$5,000,000 for Charter Buses).

Workers' Compensation = \$100,000 Minimum

[If exempt from Workers' Compensation Insurance, vendor/contractor must sign a Release and Hold Harmless Form. If not exempt, vendor/contractor must provide Workers' Compensation coverage].

____ State of Florida Workers Comp Exemption (<https://apps.fldfs.com/bocexempt/>) (If Applicable)

____ Release and Hold Harmless (If Applicable)

RECEIVED

By Megan Robiou at 12:36 pm, Jul 22, 2026

**** AREA BELOW FOR DISTRICT PERSONNEL ONLY ****

CONTRACT REVIEWED BY:		COMMENTS BELOW BY REVIEWING DEPARTMENT
Purchasing Department		Omnia / US Communities Contract 3341 (RC2022-1001 Racine Co WI)
REVIEWED By bfstae at 2:18 pm, Jul 23, 2026		See highlights & address comments
School Board Attorney	JPS	Legally sufficient. Addressd comments from Ms. staeft. ✓
Review Date	8/12/26	
Other Dept. as Necessary		
Review Date		
PENDING STATUS: ☐ YES ☐ NO		IF YES, HIGHLIGHTED COMMENTS ABOVE MUST BE CORRECTED BY INITIATOR
FINAL STATUS		Tentatively Approved Pending Required Signatures



SELECT SERVICE AGREEMENT

Trane Office

Trane U.S. Inc.
8332 Cypress Plaza Dr, Suite 120
Jacksonville, FL 32256

Trane Representative

Boone Lewis / Bert Bost
Cell: (904) 402-4918 / (904) 651-4960

Proposal ID

8682378-3

Service Contract Number

8682378

Company Name

Clay County School District
Attn: Clayton Anderson
905 Center St
Green Cove Springs, FL 32043

Contact Number for Service

Office: (904) 363-6088

August 14, 2026

TRANE
TECHNOLOGIES



EXECUTIVE SUMMARY

This **Select Service Agreement** features parts and labor coverage for HVAC equipment repairs included in the annual planned maintenance contract. It is the easiest and most reassuring way to ensure your HVAC equipment is continuously operating at peak performance levels.

As an HVAC service provider, Trane offers many advantages:

- Confidence that your HVAC equipment is being serviced according to OEM best practices
- Priority service available 24 hours a day
- Advanced diagnostic technologies allow our technicians to analyze system performance

Protect your bottom line. Proper maintenance can save an estimated 12 to 18 percent of your budget compared to a run-to-fail approach. This service agreement will help you capture those savings. (*FEMP*) O&M Guide 2010

ADDITIONAL SUPPORT

Environmental Practices	Consistent Processes	Safety	Assigned Team
Trane procedures for handling refrigerant are compliant with federal and state regulations.	All Trane technicians follow documented processes ensuring uniform service delivery.	Trane incident rates (OSHA) are consistently 50 to 70 percent below industry averages.	You will have a consistent group of Trane employees dedicated to your account.



WHY TRANE? WE FOCUS ON BETTER BUILDINGS.

When it comes to service effectiveness, experience matters. No other provider has more experience than Trane.

- 100+ years of system and equipment experience
- 35+ years in building automation systems (BAS)
- 20+ years in energy services



SCOPE OF SERVICES — STANDARD INCLUSIONS

ANY HVAC SYSTEM IS ONLY AS STRONG AS ITS INDIVIDUAL MECHANICAL COMPONENTS

This service agreement with Trane protects and enhances full system functionality by ensuring that components are well maintained and functioning to OEM standards, and that the system is tailored to your needs. The following are the standard inclusions of your service agreement: Quote # H2-183146-26-002 - 8682378-1. This quotation is per OMNIA/US Communities Contract #3341: Racine County, WI.

Under this service agreement, Trane will schedule and manage preventative maintenance and provide repair coverage to help you minimize unplanned downtime and avoid unexpected expenses.

All labor and materials for preventative maintenance inspections and repairs for covered equipment are included in the scope of this contract. Specific notes / exclusions to the scope of this contract are listed below.

SCHOOLS INCLUDED IN COVERAGE

Elementary Schools	Jr. High Schools	High Schools
Charles E Bennett Elementary	Green Cove Jr. High	Bannerman Learning Center
Coppergate Elementary	Lake Asbury Jr. High	Clay High
Doctors Inlet Elementary	Lakeside Jr. High	Fleming Island High
Fleming Island Elementary	Orange Park Jr. High	Middleburg High
Grove Park Elementary		Orange Park High
Lake Asbury Elementary		Ridgeview High
Lakeside Elementary		
Middleburg Elementary		
Montclair Elementary		
Orange Park Elementary		
Paterson Elementary		
Ridgeview Elementary		
Rideout Elementary		
S Bryan Jennings Elementary		
Shadowlawn Elementary		
Swimming Pen Creek Elementary		
Spring Park Elementary		
Thunderbolt Elementary		
Tynes Elementary		
W.E. Cherry Elementary		

Notes:

- Belts and drain pan treatment for all covered equipment is included.
- BARD Units will be covered under standard preventative maintenance, and minor repairs will be completed under the scope of the contract. Major failures, such as compressors, condenser coils, etc... are not included in the scope of the contract. CCSB will be responsible for replacement of BARD units which have major failures.



Exclusions:

- Filter changes
- Exhaust fans, electric unit heaters, and VAVs/FTUs
- Chemical / water treatment
- BAS / Control Systems
- Chillers (covered by Chiller Service Agreement 23-MA-326)
- Boilers
- Freezers and Coolers
- Bid Bond and Performance Bond

Thank you for continuing to choose Trane Building Services as your premier HVAC support partner. We are committed to working with you on your additional schools, further strengthening our relationship, and assisting you in meeting your key indicators to make your facilities team among the best in the state.

Clay County Schools and Trane have had a long-standing relationship and have grown together and worked on projects ranging in size from hundreds of dollars to millions of dollars. As one of Trane's largest K12 customers and partners in the Southeast, Clay County School District is critical to our success. This is why you have a team of people from Trane who will support the district and ensure our mutual success.

Current Local Trane Team Members

- Ed Blair – North Florida Service Operations Manager
- Joe Follenweider – North Florida General Sales Manager
- Mark Pelchat – North Florida Area Service Manager (Primary)
- Alan Fridley – North Florida Area Service Manager (Support)
- Bert Bost – Equipment Account Manager (Primary)
- Boone Lewis – Services Account Manager (Primary)
- Kyle Wyckoff – Equipment Account Manager (Support)
- Dylan Andrews – Services Account Manager (Support)
- Eddie Davis – Lead Service Technician
- Colin Smith – Lead Service Technician
- Tera Hager – Trane Resource Coordinator (Primary)
- Teresa Smith – Trane Resource Coordinator (Support)
- Service Technician Pool – 50+ Trane Techs in area

With our current team in place, expanding to meet the needs of the district will be simple for us. Our school team understands the needs of the district, so we supplement labor as we grow together. This local foundation does not change for Trane. Because we have dedicated technicians, the district does not have to worry about lack of familiarity, protocol, and equipment location. Along with the team we have in place, Trane continues to meet the expectations and deliverables on other fronts by offering the following as well:

Asset Essentials Use

At the beginning of the new contract Trane will use the Asset Essentials application to manage the work orders and track the repairs and PMs, as needed by the District. The District will provide Trane with access to the systems and allow for needed administrative levels to effectively and efficiently use the system.

Regular Status Meetings

For larger contract customers like Clay Schools, Trane has regularly scheduled status meetings with the customer. We started this best practice at other districts and customers years ago. Since its inception, we have adopted it as best practice. This keeps us all connected and ensures open communication between teams.

Trane Factory Training for Clay County School's Technicians

Another addition of the contract we can offer is scheduled in depth in-person training. Examples of training may include Controls/BAS training, VFD training (CCSB) for key personnel who, after completing the training, would be able to purchase Trane VFDs and perform start-up on their own and get industry leading 3 year parts and labor warranty standard, Screw Compressors, Scroll Compressors, and update Unitary equipment training to name a few. With the award of all six schools, we would offer four seats per year of factory lead training.

Dedicated Response for Opening Day of School

Another "best practice" Trane has coined is to have on standby a set number of technicians to be dispatched to CCSB the opening day of school. This has minimized downtime and ensured rapid response district-wide on the first day of school.

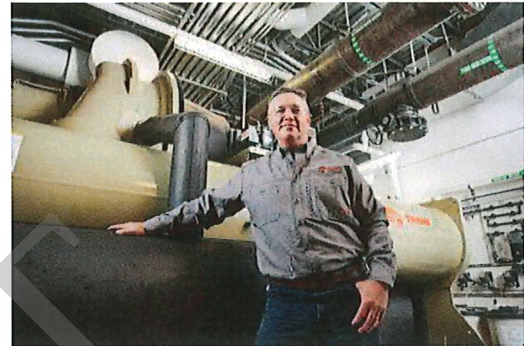


ON-SITE – TRANE SCHEDULED MAINTENANCE

Factory authorized Trane service technicians perform all periodic maintenance, following OEM standards, to keep HVAC and BAS equipment running optimally and prevent unplanned downtime. Trane assumes all responsibilities for planning, scheduling and managing routine maintenance on Trane HVAC equipment and other brands.

Advantages:

- Trust one assigned maintenance team for all HVAC equipment brands
- Receive consistent service through Proprietary Six Sigma maintenance procedures
- Save money compared to ad-hoc service calls



Implementation:

- Technician visits are scheduled in advance through one assigned maintenance team for all HVAC equipment brands
- On-site service is completed during normal business hours
- Receive consistent service outcomes through proprietary maintenance procedures

REPAIR COVERAGE FOR SELECTED COMPONENTS

Repair Coverage pre-authorizes Trane to repair all covered system components. Costs for parts and labor (performed during normal Trane business hours) are included within the coverage of the annual maintenance contract. The equipment under coverage is specified later in this agreement.

Note: all filter changes, chemical/water treatment, and BAS (controls) systems are excluded and will be covered by others. All chillers are excluded from coverage – they are currently covered by a separate agreement (Chiller Service – 23-MA-326). All boilers are excluded from coverage. Routine maintenance for exhaust fans, electric unit heaters, and VAVs/FTUs is not included and will be handled on an as-needed basis (fix on fail). Belts and drain pan treatment for all covered equipment is included.

Advantages:

- Minimize unplanned downtime by giving Trane the Authority to take care of repairs proactively
- Make repairs a budget item, not an unexpected expense
- Maintain optimal system performance year-round

Implementation:

- Collaborative selection of covered systems and components – see equipment list Addendum
- Repair or replacement of failed components*
- All labor included during normal hours – separate invoicing for overtime and after-hours labor if needed

Equipment Repairs and Condition Assessment:

HVAC equipment 10-20 years old or older is eligible for standard planned maintenance and repairs except for replacements on failed coils and compressors. Equipment that is beyond the average life expectancy per ASHRAE guidelines is recommended for replacement if a coil or compressor fails and will not be covered under the terms of this agreement. Trane will provide the labor to replace the compressor or coil on any equipment past ASHRAE's recommended useful life if CCSB supplies the equipment. Additionally, if CCSB decides to supply new equipment to replace the failed equipment, Trane will provide an installation quote using CCSB's preferred partner contract labor rates. This agreement assumes that the customer will continue its current practice of replacing aging equipment during normal capital improvement planning and keep equipment age within ASHRAE's recommended limits. Please see Appendix: ASHRAE Equipment Age Guidelines for details.



REFRIGERANT MANAGEMENT

The US Environmental Protection Agency (EPA) has placed in effect more stringent regulations on refrigerant management and reporting in 2020 in addition to mandated leak inspections on certain appliances that exceed the leak rate threshold. Section 608 of the Clean Air Act prohibits the knowing release/venting of refrigerant during the maintenance, service, repair, or disposal of air-conditioning and refrigeration equipment. The EPA requires proper refrigerant management practices and documentation by owners and operators of refrigeration and air-conditioning systems, all servicing technicians, and others. ***The Clean Air Act requires owners to maintain records of refrigerant usage and leak rates for each air-conditioning or refrigeration appliance with refrigerant charge greater than 50 lbs. With recent definition changes from the EPA, each independent circuit is considered a separate appliance. These records must be maintained for 3 years and be directly accessible if audited by the EPA. This brief summary of Section 608 of the Clean Air Act is provided for informational purposes only and is not for the purpose of providing legal advice. You should contact your attorney to obtain advice with respect to the application of Section 608 of the Clean Air Act to your business.***



All Trane Technicians are Universally certified (the highest level possible) to service, manage, and document your refrigerant and are knowledgeable of applicable law and time constraints to repair leaks. Trane Technicians track all refrigerant in all equipment serviced regardless of appliance size (supports accurate fugitive emissions reporting where applicable).

When a customer has all their refrigerant work performed by a Trane technician - Trane Refrigerant Management software maintains complete record of refrigerant transactions and appliance leak rates. Refrigerant reports provided by Trane will contain the information to satisfy EPA record keeping requirements.

Advantages:

- Real time reporting of refrigerant leak rate informs proactive decisions
- Stay in compliance with state and federal regulations
- Provide acceptable and comprehensive documentation to authorities during audits
- Maintain company environmental standards and provides data for managing any reporting needs
- Detect potential refrigerant leaks before equipment damage occurs
- Technicians are trained to report all refrigerant handling which can aid in fugitive emissions reporting, not just for 50 lbs.+ appliances

Implementation:

- Technicians collect refrigerant information for covered equipment during onsite visits
- Refrigerant data and technician activity are entered into the Trane Refrigerant Management System
- Refrigerant Usage Reports are generated according to your needs

Tiered Service Offerings to better support your needs:

1. Trane's Standard EP Compliant S/A
 - a. Trane Technicians will provide applicable EPA documentation when required by the service activity performed
2. Trane's EPA Compliant Reporting S/A
 - a. In addition to the Standard Offering, the local Trane office will run quarterly reports that will be extended to the customer to help inform them of EPA mandated leak inspections that may be required on their equipment and the corresponding anniversary date(s) that those inspection(s) need to be completed.
3. Trane's Premium EPA Compliance S/A
 - a. In addition to the Standard and Reporting Offerings, labor to perform those leak inspections is also included.
 - b. Customer will have access to form letters and information assistance for reporting situations encountered during coverage.



TRANE LABORATORY ANALYSIS

Trane Laboratory Analysis tests system fluids for contaminants and other physical characteristics and trends. Conditions indicating sub-optimal HVAC system performance are identified before issues become critical.

Advantages:

- Head off equipment failures and unplanned downtime
- Identify long-term equipment performance trends to avoid equipment failures
- Gain definitive insights through Trane experience and expertise

Implementation:

- Samples collected by Trane technicians during maintenance as stated in this agreement
- Laboratory analysis of oil, absorption solutions and refrigerants
- Consistent testing according to Trane best-practice protocols year after year

COOLING CONTINGENCY PLANNING

Cooling Contingency Planning anticipates high-risk or unusual situations and develops strategies for responding to emergencies. With multiple equipment rental depots and numerous warehouse sites strategically located across North America housing all necessary emergency power generation and HVAC equipment, Trane response time is among the fastest (and most comprehensive) in the industry.

Advantages:

- Mitigate risk with thorough, advanced planning
- Shorten the duration of downtime with immediate access to power generation and HVAC equipment
- Alleviate negative consequences including student and faculty productivity loss and unsafe environmental conditions

Implementation:

- Trane account managers and technicians assist in the development of the customized contingency plan:
- Equipment planning for temporary air conditioning and portable auxiliary power units/generators
- Recommendations for facility modifications to prepare for temporary equipment
- Contingency plan kept on file at your facility and at local Trane office

HVAC EQUIPMENT COVERAGE

See attached summary list of equipment in “Appendix: HVAC Equipment Coverage List”



PRICING AND ACCEPTANCE

Attn: Clayton Anderson
Clay County School District
905 Center St
Green Cove Springs, FL 32043

Quote # H2-183146-26-002 – 8682378-1. This quotation is per OMNIA/US Communities Contract #3341: Racine County, WI.

Trane Service Agreement

This Service Agreement consists of the pages beginning with the title page entitled "Select Service Agreement," the consecutively numbered pages immediately following such title page, and includes and ends with the Trane Terms and Conditions (Service) (collectively, the "Service Agreement" or "Agreement"). Trane agrees to inspect and maintain the Covered Equipment according to the terms of this Service Agreement, including the "Terms and Conditions," and "Scope of Services" sections. Trane agrees to give preferential service to Service Agreement Customer over non-contract customers.

Service Fee

As the fee(s) (the "Service Fee(s)") for the inspection and maintenance services described in the Scope of Services section with respect to the Covered Equipment, Customer agrees to pay to Trane the following amounts, plus applicable tax, as and when due.

Contract Year	Annual Amount USD	Payment USD	Payment Term
Year 1	\$2,297,780.04	\$191,481.67	Monthly
Year 2	\$2,366,709.96	\$197,225.83	Monthly
Year 3	\$2,437,708.80	\$203,142.40	Monthly
Year 4	\$2,510,850.00	\$209,237.50	Monthly
Year 5	\$2,586,170.04	\$215,514.17	Monthly

In addition to any other amounts then due hereunder, if this Agreement is terminated or cancelled prior to its scheduled expiration, Customer shall pay to Company the balance of any amounts billed to but unpaid by Customer and, if a "Service Project" is included in the Agreement, the Cancellation Fee set forth in "Exhibit A" Cancellation Schedule attached hereto and incorporated herein, which Cancellation Fee represents unbilled labor, non-labor expenses and parts materials and components. Subject only to a prior written agreement signed by Trane, payment is due upon receipt of invoice in accordance with Section 4 of the attached Terms and Conditions.

Term

The Initial Term of this Service Agreement is 5 years, beginning September 3, 2026. However, Trane's obligation under this Agreement will not begin until authorized representatives of Trane and Customer have both signed this Agreement in the spaces provided below.

Following expiration of the initial term on September 2, 2031, this Agreement shall renew automatically for successive periods of 5 years (the "Renewal Term") until terminated as provided herein. If you do not want to renew this Agreement for the Renewal Term, please notify Trane by telephone or by U.S. mail prior to the expiration date set forth in the preceding sentence. If any questions arise regarding this Service Agreement or how to cancel this Agreement, Trane can be reached either by telephone at (904) 363-6088 or by direct mail addressed to: 8332 Cypress Plaza Dr. Suite 120, Jacksonville, FL 32256.

Renewal Pricing Adjustment

The Service Fees for an impending Renewal Term shall be the current Service Fees (defined as the Service Fees for the initial Term or Renewal Term immediately preceding the impending Renewal Term) annually adjusted based on changes to the cost of service. The Service Fees for an impending Renewal Term shall be set forth in the service renewal letter furnished to Customer.



Cancellation by Customer Prior to Services; Refund

If Customer cancels this Agreement within (a) thirty (30) days of the date this Agreement was mailed to Customer or (b) twenty (20) days of the date this Agreement was delivered to Customer, if it was delivered at the time of sale, and if no Services have been provided by Company under this Agreement, the Agreement will be void and Company will refund to Customer, or credit Customer's account, the full Service Fee of this Agreement that Customer paid to Company, if any. A ten percent (10%) penalty per month will be added to a refund that is due but is not paid or credited within forty-five (45) days after return of this Agreement to Company. Customer's right to cancel this Agreement only applies to the original owner of this Agreement and only if no Services have been provided by Company under this Agreement prior to its return to Company.

Cancellation by Company

This Agreement may be cancelled during the Initial Term or, if applicable, a Renewal Term for any reason or no reason, upon written notice from Company to Customer no later than 30 days prior to the scheduled expiration date and Company will refund to Customer, or credit Customer's account, that part of the Service Fee attributable to Services not performed by Company. Customer shall remain liable for and shall pay to Company all amounts due for Services provided by Company and not yet paid.

Quote # H2-183146-26-002 – 8682378-1. This quotation is per OMNIA/US Communities Contract #3341: Racine County, WI.

The terms and conditions of Addendum A are hereby incorporated into this Agreement and the same shall govern and prevail over any conflicting terms and/or conditions herein stated.

CUSTOMER ACCEPTANCE	TRANE ACCEPTANCE
	Trane U.S. Inc.
_____ Authorized Representative	_____ Submitted By: Boone Lewis / Bert Bost
_____ Printed Name	_____ Proposal Date: June 24, 2026
_____ Title	_____ Cell: (904) 402-4918
_____ Purchase Order	_____ Office: (904) 363-6088
_____ Acceptance Date	_____ License Number:
	_____ Authorized Representative
	_____ Title
	_____ Signature Date



TERMS AND CONDITIONS

TERMS AND CONDITIONS - SERVICE

"Company" shall mean Trane U.S. Inc. dba Trane for Company performance in the United States and Trane Canada ULC for Company performance in Canada.

1. Agreement. These terms and conditions ("Terms") are an integral part of Company's offer and form the basis of any agreement (the "Agreement") resulting from Company's proposal (the "Proposal") for the following commercial services as stated in the Proposal (collectively, the "Services"): inspection, maintenance and repair (the "Maintenance Services") on equipment (the "Covered Equipment"), specified Additional Work (if any), and, if included in the Proposal, Intelligent Services, Energy Assessment, and any other services using remote connectivity (collectively and individually referred to in these Terms as "Trane Digital Services"). **COMPANY'S TERMS ARE SUBJECT TO PERIODIC CHANGE OR AMENDMENT.**

2. Connected Services and Company Provided Telematics Connectivity. In addition to these terms and conditions, the Connected Services Terms of Service ("Connected Services Terms"), available at <https://www.trane.com/TraneConnectedServicesTerms>, as updated from time to time, are incorporated herein by reference and shall apply to the extent that Company provides Customer with Connected Services, as defined in the Connected Services Terms or Telematics Devices, both as defined in the Connected Services Terms. Certain Equipment may include, or be installed together with, Company provided Telematics Devices that provide remote connectivity and the Connected Services Terms set forth the terms and conditions applicable to the Telematics Devices and connectivity, including opt-out provisions. If Customer provides or transfers the Equipment to another party, Customer shall ensure that such party is informed in writing of the presence of any Telematics Devices and the applicability of the Connected Services Terms.

3. Acceptance. The Proposal is subject to acceptance in writing by the party to whom this offer is made or an authorized agent ("Customer") delivered to Company within 30 days from the date of the Proposal. If Customer accepts the Proposal by placing an order, without the addition of any other terms and conditions of sale or any other modification, Customer's order shall be deemed acceptance of the Proposal subject to these Terms and Conditions. If Customer's order is expressly conditioned upon Company's acceptance or assent to terms and/or conditions other than those expressed herein, return of such order by Company with Company's Terms and Conditions attached or referenced serves as Company's notice of objection to Customer's terms and as Company's counteroffer to perform in accordance with the Proposal and Company Terms and Conditions. If Customer does not reject or object in writing to Company within 10 days, Company's counteroffer will be deemed accepted. Customer's acceptance of performance by Company will in any event constitute an acceptance by Customer of Company's Terms and Conditions. This Agreement is subject to credit approval by Company. Upon disapproval of credit, Company may delay or suspend performance or, at its option, renegotiate prices and/or Terms and Conditions with Customer. If Company and Customer are unable to agree on such revisions, this Agreement shall be cancelled without any liability, other than Customer's obligation to pay for Services provided by Company to the date of cancellation.

4. Fees and Taxes. Fees for the Services (the "Service Fees") are as set forth in the Proposal. Except as otherwise stated in the Proposal, Service Fees are based on performance during regular business hours. Charges for performance outside Company's normal business hours shall be billed separately according to the then prevailing overtime or emergency labor/labour rates. In addition to the stated Service Fees, Customer shall pay all taxes not legally required to be paid by Company or, alternatively, shall provide Company with an acceptable tax exemption certificate.

5. Payment. Payment is due upon receipt of Company's invoice. Service Fees shall be paid no less frequently than quarterly and in advance of performance of the Services. Company reserves the right to add to any account outstanding for more than 30 days a service charge equal to the lesser of the maximum allowable legal interest rate or 1.5% of the principal amount due at the end of each month. Without liability to Customer, Company may discontinue performance whenever payment is overdue. Customer shall pay all costs (including attorneys' fees) incurred by Company in attempting to collect amounts due or otherwise enforcing this Agreement.

6. Customer Breach. Each of the following constitutes a breach by Customer and shall give Company the right, without an election of remedies, to suspend performance or terminate this Agreement by delivery of written notice declaring termination. Upon termination, Customer shall be liable to the Company for all Services furnished to date and all damages sustained by Company (including lost profit and overhead): (a) Any failure by Customer to pay amounts when due; (b) any general assignment by Customer for the benefit of its creditors, Customer's bankruptcy, insolvency, or receivership; (c) Any representation or warranty furnished by Customer in connection with this Agreement is false or misleading in any material respect when made; or (d) Any failure by Customer to perform or comply with any material provision of this Agreement.

7. Performance. Company shall perform the Services in accordance with industry standards generally applicable in the state or province where the Services are performed under similar circumstances when Company performs the Services. Company may refuse to perform where working conditions could endanger property or put people at risk. Unless otherwise agreed by Customer and Company, at Customer's expense and before the Services begin, Customer will provide any necessary access platforms, catwalks to safely perform the Services in compliance with OSHA, state, or provincial industrial safety regulations or any other applicable industrial safety standards or guidelines. This Agreement presupposes that all major pieces of Covered Equipment are in proper operating condition as of the date hereof. Services furnished are premised on the Covered Equipment being in a maintainable condition. In no event shall Company have any obligation to replace Covered Equipment that is no longer maintainable. During the first 30 days of this Agreement, or upon initial inspection, and/or upon seasonal start-up (if included in the Services), if an inspection by Company of Covered Equipment indicates repairs or replacement is required, Company will provide a written quotation for such repairs or replacement. If Customer does not authorize such repairs or replacement, Company may remove the unacceptable equipment from the Covered Equipment and adjust the Service Fees accordingly. Customer authorizes Company to utilize Customer's telephone line or network infrastructure to connect to controls, systems and/or equipment provided or serviced by Company and to provide Services contracted for or otherwise requested by Customer, including remote diagnostic and repair service. Customer acknowledges that Company is not responsible for any adverse impact to Customer's communications and network infrastructure. Company may elect to install/attach to Customer equipment or provide portable devices (hardware and/or software) for execution of control or diagnostic procedures. Such devices shall remain the personal proprietary property of Company and in no event shall become a fixture of Customer locations. Customer shall not acquire any interest, title or equity in any hardware, software, processes, and other intellectual or proprietary rights to devices used in connection with the Services on Customer equipment. Company may remove such devices at its discretion. Parts used for any repairs made will be those selected by Company as suitable for the repair and may be parts not manufactured by Company.

8. Customer Obligations. Customer shall: (a) Provide Company reasonable and safe access to the Covered Equipment and areas where Company is to work; (b) Follow manufacturer recommendations concerning teardown and internal inspection, major overhaul, restoration or refurbishing of the Covered Equipment; unless expressly stated in the Scope of Services statement, Company is not performing any manufacturer recommended teardown and internal inspection, major overhaul, restoration or refurbishing of the Covered Equipment; and (c) Where applicable, unless water treatment is expressly included in the Services, provide professional cooling tower water treatment in accordance with any reasonable recommendations provided by Company.

9. Exclusions. Unless expressly included in the Covered Equipment or the Services, the Services do not include, and Company shall not be responsible for or liable to the Customer for any claims, losses, damages or expenses suffered by the Customer in any way connected with, relating to or arising from, any of the following: (a) Any guarantee of room conditions or system performance; (b) Inspection, maintenance, repair, replacement of or services for: chilled water and condenser water pumps and piping; electrical disconnect switches or circuit breakers; motor starting equipment that is not factory mounted and interconnecting power wiring; recording or portable instruments, gauges or thermometers; non-moving parts or non-maintainable parts of the system, including, but not limited to, storage tanks; pressure vessels, shells, coils, tubes, housings, castings, casings, drain pans, panels, duct work; piping: hydraulic, hydronic, pneumatic, gas, or refrigerant; insulation; pipe covering; refractory material; fuses, unit cabinets; electrical wiring; ductwork or conduit; electrical distribution system; hydronic structural supports and similar items; the appearance of decorative casing or cabinets; damage sustained by other equipment or systems; and/or any failure, misadjustment or design deficiencies in other equipment or systems; (c) Damage, repairs or replacement of parts made necessary as a result of electrical power failure, low voltage, burned out main or branch fuses, low water pressure, vandalism, misuse or abuse, wear and tear, end of life failure, water damage, improper operation, unauthorized alteration of equipment, accident, acts or omissions of Customer or others, damage due to freezing weather, calamity, malicious act, or any Event of Force Majeure; (d) Any damage or malfunction resulting from vibration, electrolytic action, freezing, contamination, corrosion, erosion, or caused by scale or



sludge on internal tubes except where water treatment protection services are provided by Company as part of this Agreement; (e) Furnishing any items of equipment, material, or labor/labour, or performing special tests recommended or required by insurance companies or federal, state, or local governments; (f) Failure or inadequacy of any structure or foundation supporting or surrounding the equipment to be worked on or any portion thereof; (g) Building access or alterations that might be necessary to repair or replace Customer's existing equipment; (h) The normal function of starting and stopping equipment or the opening and closing of valves, dampers or regulators normally installed to protect equipment against damage; (i) Valves that are not factory mounted: balance, stop, control, and other valves external to the device unless specifically included in the Agreement; (j) Any responsibility for design or redesign of the system or the Covered Equipment, obsolescence, safety tests, or removal or reinstallation of valve bodies and dampers; (k) Any services, claims, or damages arising out of Customer's failure to comply with its obligations under this Agreement; (l) Failure of Customer to follow manufacturer recommendations concerning teardown and internal inspection, overhaul and refurbishing of equipment; (m) Any claims, damages, losses, or expenses, arising from or related to conditions that existed in, on, or upon the premises before the effective date of this Agreement ("Pre-Existing Conditions"), including, without limitation, damages, losses, or expenses involving pre-existing building envelope issues, mechanical issues, plumbing issues, and/or indoor air quality issues involving mold/mould and/or fungi; (n) Replacement of refrigerant is excluded, unless replacement of refrigerant is expressly stated as included within the Services, in which case replacement shall in no event exceed the stated percentage of rated system charge per year expressly stated in the Services; (o) crane or rigging costs; (p) Any Services, claims, or damages arising out of refrigerant not supplied by Company. Customer shall be responsible for: (i) The cost of any additional replacement refrigerant; (ii) Operation of any equipment; and (iii) Any claims, damages, losses, or expenses, arising from or related to work done by or services provided by individuals or entities that are not employed by or hired by Company.

10. Limited Warranty. Company warrants that: (a) the material manufactured by Company and provided to Customer in performance of the Services is free from defects in material and manufacture for a period of 12 months from the earlier of the date of equipment start-up or replacement; and (b) the labor/labour portion of the Maintenance Services and Additional Work has been properly performed for a period of 90 days from date of completion (the "Limited Warranty"). Company obligations of equipment start-up, if any are stated in the Proposal, are coterminous with the Limited Warranty period. Defects must be reported to Company within the Limited Warranty period. Company's obligation under the Limited Warranty is limited to repairing or replacing the defective part at its option and to correcting any labor/labour improperly performed by Company. No liability whatsoever shall attach to Company until the Maintenance Services and Additional Work have been paid for in full. Exclusions from this Warranty include claims, losses, damages and expenses in any way connected with, related to or arising from failure or malfunction of equipment due to the following: wear and tear; end of life failure; corrosion; erosion; deterioration; Customer's failure to follow the Company-provided maintenance plan; unauthorized or improper maintenance; unauthorized or improper parts or material; refrigerant not supplied by Company; and modifications made by others to equipment. Company shall not be obligated to pay for the cost of lost refrigerant or lost product. Some components of equipment manufactured by Company may be warranted directly from the component supplier, in which case this Limited Warranty shall not apply to those components and any warranty of such components shall be the warranty given by such component supplier. Notwithstanding the foregoing, all warranties provided herein terminate upon termination or cancellation of this Agreement. Equipment, material, and/or parts that are not manufactured by Company ("Third-Party Product(s)") are not warranted by Company and have such warranties as may be extended by the respective manufacturer. **CUSTOMER UNDERSTANDS THAT COMPANY IS NOT THE MANUFACTURER OF ANY THIRD-PARTY PRODUCT(S) AND ANY WARRANTIES, CLAIMS, STATEMENTS, REPRESENTATIONS, OR SPECIFICATIONS ARE THOSE OF THE THIRD-PARTY MANUFACTURER, NOT COMPANY AND CUSTOMER IS NOT RELYING ON ANY WARRANTIES, CLAIMS, STATEMENTS, REPRESENTATIONS, OR SPECIFICATIONS REGARDING THE THIRD-PARTY PRODUCT THAT MAY BE PROVIDED BY COMPANY OR ITS AFFILIATES, WHETHER ORAL OR WRITTEN. THE REMEDIES SET FORTH IN THIS LIMITED WARRANTY ARE THE SOLE AND EXCLUSIVE REMEDIES FOR WARRANTY CLAIMS PROVIDED BY COMPANY TO CUSTOMER UNDER THIS AGREEMENT AND ARE IN LIEU OF ALL OTHER WARRANTIES AND LIABILITIES, CONDITIONS AND REMEDIES, WHETHER IN CONTRACT, WARRANTY, STATUTE OR TORT (INCLUDING NEGLIGENCE), EXPRESS OR IMPLIED, IN LAW OR IN FACT, INCLUDING ANY IMPLIED WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE AND/OR OTHERS ARISING FROM COURSE OF DEALING OR TRADE. COMPANY EXPRESSLY DISCLAIMS ANY REPRESENTATIONS OR WARRANTIES, ENDORSEMENTS OR CONDITIONS OF ANY KIND, EXPRESS OR IMPLIED, INCLUDING ANY IMPLIED WARRANTIES OF QUALITY, FITNESS, MERCHANTABILITY, DURABILITY AND/OR OTHERS ARISING FROM COURSE OF DEALING OR TRADE OR REGARDING PREVENTION BY THE SCOPE OF SERVICES, OR ANY COMPONENT THEREOF. NO REPRESENTATION OR WARRANTY OF ANY KIND, INCLUDING WARRANTY OF MERCHANTABILITY OR FITNESS FOR PARTICULAR PURPOSE, REGARDING PREVENTING, ELIMINATING, REDUCING OR INHIBITING ANY MOLD, FUNGUS, BACTERIA, VIRUS, MICROBIAL GROWTH, OR ANY OTHER CONTAMINANTS (INCLUDING COVID-19 OR ANY SIMILAR VIRUS) (COLLECTIVELY, "CONTAMINANTS"), WHETHER INVOLVING OR IN CONNECTION WITH EQUIPMENT, ANY COMPONENT THEREOF, SERVICES OR OTHERWISE. IN NO EVENT SHALL COMPANY HAVE ANY LIABILITY FOR THE PREVENTION, ELIMINATION, REDUCTION OR INHIBITION OF THE GROWTH OR SPREAD OF SUCH CONTAMINANTS INVOLVING OR IN CONNECTION WITH ANY EQUIPMENT, THIRD-PARTY PRODUCT, OR ANY COMPONENT THEREOF, SERVICES OR OTHERWISE AND CUSTOMER HEREBY SPECIFICALLY ACKNOWLEDGES AND AGREES THERETO.**

11. Indemnity. To the maximum extent permitted by law, Company and Customer shall indemnify and hold harmless each other from any and all claims, actions, costs, expenses, damages and liabilities, including reasonable attorneys' fees, resulting from death or bodily injury or damage to real or personal property, to the extent caused by the negligence or misconduct of the indemnifying party, and/or its respective employees or other authorized agents in connection with their activities within the scope of this Agreement. Neither party shall indemnify the other against claims, damages, expenses, or liabilities to the extent attributable to the acts or omissions of the other party or third parties. If the parties are both at fault, the obligation to indemnify shall be proportional to their relative fault. The duty to indemnify and hold harmless will continue in full force and effect, notwithstanding the expiration or early termination of this Agreement, with respect to any claims based on facts or conditions that occurred prior to expiration or termination of this Agreement.

12. Limitation of Liability. NOTWITHSTANDING ANYTHING TO THE CONTRARY, NEITHER PARTY SHALL BE LIABLE FOR SPECIAL, INCIDENTAL, LIQUIDATED, INDIRECT, OR CONSEQUENTIAL LOSSES OR DAMAGES OF ANY KIND (INCLUDING WITHOUT LIMITATION REFRIGERANT LOSS, PRODUCT LOSS, LOST REVENUE OR PROFITS, OR LIABILITY TO THIRD PARTIES), OR CONTAMINANTS LIABILITIES, OR PUNITIVE DAMAGES WHETHER BASED IN CONTRACT, WARRANTY, STATUTE, TORT (INCLUDING NEGLIGENCE), STRICT LIABILITY, INDEMNITY OR ANY OTHER LEGAL THEORY OR FACTS. NOTWITHSTANDING ANY OTHER PROVISION OF THIS AGREEMENT, THE TOTAL AND AGGREGATE LIABILITY OF THE COMPANY TO THE CUSTOMER WITH RESPECT TO ANY AND ALL CLAIMS CONNECTED WITH, RELATED TO OR ARISING FROM THE PERFORMANCE OR NON-PERFORMANCE OF THIS AGREEMENT, WHETHER BASED IN CONTRACT, WARRANTY, STATUTE, TORT (INCLUDING NEGLIGENCE), STRICT LIABILITY, INDEMNITY OR ANY OTHER LEGAL THEORY OR FACTS, SHALL NOT EXCEED THE COMPENSATION RECEIVED BY COMPANY OVER THE 12 MONTH PERIOD PRECEDING THE DATE OF OCCURRENCE FOR THE SERVICES AND ADDITIONAL WORK FOR THE LOCATION WHERE THE LOSS OCCURRED. IN NO EVENT SHALL COMPANY BE LIABLE FOR ANY DAMAGES (WHETHER DIRECT OR INDIRECT) RESULTING FROM MOLD/MOULD, FUNGUS, BACTERIA, MICROBIAL GROWTH, OR OTHER CONTAMINANTS OR AIRBORNE BIOLOGICAL AGENTS. TO THE MAXIMUM EXTENT ALLOWED BY LAW, COMPANY SHALL NOT BE LIABLE FOR ANY OF THE FOLLOWING IN CONNECTION WITH PROVIDING TRANE DIGITAL SERVICES: INTERRUPTION, DELETION, DEFECT, DELAY IN OPERATION OR TRANSMISSION; CUSTOMER'S NETWORK SECURITY; COMPUTER VIRUS; COMMUNICATION FAILURE; THEFT OR DESTRUCTION OF DATA; GAPS IN DATA COLLECTED; AND UNAUTHORIZED ACCESS TO CUSTOMER'S DATA OR COMMUNICATIONS NETWORK.

13. CONTAMINANTS LIABILITY

The transmission of COVID-19 may occur in a variety of ways and circumstances, many of the aspects of which are currently not known. HVAC systems, products, services, and other offerings have not been tested for their effectiveness in reducing the spread of COVID-19, including through the air in closed environments. **IN NO EVENT WILL COMPANY BE LIABLE UNDER THIS AGREEMENT OR OTHERWISE FOR ANY INDEMNIFICATION, ACTION OR CLAIM, WHETHER BASED ON WARRANTY, CONTRACT, TORT OR OTHERWISE, FOR ANY BODILY INJURY (INCLUDING DEATH) DAMAGE TO PROPERTY, OR ANY OTHER LIABILITIES, DAMAGES OR COSTS RELATED TO CONTAMINANTS (INCLUDING THE SPREAD, TRANSMISSION OR CONTAMINATION THEREOF) (COLLECTIVELY, "CONTAMINANTS LIABILITIES") AND CUSTOMER HEREBY EXPRESSLY RELEASES COMPANY FROM ANY SUCH CONTAMINANTS LIABILITIES.**

14. Asbestos and Hazardous Materials. The Services expressly exclude any identification, abatement, cleanup, control, disposal, removal, or other work connected with asbestos polychlorinated biphenyl ("PCB"), or other hazardous materials (collectively, "Hazardous Materials"). Customer warrants and represents



that there are no Hazardous Materials on the premises that will in any way affect Company's performance, except as set forth in a writing signed by Company disclosing the existence and location of any Hazardous Materials in all areas within which Company will be performing. Should Company become aware of or suspect the presence of Hazardous Materials, Company may immediately stop work in the affected area and notify Customer. Customer will be responsible for correcting the condition in accordance with all applicable laws and regulations. Customer shall be exclusively responsible for and shall indemnify and hold harmless Company (including its employees, agents and subcontractors) from and against any loss, claim, liability, fees, penalties, injury (including death) or liability of any nature, and the payment thereof, arising out of or relating to any Hazardous Materials on or about the premises, not brought onto the premises by Company. Company shall be required to resume performance only in the absence of Hazardous Materials or when the affected area has been rendered harmless. In no event shall Company be obligated to transport or handle Hazardous Materials, provide any notices to any governmental agency, or examine the premises site for the presence of Hazardous Materials.

15. Insurance. Company agrees to maintain the following insurance during the term of this Agreement with limits not less than shown below and will, upon request from Customer, provide a Certificate of evidencing the following coverage:

Commercial General Liability	\$2,000,000 per occurrence
Automobile Liability	\$2,000,000 CSL
Workers' Compensation	Statutory Limits

If Customer has requested to be named as an additional insured under Company's insurance policy, Company will do so but only subject to Company's manuscript additional insured endorsement under its primary Commercial General Liability policies. In no event does Company or its insurer waive rights of subrogation.

16. Force Majeure. Company's duty to perform under this Agreement is contingent upon the non-occurrence of an Event of Force Majeure. If Company is unable to carry out any material obligation under this Agreement due to an Event of Force Majeure, this Agreement shall at Company's election (i) remain in effect but Company's obligations shall be suspended until the uncontrollable event terminates or (ii) be terminated upon 10 days' notice to Customer, in which event Customer shall pay Company for all parts of the Services furnished to the date of termination. An "Event of Force Majeure" shall mean any cause or event beyond the control of Company. Without limiting the foregoing, "Event of Force Majeure" includes: acts of God; acts of terrorism, war or the public enemy; flood; earthquake; lightning; tornado; storm; fire; civil disobedience; pandemic; insurrections; riots; labor/labour disputes; labor/labour or material shortages from the usual sources of supply; sabotage; restraint by court order or public authority (whether valid or invalid), and action or non-action by or inability to obtain or keep in force the necessary governmental authorizations, permits, licenses, certificates or approvals if not caused by Company; and the requirements of any applicable government in any manner that diverts either the material or the finished product to the direct or indirect benefit of the government.

17. Maintenance Services Other Than Solely Scheduled Service. If Company's Maintenance Services hereunder are not limited solely to Scheduled Service, the following provisions shall also apply: (a) Required restoration shall be performed by Customer at its cost prior to Company being obligated to perform hereunder; (b) any changes, adjustments, service or repairs made to the Equipment by any party other than Company, unless approved by Company in writing, may, at Company's option, terminate Company's obligation to render further service to the Equipment so affected; in such case no refund of any portion of the Service Fees shall be made; and (c) Customer shall (i) promptly notify Company of any unusual performance of Equipment; (ii) permit only Company personnel to repair or adjust Equipment and/or controls during the Term or a Renewal Term; and (iii) utilize qualified personnel to properly operate the Equipment in accordance with the applicable operating manuals and recommended procedures.

18. General. Except as provided below, to the maximum extent provided by law, this Agreement is made and shall be interpreted and enforced in accordance with the laws of the state or province in which Company performs the Services. Any dispute arising under or relating to this Agreement shall be decided by litigation in a court of competent jurisdiction located in the state or province in which the Services are performed. To the extent the premises are owned and/or operated by any agency of the United States Federal Government, determination of any substantive issue of law shall be according to the United States Federal common law of Government contracts as enunciated and applied by United States Federal judicial bodies and boards of contract appeals of the United States Federal Government. This Agreement contains all of the agreements, representations and understandings of the parties and supersedes all previous understandings, commitments or agreements, oral or written, related to the Services. If any term or condition of this Agreement is invalid, illegal or incapable of being enforced by any rule of law, all other Terms of this Agreement will nevertheless remain in full force and effect as long as the economic or legal substance of the transaction contemplated hereby is not affected in a manner adverse to any party hereto. Customer may not assign, transfer, or convey this Agreement, or any part hereof, without the written consent of Company. Subject to the foregoing, this Agreement shall bind and inure to the benefit of the parties hereto and their permitted successors and assigns. This Agreement may be executed in several counterparts, each of which when executed shall be deemed to be an original, but all together shall constitute but one and the same Agreement. A fully executed facsimile copy hereof or the several counterparts shall suffice as an original. Customer may not assign, transfer, or convey this Agreement, or any part hereof, or its right, title, or interest herein, without the written consent of Company. Subject to the foregoing, this Agreement shall be binding upon and inure to the benefit of the parties' respective successors and assigns. No failure or delay by the Company in enforcing any right or exercising any remedy under this Agreement shall be deemed to be a waiver by the Company of any right or remedy.

19. Federal Requirements. The Parties shall comply with all United States federal labor law obligations under 29 CFR part 471, appendix A to subpart A. THE FOLLOWING PROVISIONS ARE INCORPORATED HEREIN BY REFERENCE: Executive Order 11701 and 41 CFR §§ 60-250.5(a), 60-300.5; Executive Order 11758 and 41 CFR § 60-741.5(a); U.S. immigration laws, including the L-1 Visa Reform Act of 2004 and the H-1B Visa Reform Act of 2004; and Executive Order 13496. The Parties shall abide by the requirements of 41 CFR 60-300.5(a) and 60-741.5(a). These regulations prohibit discrimination against qualified individuals based on their status as protected veterans or individuals with disabilities. Moreover, these regulations require that covered prime contractors and subcontractors take affirmative action to employ and advance in employment individuals without regard to protected veteran status or disability. The Parties certify that they do not operate any programs promoting DEI that violate any applicable United States anti-discrimination laws and acknowledge and agree that their compliance with all applicable federal anti-discrimination laws is material to the federal government's payment decisions. The Parties acknowledge and agree that their employment, procurement, and contracting practices shall not consider race, color, sex, sexual preference, religion, or national origin in ways that violate United States federal civil rights laws.

20. Export Laws. The obligation of Company to supply Equipment and/or Services under this Agreement is subject to the ability of Company to supply such items consistent with applicable laws and regulations of the United States and other governments. Company reserves the right to refuse to enter into or perform any order, and to cancel any order, under this Agreement if Company in its sole discretion determines that performance of the transaction to which such order relates would violate any such applicable law or regulation. Customer will pay all handling and other similar costs from Company's factories including the costs of freight, insurance, export clearances, import duties and taxes. Customer will be "exporter of record" with respect to any export from the United States of America and will perform all compliance and logistics functions in connection therewith and will also comply with all applicable laws, rules, and regulations. Customer understands that Company and/or the Equipment and/or Services are subject to laws and regulations of the United States of America which may require licensing or authorization for and/or prohibit export, re-export or diversion of Company's Equipment and/or Services to certain countries, and agrees it will not knowingly assist or participate in any such diversion or other violation of applicable United States of America laws and regulations. Customer agrees to hold harmless and indemnify Company for any damages resulting to Customer or Company from a breach of this paragraph by Customer. Furthermore, the Customer acknowledges that the Company's Equipment are subject to export control and sanction laws and regulations, including but not limited to the U.S. Export Administration Regulations (EAR) (15 CFR 730-774) and the Foreign Asset Control Regulations (31 CFR 500) ("laws and regulations"). The Customer agrees to comply with all such laws and regulations. The Customer will not use or divert the Equipment for any prohibited end-uses, such as the proliferation of weapons of mass destruction. The Customer also agrees not to re-export or transfer the Equipment in violation of export control laws.

21. U.S. Government Services. The following provision applies only to direct sales by Company to the US Government. The Parties acknowledge that all items or services ordered and delivered under this Agreement are Commercial Items as defined under Part 12 of the Federal Acquisition Regulation (FAR). In particular, Company agrees to be bound only by those Federal contracting clauses that apply to "commercial" suppliers and that are contained in FAR 52.212-5(e)(1). Company complies with 52.219-8 or 52.219-9 in its service and installation contracting business. The following provision applies only to indirect sales by Company to the US Government. As a Commercial Item Subcontractor, Company accepts only the following mandatory flow down provisions: 52.219-8; 52.222-26; 52.222-35; 52.222-36; 52.222-39; 52.247-64. If the Services are in connection with a U.S. Government contract, Customer certifies that it has provided and will provide current, accurate, and complete information, representations, and certifications to all government officials, including but not limited to the contracting officer and officials of the Small Business Administration, on all matters related to the prime contract, including but not limited to all aspects of its



ownership, eligibility, and performance. Anything herein notwithstanding, Company will have no obligations to Customer unless and until Customer provides Company with a true, correct, and complete executed copy of the prime contract. Upon request, Customer will provide copies to Company of all requested written communications with any government official related to the prime contract prior to or concurrent with the execution thereof, including but not limited to any communications related to Customer's ownership, eligibility, or performance of the prime contract. Customer will obtain written authorization and approval from Company prior to providing any government official any information about Company's performance of the Services that are the subject of the Proposal or this Agreement, other than the Proposal or this Agreement.

22. Limited Waiver of Sovereign Immunity. If Customer is an Indian tribe (in the U.S.) or a First Nation or Band Council (in Canada), Customer, whether acting in its capacity as a government, governmental entity, a duly organized corporate entity or otherwise, for itself and for its agents, successors, and assigns: (1) hereby provides this limited waiver of its sovereign immunity as to any damages, claims, lawsuit, or cause of action (herein "Action") brought against Customer by Company and arising or alleged to arise out of the furnishing by Company of any product or service under this Agreement, whether such Action is based in contract, tort, strict liability, civil liability or any other legal theory; (2) agrees that jurisdiction and venue for any such Action shall be proper and valid (a) if Customer is in the U.S., in any state or United States court located in the state in which Company is performing this Agreement or (b) if Customer is in Canada, in the superior court of the province or territory in which the work was performed; (3) expressly consents to such Action, and waives any objection to jurisdiction or venue; (4) waives any requirement of exhaustion of tribal court or administrative remedies for any Action arising out of or related to this Agreement; and (5) expressly acknowledges and agrees that Company is not subject to the jurisdiction of Customer's tribal court or any similar tribal forum, that Customer will not bring any action against Company in tribal court, and that Customer will not avail itself of any ruling or direction of the tribal court permitting or directing it to suspend its payment or other obligations under this Agreement. The individual signing on behalf of Customer warrants and represents that such individual is duly authorized to provide this waiver and enter into this Agreement and that this Agreement constitutes the valid and legally binding obligation of Customer, enforceable in accordance with its terms.

1-26.130-7 (0326)
Supersedes 1-26.130-7 (0325)

DRAFT



SECURITY ADDENDUM

This Addendum shall be applicable to the sale, installation and use of Trane equipment and the sale and provision of Trane services. "Trane" shall mean Trane U.S. Inc. for sales and services in the United States, or Trane Canada ULC for sales and services in Canada.

1. **Definitions.** All terms used in this Addendum shall have the meaning specified in the Agreement unless otherwise defined herein. For the purposes of this Addendum, the following terms are defined as follows:
"Customer Data" means Customer account information as related to the Services only and does not include HVAC Machine Data or personal data. Trane does not require, nor shall Customer provide personal data to Trane under the Agreement. Such data is not required for Trane to provide its Equipment and/or Services to the Customer.
"Equipment" shall have the meaning set forth in the Agreement.
"HVAC Machine Data" means data generated and collected from the product or furnished service without manual entry. HVAC Machine Data is data relating to the physical measurements and operating conditions of a HVAC system, such as but not limited to, temperatures, humidity, pressure, HVAC equipment status. HVAC Machine Data does not include Personal Data and, for the purposes of this agreement, the names of users of Trane's controls products or hosted applications shall not be Personal Data, if any such user chooses to use his/her name(s) in the created accounts within the controls product (e.g., firstname.lastname@address.com). HVAC Machine Data may be used by Trane: (a) to provide better support services and/or products to users of its products and services; (b) to assess compliance with Trane terms and conditions; (c) for statistical or other analysis of the collective characteristics and behaviors of product and services users; (d) to backup user and other data or information and/or provide remote support and/or restoration; (e) to provide or undertake: engineering analysis; failure analysis; warranty analysis; energy analysis; predictive analysis; service analysis; product usage analysis; and/or other desirable analysis, including, but not limited to, histories or trends of any of the foregoing; and (f) to otherwise understand and respond to the needs of users of the product or furnished service. "Personal Data" means data and/or information that is owned or controlled by Customer, and that names or identifies, or is about a natural person, such as: (i) data that is explicitly defined as a regulated category of data under any data privacy laws applicable to Customer; (ii) non-public personal information ("NPI") or personal information ("PI"), such as national identification number, passport number, social security number, social insurance number, or driver's license number; (iii) health or medical information, such as insurance information, medical prognosis, diagnosis information, or genetic information; (iv) financial information, such as a policy number, credit card number, and/or bank account number; (v) personally identifying technical information (whether transmitted or stored in cookies, devices, or otherwise), such as IP address, MAC address, device identifier, International Mobile Equipment Identifier ("IMEI"), or advertising identifier; (vi) biometric information; and/or (vii) sensitive personal data, such as, race, religion, marital status, disability, gender, sexual orientation, geolocation, or mother's maiden name.
"Security Incident" shall refer to (i) a compromise of any network, system, application or data in which Customer Data has been accessed or acquired by an unauthorized third party; (ii) any situation where Trane reasonably suspects that such compromise may have occurred; or (iii) any actual or reasonably suspected unauthorized or illegal Processing, loss, use, disclosure or acquisition of or access to any Customer Data.
"Services" shall have the meaning set forth in the Agreement.
2. **HVAC Machine Data; Access to Customer Extranet and Third-Party Systems.** If Customer grants Trane access to HVAC Machine Data via web portals or other non-public websites or extranet services on Customer's or a third party's website or system (each, an "Extranet"), Trane will comply with the following:
 - a. **Accounts.** Trane will ensure that Trane's personnel use only the Extranet account(s) designated by Customer and will require Trane personnel to keep their access credentials confidential.
 - b. **Systems.** Trane will access the Extranet only through computing or processing systems or applications running operating systems managed by Trane that include: (i) system network firewalls; (ii) centralized patch management; (iii) operating system appropriate anti-malware software; and (iv) for portable devices, full disk encryption.
 - c. **Restrictions.** Unless otherwise approved by Customer in writing, Trane will not download, mirror, or permanently store any HVAC Machine Data from any Extranet on any medium, including any machines, devices, or servers.
 - d. **Account Termination.** Trane will terminate the account of each of Trane's personnel in accordance with Trane's standard practices after any specific Trane personnel who has been authorized to access any Extranet (1) no longer needs access to HVAC Machine Data or (2) no longer qualifies as Trane personnel (e.g., the individual leaves Trane's employment).
 - e. **Third-Party Systems.** Trane will provide Customer prior notice before it uses any third-party system that stores or may otherwise have access to HVAC Machine Data, unless (1) the data is encrypted and (2) the third-party system will not have access to the decryption key or unencrypted "plain text" versions of the HVAC Machine Data.
3. **Customer Data; Confidentiality.** Trane shall keep confidential, and shall not access or use any Customer Data and information that is marked confidential or by its nature is considered confidential ("Customer Confidential Information") other than for the purpose of providing the Equipment and Services, and will disclose Customer Confidential Information only: (i) to Trane's employees and agents who have a need to know to perform the Services, (ii) as expressly permitted or instructed by Customer, or (iii) to the minimum extent required to comply with applicable law, provided that Trane (1) provides Customer with prompt written notice prior to any such disclosure, and (2) reasonably cooperate with Customer to limit or prevent such disclosure.
4. **Customer Data; Compliance with Laws.** Trane agrees to comply with laws, regulations governmental requirements and industry standards and practices relating to Trane's processing of Customer Confidential Information (collectively, "Laws").
5. **Customer Data; Information Security Management.** Trane agrees to establish and maintain an information security and privacy program, consistent with applicable HVAC equipment industry practices that complies with this Addendum and applicable Laws ("Information Security Program"). The Information Security Program shall include appropriate physical, technical and administrative safeguards, including any safeguards and controls agreed by the Parties in writing, sufficient to protect Customer systems, and Customer's Confidential Information from unauthorized access, destruction, use, modification, or disclosure. The Information Security Program shall include appropriate, ongoing training and awareness programs designed to ensure that Trane's employees and agents, and others acting on Trane's, behalf are aware of and comply with the Information Security Program's policies, procedures, and protocols.
6. **Monitoring.** Trane shall monitor and, at regular intervals consistent with HVAC equipment industry practices, test and evaluate the effectiveness of its Information Security Program. Trane shall evaluate and promptly adjust its Information Security Program in light of the results of the testing and monitoring, any material changes to its operations or business arrangements, or any other facts or circumstances that Trane knows or reasonably should know may have a material impact on the security of Customer Confidential Information, Customer systems and Customer property.
7. **Audits.** Customer acknowledges and agrees that the Trane SOC2 audit report will be used to satisfy any and all audit/inspection requests/requirements by or on behalf of Customer. Trane will make its SOC2 audit report available to Customer upon request and with a signed nondisclosure agreement.
8. **Information Security Contact.** Trane's information security contact is Local Sales Office.



9. Security Incident Management. Trane shall notify Customer after the confirmation of a Security Incident that affects Customer Confidential Information, Customer systems, and Customer property. The written notice shall summarize the nature and scope of the Security Incident and the corrective action already taken or planned.
10. Threat and Vulnerability Management. Trane regularly performs vulnerability scans and addresses detected vulnerabilities on a risk basis. Periodically, Trane engages third parties to perform network vulnerability assessments and penetration testing. Vulnerabilities will be reported in accordance with Trane's cybersecurity vulnerability reported process. Trane periodically provides security updates and software upgrades.
11. Security Training and Awareness. New employees are required to complete security training as part of the new hire process and receive annual and targeted training (as needed and appropriate to their role) thereafter to help maintain compliance with Security Policies, as well as other corporate policies, such as the Trane Code of Conduct. This includes requiring Trane employees to annually re-acknowledge the Code of Conduct and other Trane policies as appropriate. Trane conducts periodic security awareness campaigns to educate personnel about their responsibilities and provide guidance to create and maintain a secure workplace.
12. Secure Disposal Policies. Trane will maintain policies, processes, and procedures regarding the disposal of tangible and intangible property containing Customer Confidential Information so that wherever possible, Customer Confidential Information cannot be practically read or reconstructed.
13. Logical Access Controls. Trane employs internal monitoring and logging technology to help detect and prevent unauthorized access attempts to Trane's corporate networks and production systems. Trane's monitoring includes a review of changes affecting systems' handling authentication, authorization, and auditing, and privileged access to Trane production systems. Trane uses the principle of "least privilege" (meaning access denied unless specifically granted) for access to customer data.
14. Contingency Planning/Disaster Recovery. Trane will implement policies and procedures required to respond to an emergency or other occurrence (i.e., fire, vandalism, system failure, natural disaster) that could damage Customer Data or any system that contains Customer Data. Procedures include the following:
 - (i) Data backups; and
 - (ii) Formal disaster recovery plan. Such disaster recovery plan is tested at least annually.
15. Return of Customer Data. If Trane is responsible for storing or receiving Customer Data, Trane shall, at Customer's sole discretion, deliver Customer Data to Customer in its preferred format within a commercially reasonable period of time following the expiration or earlier termination of the Agreement or, such earlier time as Customer requests, securely destroy or render unreadable or undecipherable each and every original and copy in every media of all Customer's Data in Trane's possession, custody or control no later than [90 days] after receipt of Customer's written instructions directing Trane to delete the Customer Data.
16. Background Checks Trane shall take reasonable steps to ensure the reliability of its employees or other personnel having access to the Customer Data, including the conducting of appropriate background and/or verification checks in accordance with Trane policies.
17. DISCLAIMER OF WARRANTIES. EXCEPT FOR ANY APPLICABLE WARRANTIES IN THE AGREEMENT, THE SERVICES ARE PROVIDED "AS IS", WITH ALL FAULTS, AND THE ENTIRE RISK AS TO SATISFACTORY QUALITY, PERFORMANCE, ACCURACY AND EFFORT AS TO SUCH SERVICES SHALL BE WITH CUSTOMER. TRANE DISCLAIMS ANY AND ALL OTHER EXPRESS OR IMPLIED REPRESENTATIONS AND WARRANTIES WITH RESPECT TO THE SERVICES AND THE SERVICES PROVIDED HEREUNDER, INCLUDING ANY EXPRESS OR IMPLIED WARRANTY OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, OR THAT THE SERVICES WILL OPERATE ERROR-FREE OR UNINTERRUPTED OR RETURN/RESPONSE TO INQUIRIES WITHIN ANY SPECIFIC PERIOD OF TIME.

March 2026
Supersedes November 2023v2



APPENDIX

SERVICE BEST PRACTICES

Trane is completely dedicated to making buildings better. The ongoing pursuit of better buildings, using our long-term domain expertise to push new technologies into everyday use, keeps us at the forefront of the industry.

In addition to the services details in the agreement above, we take practical steps every day to ensure our approach is safe and efficient.

SAFETY

Since 2003, U.S. Bureau of Labor Statistics records have consistently shown the Total Recordable Incident Rate (TRIR) and Days Away From Work (DAFW) for Trane have been significantly lower than those for HVAC repair and maintenance contractors and specialty trade contractors (construction). The company's safety culture in America is unparalleled in the building service industry, with proven results in the continuous reduction of injury rates. Trane incident rates (OSHA) are consistently 50 to 70 percent below the industry average.

A wide range of safety training and resources are available to Trane technicians, including:

- Safety training—20 hours per year
- Electrical safety—NFPA 70E compliant, electrical PPE
- Fall protection
- Ergonomics
- USDOT compliance
- Refrigerant management training

ENVIRONMENTAL PRACTICES

Trane policies and procedures are compliant with all federal and state regulations. Refrigerant (and substitutes) handling, storage and leak repair processes are compliant with Environmental Protection Agency regulation 40 CFR Part 82. Service technicians are Universal-certified and use only certified recovery equipment

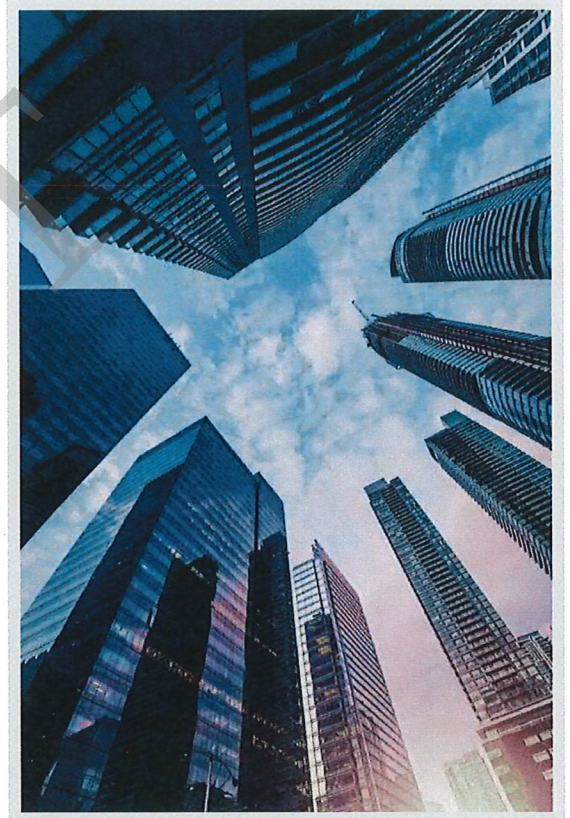
Refrigerant Management Software (RMS) captures, manages and reports all refrigerant activity at your site. Annually, Trane will send you a report documenting all refrigerant activity that we performed for each piece of equipment during the past 12 months

Trane adheres to all environmental regulations when removing used oil from refrigeration units.

CONSISTENCY

Nationwide, Trane technicians follow documented, formal processes that ensure uniform service delivery. As an OEM, Trane has developed exclusive service procedures which provide the most reliable outcomes, and extended equipment longevity, at the most cost-effective price.

- Exclusive service work flow processes provide detailed steps and information encompassing parts, materials, tools and sequence of execution
- Additional steps addressing safety, quality control, work validation and environmental compliance
- Technicians must consistently reference documented processes to ensure no critical steps are skipped or omitted
- Applicable service processes meet or exceed ASHRAE 180-2008 Standard Practice for Inspection and Maintenance of Commercial Building HVAC Systems





APPENDIX: HVAC EQUIPMENT COVERAGE LIST

Note: Asset summary list below is based on CCSB-supplied asset list titled "Clay County Schools AE Assets_17Apr2026" and "Portable Counts Per School". All quantities and locations listed on this asset list are believed to be accurate by both Trane and CCSB Maintenance personnel and are the basis for the scope and price of the agreement. Modifications to the asset list may result in modifications to the scope and price of the agreement.

Asset Summary List

School	AHUs / RTUs	Pumps	Towers	Condensers	DX Packaged Units	ERUs	MAUs	BARDs	Fan Coils / AHUs	Mini Splits
BLC	0	0	0	9	0	0	0	38	9	2
CEB	6	0	0	10	0	0	0	62	10	7
CGE	6	5	0	3	0	0	0	4	4	0
CHS	2	0	0	31	22	0	3	26	19	2
DIS	10	0	0	7	0	0	0	28	0	1
FIE	4	0	0	22	0	0	0	59	15	0
FIH	17	7	0	3	0	0	0	59	3	4
GCJ	4	0	0	22	0	0	1	60	19	11
GPE	2	0	0	5	12	0	0	23	1	0
LAE	17	4	0	13	0	2	0	41	0	2
LAJ	12	6	0	5	0	0	0	20	6	3
LES	10	0	0	2	0	2	0	34	1	0
LJH	13	0	0	10	0	0	0	28	6	1
MBE	1	0	0	10	4	0	0	62	7	2
MCE	9	0	0	4	0	2	0	29	1	0
MHS	14	7	2	4	2	0	2	48	2	2
OPE	0	0	0	7	0	0	0	41	6	7
OPH	4	4	0	7	0	1	4	74	4	8
OPJ	12	0	0	7	0	0	0	20	5	0
PES	3	0	0	31	0	0	0	65	14	1
RHS	10	7	0	76	0	0	0	60	66	1
ROE	6	5	0	2	0	0	0	14	3	0
RVE	6	6	0	6	0	2	0	34	2	0
SBJ	5	0	0	31	0	0	0	17	23	3
SLE	19	5	0	2	0	0	0	2	0	0
SPC	10	4	0	4	0	0	0	36	2	3
SPE	9	2	0	3	0	0	0	1	0	0
TBE	8	4	0	11	0	5	0	32	2	0
TES	8	4	0	11	0	5	0	36	2	0
WEC	3	5	0	5	0	0	0	37	2	0



Bannerman Learning Center

Charles E Bennett Elementary

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Charles E Bennett Elementary (continued)

AssetId	Name	AssetNo	SerialNo	Make	Model	Barcode	SiteName	CategoryName
5213	CEB_16_Packaged Unit_A170302	CEB_16_PU_A170302	22QP062281417-02	Bard	SH491-B09RXXXXX	A170302	Charles E. Bennett Elementary	Package Unit
5212	CEB_16_Packaged Unit_A170303	CEB_16_PU_A170303	221P062281422-02	Bard	SH491-B09RXXXXX	A170303	Charles E. Bennett Elementary	Package Unit
5201	CEB_16_Packaged Unit_A170304	CEB_16_PU_A170304	163P062281456-02	Bard	SH381-B09RXXXXX	A170304	Charles E. Bennett Elementary	Package Unit
5211	CEB_16_Packaged Unit_A170306	CEB_16_PU_A170306	221P062281423-02	Bard	SH491-B09RXXXXX	A170306	Charles E. Bennett Elementary	Package Unit
5210	CEB_16_Packaged Unit_A170307	CEB_16_PU_A170307	221P062281426-02	Bard	SH491-B09RXXXXX	A170307	Charles E. Bennett Elementary	Package Unit
5209	CEB_16_Packaged Unit_A170308	CEB_16_PU_A170308	221P062281428-02	Bard	SH491-B09RXXXXX	A170308	Charles E. Bennett Elementary	Package Unit
5208	CEB_16_Packaged Unit_A170309	CEB_16_PU_A170309	221P062281424-02	Bard	SH491-B09RXXXXX	A170309	Charles E. Bennett Elementary	Package Unit
5200	CEB_16_Packaged Unit_A170310	CEB_16_PU_A170310	163P062281458-02	Bard	SH381-B09RXXXXX	A170310	Charles E. Bennett Elementary	Package Unit
5202	CEB_16_Packaged Unit_A170311	CEB_16_PU_A170311	221P062281419-02	Bard	SH491-B09RXXXXX	A170311	Charles E. Bennett Elementary	Package Unit
5207	CEB_16_Packaged Unit_A170312	CEB_16_PU_A170312	221P062281427-02	Bard	SH491-B09RXXXXX	A170312	Charles E. Bennett Elementary	Package Unit
5199	CEB_16_Packaged Unit_A170313	CEB_16_PU_A170313	163P062281455-02	Bard	SH381-B09RXXXXX	A170313	Charles E. Bennett Elementary	Package Unit
5206	CEB_16_Packaged Unit_A170314	CEB_16_PU_A170314	221P062281418-02	Bard	SH491-B09RXXXXX	A170314	Charles E. Bennett Elementary	Package Unit
5205	CEB_16_Packaged Unit_A170315	CEB_16_PU_A170315	221P062281425-02	Bard	SH491-B09RXXXXX	A170315	Charles E. Bennett Elementary	Package Unit
5117	CEB_4_Mini Split System_A170287	CEB_4_MSS_A170287	8003559T	Mitsubishi	MUZ-A09NA	A170287	Charles E. Bennett Elementary	Mini Split System
5116	CEB_4_Mini Split System_A170288	CEB_4_MSS_A170288	8003471T	Mitsubishi	MUZ-A09NA	A170288	Charles E. Bennett Elementary	Mini Split System
5119	CEB_4_Mini Split System_A170289	CEB_4_MSS_A170289		Sea Breeze	9H45YOMI	A170289	Charles E. Bennett Elementary	Mini Split System
5118	CEB_4_Mini Split System_A170290	CEB_4_MSS_A170290	8003635T	Mitsubishi	MUZ-A09NA	A170290	Charles E. Bennett Elementary	Mini Split System
5122	CEB_4_Packaged Unit_A170284	CEB_4_PU_A170284	309L183588242-02	Bard	W36H2-A05	A170284	Charles E. Bennett Elementary	Package Unit
5121	CEB_4_Packaged Unit_A170285	CEB_4_PU_A170285		Bard		A170285	Charles E. Bennett Elementary	Package Unit
	CEB_4_Packaged Unit_A170286	CEB_4_PU_A170286	278M244249908-02	Bard	W36HY-A05	A170286	Charles E. Bennett Elementary	Package Unit
5125	CEB_5_Mini Split System_A170291	CEB_5_MSS_A170291		Sea Breeze	9H45YOMI	A170291	Charles E. Bennett Elementary	Mini Split System
5126	CEB_5_Packaged Unit_A170292	CEB_5_PU_A170292	278C213850001-02	Bard	W35HB-A05	A170292	Charles E. Bennett Elementary	Package Unit
5127	CEB_5_Packaged Unit_A170293	CEB_5_PU_A170293	125D082488383-02	Bard	WH361-A05	A170293	Charles E. Bennett Elementary	Package Unit
5128	CEB_5_Packaged Unit_A170294	CEB_5_PU_A170294				A170294	Charles E. Bennett Elementary	Package Unit
5129	CEB_5_Packaged Unit_A170296	CEB_5_PU_A170296				A170296	Charles E. Bennett Elementary	Package Unit
5131	CEB_9_Condensing Unit_A170243	CEB_9_CU_A170243	E193300261	International Comfort Product	N4H436GK6201	A170243	Charles E. Bennett Elementary	Condensing Unit
5132	CEB_9_Fan Coil Unit - DX_A170241	CEB_9_FCU_A170241	F192141371	Comfortmaker Air Conditionin	FEM4X3600BL5E	A170241	Charles E. Bennett Elementary	Fan Coil Unit - DX
5133	CEB_9_Packaged Unit_A170242	CEB_9_PU_A170242	152513220L	Trane	TSC092F3EQA08A001	A170242	Charles E. Bennett Elementary	Package Unit

Coppergate Elementary

AssetId	Name	AssetNo	SerialNo	Make	Model	Barcode	SiteName	CategoryName
5217	CGE_1_Air Handling Unit_A158023	CGE_1_AHU_A158023	K06C41015	Trane	MCCB040UAOC0UA	A158023	Coppergate Elementary	Air Handling Unit
5218	CGE_1_Air Handling Unit_A158024	CGE_1_AHU_A158024	K06C41353	Trane	MCCB021UAOC0UB	A158024	Coppergate Elementary	Air Handling Unit
5220	CGE_1_Air Handling Unit_A158027	CGE_1_AHU_A158027	K06C41425	Trane	MCCB008UAOC0UA	A158027	Coppergate Elementary	Air Handling Unit
5219	CGE_1_Air Handling Unit_A158036	CGE_1_AHU_A158036	K06C41403	Trane	MCCB035UAOC0UA	A158036	Coppergate Elementary	Air Handling Unit
	CGE_1_Air Handling Unit_A158038	CGE_1_AHU_A158038	K06C41412	Trane	MCCB017UAOC0UA	A158038	Coppergate Elementary	Air Handling Unit
	CGE_1_Air Handling Unit_A158041	CGE_1_AHU_A158041	K06C41024	Trane	MCCB010UAOC0UB	A158041	Coppergate Elementary	Air Handling Unit
5224	CGE_1_Condensing Unit_A158037	CGE_1_CU_A158037	63058ID3F	Trane	21TA0036A3000AA	A158037	Coppergate Elementary	Condensing Unit
5225	CGE_1_Condensing Unit_A158042	CGE_1_CU_A158042	63058AT3F	Trane	21TA0030A3000AA	A158042	Coppergate Elementary	Condensing Unit
5226	CGE_1_Condensing Unit_A158043	CGE_1_CU_A158043	6334N7G3F	Trane	21TA0030A3000AA	A158043	Coppergate Elementary	Condensing Unit
5229	CGE_1_Fan Coil Unit - DX_001	CGE_1_FCU_001				Not Found	Coppergate Elementary	Fan Coil Unit - DX
5230	CGE_1_Fan Coil Unit - DX_A158022	CGE_1_FCU_A158022	63364Y1V	Trane	21EC3F36A1000AA	A158022	Coppergate Elementary	Fan Coil Unit - DX
	CGE_1_Fan Coil Unit - DX_A158039	CGE_1_FCU_A158039	6331X3K2V	Trane	21EC3F30A1000AA	A158039	Coppergate Elementary	Fan Coil Unit - DX
5228	CGE_1_Fan Coil Unit - DX_A158040	CGE_1_FCU_A158040				A158040	Coppergate Elementary	Fan Coil Unit - DX
5263	CGE_1_Pump, Chilled Water Circula	CGE_1_CHWP_A158028	C009789-01 L50	Bell & Gossett	1510 BF 6.75	A158028	Coppergate Elementary	Pump, Chilled Water Circulation
5264	CGE_1_Pump, Chilled Water Circula	CGE_1_CHWP_A158029	C009789-03 L50	Bell & Gossett	1510 BF 6.75	A158029	Coppergate Elementary	Pump, Chilled Water Circulation
5262	CGE_1_Pump, Chilled Water Circula	CGE_1_CHWP_A158030	C009789-02 L50	Bell & Gossett	1510 BF 6.75	A158030	Coppergate Elementary	Pump, Chilled Water Circulation
5260	CGE_1_Pump, Chilled Water Circula	CGE_1_CHWP_A158031	C009790-02 L50	Bell & Gossett	1510 BF 12.25	A158031	Coppergate Elementary	Pump, Chilled Water Circulation
5261	CGE_1_Pump, Chilled Water Circula	CGE_1_CHWP_A158032	C009790-01 L50	Bell & Gossett	1510 BF 12.23	A158032	Coppergate Elementary	Pump, Chilled Water Circulation

[illegible]



Fleming Island Elementary

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Green Cove Jr. High

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Green Cove Jr. High (continued)

AssetId	Name	AssetNo	SerialNo	Make	Model	Barcode	SiteName	CategoryName
6148	GCJ_4_Condensing Unit_A170403	GCJ_4_CU_A170403	980200037001	Addison	RCA 101-3E	A170403	Green Cove Springs Junior High Condensing Unit	
6149	GCJ_4_Condensing Unit_A170404	GCJ_4_CU_A170404		Addison	RCA 101-3E	A170404	Green Cove Springs Junior High Condensing Unit	
6150	GCJ_4_Condensing Unit_A170407	GCJ_4_CU_A170407	X192531770	International Comfort Product	WCH4184GKB100	A170407	Green Cove Springs Junior High Condensing Unit	
6151	GCJ_4_Fan Coil Unit - DX_001	GCJ_4_FCU_001	F191428201	International Comfort Product	WAHL184B	Not Accessible	Green Cove Springs Junior High Fan Coil Unit - DX	
	GCJ_4_Package Unit_A170408	GCJ_PU_A170408	278P224033235-02	Bard	W36HB-A05	A170408	Green Cove Springs Junior High Package Unit	
	GCJ_4_Package Unit_A170409	GCJ_PU_A170409	278P224033231-02	Bard	W36HB-A05	A170409	Green Cove Springs Junior High Package Unit	
	GCJ_4_Package Unit_A170410	GCJ_PU_A170410				A170410	Green Cove Springs Junior High Package Unit	
	GCJ_4_Package Unit_A170411	GCJ_PU_A170411				A170411	Green Cove Springs Junior High Package Unit	
	GCJ_4_Package Unit_A170412	GCJ_PU_A170412				A170412	Green Cove Springs Junior High Package Unit	
	GCJ_4_Package Unit_A170413	GCJ_PU_A170413	184C881216047-02	Bard	WH602L909BXXXXX	A170413	Green Cove Springs Junior High Package Unit	
6152	GCJ_4_Package Unit_A170405	GCJ_4_PU_A170405	324M102745975-02	Bard	W60H1-A10	A170405	Green Cove Springs Junior High Package Unit	
6153	GCJ_4_Package Unit_A170406	GCJ_4_PU_A170406		Bard		A170406	Green Cove Springs Junior High Package Unit	
	GCJ_5_Package Unit_A170417	GCJ_5_PU_A170417		Bard		A170417	Green Cove Springs Junior High Package Unit	
	GCJ_5_Package Unit_A170418	GCJ_5_PU_A170418	332M244250520-02	Bard		A170418	Green Cove Springs Junior High Package Unit	
	GCJ_5_Package Unit_A170419	GCJ_5_PU_A170419	332M244250510-02	Bard		A170419	Green Cove Springs Junior High Package Unit	
6166	GCJ_5_Package Unit_A170420	GCJ_5_PU_A170420				A170420	Green Cove Springs Junior High Package Unit	
6165	GCJ_5_Package Unit_A170421	GCJ_5_PU_A170421	154F092626273-02	Bard	WH602-B09	A170421	Green Cove Springs Junior High Package Unit	
6158	GCJ_5_Package Unit_A170422	GCJ_5_PU_A170422	324M102745971-02	Bard	W60H1-A10	A170422	Green Cove Springs Junior High Package Unit	
6157	GCJ_5_Package Unit_A170423	GCJ_5_PU_A170423	309F183546753-02	Bard	W36H2-A10	A170423	Green Cove Springs Junior High Package Unit	
6161	GCJ_5_Package Unit_A170424	GCJ_5_PU_A170424	154L062248871-02	Bard	WA602-B09	A170424	Green Cove Springs Junior High Package Unit	
6160	GCJ_5_Package Unit_A170425	GCJ_5_PU_A170425	154L062248875-02	Bard	WA602-B09	A170425	Green Cove Springs Junior High Package Unit	
6159	GCJ_5_Package Unit_A170426	GCJ_5_PU_A170426	325B193631474-02	Bard	W60H2-B15	A170426	Green Cove Springs Junior High Package Unit	
6168	GCJ_6_Condensing Unit_A170354	GCJ_6_CU_A170354	1914I13015	Lennox	4HP13L48P-7A	A170354	Green Cove Springs Junior High Condensing Unit	
	GCJ_6_Condensing Unit_A170355	GCJ_6_CU_A170355	253441TSYKF	Trane	5TWR4060A1000AA	A170355	Green Cove Springs Junior High Condensing Unit	
	GCJ_6_Condensing Unit_A170356	GCJ_6_CU_A170356	253441AHKF	Trane	5TWR4060A1000AA	A170356	Green Cove Springs Junior High Condensing Unit	
6167	GCJ_6_Condensing Unit_A170361	GCJ_6_CU_A170361	X192754642	International Comfort Product	WCH4904GKB100	A170361	Green Cove Springs Junior High Condensing Unit	
6170	GCJ_6_Condensing Unit_A170362	GCJ_6_CU_A170362	JTA100700914	Nordyne	JT43D-060K	A170362	Green Cove Springs Junior High Condensing Unit	
6175	GCJ_6_Fan Coil Unit - DX_A170357	GCJ_6_FCU_A170357	GBD100707166	Nordyne	GB5BM-060K-C	A170357	Green Cove Springs Junior High Fan Coil Unit - DX	
	GCJ_6_Fan Coil Unit - DX_A170358	GCJ_6_FCU_A170358	25332MPC3V	Trane	5TEM4D07AC51SAA	A170358	Green Cove Springs Junior High Fan Coil Unit - DX	
	GCJ_6_Fan Coil Unit - DX_A170359	GCJ_6_FCU_A170359	25332MR13V	Trane	5TEM4D07AC51SAA	A170359	Green Cove Springs Junior High Fan Coil Unit - DX	
	GCJ_6_Fan Coil Unit - DX_A170360	GCJ_6_FCU_A170360	6015856335		BC83M48C00NA1P-1	A170360	Green Cove Springs Junior High Fan Coil Unit - DX	
6181	GCJ_7_Condensing Unit_A170388	GCJ_7_CU_A170388	21341F564F	Trane	4TWR4048G1000AC	A170388	Green Cove Springs Junior High Condensing Unit	
6182	GCJ_7_Condensing Unit_A170389	GCJ_7_CU_A170389	21342E4W4F	Trane	4TWR4048G1000AC	A170389	Green Cove Springs Junior High Condensing Unit	
6178	GCJ_7_Condensing Unit_A170390	GCJ_7_CU_A170390	21334A354F	Trane	4TWR4048G1000AC	A170390	Green Cove Springs Junior High Condensing Unit	
6177	GCJ_7_Condensing Unit_A170394	GCJ_7_CU_A170394	21335HD04F	Trane	4TWR4048G1000AC	A170394	Green Cove Springs Junior High Condensing Unit	
6180	GCJ_7_Condensing Unit_A170395	GCJ_7_CU_A170395	21341H9X4F	Trane	4TWR4048G1000AC	A170395	Green Cove Springs Junior High Condensing Unit	
6179	GCJ_7_Condensing Unit_A170396	GCJ_7_CU_A170396	21342F4E4F	Trane	4TWR4048G1000AC	A170396	Green Cove Springs Junior High Condensing Unit	
6186	GCJ_7_Fan Coil Unit - DX_A170391	GCJ_7_FCU_A170391	213831HM3V	Trane	TEM4A0C48S41SBA	A170391	Green Cove Springs Junior High Fan Coil Unit - DX	
6187	GCJ_7_Fan Coil Unit - DX_A170392	GCJ_7_FCU_A170392	21383YL23V	Trane	TEM4A0C48S41SBA	A170392	Green Cove Springs Junior High Fan Coil Unit - DX	
6183	GCJ_7_Fan Coil Unit - DX_A170397	GCJ_7_FCU_A170397	21383WN93V	Trane	TEM4A0C48S41SBA	A170397	Green Cove Springs Junior High Fan Coil Unit - DX	
6185	GCJ_7_Fan Coil Unit - DX_A170398	GCJ_7_FCU_A170398	213831HF3V	Trane	TEM4A0C48S41SBA	A170398	Green Cove Springs Junior High Fan Coil Unit - DX	
6188	GCJ_7_Fan Coil Unit - DX_A170399	GCJ_7_FCU_A170399	213831HB3V	Trane	TEM4A0C48S41SBA	A170399	Green Cove Springs Junior High Fan Coil Unit - DX	
6184	GCJ_7_Fan Coil Unit - DX_A170400	GCJ_7_FCU_A170400	213831G83V	Trane	TEM4A0C48S41SBA	A170400	Green Cove Springs Junior High Fan Coil Unit - DX	
	GCJ_7_Mini Split System_A170393	GCJ_7_MSS_A170393		Mitsubishi		A170393	Green Cove Springs Junior High Mini Split System	
6196	GCJ_8_Air Handling Unit_A170367	GCJ_8_AHU_A170367	201406-CJEB2020	Aaon	V3-BLB-8-0-162A-3D2	A170367	Green Cove Springs Junior High Air Handling Unit	
6197	GCJ_8_Air Handling Unit_A170370	GCJ_8_AHU_A170370	201406-CJEB02021	Aaon	V3-BLB-8-0-162A-3D2	A170370	Green Cove Springs Junior High Air Handling Unit	
6203	GCJ_8_Condensing Unit_A170364	GCJ_8_CU_A170364	14245LD8YA	Trane	TWA073D30RAA	A170364	Green Cove Springs Junior High Condensing Unit	
6199	GCJ_8_Condensing Unit_A170365	GCJ_8_CU_A170365	201406-CHCB06774	Aaon	CC-C-010-8-D-2	A170365	Green Cove Springs Junior High Condensing Unit	
6205	GCJ_8_Condensing Unit_A170366	GCJ_8_CU_A170366	14263SS8TA	Trane	TWA180E30RAA	A170366	Green Cove Springs Junior High Condensing Unit	
6204	GCJ_8_Condensing Unit_A170373	GCJ_8_CU_A170373	14253XPUYA	Trane	TWA120D30RAA	A170373	Green Cove Springs Junior High Condensing Unit	
6200	GCJ_8_Condensing Unit_A170374	GCJ_8_CU_A170374	201406-CHCB06775	Aaon	CC-C-010-8-D-2	A170374	Green Cove Springs Junior High Condensing Unit	
6206	GCJ_8_Condensing Unit_A170375	GCJ_8_CU_A170375	14212N1YTA	Trane	TWA180E30RAA	A170375	Green Cove Springs Junior High Condensing Unit	
6210	GCJ_8_Fan Coil Unit - DX_A170368	GCJ_8_FCU_A170368	14201TDHWA	Trane	TWE180E300AA	A170368	Green Cove Springs Junior High Fan Coil Unit - DX	
6208	GCJ_8_Fan Coil Unit - DX_A170369	GCJ_8_FCU_A170369	141820SNBA	Trane	TWE090D300AA	A170369	Green Cove Springs Junior High Fan Coil Unit - DX	
6209	GCJ_8_Fan Coil Unit - DX_A170371	GCJ_8_FCU_A170371	14183SGABA	Trane	TWE120D300AB	A170371	Green Cove Springs Junior High Fan Coil Unit - DX	
6211	GCJ_8_Fan Coil Unit - DX_A170372	GCJ_8_FCU_A170372	14196TESWA	Trane	TWE180E300AA	A170372	Green Cove Springs Junior High Fan Coil Unit - DX	
6236	GCJ_8_Make Up Air Unit_A170381	GCJ_8_MAU_A170381		Aerolator Systems, Inc.		A170381	Green Cove Springs Junior High Make Up Air Unit	
6237	GCJ_8_Mini Split System_A170378	GCJ_8_MSS_A170378		Gree	GWH24KG-D3D0N5A50	A170378	Green Cove Springs Junior High Mini Split System	
	GCJ_8_Mini Split System_A170379	GCJ_8_MSS_A170379	1XC15550	Mitsubishi	MUZ-WR18NA	A170379	Green Cove Springs Junior High Mini Split System	
6245	GCJ_9_Condensing Unit_A170427	GCJ_9_CU_A170427	P074LGIJF	Trane	TWA060D300A0	A170427	Green Cove Springs Junior High Condensing Unit	
6244	GCJ_9_Condensing Unit_A170428	GCJ_9_CU_A170428	P083K901F	Trane	TWA060D300A0	A170428	Green Cove Springs Junior High Condensing Unit	
6246	GCJ_9_Condensing Unit_A170429	GCJ_9_CU_A170429	P1235211F	Trane	TWA060D300A0	A170429	Green Cove Springs Junior High Condensing Unit	
6243	GCJ_9_Condensing Unit_A170430	GCJ_9_CU_A170430	X123568357	International Comfort Product	R2H360GHR2	A170430	Green Cove Springs Junior High Condensing Unit	
6247	GCJ_9_Fan Coil Unit - DX_A170431	GCJ_9_FCU_A170431	P181MCM5H	Trane	TWE120B300CA	A170431	Green Cove Springs Junior High Fan Coil Unit - DX	
6248	GCJ_9_Fan Coil Unit - DX_A170432	GCJ_9_FCU_A170432	P253SMM5H	Trane	TWE120B300CA	A170432	Green Cove Springs Junior High Fan Coil Unit - DX	



AssetId	Name	AssetNo	SerialNo	Make	Model	Barcode	SiteName	CategoryName
6263	GPE_1_Condensing Unit_A159026	GPE_1_CU_A159026		GrandAire		A159026	Grove Park Elementary	Condensing Unit
6264	GPE_1_Fan Coil Unit - DX_A159021	GPE_1_FCU_A159021	GB8070503859	GrandAire	GB5BM-T36K-8-10	A159021	Grove Park Elementary	Fan Coil Unit - DX
6268	GPE_1_Packaged Unit_A159025	GPE_1_PU_A159025	2013103120	Trane	TSD150G3R0A1000000000000000000000000000000000	A159025	Grove Park Elementary	Package Unit
6295	GPE_2_Packaged Unit_A159028	GPE_2_PU_A159028	181327431A	Trane	EBIC180A3E0A0000000000000000000000000000000000	A159028	Grove Park Elementary	Package Unit
6293	GPE_2_Packaged Unit_A159032	GPE_2_PU_A159032	N11M8352169	Trane	J1BZFC00P2C1BA2A1	A159032	Grove Park Elementary	Package Unit
6294	GPE_2_Packaged Unit_A159033	GPE_2_PU_A159033	0A300021-1-1	Trane	0AKD240E3-D1A101N-D3H00A0D0010008000A0	A159033	Grove Park Elementary	Package Unit
6298	GPE_6_Air Handling Unit_A159049	GPE_6_AHU_A159049	H21G74466	Trane	UCCA3M30CF0EV03200000F800A0A09000000001	A159049	Grove Park Elementary	Air Handling Unit
6300	GPE_6_Condensing Unit_A159047	GPE_6_CU_A159047	213725037A	Trane	TTA24044DA0A1AS0500000000000000000000000000	A159047	Grove Park Elementary	Condensing Unit
6299	GPE_6_Condensing Unit_A159048	GPE_6_CU_A159048	213724997A	Trane	TTA24044DA0A1AS0500000000000000000000000000	A159048	Grove Park Elementary	Condensing Unit
6391	GPE_6_Energy Recovery Unit_A1590	GPE_6_ERU_A159050	61812000400661	Venmar Ventilation	ERV3000INF25X44DNSSEBXXRXXX	A159050	Grove Park Elementary	Energy Recovery Unit
6305	GPE_7_Air Handling Unit_A159045	GPE_7_AHU_A159045	H21E44601	Trane	CSAA030JAL0A	A159045	Grove Park Elementary	Air Handling Unit
6307	GPE_7_Condensing Unit_A159043	GPE_7_CU_A159043	211125287A	Trane	TTA24044DA0A1AS0500000000000000000000000000	A159043	Grove Park Elementary	Condensing Unit
6306	GPE_7_Condensing Unit_A159044	GPE_7_CU_A159044	211125277A	Trane	TTA24044DA0A1AS0500000000000000000000000000	A159044	Grove Park Elementary	Condensing Unit
6308	GPE_7_Energy Recovery Unit_A1590	GPE_7_ERU_A159046	61812000400660	Venmar Ventilation	ERV3000INF25X44DNSSEBXXRXXX	A159046	Grove Park Elementary	Energy Recovery Unit
6310	GPE_8_Packaged Unit_A159051	GPE_8_PU_A159051				A159051	Grove Park Elementary	Package Unit
6311	GPE_8_Packaged Unit_A159052	GPE_8_PU_A159052				A159052	Grove Park Elementary	Package Unit
6313	GPE_9_Packaged Unit_A159039	GPE_9_PU_A159039				A159039	Grove Park Elementary	Package Unit
6314	GPE_9_Packaged Unit_A159040	GPE_9_PU_A159040				A159040	Grove Park Elementary	Package Unit
6315	GPE_9_Packaged Unit_A159041	GPE_9_PU_A159041				A159041	Grove Park Elementary	Package Unit
6316	GPE_9_Packaged Unit_A159042	GPE_9_PU_A159042				A159042	Grove Park Elementary	Package Unit

AssetId	Name	AssetNo	SerialNo	Make	Model	Barcode	SiteName	CategoryName
6810	LAE_1_Air Handling Unit_A157728	LAE_1_AHU_A157728	K13E46410	Trane	CSAA012UA000	A157728	Lake Asbury Elementary	Air Handling Unit
6811	LAE_1_Air Handling Unit_A157729	LAE_1_AHU_A157729	K13E42910	Trane	CSAA014UA000	A157729	Lake Asbury Elementary	Air Handling Unit
6812	LAE_1_Mini Split System_A157730	LAE_1_MSS_A157730	2ZU01202A	Mitsubishi	PUY-A18NH4A	A157730	Lake Asbury Elementary	Mini Split System
6823	LAE_2_Air Handling Unit_A157769	LAE_2_AHU_A157769	K13E42931	Trane	CSAA021UA000	A157769	Lake Asbury Elementary	Air Handling Unit
6824	LAE_2_Air Handling Unit_A157770	LAE_2_AHU_A157770		Trane		A157770	Lake Asbury Elementary	Air Handling Unit
6822	LAE_2_Air Handling Unit_A157771	LAE_2_AHU_A157771		Trane	CSAA017UA000	A157771	Lake Asbury Elementary	Air Handling Unit
6856	LAE_3_Pump, Chilled Water Circulation_A157763	LAE_3_CHWP_A157763	IBA107LF	Bell & Gossett	1510 BF 10.125 ZE	A157763	Lake Asbury Elementary	Pump, Chilled Water Circulation
6857	LAE_3_Pump, Chilled Water Circulation_A157764	LAE_3_CHWP_A157764	IBF107LF	Bell & Gossett	1510 BF 10.125 ZE	A157764	Lake Asbury Elementary	Pump, Chilled Water Circulation
6858	LAE_3_Pump, Hot Water Circulation_A157765	LAE_3_HWP_A157765	IBF979LF	Bell & Gossett	1510 BF 6.75	A157765	Lake Asbury Elementary	Pump, Hot Water Circulation
6859	LAE_3_Pump, Hot Water Circulation_A157766	LAE_3_HWP_A157766	IBF979LF	Bell & Gossett	1510 BF 6.75	A157766	Lake Asbury Elementary	Pump, Hot Water Circulation
6862	LAE_5_Air Handling Unit_A157757	LAE_5_AHU_A157757	SCOU990400687	Mcquay International	CAH030FDAC	A157757	Lake Asbury Elementary	Air Handling Unit
6863	LAE_5_Condensing Unit_A157758	LAE_5_CU_A157758	C16A00139	Trane	RAUJC404CCC030B0000020	A157758	Lake Asbury Elementary	Condensing Unit
6864	LAE_5_Energy Recovery Unit_A157757	LAE_5_ERU_A157756	99023412	Greenheck	ERV-521H-A	A157756	Lake Asbury Elementary	Energy Recovery Unit
6867	LAE_6_Air Handling Unit_A157752	LAE_6_AHU_A157752	SCOU0012001V7	Mcquay International	CAH035F0AC	A157752	Lake Asbury Elementary	Air Handling Unit
6868	LAE_6_Condensing Unit_A157754	LAE_6_CU_A157754	1118P43566	Carrier	38AUDA25A0BGA0A0A0	A157754	Lake Asbury Elementary	Condensing Unit
6869	LAE_6_Condensing Unit_A157755	LAE_6_CU_A157755	4517P32971	Carrier	38AUDA25A0BGA0A0A0	A157755	Lake Asbury Elementary	Condensing Unit
6870	LAE_6_Energy Recovery Unit_A157757	LAE_6_ERU_A157753	618120000100252	Venmar Ventilation	ERV3000INF1XS445XTTEESXXSXXX	A157753	Lake Asbury Elementary	Energy Recovery Unit
	LAE_6_Mini Split System_A157751	LAE_6_MSS_A157751	4002075 T	Mitsubishi	MUZ-WR2ANA	A157751	Lake Asbury Elementary	Mini Split System
6882	LAE_7_Air Handling Unit_A157731	LAE_7_AHU_A157731	K03L65384A	Trane	MCCB012UA0A0UA	A157731	Lake Asbury Elementary	Air Handling Unit
6883	LAE_7_Air Handling Unit_A157732	LAE_7_AHU_A157732	T03L74299	Trane		A157732	Lake Asbury Elementary	Air Handling Unit
6878	LAE_7_Air Handling Unit_A157733	LAE_7_AHU_A157733	T03L74302	Trane	BCVC054G1AA04U04000000B01	A157733	Lake Asbury Elementary	Air Handling Unit
6879	LAE_7_Air Handling Unit_A157734	LAE_7_AHU_A157734	T03L74306	Trane	BCVC054G1AA04U04000000B01	A157734	Lake Asbury Elementary	Air Handling Unit
6880	LAE_7_Air Handling Unit_A157735	LAE_7_AHU_A157735	T03L74300	Trane	BCVC054G1AA04U04000000B01	A157735	Lake Asbury Elementary	Air Handling Unit
6874	LAE_7_Air Handling Unit_A157736	LAE_7_AHU_A157736	T03L74301	Trane	BCVC054G1AA03U04000000B01	A157736	Lake Asbury Elementary	Air Handling Unit
6877	LAE_7_Air Handling Unit_A157737	LAE_7_AHU_A157737	T03L74303	Trane	BCVC054G1AA04U04000000B01	A157737	Lake Asbury Elementary	Air Handling Unit
6875	LAE_7_Air Handling Unit_A157738	LAE_7_AHU_A157738	T03L74305	Trane	BCVC054G1AA03U04000000B01	A157738	Lake Asbury Elementary	Air Handling Unit
6881	LAE_7_Air Handling Unit_A157739	LAE_7_AHU_A157739	T03L74298	Trane	BCVC054G1AA04U04000000B01	A157739	Lake Asbury Elementary	Air Handling Unit
6876	LAE_7_Air Handling Unit_A157740	LAE_7_AHU_A157740	T03L74304	Trane	BCVC054G1AA03U04000000B01	A157740	Lake Asbury Elementary	Air Handling Unit
6884	LAE_7_Condensing Unit_A157741	LAE_7_CU_A157741	4151PWN3F	Trane	2T1TA2036A4000AB	A157741	Lake Asbury Elementary	Condensing Unit
6891	LAE_7_Condensing Unit_A157742	LAE_7_CU_A157742	4151PN43F	Trane	2T1TA2036A4000AB	A157742	Lake Asbury Elementary	Condensing Unit
6890	LAE_7_Condensing Unit_A157743	LAE_7_CU_A157743	4123UFD3F	Trane	2T1TA2036A4000AB	A157743	Lake Asbury Elementary	Condensing Unit
6889	LAE_7_Condensing Unit_A157744	LAE_7_CU_A157744	4151P123F	Trane	2T1TA2036A4000AB	A157744	Lake Asbury Elementary	Condensing Unit
6885	LAE_7_Condensing Unit_A157745	LAE_7_CU_A157745	4151P393F	Trane	2T1TA2036A4000AB	A157745	Lake Asbury Elementary	Condensing Unit
6886	LAE_7_Condensing Unit_A157746	LAE_7_CU_A15774						



Lake Asbury Jr. High

AssetId	Name	AssetNo	SerialNo	Make	Model	Barcode	SiteName	CategoryName
6697	LAJ_1_Air Handling Unit_A157776	LAJ_1_AHU_A157776	K04E72553	Trane	MCCB021UA0A0UA	A157776	Lake Asbury Junior High	Air Handling Unit
6698	LAJ_1_Air Handling Unit_A157777	LAJ_1_AHU_A157777	K04E72561	Trane	MCCB017UA0A0UB	A157777	Lake Asbury Junior High	Air Handling Unit
6698	LAJ_1_Condensing Unit_A157778	LAJ_1_CU_A157778	X124667786	International Comfort Product	WCA3364GKA2	A157778	Lake Asbury Junior High	Condensing Unit
6699	LAJ_1_Condensing Unit_A157781	LAJ_1_CU_A157781	43442F14F	Trane	2TIB0036A1000AA	A157781	Lake Asbury Junior High	Condensing Unit
6700	LAJ_1_Condensing Unit_A157782	LAJ_1_CU_A157782	5205RUP3F	Trane	2TIB0060A1000AA	A157782	Lake Asbury Junior High	Condensing Unit
6702	LAJ_1_Fan Coil Unit - DX_A157784	LAJ_1_FCU_A157784	4335NR71V	Trane	TWE030C14F80	A157784	Lake Asbury Junior High	Fan Coil Unit - DX
6703	LAJ_1_Fan Coil Unit - DX_A157785	LAJ_1_FCU_A157785	5133KT41V	Trane	TWE060C15FD0	A157785	Lake Asbury Junior High	Fan Coil Unit - DX
6735	LAJ_1_Furnace with Evaporator_A157786	LAJ_1_FURN_A157786	A132373931	International Comfort Product	WAPM364A	A157786	Lake Asbury Junior High	Furnace with Evaporator
6745	LAJ_2_Air Handling Unit_A157775	LAJ_2_AHU_A157775	K04E72567	Trane	MCCB017UA0A0UB	A157775	Lake Asbury Junior High	Air Handling Unit
6746	LAJ_2_Condensing Unit_A157774	LAJ_2_CU_A157774	4345535F	Trane	TTB018C100A2	A157774	Lake Asbury Junior High	Condensing Unit
6747	LAJ_2_Fan Coil Unit - DX_A157787	LAJ_2_FCU_A157787	F04E02111D	Trane	MCV518AMU0	A157787	Lake Asbury Junior High	Fan Coil Unit - DX
6750	LAJ_3_Air Handling Unit_A157772	LAJ_3_AHU_A157772	K04E72573	Trane	MCCB021UA0A0UA	A157772	Lake Asbury Junior High	Air Handling Unit
6751	LAJ_3_Condensing Unit_A157800	LAJ_3_CU_A157800	4362SP35F	Trane	TTB012C100A2	A157800	Lake Asbury Junior High	Condensing Unit
6752	LAJ_3_Fan Coil Unit - DX_A157773	LAJ_3_FCU_A157773	F04E01340D	Trane	MCV512AMU0	A157773	Lake Asbury Junior High	Fan Coil Unit - DX
6756	LAJ_5_Air Handling Unit_A157811	LAJ_5_AHU_A157811	K04E72579	Trane	MCCB021UA0A0UB	A157811	Lake Asbury Junior High	Air Handling Unit
6757	LAJ_5_Mini Split System_A157809	LAJ_5_MSS_A157809	5115G503019	Gree	RI024HP23021A0	A157809	Lake Asbury Junior High	Mini Split System
6759	LAJ_6_Air Handling Unit_A157807	LAJ_6_AHU_A157807	K04E72586	Trane	MCCB021UA0A0UA	A157807	Lake Asbury Junior High	Air Handling Unit
6761	LAJ_6_Mini Split System_A157808	LAJ_6_MSS_A157808	4354WME5F	Trane	TTB024C100A2	A157808	Lake Asbury Junior High	Condensing Unit
6761	LAJ_6_Mini Split System_A157810	LAJ_6_MSS_A157810		Trane		A157810	Lake Asbury Junior High	Mini Split System
6764	LAJ_7_Air Handling Unit_A157812	LAJ_7_AHU_A157812	K04E72594	Trane	MCCB030UA0A0UB	A157812	Lake Asbury Junior High	Air Handling Unit
6763	LAJ_7_Air Handling Unit_A157813	LAJ_7_AHU_A157813	K04E72601	Trane	MCCB017UA0A0UB	A157813	Lake Asbury Junior High	Air Handling Unit
6768	LAJ_8_Air Handling Unit_A157788	LAJ_8_AHU_A157788	K04E72620	Trane	MCCB025UA0A0UB	A157788	Lake Asbury Junior High	Air Handling Unit
6771	LAJ_8_Air Handling Unit_A157789	LAJ_8_AHU_A157789	K04E72625	Trane	MCCB030UA0C0UA	A157789	Lake Asbury Junior High	Air Handling Unit
6769	LAJ_8_Air Handling Unit_A157790	LAJ_8_AHU_A157790	K04E72613	Trane	MCCB030UA0A0UA	A157790	Lake Asbury Junior High	Air Handling Unit
6770	LAJ_8_Air Handling Unit_A157791	LAJ_8_AHU_A157791	K04E72607	Trane	MCCB030UA0A0UB	A157791	Lake Asbury Junior High	Air Handling Unit
6773	LAJ_8_Condensing Unit_A157793	LAJ_8_CU_A157793	4362RTH5F	Trane	TTB012C100A2	A157793	Lake Asbury Junior High	Condensing Unit
6772	LAJ_8_Condensing Unit_A157794	LAJ_8_CU_A157794	4352Y9F5F	Trane	TTB012C100A2	A157794	Lake Asbury Junior High	Condensing Unit
6776	LAJ_8_Fan Coil Unit - DX_A157792	LAJ_8_FCU_A157792		Trane		A157792	Lake Asbury Junior High	Fan Coil Unit - DX
6775	LAJ_8_Fan Coil Unit - DX_A157795	LAJ_8_FCU_A157795	F04E01325D	Trane	MCV512AMU0	A157795	Lake Asbury Junior High	Fan Coil Unit - DX
6791	LAJ_9_Pump, Chilled Water Circulator_A157799	LAJ_9_CHWP_A157799	D-4-1118984-1	Pentair Pump Group		A157799	Lake Asbury Junior High	Pump, Chilled Water Circulator
6792	LAJ_9_Pump, Chilled Water Circulator_A157801	LAJ_9_CHWP_A157801	D-4-1119984-2	Pentair Pump Group		A157801	Lake Asbury Junior High	Pump, Chilled Water Circulator
6790	LAJ_9_Pump, Chilled Water Circulator_A157802	LAJ_9_CHWP_A157802		Pentair Pump Group		A157802	Lake Asbury Junior High	Pump, Chilled Water Circulator
6789	LAJ_9_Pump, Chilled Water Circulator_A157803	LAJ_9_CHWP_A157803		Pentair Pump Group		A157803	Lake Asbury Junior High	Pump, Chilled Water Circulator
LAJ_9_Pump, Chilled Water Circulator_A157805	LAJ_9_CHWP_A157805					A157805	Lake Asbury Junior High	Pump, Chilled Water Circulator
LAJ_9_Pump, Chilled Water Circulator_A157806	LAJ_9_CHWP_A157806					A157806	Lake Asbury Junior High	Pump, Chilled Water Circulator

Lakeside Elementary

AssetId	Name	AssetNo	SerialNo	Make	Model	Barcode	SiteName	CategoryName
LES_1	Package Unit_A159513	LES_1_PU_A159513	C21X07910	Trane	SEHLF30EHV00C5BB1801A0000008000020M8000	A159513	Lakeside Elementary	Package Unit
LES_1	Package Unit_A159514	LES_1_PU_A159514		Captive Aire	CAS-HVAC3-E-902-24-12.5T-MPU	A159514	Lakeside Elementary	Package Unit
LES_1	Package Unit_A159515	LES_1_PU_A159515	250710477D	Trane	TSK180A3S0N02B0000010002	A159515	Lakeside Elementary	Package Unit
6817	LES_2_Fan Coil Unit - DX_A159529	LES_2_FCU_A159529		Movincool		A159529	Lakeside Elementary	Fan Coil Unit - DX
LES_2	Package Unit_A159511	LES_2_PU_A159511	220110189L	Trane	THC092F3RGA26B0C1000601000000D	A159511	Lakeside Elementary	Package Unit
LES_2	Package Unit_A159512	LES_2_PU_A159512	220910425D	Trane	THD180G3RND18D0C10006	A159512	Lakeside Elementary	Package Unit
6824	LES_6_Air Handling Unit_A159524	LES_6_AHU_A159524	K99L94670N	Trane	MCCA017HBE0C0A0AA00	A159524	Lakeside Elementary	Air Handling Unit
6826	LES_6_Condensing Unit_A159522	LES_6_CU_A159522	17221X4DTA	Trane	TTA180J300AA	A159522	Lakeside Elementary	Condensing Unit
6825	LES_6_Condensing Unit_A159523	LES_6_CU_A159523	17102PKJA	Trane	TTA180J300AA	A159523	Lakeside Elementary	Condensing Unit
6828	LES_7_Air Handling Unit_A159531	LES_7_AHU_A159531	K99C66400M	Trane	MCCA008GAV0AB0C000ECCA00CA0000AE000C00000000	A159531	Lakeside Elementary	Air Handling Unit
6829	LES_7_Air Handling Unit_A159532	LES_7_AHU_A159532	K99C66392M	Trane	MCCA008MAG0C0C0A00AB000000000	A159532	Lakeside Elementary	Air Handling Unit
LES_7	Condensing Unit_A159525	LES_7_CU_A159525	23301430TA	Trane	TWA18043DAA02BS01	A159525	Lakeside Elementary	Condensing Unit
LES_7	Condensing Unit_A159526	LES_7_CU_A159526	23333467TA	Trane	TWA18043DAA02BS01	A159526	Lakeside Elementary	Condensing Unit
6833	LES_7_Energy Recovery Unit_A159537	LES_7_ERU_A159537	99-6860-2	Thybar	TV3615HF ID S	A159537	Lakeside Elementary	Energy Recovery Unit
6832	LES_7_Energy Recovery Unit_A159538	LES_7_ERU_A159538	99-6860-1	Thybar	TV3615HF ID S	A159538	Lakeside Elementary	Energy Recovery Unit
LES_8	Air Handling Unit_A159530	LES_8_AHU_A159530	H24A07245	Trane	UCCA4H25A0G0EW03240470FFD864BA0000020B0B1	A159530	Lakeside Elementary	Air Handling Unit
LES_8	Condensing Unit_A159527	LES_8_CU_A159527	24077146TA	Trane	TTA18043DAA03BS010001	A159527	Lakeside Elementary	Condensing Unit
LES_8	Condensing Unit_A159528	LES_8_CU_A159528	24032515TA	Trane	TTA18043DAA03BS010001	A159528	Lakeside Elementary	Condensing Unit



AssetId	Name	AssetNo	SerialNo	Make	Model	Barcode	SiteName	CategoryName
	LH_1_Package Unit_A186305	LH_1_PU_A186305	254910469D	Trane	TSK180A4S0N02G0D0A1A1A	A186305	Lakeside Junior High	Package Unit
	LH_1_Package Unit_A186306	LH_1_PU_A186306	254910747D	Trane	TSK240A4S0P02G0D0A1A1A	A186306	Lakeside Junior High	Package Unit
	LH_1_Package Unit_A186307	LH_1_PU_A186307	254910750D	Trane	TSK180A4S0N02G0D0A1A1A	A186307	Lakeside Junior High	Package Unit
	LH_2_Package Unit_A186308	LH_2_PU_A186308	254910751D	Trane	TSK180A4S0N02G0D0A1A1A	A186308	Lakeside Junior High	Package Unit
	LH_2_Package Unit_A186309	LH_2_PU_A186309	254910746D	Trane	TSK240A4S0P02G0D0A1A1A	A186309	Lakeside Junior High	Package Unit
	LH_2_Package Unit_A186310	LH_2_PU_A186310	254910467D	Trane	TSK180A4S0N02G0D0A1A1A	A186310	Lakeside Junior High	Package Unit
	LH_3_Package Unit_A186311	LH_3_PU_A186311	254910468D	Trane	TSK180A4S0N02G0D0A1A1A	A186311	Lakeside Junior High	Package Unit
	LH_3_Package Unit_A186312	LH_3_PU_A186312	254910748D	Trane	TSK240A4S0P02G0D0A1A1A	A186312	Lakeside Junior High	Package Unit
	LH_3_Package Unit_A186313	LH_3_PU_A186313	254910749D	Trane	TSK180A4S0N02G0D0A1A1A	A186313	Lakeside Junior High	Package Unit
6853	LH_5_Condensing Unit_A186298	LH_5_CU_A186298				A186298	Lakeside Junior High	Condensing Unit
	LH_5_Condensing Unit_A186332	LH_5_CU_A186332				A186332	Lakeside Junior High	Condensing Unit
	LH_5_Condensing Unit_A186333	LH_5_CU_A186333				A186333	Lakeside Junior High	Condensing Unit
6855	LH_5_Fan Coil Unit - DX_A186304	LH_5_FCU_A186304	GBA070500184		GB5BM-T25K-A-10	A186304	Lakeside Junior High	Fan Coil Unit - DX
6870	LH_5_Fan, Supply_A186299	LH_5_SF_A186299		12143422 Greenheck	MSX-115-H22-HZ	A186299	Lakeside Junior High	Fan, Supply
	LH_5_Mini Split System_A186296	LH_5_MSS_A186296	1422GS40507	Greer	L1VY24HP230V1AO	A186296	Lakeside Junior High	Mini Split System
6895	LH_5_Packaged Unit_A186293	LH_5_PU_A186293	C10F02823		SEHLF404HB00A59D101100W000000000000000#	A186293	Lakeside Junior High	Package Unit
6894	LH_5_Packaged Unit_A186294	LH_5_PU_A186294	C10F02824		SEHLF504LB00A5AD1A1100W0000000000000000#	A186294	Lakeside Junior High	Package Unit
6896	LH_5_Packaged Unit_A186295	LH_5_PU_A186295	102410748L		THC092E4RCA05B0900000000000000	A186295	Lakeside Junior High	Package Unit
6897	LH_5_Packaged Unit_A186297	LH_5_PU_A186297				A186297	Lakeside Junior High	Package Unit
	LH_8_Condensing Unit_A186315	LH_8_CU_A186315	21334JHN5F		4TWA4060A3000AB	A186315	Lakeside Junior High	Condensing Unit
	LH_8_Condensing Unit_A186316	LH_8_CU_A186316	220835B15F		4TWA4060A3000AB	A186316	Lakeside Junior High	Condensing Unit
	LH_8_Condensing Unit_A186317	LH_8_CU_A186317	21346LYA5F		4TWA4060A3000AB	A186317	Lakeside Junior High	Condensing Unit
	LH_8_Condensing Unit_A186318	LH_8_CU_A186318	21334JFH5F		4TWA4060A3000AB	A186318	Lakeside Junior High	Condensing Unit
	LH_8_Fan Coil Unit - DX_A186314	LH_8_FCU_A186314	21411859BA		TWE120438AA04A1	A186314	Lakeside Junior High	Fan Coil Unit - DX
	LH_8_Fan Coil Unit - DX_A186319	LH_8_FCU_A186319	21411836BA		TWE120438AA04A1	A186319	Lakeside Junior High	Fan Coil Unit - DX
6914	LH_9_Condensing Unit_A186323	LH_9_CU_A186323	14093P191A		TWA090D30RAA	A186323	Lakeside Junior High	Condensing Unit
6915	LH_9_Condensing Unit_A186324	LH_9_CU_A186324	14091URF4F		4TWA3036A3000CA	A186324	Lakeside Junior High	Condensing Unit
6916	LH_9_Condensing Unit_A186325	LH_9_CU_A186325	14092KBGYA		TWA090D30RAA	A186325	Lakeside Junior High	Condensing Unit
6917	LH_9_Fan Coil Unit - DX_A186320	LH_9_FCU_A186320	14074MGNBA		TWE090D300AA	A186320	Lakeside Junior High	Fan Coil Unit - DX
6918	LH_9_Fan Coil Unit - DX_A186321	LH_9_FCU_A186321	13514M24AV		GAM5B0836M31SAA	A186321	Lakeside Junior High	Fan Coil Unit - DX
6919	LH_9_Fan Coil Unit - DX_A186322	LH_9_FCU_A186322				A186322	Lakeside Junior High	Fan Coil Unit - DX
6924	LH_9_Packaged Unit_A186326	LH_9_PU_A186326	326P092671175-02	Bard	W60H1-C09	A186326	Lakeside Junior High	Package Unit
6925	LH_9_Packaged Unit_A186327	LH_9_PU_A186327	326P092671175-01	Bard	W60H1-C09	A186327	Lakeside Junior High	Package Unit
6926	LH_9_Packaged Unit_A186328	LH_9_PU_A186328	326P092671174-02	Bard	W60H1-C09	A186328	Lakeside Junior High	Package Unit
6923	LH_9_Packaged Unit_A186329	LH_9_PU_A186329	326P092671165-02	Bard	W60H1-	A186329	Lakeside Junior High	Package Unit
6922	LH_9_Packaged Unit_A186330	LH_9						

[illegible]

[illegible]

AssetId	Name	AssetNo	SerialNo	Make	Model	Barcode	SiteName	CategoryName
MHS_1_Air Handling Unit_A157814	MHS_1_AHU_A157814	H22K33989A	Trane	CSSAA004UBM00	A157814	Middleburg High	Air Handling Unit	
MHS_1_Air Handling Unit_A157822	MHS_1_AHU_A157822	H22K33984A	Trane	UCCAK30C1F0E8EA8300000HD883DB1AC0E200B0D	A157822	Middleburg High	Air Handling Unit	
MHS_1_Air Handling Unit_A157825	MHS_1_AHU_A157825	H22K33972A	Trane	CSSAA004UBM00	A157825	Middleburg High	Air Handling Unit	
MHS_1_Air Handling Unit_A157827	MHS_1_AHU_A157827	H22K33984A	Trane	UCCAK08C1F0E8EA4300000DD874DB1AC0E1008D0	A157827	Middleburg High	Air Handling Unit	
MHS_1_Air Handling Unit_A157834	MHS_1_AHU_A157834	C22L08416	Trane	TER330C4AA1D2EC5000000009D00R0000000000	A157834	Middleburg High	Air Handling Unit	
MHS_1_Air Handling Unit_A157836	MHS_1_AHU_A157836	H22K33985A	Trane	UCCAK14C1F0E8EA4300000FD869DB1AC0E200B0D	A157836	Middleburg High	Air Handling Unit	
MHS_1_Air Handling Unit_A157842	MHS_1_AHU_A157842	H22K33986A	Trane	UCCAK17C1F0E8EA4300000HFD86BD1AC0E200B0D	A157842	Middleburg High	Air Handling Unit	
MHS_1_Air Handling Unit_A157855	MHS_1_AHU_A157855	H22K33987A	Trane	UCCAK10C1F0ERC4300000FD879BD1AC0E200B0D	A157855	Middleburg High	Air Handling Unit	
MHS_1_Air Handling Unit_A157856	MHS_1_AHU_A157856	H22K33967A	Trane	UCCAK17C1F0E8EA4300000GFD880BD1AC0E200B0D	A157856	Middleburg High	Air Handling Unit	
MHS_1_Air Handling Unit_A157857	MHS_1_AHU_A157857	H22K33988A	Trane	UCCAK17C1F0ERT4300000GD881DB1AC0E200B0D	A157857	Middleburg High	Air Handling Unit	
MHS_1_Air Handling Unit_A157858	MHS_1_AHU_A157858	H22K33968A	Trane	UCCAK17C1F0E8EA4300000GFD880BD1AC0E200B0D	A157858	Middleburg High	Air Handling Unit	
MHS_1_Air Handling Unit_A157859	MHS_1_AHU_A157859	H22K33983A	Trane	UCCAK10C1F0E8EA4300000GFED87DB1AC0E200B0D	A157859	Middleburg High	Air Handling Unit	
MHS_1_Air Handling Unit_A157873	MHS_1_AHU_A157873	H22K33981A	Trane	UCCAK08C1F0ELA4300000GED85DB1AC0E1008D0	A157873	Middleburg High	Air Handling Unit	
7057 MHS_1_Air Handling Unit_A157911	MHS_1_AHU_A157911	151TU04792	Carrier	40RUQA12A2AG-00A0A	A157911	Middleburg High	Air Handling Unit	
MHS_1_Condensing Unit_A157833	MHS_1_CU_A157833	22081P144F		4TVRS02AH1000BA	A157833	Middleburg High	Condensing Unit	
7071 MHS_1_Condensing Unit_A157890	MHS_1_CU_A157890	281T7E17353	Carrier	25HCE46A0600	A157890	Middleburg High	Condensing Unit	
7072 MHS_1_Condensing Unit_A157891	MHS_1_CU_A157891	281T7E17359	Carrier	25HCE46A600	A157891	Middleburg High	Condensing Unit	
7073 MHS_1_Condensing Unit_A157892	MHS_1_CU_A157892	X121667675	Grand Aire Inc	WCA3304GA2	A157892	Middleburg High	Condensing Unit	
7081 MHS_1_Fan Coil Unit - DX_A157886	MHS_1_FCU_A157886	X121669480	International Comfort Product WASH1304A		A157886	Middleburg High	Fan Coil Unit - DX	
7082 MHS_1_Fan Coil Unit - DX_A157910	MHS_1_FCU_A157910	903499GW	Nordyne	GB3GB08	A157910	Middleburg High	Fan Coil Unit - DX	
7208 MHS_1_Make Up Air Unit_A157830	MHS_1 MAU_A157830				A157830	Middleburg High	Make Up Air Unit	
MHS_1_Mini Split System_A157915	MHS_1 MSS_A157915	522ZGS38227	Gree	4LIV18HP230VIAO	A157915	Middleburg High	Mini Split System	
MHS_1_Mini Split System_A157916	MHS_1 MSS_A157916	1423GS75693	Gree	4LIV18HP230VIAO	A157916	Middleburg High	Mini Split System	
MHS_1_Package Unit_A157843	MHS_1 PU_A157843	231613S20L	Trane	TJ120A450G02B0C0000000000100000000000000000	A157843	Middleburg High	Package Unit	
MHS_1_Package Unit_A157852	MHS_1 PU_A157852	N26G3752018	Trane	AD2SE2CP4C1CGT41C2	A157852	Middleburg High	Package Unit	
7227 MHS_1_Package Unit_A157887	MHS_1 PU_A157887	345K173469793-02	Bard	W48H2-C09	A157887	Middleburg High	Package Unit	
7228 MHS_1_Package Unit_A157893	MHS_1 PU_A157893	324M102745974-02	Bard	W60H1-A10	A157893	Middleburg High	Package Unit	
7229 MHS_1_Package Unit_A157912	MHS_1 PU_A157912	324K173469306-02	Bard	W60H2-A05	A157912	Middleburg High	Package Unit	
7247 MHS_1_Unit Heater, Hydronic_A157 MHS_1_HUH_A157898	MHS_1 HUH_A157898	S78I-14197	Trane	UHSA-230S-8A-AAJ	A157898	Middleburg High	Unit Heater, Hydronic	
7248 MHS_1_Unit Heater, Hydronic_A157 MHS_1_HUH_A157899	MHS_1 HUH_A157899	S78I-14187	Trane	UHSA-230S-8A-AAJ	A157899	Middleburg High	Unit Heater, Hydronic	
7243 MHS_1_Unit Heater, Hydronic_A157 MHS_1_HUH_A157902	MHS_1 HUH_A157902	S78K-15739	Trane	UHSA-168S-8A-AAF	A157902	Middleburg High	Unit Heater, Hydronic	
7244 MHS_1_Unit Heater, Hydronic_A157 MHS_1_HUH_A157905	MHS_1 HUH_A157905		Trane	UHSA-168S-8A-AAF	A157905	Middleburg High	Unit Heater, Hydronic	
7245 MHS_1_Unit Heater, Hydronic_A157 MHS_1_HUH_A157906	MHS_1 HUH_A157906		Trane	UHSA-168S-8A-AAF	A157906	Middleburg High	Unit Heater, Hydronic	
7246 MHS_1_Unit Heater, Hydronic_A157 MHS_1_HUH_A157909	MHS_1 HUH_A157909		Trane	UHSA-168S-8A-AAF	A157909	Middleburg High	Unit Heater, Hydronic	
MHS_12_Package Unit_A159020	MHS_12 PU_A1							



AssetId	Name	AssetNo	SerialNo	Make	Model	Barcode	SiteName	CategoryName
	OPE_1_Condensing Unit_A159054	OPE_1_CU_A159054	22431NN4M	Trane	4TWR4018N1000AA	A159054	Orange Park Elementary	Condensing Unit
	OPE_1_Condensing Unit_A159055	OPE_1_CU_A159055	23184P7W4F	Trane	4TWR4036N1000AA	A159055	Orange Park Elementary	Condensing Unit
	OPE_1_Condensing Unit_A159057	OPE_1_CU_A159057	21263G9V5F	Trane	4TWR4036G1000AB	A159057	Orange Park Elementary	Condensing Unit
	OPE_1_Condensing Unit_A159058	OPE_1_CU_A159058	23132Z12YA	Trane	TTA09043AA02B5010000000000000000000000	A159058	Orange Park Elementary	Condensing Unit
	OPE_1_Fan Coil Unit - DX_A159059	OPE_1_FCU_A159059	21131FL3JF	Trane	TEM4A0B36S31SBA	A159059	Orange Park Elementary	Fan Coil Unit - DX
	OPE_1_Fan Coil Unit - DX_A159060	OPE_1_FCU_A159060	230725598A	Trane	TEW09043AA07BD0000000000000000000000	A159060	Orange Park Elementary	Fan Coil Unit - DX
	OPE_1_Fan Coil Unit - DX_A159061	OPE_1_FCU_A159061	23185KC03V	Trane	TEM4B0B24M21SAA	A159061	Orange Park Elementary	Fan Coil Unit - DX
	OPE_1_Fan Coil Unit - DX_A159062	OPE_1_FCU_A159062	230428M13V	Trane	TEM4B0C37M31SAA	A159062	Orange Park Elementary	Fan Coil Unit - DX
	OPE_1_Mini Split System_A159064	OPE_1_MSS_A159064	2521GS35667	Gree	LIVV12HP115V1AO	A159064	Orange Park Elementary	Mini Split System
	OPE_1_Mini Split System_A159065	OPE_1_MSS_A159065	2521GS35637	Gree	LIVV12HP115V1AO	A159065	Orange Park Elementary	Mini Split System
	OPE_1_Mini Split System_A159068	OPE_1_MSS_A159068	3821GS09818	Gree	LIV092HP230V1AO	A159068	Orange Park Elementary	Mini Split System
	OPE_1_Package Unit_A159053	OPE_1_PU_A159053	278P224033188-02	Trane	W36HB-A05	A159053	Orange Park Elementary	Package Unit
	OPE_1_Package Unit_A159056	OPE_1_PU_A159056	278P224035989-02	Trane	W36HB-A05	A159056	Orange Park Elementary	Package Unit
7588	OPE_1_Package Unit_A159063	OPE_1_PU_A159063	309N173497890-02	Bard	W36H2-A05	A159063	Orange Park Elementary	Package Unit
	OPE_1_Package Unit_A159066	OPE_1_PU_A159066	278P224033230-02	Trane	W36HB-A05	A159066	Orange Park Elementary	Package Unit
	OPE_1_Package Unit_A159067	OPE_1_PU_A159067	278P224033192-02	Trane	W36HB-A05	A159067	Orange Park Elementary	Package Unit
	OPE_2_Package Unit_A159087	OPE_2_PU_A159087	278P224033186-02	Trane	W36HB-A05	A159087	Orange Park Elementary	Package Unit
	OPE_2_Package Unit_A159088	OPE_2_PU_A159088	278P224033223-02	Trane	W36HB-A05	A159088	Orange Park Elementary	Package Unit
	OPE_2_Package Unit_A159089	OPE_2_PU_A159089	278P224033213-02	Trane	W36HB-A05	A159089	Orange Park Elementary	Package Unit
	OPE_3_Mini Split System_A159071	OPE_3_MSS_A159071	14226S43456	Gree	LIVV18HP230V1AO	A159071	Orange Park Elementary	Mini Split System
	OPE_3_Mini Split System_A159072	OPE_3_MSS_A159072	21226S17635	Gree	LIVV18HP230V1AO	A159072	Orange Park Elementary	Mini Split System
	OPE_3_Package Unit_A159069	OPE_3_PU_A159069	278P224026134-02	Trane	W36HB-A05	A159069	Orange Park Elementary	Package Unit
	OPE_3_Package Unit_A159070	OPE_3_PU_A159070	278P224033220-02	Trane	W36HB-A05	A159070	Orange Park Elementary	Package Unit
	OPE_4_Condensing Unit_A159075	OPE_4_CU_A159075	23122113TA	Trane	TTA18043DAA02B501000000000000000000000	A159075	Orange Park Elementary	Condensing Unit
	OPE_4_Condensing Unit_A159076	OPE_4_CU_A159076	23121399TA	Trane	TTA24043DAA02B501000000000000000000000	A159076	Orange Park Elementary	Condensing Unit
	OPE_4_Condensing Unit_A159077	OPE_4_CU_A159077	410166176	Kolpak	PC248LZOP-3	A159077	Orange Park Elementary	Condensing Unit
	OPE_4_Fan Coil Unit - DX_A159078	OPE_4_FCU_A159078	23133420WA	Trane	TWE24043BA07BD0000000000000000000000	A159078	Orange Park Elementary	Fan Coil Unit - DX
	OPE_4_Fan Coil Unit - DX_A159080	OPE_4_FCU_A159080	23081235WA	Trane	TWE18438AA07BD0000000000000000000000	A159080	Orange Park Elementary	Fan Coil Unit - DX
	OPE_4_Package Unit_A159073	OPE_4_PU_A159073	278P224035994-02	Trane	W36HB-A05	A159073	Orange Park Elementary	Package Unit
	OPE_4_Package Unit_A159074	OPE_4_PU_A159074	278P224035996-02	Trane	W36HB-A05	A159074	Orange Park Elementary	Package Unit
	OPE_4_Package Unit_A159079	OPE_4_PU_A159079	422H234098700-02	Trane	W60HC-B09	A159079	Orange Park Elementary	Package Unit
	OPE_5_Mini Split System_A159083	OPE_5_MSS_A159083	3821GS08857	Gree	LIVV09HP230V1AO	A159083	Orange Park Elementary	Mini Split System
	OPE_5_Mini Split System_A159086	OPE_5_MSS_A159086	3821GS08855	Gree	LIVV09HP230V1AO	A159086	Orange Park Elementary	Mini Split System
	OPE_5_Package Unit_A159081	OPE_5_PU_A159081	278P224035993-02	Trane	W36HB-A05	A159081	Orange Park Elementary	Package Unit
	OPE_5_Package Unit_A159082	OPE_5_PU_A159082	278A223830529-02	Trane	W36HB-A05			

AssetID	Name	AssetNo	SerialNo	Make	Model	Barcode	SiteName	CategoryName	
7646	OPH_1_Fan Coil Unit - DX	A159339	OPH_1_FCU A159339	GD8060519288	Nordyne	G85BM-T30K-A-10	A159339	Orange Park High	Fan Coil Unit - DX
	OPH_1_Mini Split System	A159336	OPH_1_MSS A159336	10028451	Mitsubishi	MUY-GL24NA	A159336	Orange Park High	Mini Split System
7656	OPH_1_Package Unit	A159314	OPH_1_PU A159314	N1E1079632	York	V33AE82ASKDND0001A	A159314	Orange Park High	Package Unit
7657	OPH_1_Package Unit	A159315	OPH_1_PU A159315	N1E1063585	York	J25ZJE5452TZ12001B	A159315	Orange Park High	Package Unit
7658	OPH_1_Package Unit	A159316	OPH_1_PU A159316	N1E1079298	York	V33AE82ASKDND0001A	A159316	Orange Park High	Package Unit
7659	OPH_1_Package Unit	A159317	OPH_1_PU A159317	N1E1079635	York	V33AE82ASKDND0001A	A159317	Orange Park High	Package Unit
7660	OPH_1_Package Unit	A159318	OPH_1_PU A159318	N1E1079633	York	V33AE82ASKDND0001A	A159318	Orange Park High	Package Unit
7665	OPH_1_Package Unit	A159319	OPH_1_PU A159319	N1E1063583	York	J25ZJE5452TZ12001B	A159319	Orange Park High	Package Unit
7664	OPH_1_Package Unit	A159320	OPH_1_PU A159320	N1E1063587	York	J25ZJE5452TZ12001B	A159320	Orange Park High	Package Unit
7663	OPH_1_Package Unit	A159321	OPH_1_PU A159321	N1E1063584	York	J25ZJE5452TZ12001B	A159321	Orange Park High	Package Unit
7662	OPH_1_Package Unit	A159322	OPH_1_PU A159322	N1E1060919	York	J20ZJE54D2TZ12001B	A159322	Orange Park High	Package Unit
7661	OPH_1_Package Unit	A159323	OPH_1_PU A159323	N1E1079634	York	V33AE82ASKDND0001A	A159323	Orange Park High	Package Unit
7666	OPH_1_Package Unit	A159337	OPH_1_PU A159337	N1E1063586	York	J25ZJE5452TZ12001B	A159337	Orange Park High	Package Unit
7692	OPH_10_Condensing Unit	A159311	OPH_10_CU A159311	JS0606050159	Nordyne	JS8B0-030K	A159311	Orange Park High	Condensing Unit
7693	OPH_10_Energy Recovery Unit	A159308	OPH_10_ERU A159312	195518-1	Thybar	TV647SHSVR-7500-4-XM81M8-H0IDMFWSFMFEFDD	A159312	Orange Park High	Energy Recovery Unit
7694	OPH_10_Energy Recovery Unit	A159309	OPH_10_ERU A159313	195518-2	Thybar	TV647SHSVR-7500-4-XM81M8-H0IDMFWSFMFEFDD	A159313	Orange Park High	Energy Recovery Unit
7735	OPH_10_Make Up Air Unit	A159301	OPH_10_MAU A159301		Loren Cook	150 KSP-B	A159301	Orange Park High	Make Up Air Unit
7736	OPH_10_Make Up Air Unit	A159302	OPH_10_MAU A159302		Loren Cook	150 KSP-B	A159302	Orange Park High	Make Up Air Unit
7737	OPH_10_Make Up Air Unit	A159303	OPH_10_MAU A159303		Loren Cook	150 KSP-B	A159303	Orange Park High	Make Up Air Unit
7738	OPH_10_Mini Split System	A159491	OPH_10_MSS A159491	3005396 T	Mitsubishi	MUZ-GE09NA	A159491	Orange Park High	Mini Split System
7740	OPH_10_Package Unit	A159295	OPH_10_PU A159295	201406-ANEH10675		RN-008-0-8-FA09-133	A159295	Orange Park High	Package Unit
7739	OPH_10_Package Unit	A159296	OPH_10_PU A159296	C19K07034	Trane	SEHLF30EHU00C08D1011AB00F000000RT0M8600#	A159296	Orange Park High	Package Unit
7741	OPH_10_Package Unit	A159297	OPH_10_PU A159297	C19K07033	Trane	SEHLF30EHU00C08D1011AB00F000000RT0M8600#	A159297	Orange Park High	Package Unit
7742	OPH_10_Package Unit	A159304	OPH_10_PU A159304	201406-BNER10679	Aaon	RN-025-0-8-EA09-164	A159304	Orange Park High	Package Unit
	OPH_12_Chiller, Air Cooled	A159490	OPH_12_ACC A159496	U23C01383	Trane	CGAM 090A 2202 AXB2 4A41 A1AX XA1C 1A4B XXXX XA1A 3A1D 1A	A159496	Orange Park High	Chiller, Air Cooled
	OPH_12_Mini Split System	A159503	OPH_12_MSS A159493	540Q394160249040120029	Sea Breeze	24H421Z10M	A159503	Orange Park High	Mini Split System
7771	OPH_12_Package Unit	A159500	OPH_12_PU A159500	153P021781163-02	Bard	WH602-A10XXX00XE	A159500	Orange Park High	Package Unit
	OPH_12_Package Unit	A159501	OPH_12_PU A159501	309D163317584-02	Bard	W36H2-A05	A159501	Orange Park High	Package Unit
7770	OPH_12_Package Unit	A159502	OPH_12_PU A159502	125A062138413-02	Bard	WH361-A05	A159502	Orange Park High	Package Unit
7773	OPH_12_Pump, Chilled Water Circul	OPH_12_CHWP A159497		28F0622F	Bell & Gossett		A159497	Orange Park High	Pump, Chilled Water Circulation
7774	OPH_12_Pump, Chilled Water Circul	OPH_12_CHWP A159498		28F0822F	Bell & Gossett		A159498	Orange Park High	Pump, Chilled Water Circulation
7775	OPH_12_Pump, Chilled Water Circul	OPH_12_CHWP A159499			Bell & Gossett		A159499	Orange Park High	Pump, Chilled Water Circulation
7670	OPH_2_Condensing Unit	A159342	OPH_2_CU A159342						



Orange Park High School (continued)

AssetId	Name	AssetNo	SerialNo	Make	Model	Barcode	SiteName	CategoryName
7806	OPH_24_Package Unit_A159359	OPH_24_PU_A159359	201406-ANEH10676	Aeon	RN-008-8-0-EA09-143	A159359	Orange Park High	Package Unit
7810	OPH_27_Package Unit_A159484	OPH_27_PU_A159484				A159484	Orange Park High	Package Unit
7811	OPH_27_Package Unit_A159485	OPH_27_PU_A159485	125K062229708-02	Bard	WH361-A05	A159485	Orange Park High	Package Unit
7812	OPH_27_Package Unit_A159486	OPH_27_PU_A159486	125F052032546-02	Bard	WH361-A05	A159486	Orange Park High	Package Unit
7813	OPH_27_Package Unit_A159487	OPH_27_PU_A159487	309L163365651-02	Bard	W36H2-A10	A159487	Orange Park High	Package Unit
7814	OPH_27_Package Unit_A159488	OPH_27_PU_A159488	309K1022729703-02	Bard	W36H1-A05	A159488	Orange Park High	Package Unit
7815	OPH_27_Package Unit_A159489	OPH_27_PU_A159489	10682865	Bard	36VA	A159489	Orange Park High	Package Unit
7675	OPH_4_Air Handling Unit_A159375	OPH_4_AHU_A159375	K20D16900	Bard	PSCA0480UAA0	A159375	Orange Park High	Air Handling Unit
7678	OPH_4_Condensing Unit_A159378	OPH_4_CU_A159378	203722RA4F	Trane	4TWR4036G1000AB	A159378	Orange Park High	Condensing Unit
7677	OPH_4_Condensing Unit_A159381	OPH_4_CU_A159381	R16149P8F	Bard	TTB024C100A2	A159381	Orange Park High	Condensing Unit
7679	OPH_4_Condensing Unit_A159460	OPH_4_CU_A159460	R164KMGH	Bard	TTA090A300CC	A159460	Orange Park High	Condensing Unit
7680	OPH_4_Condensing Unit_A159461	OPH_4_CU_A159461	R164YFAH	Bard	TTA090A300CC	A159461	Orange Park High	Condensing Unit
	OPH_4_Fan Coil Unit - DX_A159373	OPH_4_FCU_A159373	20402UM93V	Trane	TEM4A0C37S315BA	A159373	Orange Park High	Fan Coil Unit - DX
7682	OPH_4_Mini Split System_A159379	OPH_4_MSS_A159379		Bard		A159379	Orange Park High	Mini Split System
7683	OPH_4_Mini Split System_A159382	OPH_4_MSS_A159382		Bard		A159382	Orange Park High	Mini Split System
7684	OPH_4_Mini Split System_A159462	OPH_4_MSS_A159462	9000896T	Bard	MXZ-2A20NA-D	A159462	Orange Park High	Mini Split System
7689	OPH_4_Package Unit_A159369	OPH_4_PU_A159369	343K173469786-02	Bard	MU09NW	A159369	Orange Park High	Package Unit
7688	OPH_4_Package Unit_A159370	OPH_4_PU_A159370	343K173469783-02	Bard	W48H2-A05	A159370	Orange Park High	Package Unit
7687	OPH_4_Package Unit_A159371	OPH_4_PU_A159371				A159371	Orange Park High	Package Unit
7686	OPH_4_Package Unit_A159372	OPH_4_PU_A159372				A159372	Orange Park High	Package Unit
	OPH_4_Package Unit_A159384	OPH_4_PU_A159384	278L234136912-02	Bard	W36H8-A05	A159384	Orange Park High	Package Unit
	OPH_4_Package Unit_A159490	OPH_4_PU_A159490		Bard	KV1507DE3HAC715D	A159490	Orange Park High	Package Unit
7690	OPH_4_Pump, Chilled Water Circula	OPH_4_CHWP_A159377		Bard		A159377	Orange Park High	Pump, Chilled Water Circulation
	OPH_51_Package Unit_A159386	OPH_51_PU_A159386	P224033229-02	Bard		A159386	Orange Park High	Package Unit
7842	OPH_51_Package Unit_A159387	OPH_51_PU_A159387	125F082501213-02	Bard	WH361-A05	A159387	Orange Park High	Package Unit
7841	OPH_51_Package Unit_A159388	OPH_51_PU_A159388	309L1330262463-02	Bard	W36H1-A05	A159388	Orange Park High	Package Unit
	OPH_51_Package Unit_A159389	OPH_51_PU_A159389	278M244248920-02	Bard	W36HY-A05	A159389	Orange Park High	Package Unit
7839	OPH_51_Package Unit_A159390	OPH_51_PU_A159390		Bard	W36H1-A05	A159390	Orange Park High	Package Unit
7844	OPH_51_Package Unit_A159391	OPH_51_PU_A159391	309K1022729695-02	Bard	W36H1-A05	A159391	Orange Park High	Package Unit
7845	OPH_51_Package Unit_A159392	OPH_51_PU_A159392		Bard	W36H1-A05	A159392	Orange Park High	Package Unit
7846	OPH_51_Package Unit_A159393	OPH_51_PU_A159393	125F082501215-02	Bard	WH361-A05	A159393	Orange Park High	Package Unit
5074	OPHWC_16_Package Unit_A159480	OPHWC_16_PU_A159480		Trane	WSC048E404EDCA0020000	A159480	Orange Park High - West Campus	Package Unit
5075	OPHWC_16_Package Unit_A159481	OPHWC_16_PU_A159481		Trane	WSC048E404EDCA0020000	A159481	Orange Park High - West Campus	Package Unit
5076	OPHWC_16_Package Unit_A159482	OPHWC_16_PU_A159482		Trane	WSC048E404EDCA0020000	A159482	Orange Park High - West Campus	Package Unit
5077	OPHWC_16_Package Unit_A159483	OPHWC_16_PU_A159483	115210604L	Trane	WSC048E404EDCA0020000	A159483	Orange Park High - West Campus	Package Unit
5079	OPHWC_17_Package Unit_A159476	OPHWC_17_PU_A159476	115210560L	Trane	WSC060E3REA1380D0A0020000	A159476	Orange Park High - West Campus	Package Unit
5080	OPHWC_17_Package Unit_A159477	OPHWC_17_PU_A159477	115210574L	Trane	WSC060E3REA1380D0A0020000	A159477	Orange Park High - West Campus	Package Unit
5081	OPHWC_17_Package Unit_A159478	OPHWC_17_PU_A159478	115210557L	Trane	WSC060E3REA1380D0A0020000	A159478	Orange Park High - West Campus	Package Unit
5082	OPHWC_17_Package Unit_A159479	OPHWC_17_PU_A159479		Trane	WSC060E3REA1380D0A0020000	A159479	Orange Park High - West Campus	Package Unit
5084	OPHWC_18_Package Unit_A159470	OPHWC_18_PU_A159470		Trane	WSC060E3REA1380D0A0020000	A159470	Orange Park High - West Campus	Package Unit
5085	OPHWC_18_Package Unit_A159471	OPHWC_18_PU_A159471		Trane	WSC060E3REA1380D0A0020000	A159471	Orange Park High - West Campus	Package Unit
5086	OPHWC_18_Package Unit_A159472	OPHWC_18_PU_A159472		Trane	WSC060E3REA1380D0A0020000	A159472	Orange Park High - West Campus	Package Unit
5091	OPHWC_19_Package Unit_A159473	OPHWC_19_PU_A159473		Trane	WSC060E3REA1380D0A0020000	A159473	Orange Park High - West Campus	Package Unit
5090	OPHWC_19_Package Unit_A159474	OPHWC_19_PU_A159474		Trane	WSC060E3REA1380D0A0020000	A159474	Orange Park High - West Campus	Package Unit
5089	OPHWC_19_Package Unit_A159475	OPHWC_19_PU_A159475	120110081L	Trane	WSC060E3REA1380D0A0020000	A159475	Orange Park High - West Campus	Package Unit
5094	OPHWC_20_Mini Split System_A159368	OPHWC_20_MSS_A159368	9525410	Goodman Manufacturing Com	HDC24-1AB	A159368	Orange Park High - West Campus	Mini Split System
5102	OPHWC_20_Package Unit_A159360	OPHWC_20_PU_A159360	309L122954506-02	Bard	W36H1-A05	A159360	Orange Park High - West Campus	Package Unit
5101	OPHWC_20_Package Unit_A159361	OPHWC_20_PU_A159361	309L122954511-02	Bard	W36H1-A05	A159361	Orange Park High - West Campus	Package Unit
5100	OPHWC_20_Package Unit_A159362	OPHWC_20_PU_A159362	309L122954518-02	Bard	W36H1-A05	A159362	Orange Park High - West Campus	Package Unit
5099	OPHWC_20_Package Unit_A159363	OPHWC_20_PU_A159363	343A132981432-02	Bard	W48H1-A05	A159363	Orange Park High - West Campus	Package Unit
5098	OPHWC_20_Package Unit_A159364	OPHWC_20_PU_A159364	309L143156986-02	Bard	W36H2-A05	A159364	Orange Park High - West Campus	Package Unit
5097	OPHWC_20_Package Unit_A159365	OPHWC_20_PU_A159365	309L143156973-02	Bard	W36H2-A05	A159365	Orange Park High - West Campus	Package Unit
5096	OPHWC_20_Package Unit_A159366	OPHWC_20_PU_A159366	343A132981434-02	Bard	W48H1-A05	A159366	Orange Park High - West Campus	Package Unit
5095	OPHWC_20_Package Unit_A159367	OPHWC_20_PU_A159367	309F133015397-02	Bard	W36H1-A05	A159367	Orange Park High - West Campus	Package Unit
5105	OPHWC_21_Mini Split System_A159346	OPHWC_21_MSS_A159346	10155901146	Gree Comfort	RIO12HP115V1AO	A159346	Orange Park High - West Campus	Mini Split System
5110	OPHWC_21_Package Unit_A159347	OPHWC_21_PU_A159347	309M153280165-02	Bard	W36H2-A05	A159347	Orange Park High - West Campus	Package Unit
5111	OPHWC_21_Package Unit_A159348	OPHWC_21_PU_A159348	309M153280173-02	Bard	W36H2-A05	A159348	Orange Park High - West Campus	Package Unit
5112	OPHWC_21_Package Unit_A159349	OPHWC_21_PU_A159349	309M153280168-02	Bard	W36H2-A05	A159349	Orange Park High - West Campus	Package Unit
5106	OPHWC_21_Package Unit_A159350	OPHWC_21_PU_A159350	309M153280171-02	Bard	W36H2-A005	A159350	Orange Park High - West Campus	Package Unit
5107	OPHWC_21_Package Unit_A159351	OPHWC_21_PU_A159351	309M153280172-02	Bard	W36H2-A05	A159351	Orange Park High - West Campus	Package Unit
5108	OPHWC_21_Package Unit_A159352	OPHWC_21_PU_A159352	309M153280174-02	Bard	W36H2-A05	A159352	Orange Park High - West Campus	Package Unit
5109	OPHWC_21_Package Unit_A159353	OPHWC_21_PU_A159353	309M153280167-02	Bard	W36H2-A05	A159353	Orange Park High - West Campus	Package Unit



Orange Park Jr. High

AssetId	Name	AssetNo	SerialNo	Make	Model	Barcode	SiteName	CategoryName
7888	OPJ_1_Mini Split System_A159190	OPJ_1_MSS_A159190	4318GS13282	Gree	LIVS24HP230V180	A159190	Orange Park Junior High	Mini Split System
	OPJ_1_Package Unit_A159189	OPJ_1_PU_A159189	233510047D	Trane	TSJ240A4S0P2B0B0000100000000000000D0	A159189	Orange Park Junior High	Package Unit
	OPJ_1_Package Unit_A159193	OPJ_1_PU_A159193	233510046D	Trane	TSJ240A4S0P2B0B0000100000000000000D0	A159193	Orange Park Junior High	Package Unit
7891	OPJ_1_Package Unit_A159194	OPJ_1_PU_A159194	C21A00297	Trane	SEHLF404HU00C3B810000000000000000000	A159194	Orange Park Junior High	Package Unit
	OPJ_1_Package Unit_A159195	OPJ_1_PU_A159195	233611026L	Trane	TSJ240A4S0P2B0B0000100000000000000D0	A159195	Orange Park Junior High	Package Unit
	OPJ_1_Package Unit_A159196	OPJ_1_PU_A159196	233611043L	Trane	TSJ240A4S0P2B0B0000100000000000000D0	A159196	Orange Park Junior High	Package Unit
	OPJ_2_Package Unit_A159234	OPJ_2_PU_A159234	233810731D	Trane	TSJ180A4S0G2B000001000000000000000D0	A159234	Orange Park Junior High	Package Unit
	OPJ_2_Package Unit_A159235	OPJ_2_PU_A159235	233510045D	Trane	TSJ300A4S0P2B000000100000000000000D0	A159235	Orange Park Junior High	Package Unit
	OPJ_2_Package Unit_A159236	OPJ_2_PU_A159236	233510128D	Trane	TSJ180A4S0N2B0B0000100000000000000D0	A159236	Orange Park Junior High	Package Unit
	OPJ_3_Package Unit_A159227	OPJ_3_PU_A159227	C23A00431	Trane	SEHMF254LA00C28B0001B00000000000420M8A00	A159227	Orange Park Junior High	Package Unit
	OPJ_3_Package Unit_A159228	OPJ_3_PU_A159228	C23A00428	Trane	SEHMF254LA00C28B0001B00000000000420M8A00	A159228	Orange Park Junior High	Package Unit
	OPJ_4_Package Unit_A159203	OPJ_4_PU_A159203	C23A00429	Trane	SEHMF254LA00C28B0001B00000000000420M8A00	A159203	Orange Park Junior High	Package Unit
	OPJ_4_Package Unit_A159204	OPJ_4_PU_A159204	C23A00430	Trane	SEHMF254LA00C28B0001B00000000000420M8A00	A159204	Orange Park Junior High	Package Unit
7926	OPJ_5_Condensing Unit_A159215	OPJ_5_CU_A159215	14042YF8YA	Trane	TWA0900D30RAA	A159215	Orange Park Junior High	Condensing Unit
7927	OPJ_5_Condensing Unit_A159216	OPJ_5_CU_A159216	14091URR4F	Trane	4TWA3036A3000CA	A159216	Orange Park Junior High	Condensing Unit
7928	OPJ_5_Condensing Unit_A159217	OPJ_5_CU_A159217	14093P2TYA	Trane	TWA0900D30RAA	A159217	Orange Park Junior High	Condensing Unit
7929	OPJ_5_Fan Coil Unit - DX_A159218	OPJ_5_FCU_A159218	14073KGCBA	Trane	TW0900D300AA	A159218	Orange Park Junior High	Fan Coil Unit - DX
7930	OPJ_5_Fan Coil Unit - DX_A159219	OPJ_5_FCU_A159219	14115NF9AV	Trane	GAM5B0B36M31SA	A159219	Orange Park Junior High	Fan Coil Unit - DX
7931	OPJ_5_Fan Coil Unit - DX_A159220	OPJ_5_FCU_A159220		Trane		A159220	Orange Park Junior High	Fan Coil Unit - DX
7937	OPJ_5_Package Unit_A159221	OPJ_5_PU_A159221	326P092671168-02	Bard	W60H1-	A159221	Orange Park Junior High	Package Unit
7936	OPJ_5_Package Unit_A159222	OPJ_5_PU_A159222	326P092671178-02	Bard	W60H1-	A159222	Orange Park Junior High	Package Unit
7935	OPJ_5_Package Unit_A159223	OPJ_5_PU_A159223	326P092671172-02	Bard	W60H1-	A159223	Orange Park Junior High	Package Unit
7934	OPJ_5_Package Unit_A159224	OPJ_5_PU_A159224	326P092671166-02	Bard	W60H1-	A159224	Orange Park Junior High	Package Unit
7933	OPJ_5_Package Unit_A159225	OPJ_5_PU_A159225	326P092671167-02	Bard	W60H1-	A159225	Orange Park Junior High	Package Unit
7932	OPJ_5_Package Unit_A159226	OPJ_5_PU_A159226	326P092671173-02	Bard	W60H1-	A159226	Orange Park Junior High	Package Unit
	OPJ_6_Condensing Unit_A159211	OPJ_6_CU_A159211	252620BLKF	Trane	5TWA4060A3000AA	A159211	Orange Park Junior High	Condensing Unit
	OPJ_6_Condensing Unit_A159212	OPJ_6_CU_A159212	25262K3SKF	Trane	5TWA4060A3000AA	A159212	Orange Park Junior High	Condensing Unit
	OPJ_6_Condensing Unit_A159213	OPJ_6_CU_A159213	252350KFKF	Trane	5TWA4060A3000AA	A159213	Orange Park Junior High	Condensing Unit
	OPJ_6_Condensing Unit_A159214	OPJ_6_CU_A159214	252350FHKF	Trane	5TWA4060A3000AA	A159214	Orange Park Junior High	Condensing Unit
	OPJ_6_Fan Coil Unit - DX_A159210	OPJ_6_FCU_A159210	25152822BA	Trane	TWE120K3BA007BD000000000000000000000000	A159210	Orange Park Junior High	Fan Coil Unit - DX
	OPJ_6_Fan Coil Unit - DX_A159242	OPJ_6_FCU_A159242	25152821BA	Trane	TWE120K3BA007BD000000000000000000000000	A159242	Orange Park Junior High	Fan Coil Unit - DX

Paterson Elementary

AssetId	Name	AssetNo	SerialNo	Make	Model	Barcode	SiteName	CategoryName
8064	PES_1_Condensing Unit_A170517	PES_1_CU_A170517	19223ME4F	Trane	4TWA4036A3000AA	A170517	Paterson Elementary	Condensing Unit
8065	PES_1_Condensing Unit_A170518	PES_1_CU_A170518	19223MH44F	Trane	4TWA4036A3000AA	A170518	Paterson Elementary	Condensing Unit
8066	PES_1_Condensing Unit_A170519	PES_1_CU_A170519	19115HXG4F	Trane	4TWA4042A3000AA	A170519	Paterson Elementary	Condensing Unit
8061	PES_1_Condensing Unit_A170520	PES_1_CU_A170520	19083UXP4F	Trane	4TWA4042A3000AA	A170520	Paterson Elementary	Condensing Unit
8057	PES_1_Condensing Unit_A170521	PES_1_CU_A170521	19223LXF4F	Trane	4TWA4036A3000AA	A170521	Paterson Elementary	Condensing Unit
8056	PES_1_Condensing Unit_A170522	PES_1_CU_A170522	19223ME74F	Trane	4TWA4036A3000AA	A170522	Paterson Elementary	Condensing Unit
8051	PES_1_Condensing Unit_A170523	PES_1_CU_A170523	19223LYB4F	Trane	4TWA4036A3000AA	A170523	Paterson Elementary	Condensing Unit
8050	PES_1_Condensing Unit_A170524	PES_1_CU_A170524	19223MKH4F	Trane	4TWA4036A3000AA	A170524	Paterson Elementary	Condensing Unit
8049	PES_1_Condensing Unit_A170525	PES_1_CU_A170525	192017R2ZF	Trane	4TWA4060A3000AA	A170525	Paterson Elementary	Condensing Unit
8052	PES_1_Condensing Unit_A170526	PES_1_CU_A170526	19174TU2ZF	Trane	4TWA4060A3000AA	A170526	Paterson Elementary	Condensing Unit
8055	PES_1_Condensing Unit_A170527	PES_1_CU_A170527	19083UU64F	Trane	4TWA4042A3000AA	A170527	Paterson Elementary	Condensing Unit
8058	PES_1_Condensing Unit_A170528	PES_1_CU_A170528	19174B22ZF	Trane	4TWA4060A3000AA	A170528	Paterson Elementary	Condensing Unit
8060	PES_1_Condensing Unit_A170529	PES_1_CU_A170529	190846MG2F	Trane	4TWA4060A3000AA	A170529	Paterson Elementary	Condensing Unit
8067	PES_1_Condensing Unit_A170530	PES_1_CU_A170530	19223MG84F	Trane	4TWA4036A3000AA	A170530	Paterson Elementary	Condensing Unit
8063	PES_1_Condensing Unit_A170531	PES_1_CU_A170531	19223XS4F	Trane	4TWA4036A3000AA	A170531	Paterson Elementary	Condensing Unit
8062	PES_1_Condensing Unit_A170532	PES_1_CU_A170532	19174T9E2F	Trane	4TWA4060A3000AA	A170532	Paterson Elementary	Condensing Unit
8068	PES_1_Condensing Unit_A170533	PES_1_CU_A170533	190846152F	Trane	4TWA4060A3000AA	A170533	Paterson Elementary	Condensing Unit
8069	PES_1_Condensing Unit_A170534	PES_1_CU_A170534	1908465J2F	Trane	4TWA4060A3000AA	A170534	Paterson Elementary	Condensing Unit
8059	PES_1_Condensing Unit_A170535	PES_1_CU_A170535	192017TN2F	Trane	4TWA4060A3000AA	A170535	Paterson Elementary	Condensing Unit
8054	PES_1_Condensing Unit_A170536	PES_1_CU_A170536	190846N32F	Trane	4TWA4060A3000AA	A170536	Paterson Elementary	Condensing Unit
8053	PES_1_Condensing Unit_A170537	PES_1_CU_A170537	190846242F	Trane	4TWA4060A3000AA	A170537	Paterson Elementary	Condensing Unit
8048	PES_1_Condensing Unit_A170538	PES_1_CU_A170538	1908460C2F	Trane	4TWA4060A3000AA	A170538	Paterson Elementary	Condensing Unit
8071	PES_1_Fan Coil Unit - DX_A170509	PES_1_FCU_A170509	19154424BA	Trane	TWE06043AA00A0000000000000000000000000	A170509	Paterson Elementary	Fan Coil Unit - DX
8070	PES_1_Fan Coil Unit - DX_A170510	PES_1_FCU_A170510	19154637BA	Trane	TWE09043BA00A0000000000000000000000000	A170510	Paterson Elementary	Fan Coil Unit - DX
8072	PES_1_Fan Coil Unit - DX_A170511	PES_1_FCU_A170511	19154216BA	Trane	TWE09043BA00A0000000000000000000000000	A170511	Paterson Elementary	Fan Coil Unit - DX
8073	PES_1_Fan Coil Unit - DX_A170512	PES_1_FCU_A170512	19153586BA	Trane	TWE06043AA00A0000000000000000000000000	A170512	Paterson Elementary	Fan Coil Unit - DX
8074	PES_1_Fan Coil Unit - DX_A170513	PES_1_FCU_A170513	19154641BA	Trane	TWE09043BA00A0000000000000000000000000	A170513	Paterson Elementary	Fan Coil Unit - DX
8075	PES_1_Fan Coil Unit - DX_A170514	PES_1_FCU_A170514	19182516BA	Trane	TWE06043AA00A0000000000000000000000000	A170514	Paterson Elementary	Fan Coil Unit - DX
	PES_1_Fan Coil Unit - DX_A170515	PES_1_FCU_A170515	19151555BA	Trane	TWE06043AA00A0000000000000000000000000	A170515	Paterson Elementary	Fan Coil Unit - DX
	PES_1_Fan Coil Unit - DX_A170516	PES_1_FCU_A170516	19154636BA	Trane	TWE09043BA00A00000000000000000000000000	A170516	Paterson Elementary	Fan Coil Unit - DX
8076	PES_1_Mini Split System_A170539	PES_1_MSS_A170539		Gree	GWV24AC-D3DN2D1	A170539	Paterson Elementary	Mini Split System
8081	PES_2_Air Handling Unit_A170540	PES_2_AHU_A170540	K19D33719	Trane	UCCAD17A0C0E0V03200000F0AE00D0A0000000A00	A170540	Paterson Elementary	Air Handling Unit
8082	PES_2_Air Handling Unit_A170542	PES_2_AHU_A170542	K19D32305	Trane	UCCAD17A0C0E0V03200000F0AE00D0A0000000A00	A170542	Paterson Elementary	Air Handling Unit
8080	PES_2_Air Handling Unit_A170543	PES_2_AHU_A170543	K19D33713	Trane	CSA010U0AL00	A170543	Paterson Elementary	Air Handling Unit
8163	PES_2_Condensing Unit_A170545	PES_2_CU_A170545	19174TY02F	Trane	4TWA4060A3000AA	A170545	Paterson Elementary	Condensing Unit
8164	PES_2_Condensing Unit_A170546	PES_2_CU_A170546	19211YC32F	Trane	4TWA4060A3000AA	A170546	Paterson Elementary	Condensing Unit
8165	PES_2_Condensing Unit_A170547	PES_2_CU_A170547	19211YGP2F	Trane	4TWA4060A3000AA	A170547	Paterson Elementary	Condensing Unit
8166	PES_2_Condensing Unit_A170548	PES_2_CU_A170548	19174TWU2F	Trane	4TWA4060A3000AA	A170548	Paterson Elementary	Condensing Unit
8167	PES_2_Condensing Unit_A170549	PES_2_CU_A170549	19174TTL2F	Trane	4TWA4060A3000AA	A170549	Paterson Elementary	Condensing Unit
8084	PES_2_Fan Coil Unit - DX_A170541	PES_2_FCU_A170541	19154427BA	Trane	TWE06043AA00A0000000000000000000000000	A170541	Paterson Elementary	Fan Coil Unit - DX
8083	PES_2_Fan Coil Unit - DX_A170544	PES_2_FCU_A170544	19132559BA	Trane	TWE12043BA00A0000	A170544	Paterson Elementary	Fan Coil Unit - DX
8111	PES_2_Package Unit_A170550	PES_2_PU_A170550	314A111272761-02	Bard	W24H1-A04	A170550	Paterson Elementary	Package Unit
	PES_3_Condensing Unit_A170555	PES_3_CU_A170555		Trane		A170555	Paterson Elementary	Condensing Unit
	PES_3_Fan Coil Unit - DX_A170558	PES_3_FCU_A170558	22015XN93V	Trane	TEM4A0936S31SBA	A170558	Paterson Elementary	Fan Coil Unit - DX



AssetId	Name	AssetNo	SerialNo	Make	Model	Barcode	SiteName	CategoryName
PES_3_Packaged Unit_A170553	PES_3_PU_A170553	3328223941018-02	Bard	W48HC-A05	A170553	Paterson Elementary	Package Unit	
PES_3_Packaged Unit_A170554	PES_3_PU_A170554	3328223941015-02	Bard	W48HC-A05	A170554	Paterson Elementary	Package Unit	
PES_3_Packaged Unit_A170556	PES_3_PU_A170556	3328223942129-02	Bard	W48HC-A05	A170556	Paterson Elementary	Package Unit	
PES_3_Packaged Unit_A170557	PES_3_PU_A170557	3328223942127-02	Bard	W48HC-A05	A170557	Paterson Elementary	Package Unit	
PES_4_Condensing Unit_A170584	PES_4_CU_A170584	22154KL4FF	Trane	4TWR4036G1000AB	A170584	Paterson Elementary	Condensing Unit	
PES_4_Fan Coil Unit - DX_A170588	PES_4_FCU_A170588	220435J83V	Trane	TEMA40B36S31SBA	A170588	Paterson Elementary	Fan Coil Unit - DX	
PES_4_Packaged Unit_A170559	PES_4_PU_A170559	3328223942119-02	Bard	W48HC-A05	A170559	Paterson Elementary	Package Unit	
PES_4_Packaged Unit_A170560	PES_4_PU_A170560	3328223942121-02	Bard	W48HC-A05	A170560	Paterson Elementary	Package Unit	
PES_4_Packaged Unit_A170561	PES_4_PU_A170561	3328223941022-02	Bard	W48HC-A05	A170561	Paterson Elementary	Package Unit	
PES_4_Packaged Unit_A170562	PES_4_PU_A170562	3328223941024-02	Bard	W48HC-A05	A170562	Paterson Elementary	Package Unit	
PES_4_Packaged Unit_A170563	PES_4_PU_A170563	3328223942103-02	Bard	W48HC-A05	A170563	Paterson Elementary	Package Unit	
PES_4_Packaged Unit_A170565	PES_4_PU_A170565	3328223942130-02	Bard	W48HC-A05	A170565	Paterson Elementary	Package Unit	
PES_4_Packaged Unit_A170566	PES_4_PU_A170566	3328223942114-02	Bard	W48HC-A05	A170566	Paterson Elementary	Package Unit	
PES_4_Packaged Unit_A170567	PES_4_PU_A170567	3328223942122-02	Bard	W48HC-A05	A170567	Paterson Elementary	Package Unit	
PES_5_Condensing Unit_A170574	PES_5_CU_A170574	22154KP8FF	Trane	4TWR4036G1000AB	A170574	Paterson Elementary	Condensing Unit	
PES_5_Fan Coil Unit - DX_A170578	PES_5_FCU_A170578	220431UY3V	Trane	TEMA40B36S31SBA	A170578	Paterson Elementary	Fan Coil Unit - DX	
PES_5_Packaged Unit_A170569	PES_5_PU_A170569	3328223942102-02	Bard	W48HC-A05	A170569	Paterson Elementary	Package Unit	
PES_5_Packaged Unit_A170570	PES_5_PU_A170570	3328223942111-02	Bard	W48HC-A05	A170570	Paterson Elementary	Package Unit	
PES_5_Packaged Unit_A170571	PES_5_PU_A170571	3328223942113-02	Bard	W48HC-A05	A170571	Paterson Elementary	Package Unit	
PES_5_Packaged Unit_A170572	PES_5_PU_A170572	332C213849691-02	Bard	W48HC-A05	A170572	Paterson Elementary	Package Unit	
PES_5_Packaged Unit_A170573	PES_5_PU_A170573	3328223942128-02	Bard	W48HC-A05	A170573	Paterson Elementary	Package Unit	
PES_5_Packaged Unit_A170575	PES_5_PU_A170575	3328223941037-02	Bard	W48HC-A05	A170575	Paterson Elementary	Package Unit	
PES_5_Packaged Unit_A170576	PES_5_PU_A170576	3328223942104-02	Bard	W48HC-A05	A170576	Paterson Elementary	Package Unit	
PES_5_Packaged Unit_A170577	PES_5_PU_A170577	3328223942110-02	Bard	W48HC-A05	A170577	Paterson Elementary	Package Unit	
PES_6_Condensing Unit_A170585	PES_6_CU_A170585	22154KMTFF	Trane	4TWR4036G1000AB	A170585	Paterson Elementary	Condensing Unit	
PES_6_Fan Coil Unit - DX_A170583	PES_6_FCU_A170583	220436X63V	Trane	TEMA40B36S31SBA	A170583	Paterson Elementary	Fan Coil Unit - DX	
PES_6_Packaged Unit_A170579	PES_6_PU_A170579	3328223942115-02	Bard	W48HC-A05	A170579	Paterson Elementary	Package Unit	
PES_6_Packaged Unit_A170580	PES_6_PU_A170580	3328223942112-02	Bard	W48HC-A05	A170580	Paterson Elementary	Package Unit	
PES_6_Packaged Unit_A170581	PES_6_PU_A170581	3328223942126-02	Bard	W48HC-A05	A170581	Paterson Elementary	Package Unit	
PES_6_Packaged Unit_A170582	PES_6_PU_A170582	3328223942118-02	Bard	W48HC-A05	A170582	Paterson Elementary	Package Unit	
PES_6_Packaged Unit_A170584	PES_6_PU_A170584	3328223942120-02	Bard	W48HC-A05	A170584	Paterson Elementary	Package Unit	
PES_6_Packaged Unit_A170586	PES_6_PU_A170586	3328223942116-02	Bard	W48HC-A05	A170586	Paterson Elementary	Package Unit	
PES_6_Packaged Unit_A170587	PES_6_PU_A170587	3328223942123-02	Bard	W48HC-A05	A170587	Paterson Elementary	Package Unit	
PES_6_Packaged Unit_A170588	PES_6_PU_A170588	332K213893086-02	Bard	W48HC-A05	A170588	Paterson Elementary	Package Unit	

[illegible]



Ridgeview High School (continued)

AssetId	Name	AssetNo	SerialNo	Make	Model	Barcode	SiteName	CategoryName
8356	RHS_5_Condensing Unit_A159718	RHS_5_CU_A159718	4461MGR3F	Trane	2TTA2048A4000AB	A159718	Ridgeview High	Condensing Unit
8353	RHS_5_Condensing Unit_A159719	RHS_5_CU_A159719	43721AA3F	Trane	2TTA2048A4000AB	A159719	Ridgeview High	Condensing Unit
8352	RHS_5_Condensing Unit_A159720	RHS_5_CU_A159720	5104W7D3F	Trane	2TTA2036A4000AB	A159720	Ridgeview High	Condensing Unit
8345	RHS_5_Condensing Unit_A159721	RHS_5_CU_A159721	4461MHV3F	Trane	2TTA2048A4000AB	A159721	Ridgeview High	Condensing Unit
8346	RHS_5_Condensing Unit_A159722	RHS_5_CU_A159722	4335KLK3F	Trane	2TTA2048A4000AB	A159722	Ridgeview High	Condensing Unit
8347	RHS_5_Condensing Unit_A159723	RHS_5_CU_A159723	4332NRU3F	Trane	2TTA2042B4000AB	A159723	Ridgeview High	Condensing Unit
8348	RHS_5_Condensing Unit_A159724	RHS_5_CU_A159724	44152HP3F	Trane	2TTA2048A4000AB	A159724	Ridgeview High	Condensing Unit
8349	RHS_5_Condensing Unit_A159725	RHS_5_CU_A159725	E164512695	International Comfort Product	N4H348GLF100	A159725	Ridgeview High	Condensing Unit
8343	RHS_5_Condensing Unit_A159726	RHS_5_CU_A159726	4335KP03F	Trane	2TTA2030A4000AB	A159726	Ridgeview High	Condensing Unit
8344	RHS_5_Condensing Unit_A159727	RHS_5_CU_A159727	50333JF3F	Trane	2TTA2030A4000AB	A159727	Ridgeview High	Condensing Unit
8350	RHS_5_Condensing Unit_A159728	RHS_5_CU_A159728	C05E04366	Trane	RAUCC604BY1300D000020	A159728	Ridgeview High	Condensing Unit
8351	RHS_5_Condensing Unit_A159729	RHS_5_CU_A159729		Trane	2TTA2048A4000AB	A159729	Ridgeview High	Condensing Unit
8357	RHS_5_Condensing Unit_A159732	RHS_5_CU_A159732	5104W7U3F	Trane	2TTA2036A4000AB	A159732	Ridgeview High	Condensing Unit
8358	RHS_5_Condensing Unit_A159733	RHS_5_CU_A159733	E211026481	International Comfort Product	N4A348GLB200	A159733	Ridgeview High	Condensing Unit
8359	RHS_5_Condensing Unit_A159734	RHS_5_CU_A159734	5205UMH3F	Trane	2TTA2036A4000AB	A159734	Ridgeview High	Condensing Unit
8360	RHS_5_Condensing Unit_A159735	RHS_5_CU_A159735	4332NX43F	Trane	2TTA2042B4000AB	A159735	Ridgeview High	Condensing Unit
8361	RHS_5_Condensing Unit_A159736	RHS_5_CU_A159736		Trane	2TTA2048A4000AB	A159736	Ridgeview High	Condensing Unit
8362	RHS_5_Condensing Unit_A159737	RHS_5_CU_A159737	4461MHR3F	Trane	2TTA2048A4000AB	A159737	Ridgeview High	Condensing Unit
8363	RHS_5_Condensing Unit_A159738	RHS_5_CU_A159738	44152HC3F	Trane	2TTA2048A4000AB	A159738	Ridgeview High	Condensing Unit
8372	RHS_5_Fan Coil Unit - DX_A159697	RHS_5_FCU_A159697	519526D1V	Trane	TWE048C14FC0	A159697	Ridgeview High	Fan Coil Unit - DX
8373	RHS_5_Fan Coil Unit - DX_A159698	RHS_5_FCU_A159698	3505TCH2V	Trane	TWE048C14FC0	A159698	Ridgeview High	Fan Coil Unit - DX
8374	RHS_5_Fan Coil Unit - DX_A159699	RHS_5_FCU_A159699	513347U2V	Trane	TWE048C14FC0	A159699	Ridgeview High	Fan Coil Unit - DX
8369	RHS_5_Fan Coil Unit - DX_A159700	RHS_5_FCU_A159700	51347X2V	Trane	TWE048C14FC0	A159700	Ridgeview High	Fan Coil Unit - DX
8375	RHS_5_Fan Coil Unit - DX_A159701	RHS_5_FCU_A159701	5183KWD1V	Trane	TWE048C14FC0	A159701	Ridgeview High	Fan Coil Unit - DX
8376	RHS_5_Fan Coil Unit - DX_A159702	RHS_5_FCU_A159702	4322NW72V	Trane	TWE036C14FB0	A159702	Ridgeview High	Fan Coil Unit - DX
8378	RHS_5_Fan Coil Unit - DX_A159703	RHS_5_FCU_A159703	43142UJ1V	Trane	TWE042C14FC0	A159703	Ridgeview High	Fan Coil Unit - DX
8377	RHS_5_Fan Coil Unit - DX_A159704	RHS_5_FCU_A159704	5183KWC1V	Trane	TWE048C14FC0	A159704	Ridgeview High	Fan Coil Unit - DX
8379	RHS_5_Fan Coil Unit - DX_A159705	RHS_5_FCU_A159705	519526N1V	Trane	TWE048C14FC0	A159705	Ridgeview High	Fan Coil Unit - DX
8380	RHS_5_Fan Coil Unit - DX_A159706	RHS_5_FCU_A159706	5184KR42V	Trane	TWE048C14FC0	A159706	Ridgeview High	Fan Coil Unit - DX
8381	RHS_5_Fan Coil Unit - DX_A159707	RHS_5_FCU_A159707	503324E2V	Trane	TWE030C14FB0	A159707	Ridgeview High	Fan Coil Unit - DX
8382	RHS_5_Fan Coil Unit - DX_A159708	RHS_5_FCU_A159708	50135C91V	Trane	TWE048C14FC0	A159708	Ridgeview High	Fan Coil Unit - DX
8383	RHS_5_Fan Coil Unit - DX_A159709	RHS_5_FCU_A159709	A171390478	International Comfort Product	FEM4X4800BL	A159709	Ridgeview High	Fan Coil Unit - DX
8366	RHS_5_Fan Coil Unit - DX_A159710	RHS_5_FCU_A159710	43142K32V	Trane	TWE042C14FC0	A159710	Ridgeview High	Fan Coil Unit - DX
8365	RHS_5_Fan Coil Unit - DX_A159711	RHS_5_FCU_A159711	518572Y2V	Trane	TWE036C14FB0	A159711	Ridgeview High	Fan Coil Unit - DX
8367	RHS_5_Fan Coil Unit - DX_A159712	RHS_5_FCU_A159712	4284WH21V	Trane	TWE048C14FC0	A159712	Ridgeview High	Fan Coil Unit - DX
8369	RHS_5_Fan Coil Unit - DX_A159713	RHS_5_FCU_A159713	51857292V	Trane	TWE036C14FB0	A159713	Ridgeview High	Fan Coil Unit - DX
8370	RHS_5_Fan Coil Unit - DX_A159714	RHS_5_FCU_A159714	4034P4G2V	Trane	TWE048C14FC0	A159714	Ridgeview High	Fan Coil Unit - DX
8371	RHS_5_Fan Coil Unit - DX_A159715	RHS_5_FCU_A159715	4034P4K2V	Trane	TWE048C14FC0	A159715	Ridgeview High	Fan Coil Unit - DX
8364	RHS_5_Fan Coil Unit - DX_A159730	RHS_5_FCU_A159730	5193U3MBD	Odyssey	TWE90A300EL	A159730	Ridgeview High	Fan Coil Unit - DX
8400	RHS_6_Condensing Unit_001	RHS_6_CU_001	JTF041000554	Grandaire	JT3BA-060KA	Inaccessible	Ridgeview High	Condensing Unit
8401	RHS_6_Condensing Unit_A186203	RHS_6_CU_A186203	X111465887	Grandaire	WCH3604GKA1	A186203	Ridgeview High	Condensing Unit
8399	RHS_6_Condensing Unit_A186204	RHS_6_CU_A186204	X163588288	Grandaire	WCH4604GKB100	A186204	Ridgeview High	Condensing Unit
8398	RHS_6_Condensing Unit_A186205	RHS_6_CU_A186205				A186205	Ridgeview High	Condensing Unit
8397	RHS_6_Condensing Unit_A186206	RHS_6_CU_A186206	JTF060601953	Grandaire	JT5BD-060K	A186206	Ridgeview High	Condensing Unit
8395	RHS_6_Condensing Unit_A186207	RHS_6_CU_A186207	JTD030900380	Grandaire	JT3BC-060K	A186207	Ridgeview High	Condensing Unit
8398	RHS_6_Condensing Unit_A186208	RHS_6_CU_A186208	X152274019	Grandaire	WCH4604GKB100	A186208	Ridgeview High	Condensing Unit
8394	RHS_6_Condensing Unit_A186209	RHS_6_CU_A186209	JTD040400171	Grandaire	JT3BC-060K	A186209	Ridgeview High	Condensing Unit
8393	RHS_6_Condensing Unit_A186210	RHS_6_CU_A186210	F50240070	Trane	WT5760A100A2	A186210	Ridgeview High	Condensing Unit
8392	RHS_6_Condensing Unit_A186211	RHS_6_CU_A186211	JTA100601457	Grandaire	JT4BD-060K	A186211	Ridgeview High	Condensing Unit
8390	RHS_6_Condensing Unit_A186212	RHS_6_CU_A186212	JTD090800008	Grandaire	JT4BD-060K	A186212	Ridgeview High	Condensing Unit
8391	RHS_6_Condensing Unit_A186213	RHS_6_CU_A186213				A186213	Ridgeview High	Condensing Unit
8410	RHS_6_Condensing Unit_A186214	RHS_6_CU_A186214	JTA100601446	Grandaire	JT4BD-060K	A186214	Ridgeview High	Condensing Unit
8409	RHS_6_Condensing Unit_A186215	RHS_6_CU_A186215	JTF100400835	Grandaire	JT4BD-060K	A186215	Ridgeview High	Condensing Unit
8408	RHS_6_Condensing Unit_A186216	RHS_6_CU_A186216	JTF051003264	Grandaire	JT3BA-060KA	A186216	Ridgeview High	Condensing Unit
8407	RHS_6_Condensing Unit_A186217	RHS_6_CU_A186217	JTD030700067	Grandaire	JT3BC-060K	A186217	Ridgeview High	Condensing Unit
8405	RHS_6_Condensing Unit_A186218	RHS_6_CU_A186218	X132076503	Grandaire	WCH3604GKC100	A186218	Ridgeview High	Condensing Unit
8406	RHS_6_Condensing Unit_A186219	RHS_6_CU_A186219	JTF080402393	Grandaire	JT5BD-060K	A186219	Ridgeview High	Condensing Unit
8403	RHS_6_Condensing Unit_A186220	RHS_6_CU_A186220	JTF080104093	Grandaire	JT5BD-060K	A186220	Ridgeview High	Condensing Unit
8402	RHS_6_Condensing Unit_A186221	RHS_6_CU_A186221				A186221	Ridgeview High	Condensing Unit
8404	RHS_6_Condensing Unit_A186222	RHS_6_CU_A186222	X121875572	Grandaire	WCH3604GKB1	A186222	Ridgeview High	Condensing Unit
8434	RHS_6_Fan Coil Unit - DX_A159782	RHS_6_FCU_A159782	GBD080503975	Grandaire	GB5BM-160K-C-10	A159782	Ridgeview High	Fan Coil Unit - DX
8432	RHS_6_Fan Coil Unit - DX_A159783	RHS_6_FCU_A159783	GBD100403651	Grandaire	GB5BM-060K-C	A159783	Ridgeview High	Fan Coil Unit - DX
8433	RHS_6_Fan Coil Unit - DX_A159784	RHS_6_FCU_A159784	GBD060507300	Grandaire	GB5BM-160K-C-10	A159784	Ridgeview High	Fan Coil Unit - DX
8435	RHS_6_Fan Coil Unit - DX_A159785	RHS_6_FCU_A159785	GBD070706017	Grandaire	GB5BM-160K-C-10	A159785	Ridgeview High	Fan Coil Unit - DX
8430	RHS_6_Fan Coil Unit - DX_A159786	RHS_6_FCU_A159786	GBB031006809	Grandaire	GB3BM-060K-C-10B	A159786	Ridgeview High	Fan Coil Unit - DX
8428	RHS_6_Fan Coil Unit - DX_A159787	RHS_6_FCU_A159787	GBD051105412	Grandaire	GB3BM-060K-C-10B	A159787	Ridgeview High	Fan Coil Unit - DX
8425	RHS_6_Fan Coil Unit - DX_A159788	RHS_6_FCU_A159788	GBD100503288	Grandaire	GB5BM-060K-C	A159788	Ridgeview High	Fan Coil Unit - DX
8422	RHS_6_Fan Coil Unit - DX_A159789	RHS_6_FCU_A159789	GBD100406965	Grandaire	GB5BM-060K-C	A159789	Ridgeview High	Fan Coil Unit - DX
	RHS_6_Fan Coil Unit - DX_A159790	RHS_6_FCU_A159790				A159790	Ridgeview High	Fan Coil Unit - DX
8423	RHS_6_Fan Coil Unit - DX_A159791	RHS_6_FCU_A159791	GBD070413807	Grandaire	GB5BM-160K-C-10	A159791	Ridgeview High	Fan Coil Unit - DX
8424	RHS_6_Fan Coil Unit - DX_A159792	RHS_6_FCU_A159792	GBD090903720	Grandaire	GB5BM-060K-C	A159792	Ridgeview High	Fan Coil Unit - DX
8426	RHS_6_Fan Coil Unit - DX_A159793	RHS_6_FCU_A159793	GBB030906951	Grandaire	GB3BM-060K-C-10B	A159793	Ridgeview High	Fan Coil Unit - DX
8427	RHS_6_Fan Coil Unit - DX_A159794	RHS_6_FCU_A159794				A159794	Ridgeview High	Fan Coil Unit - DX
8429	RHS_6_Fan Coil Unit - DX_A159795	RHS_6_FCU_A159795	GBB031000415	Grandaire	GB3BM-060K-C-10B	A159795	Ridgeview High	Fan Coil Unit - DX
8431	RHS_6_Fan Coil Unit - DX_A159796	RHS_6_FCU_A159796	A163034263	Grandaire	WAXL604A	A159796	Ridgeview High	Fan Coil Unit - DX
8440	RHS_6_Fan Coil Unit - DX_A159797	RHS_6_FCU_A159797	A111587835	International Comfort Product	VYAHM604A	A159797	Ridgeview High	Fan Coil Unit - DX
8438	RHS_6_Fan Coil Unit - DX_A159798	RHS_6_FCU_A159798	GBD040807262	Grandaire	GB3BM-060K-C-10B	A159798	Ridgeview High	Fan Coil Unit - DX
8436	RHS_6_Fan Coil Unit - DX_A159799	RHS_6_FCU_A159799	A163486692	Grandaire	WAXL604A	A159799	Ridgeview High	Fan Coil Unit - DX
8421	RHS_6_Fan Coil Unit - DX_A159800	RHS_6_FCU_A159800	GBD070712198	Grandaire	GB5BM-149K-C-10	A159800	Ridgeview High	Fan Coil Unit - DX
8437	RHS_6_Fan Coil Unit - DX_A186201	RHS_6_FCU_A186201	GBD080311309	Grandaire	GB5BM-160K-C-10	A186201	Ridgeview High	Fan Coil Unit - DX
8439	RHS_6_Fan Coil Unit - DX_A186202	RHS_6_FCU_A186202	A122086745	International Comfort Product	WAPM604A	A186202	Ridgeview High	Fan Coil Unit - DX
	RHS_7_Condensing Unit_A159683	RHS_7_CU_A159683		Brown		A159683	Ridgeview High	Condensing Unit
8448	RHS_7_Condensing Unit_A159687	RHS_7_CU_A159687	2016632CU2F	Trane	4TWA4060A4000AC	A159687	Ridgeview High	Condensing Unit
8447	RHS_7_Condensing Unit_A159688	RHS_7_CU_A159688	2016632AR2F	Trane	4TWA4060A4000AC	A159688	Ridgeview High	Condensing Unit
8446	RHS_7_Condensing Unit_A159689	RHS_7_CU_A159689	20103X1C4F	Trane	4TWA4048A4000AC	A159689	Ridgeview High	Condensing Unit
8445	RHS_7_Condensing Unit_A159690	RHS_7_CU_A159690	18493M4Y2F	Trane	4TWA4060A4000AC	A159690	Ridgeview High	Condensing Unit
8449	RHS_7_Condensing Unit_A159693	RHS_7_CU_A159693	20125PX4F	Trane	4TWA4048A4000AC	A159693	Ridgeview High	Condensing Unit
8450	RHS_7_Condensing Unit_A159694	RHS_7_CU_A159694	20103X0D4F	Trane	4TWA4048A4000AC	A159694	Ridgeview High	Condensing Unit

[illegible]

AssetId	Name	AssetNo	SerialNo	Make	Model	Barcode	SiteName	CategoryName
8570	ROE_1_Air Handling Unit_A158006	ROE_1_AHU_A158006	K00J48557A	Trane	MCCA008AAH0C0C0000000	A158006	RideOut Elementary	Air Handling Unit
8571	ROE_1_Air Handling Unit_A158002	ROE_1_AHU_A158002	K00J48622A	Trane	MCCA030GAY0ACA00010ECA00A0000BC00A00E0A0000AA	A158002	RideOut Elementary	Air Handling Unit
8572	ROE_1_Air Handling Unit_A158005	ROE_1_AHU_A158005	K00J48568A	Trane	MCCA008ABH0C000000000	A158005	RideOut Elementary	Air Handling Unit
8573	ROE_1_Air Handling Unit_A158016	ROE_1_AHU_A158016	K00J48701A	Trane	MCCA017UB00000S00U	A158016	RideOut Elementary	Air Handling Unit
8569	ROE_1_Air Handling Unit_A158017	ROE_1_AHU_A158017	K00J48574A	Trane	MCCA025GAY0ABA	A158017	RideOut Elementary	Air Handling Unit
8570	ROE_1_Air Handling Unit_A158018	ROE_1_AHU_A158018	H22M56094A	Trane	CSAA008UAM00	A158018	RideOut Elementary	Air Handling Unit
8577	ROE_1_Condensing Unit_A158014	ROE_1_CU_A158014	R3115AG3F	Trane	TIA036D300A0	A158014	RideOut Elementary	Condensing Unit
8578	ROE_1_Condensing Unit_A158019	ROE_1_CU_A158019	R3411LK3F	Trane	TIA036D300A0	A158019	RideOut Elementary	Condensing Unit
8579	ROE_1_Fan Coil Unit - DX_A158001	ROE_1_FCU_A158001	R49406W2V	Trane	TWE039C14F80	A158001	RideOut Elementary	Fan Coil Unit - DX
8580	ROE_1_Fan Coil Unit - DX_A158015	ROE_1_FCU_A158015				A158015	RideOut Elementary	Fan Coil Unit - DX
8581	ROE_1_Fan Coil Unit - DX_A158020	ROE_1_FCU_A158020				A158020	RideOut Elementary	Fan Coil Unit - DX
8613	ROE_1_Pump, Chilled Water Circula	ROE_1_CHWP_A158003	2250754	Bell & Gossett	1510 2.5AB 6.73BF	A158006	RideOut Elementary	Pump, Chilled Water Circulation
8611	ROE_1_Pump, Chilled Water Circula	ROE_1_CHWP_A158007	2250752	Bell & Gossett		A158007	RideOut Elementary	Pump, Chilled Water Circulation
8612	ROE_1_Pump, Chilled Water Circula	ROE_1_CHWP_A158008	2250753	Bell & Gossett	1510 2.5AB 6.73BF	A158008	RideOut Elementary	Pump, Chilled Water Circulation
8610	ROE_1_Pump, Chilled Water Circula	ROE_1_CHWP_A158009	2250297	Bell & Gossett	3G 12.25D 8F	A158009	RideOut Elementary	Pump, Chilled Water Circulation
8609	ROE_1_Pump, Chilled Water Circula	ROE_1_CHWP_A158010	2250296	Bell & Gossett	3G 12.25D SF L00	A158010	RideOut Elementary	Pump, Chilled Water Circulation
8621	ROE 21 Package Unit_A158021	ROE 21 PU_A158021	224H001470021-02	Bard	WH103-A00	A158021	RideOut Elementary	Package Unit

AssetId	Name	AssetNo	SerialNo	Make	Model	Barcode	SiteName	CategoryName
8622	RVE_1_Air Handling Unit_A159396	RVE_1_AHU_A159396	CEXMXT0185	York	XIT-048X048-BAHA046A	A159396	Ridgeview Elementary	Air Handling Unit
8623	RVE_1_Air Handling Unit_A159397	RVE_1_AHU_A159397	CEXMXT0186	York	XIT-045X045-BAHA046A	A159397	Ridgeview Elementary	Air Handling Unit
8625	RVE_1_Condensing Unit_A159395	RVE_1_CU_A159395	JSA0703004035	Grandaire	JS5B-D-036KA	A159395	Ridgeview Elementary	Condensing Unit
8627	RVE_1_Fan Coil Unit - DX_A159399	RVE_1_FCU_A159399	GBD00750507320	Grandaire	GBSBM-T36K-B-10	A159399	Ridgeview Elementary	Fan Coil Unit - DX
8630	RVE_2_Air Handling Unit_A159406	RVE_2_AHU_A159406	2610U16125	Carrier	39NM08C011ZMM2XXDS	A159406	Ridgeview Elementary	Air Handling Unit
8629	RVE_2_Air Handling Unit_A159408	RVE_2_AHU_A159408	2610U16123	Carrier	39NM08C011ZML2XXDS	A159408	Ridgeview Elementary	Air Handling Unit
	RVE_2_Condensing Unit_A159402	RVE_2_CU_A159402	T10L17438	Heatcraft	MOS01M063CF	A159402	Ridgeview Elementary	Condensing Unit
	RVE_2_Fan Coil Unit - DX_A159405	RVE_2_FCU_A159405	G8D060900150	Nordyne	G8SBM-T60K-C-10	A159405	Ridgeview Elementary	Fan Coil Unit - DX
8649	RVE_2_Package Unit_A159407	RVE_2_PU_A159407	32SM102749230-02	Bard	W60H1-B09	A159407	Ridgeview Elementary	Package Unit
	RVE_3_Air Handling Unit_A159409	RVE_3_AHU_A159409		Trane		A159409	Ridgeview Elementary	Air Handling Unit
	RVE_4_Pump, Chilled Water Circular_RVE_4_CHWP_A159421		C130374-01F11	Bell & Gossett		A159421	Ridgeview Elementary	Pump, Chilled Water Circulation
	RVE_4_Pump, Chilled Water Circular_RVE_4_CHWP_A159422			Bell & Gossett		A159422	Ridgeview Elementary	Pump, Chilled Water Circulation
8658	RVE_4_Pump, Chilled Water Circular_RVE_4_CHWP_A159423		C129656-01F11	Bell & Gossett	1510 BF	A159423	Ridgeview Elementary	Pump, Chilled Water Circulation
8659	RVE_4_Pump, Chilled Water Circular_RVE_4_CHWP_A159424		C131294-02E11	Bell & Gossett	1510 BF	A159424	Ridgeview Elementary	Pump, Chilled Water Circulation
8660	RVE_4_Pump, Hot Water Circulation_RVE_4_HWP_A159425			Bell & Gossett		A159425	Ridgeview Elementary	Pump, Hot Water Circulation
8661	RVE_4_Pump, Hot Water Circulation_RVE_4_HWP_A159426			Bell & Gossett		A159426	Ridgeview Elementary	Pump, Hot Water Circulation
8667	RVE_6_Air Handling Unit_A159410	RVE_6_AHU_A159410	0718U33804	Carrier	39NM30W025S8812XP-E	A159410	Ridgeview Elementary	Air Handling Unit
8669	RVE_6_Condensing Unit_A159412	RVE_6_CU_A159412	4517P32870	Carrier	38AUDA25A0B8AA0A0A	A159412	Ridgeview Elementary	Condensing Unit
8668	RVE_6_Condensing Unit_A159413	RVE_6_CU_A159413	4617P33315	Carrier	38AUDA25A0B8AA0A0A	A159413	Ridgeview Elementary	Condensing Unit
8671	RVE_6_Energy Recovery Unit_A1594 RVE_6_ERU_A159411		493157250	Vanner Ventilation		9315 A159411	Ridgeview Elementary	Energy Recovery Unit
8675	RVE_7_Air Handling Unit_A159416	RVE_7_AHU_A159416	H21E44607	Trane	CSAA03OUAL00	A159416	Ridgeview Elementary	Air Handling Unit
8677	RVE_7_Condensing Unit_A159414	RVE_7_CU_A159414	2103216AT4	Trane	TTA2404ADA0A1ASO50000000000000000000000	A159414	Ridgeview Elementary	Condensing Unit
8676	RVE_7_Condensing Unit_A159415	RVE_7_CU_A159415	2103216BST4	Trane	TTA2404ADA0A1ASO50000000000000000000000	A159415	Ridgeview Elementary	Condensing Unit
8678	RVE_7 Energy Recovery Unit_A1594 RVE_7 ERU_A159417		22662/38764-000	Semco Inc	FV-3000	A159417	Ridgeview Elementary	Energy Recovery Unit



S Bryan Jennings Elementary

AssetId	Name	AssetNo	SerialNo	Make	Model	Barcode	SiteName	CategoryName
8686	SBJ_1_Air Handling Unit_A159186	SBJ_1_AHU_A159186	2915U30959	Carrier	39LD06KA-BD-DJF1A9	A159186	S. Bryan Jennings Elementary	Air Handling Unit
8685	SBJ_1_Air Handling Unit_A159187	SBJ_1_AHU_A159187	2915U30958	Carrier	39LD06KA-BD-BJF119	A159187	S. Bryan Jennings Elementary	Air Handling Unit
8684	SBJ_1_Air Handling Unit_A159188	SBJ_1_AHU_A159188	2915U30965	Carrier	39LD03LBGBL-CHF1A9	A159188	S. Bryan Jennings Elementary	Air Handling Unit
8689	SBJ_1_Condensing Unit_A159122	SBJ_1_CU_A159122	0415C91463	Carrier	38AUDA12A0B5A0A0A0	A159122	S. Bryan Jennings Elementary	Condensing Unit
8688	SBJ_1_Condensing Unit_A159123	SBJ_1_CU_A159123	1015C93077	Carrier	38AUDA12A0B5A0A0A0	A159123	S. Bryan Jennings Elementary	Condensing Unit
8687	SBJ_1_Condensing Unit_A159124	SBJ_1_CU_A159124	2415C91874	Carrier	38AUDA08A0B5A0A0A0	A159124	S. Bryan Jennings Elementary	Condensing Unit
	SBJ_1_Condensing Unit_A159157	SBJ_1_CU_A159157				A159157	S. Bryan Jennings Elementary	Condensing Unit
	SBJ_1_Condensing Unit_A159158	SBJ_1_CU_A159158				A159158	S. Bryan Jennings Elementary	Condensing Unit
8708	SBJ_1_Mini Split System_A159156	SBJ_1_MSS_A159156		Toshiba		A159156	S. Bryan Jennings Elementary	Mini Split System
8709	SBJ_1_Mini Split System_A159183	SBJ_1_MSS_A159183	54U028637H1K32	Mitsubishi	pUZ-AH24NL	A159183	S. Bryan Jennings Elementary	Mini Split System
8712	SBJ_2_Air Handling Unit_A159185	SBJ_2_AHU_A159185	2915U30966	Carrier	39LD15AA-BB-BJP119	A159185	S. Bryan Jennings Elementary	Air Handling Unit
8713	SBJ_2_Condensing Unit_A159121	SBJ_2_CU_A159121	2515P48641	Carrier	38AUDA25A0B5A0A0A0	A159121	S. Bryan Jennings Elementary	Condensing Unit
8714	SBJ_2_Mini Split System_A159184	SBJ_2_MSS_A159184		Toshiba		A159184	S. Bryan Jennings Elementary	Mini Split System
8716	SBJ_3_Air Handling Unit_A159119	SBJ_3_AHU_A159119	2915U30968	Carrier	39LD06KA-BB-BKF119	A159119	S. Bryan Jennings Elementary	Air Handling Unit
8717	SBJ_3_Condensing Unit_A159120	SBJ_3_CU_A159120	0915C92815	Carrier	38AUDA12A0B5A0A0A0	A159120	S. Bryan Jennings Elementary	Condensing Unit
8723	SBJ_4_Condensing Unit_A159152	SBJ_4_CU_A159152	1515E08345	Carrier	25HCE460A300	A159152	S. Bryan Jennings Elementary	Condensing Unit
8722	SBJ_4_Condensing Unit_A159153	SBJ_4_CU_A159153	X102462683	Grandaire	WCH3604GKA1	A159153	S. Bryan Jennings Elementary	Condensing Unit
8721	SBJ_4_Condensing Unit_A159154	SBJ_4_CU_A159154	0715E13386	Carrier	25HCE460A300	A159154	S. Bryan Jennings Elementary	Condensing Unit
8720	SBJ_4_Condensing Unit_A159155	SBJ_4_CU_A159155	0715E13776	Carrier	25HCE460A300	A159155	S. Bryan Jennings Elementary	Condensing Unit
8724	SBJ_4_Fan Coil Unit - DX_A159171	SBJ_4_FCU_A159171	1715A89020	Carrier	FX4DNF061	A159171	S. Bryan Jennings Elementary	Fan Coil Unit - DX
8725	SBJ_4_Fan Coil Unit - DX_A159172	SBJ_4_FCU_A159172	2515A84137	Carrier	FX4DNF061	A159172	S. Bryan Jennings Elementary	Fan Coil Unit - DX
8726	SBJ_4_Fan Coil Unit - DX_A159173	SBJ_4_FCU_A159173	A105184097	Grandaire	WAHM604A	A159173	S. Bryan Jennings Elementary	Fan Coil Unit - DX
8727	SBJ_4_Fan Coil Unit - DX_A159174	SBJ_4_FCU_A159174	1915A88259	Carrier	FX4DNF061	A159174	S. Bryan Jennings Elementary	Fan Coil Unit - DX
8732	SBJ_5_Condensing Unit_A159148	SBJ_5_CU_A159148	1515E08343	Carrier	25HCE460A300	A159148	S. Bryan Jennings Elementary	Condensing Unit
8731	SBJ_5_Condensing Unit_A159149	SBJ_5_CU_A159149	1314X69328	Payne	PH13NR060-B	A159149	S. Bryan Jennings Elementary	Condensing Unit
8729	SBJ_5_Condensing Unit_A159150	SBJ_5_CU_A159150	1515E08369	Carrier	25HCE460A300	A159150	S. Bryan Jennings Elementary	Condensing Unit
8730	SBJ_5_Condensing Unit_A159151	SBJ_5_CU_A159151	1515E08367	Carrier	25HCE460A300	A159151	S. Bryan Jennings Elementary	Condensing Unit
8736	SBJ_5_Fan Coil Unit - DX_A159175	SBJ_5_FCU_A159175	1715A89951	Carrier	FX4DNF061	A159175	S. Bryan Jennings Elementary	Fan Coil Unit - DX
8735	SBJ_5_Fan Coil Unit - DX_A159176	SBJ_5_FCU_A159176	2515A84141	Carrier	FX4DNF061	A159176	S. Bryan Jennings Elementary	Fan Coil Unit - DX
8733	SBJ_5_Fan Coil Unit - DX_A159177	SBJ_5_FCU_A159177	0714A83692	Carrier	F84CNP060	A159177	S. Bryan Jennings Elementary	Fan Coil Unit - DX
8734	SBJ_5_Fan Coil Unit - DX_A159178	SBJ_5_FCU_A159178	1015A82478	Carrier	FX4DNF061	A159178	S. Bryan Jennings Elementary	Fan Coil Unit - DX
8741	SBJ_6_Condensing Unit_A159144	SBJ_6_CU_A159144	1515E08366	Carrier	25HCE460A300	A159144	S. Bryan Jennings Elementary	Condensing Unit
8740	SBJ_6_Condensing Unit_A159145	SBJ_6_CU_A159145	1515E08360	Carrier	25HCE460A300	A159145	S. Bryan Jennings Elementary	Condensing Unit
8739	SBJ_6_Condensing Unit_A159146	SBJ_6_CU_A159146	1515E08364	Carrier	25HCE460A300	A159146	S. Bryan Jennings Elementary	Condensing Unit
8738	SBJ_6_Condensing Unit_A159147	SBJ_6_CU_A159147	X142360259	Grandaire	WCH3604GKC100	A159147	S. Bryan Jennings Elementary	Condensing Unit
8745	SBJ_6_Fan Coil Unit - DX_A159179	SBJ_6_FCU_A159179	A144987160	Carrier	WAHL604A	A159179	S. Bryan Jennings Elementary	Fan Coil Unit - DX
8744	SBJ_6_Fan Coil Unit - DX_A159180	SBJ_6_FCU_A159180	2515A84126	Carrier	FX4DNF061	A159180	S. Bryan Jennings Elementary	Fan Coil Unit - DX
8742	SBJ_6_Fan Coil Unit - DX_A159181	SBJ_6_FCU_A159181	2515A84147	Carrier	FX4DNF061	A159181	S. Bryan Jennings Elementary	Fan Coil Unit - DX
8743	SBJ_6_Fan Coil Unit - DX_A159182	SBJ_6_FCU_A159182	2515A84146	Carrier	FX4DNF061	A159182	S. Bryan Jennings Elementary	Fan Coil Unit - DX
8749	SBJ_7_Condensing Unit_A159140	SBJ_7_CU_A159140	0413X66505	Payne	PH13NR060-B	A159140	S. Bryan Jennings Elementary	Condensing Unit
8750	SBJ_7_Condensing Unit_A159141	SBJ_7_CU_A159141	0715E13377	Carrier	25HCE460A300	A159141	S. Bryan Jennings Elementary	Condensing Unit
8747	SBJ_7_Condensing Unit_A159142	SBJ_7_CU_A159142	X141772823	Grandaire	WCH3604GKC100	A159142	S. Bryan Jennings Elementary	Condensing Unit
8748	SBJ_7_Condensing Unit_A159143	SBJ_7_CU_A159143	X141772856	Grandaire	WCH3604GKC100	A159143	S. Bryan Jennings Elementary	Condensing Unit
8751	SBJ_7_Fan Coil Unit - DX_A159167	SBJ_7_FCU_A159167	0713A84472	Payne	PF4MNA061	A159167	S. Bryan Jennings Elementary	Fan Coil Unit - DX
8752	SBJ_7_Fan Coil Unit - DX_A159168	SBJ_7_FCU_A159168	2515A84125	Carrier	FX4DNF061	A159168	S. Bryan Jennings Elementary	Fan Coil Unit - DX
8754	SBJ_7_Fan Coil Unit - DX_A159169	SBJ_7_FCU_A159169	A144987142	Grandaire	WAHL604A	A159169	S. Bryan Jennings Elementary	Fan Coil Unit - DX
8753	SBJ_7_Fan Coil Unit - DX_A159170	SBJ_7_FCU_A159170	A144987179	Grandaire	WAHL604A	A159170	S. Bryan Jennings Elementary	Fan Coil Unit - DX
8758	SBJ_8_Condensing Unit_A159136	SBJ_8_CU_A159136	2215E25527	Carrier	25HCE460A300	A159136	S. Bryan Jennings Elementary	Condensing Unit
8759	SBJ_8_Condensing Unit_A159137	SBJ_8_CU_A159137	2215E17354	Carrier	25HCE460A300	A159137	S. Bryan Jennings Elementary	Condensing Unit
8757	SBJ_8_Condensing Unit_A159138	SBJ_8_CU_A159138	1515E08356	Carrier	25HCE460A300	A159138	S. Bryan Jennings Elementary	Condensing Unit
8756	SBJ_8_Condensing Unit_A159139	SBJ_8_CU_A159139	0715E13388	Carrier	25HCE460A300	A159139	S. Bryan Jennings Elementary	Condensing Unit
8761	SBJ_8_Fan Coil Unit - DX_A159163	SBJ_8_FCU_A159163	2515A84124	Carrier	FX4DNF061	A159163	S. Bryan Jennings Elementary	Fan Coil Unit - DX
8760	SBJ_8_Fan Coil Unit - DX_A159164	SBJ_8_FCU_A159164	2515A84140	Carrier	FX4DNF061	A159164	S. Bryan Jennings Elementary	Fan Coil Unit - DX
8762	SBJ_8_Fan Coil Unit - DX_A159165	SBJ_8_FCU_A159165	1715A89022	Carrier	FX4DNF061	A159165	S. Bryan Jennings Elementary	Fan Coil Unit - DX
8763	SBJ_8_Fan Coil Unit - DX_A159166	SBJ_8_FCU_A159166	2515A84143	Carrier	FX4DNF061	A159166	S. Bryan Jennings Elementary	Fan Coil Unit - DX
8768	SBJ_9_Condensing Unit_A159132	SBJ_9_CU_A159132	1515E08374	Carrier	25HCE460A300	A159132	S. Bryan Jennings Elementary	Condensing Unit
8767	SBJ_9_Condensing Unit_A159133	SBJ_9_CU_A159133	1515E08352	Carrier	25HCE460A300	A159133	S. Bryan Jennings Elementary	Condensing Unit
8766	SBJ_9_Condensing Unit_A159134	SBJ_9_CU_A159134	0715E13306	Carrier	25HCE460A300	A159134	S. Bryan Jennings Elementary	Condensing Unit
8765	SBJ_9_Condensing Unit_A159135	SBJ_9_CU_A159135	1911X64494	Payne	PH13NR060-K	A159135	S. Bryan Jennings Elementary	Condensing Unit
8769	SBJ_9_Fan Coil Unit - DX_A159159	SBJ_9_FCU_A159159	2515A84128	Carrier	FX4DNF061	A159159	S. Bryan Jennings Elementary	Fan Coil Unit - DX
8770	SBJ_9_Fan Coil Unit - DX_A159160	SBJ_9_FCU_A159160	2515A84135	Carrier	FX4DNF061	A159160	S. Bryan Jennings Elementary	Fan Coil Unit - DX
8771	SBJ_9_Fan Coil Unit - DX_A159161	SBJ_9_FCU_A159161	2711A81884	Payne	PF4MNA061	A159161	S. Bryan Jennings Elementary	Fan Coil Unit - DX
8772	SBJ_9_Fan Coil Unit - DX_A159162	SBJ_9_FCU_A159162	2515A84138	Carrier	FX4DNF061	A159162	S. Bryan Jennings Elementary	Fan Coil Unit - DX



Shadowlawn Elementary

AssetId	Name	AssetNo	SerialNo	Make	Model	Barcode	SiteName	CategoryName
8784	SLE_1_Air Handling Unit_A157929	SLE_1_AHU_A157929	FBOU071000950	Mcquay International	CAH017GDAC	A157929	Shadowlawn Elementary	Air Handling Unit
8777	SLE_1_Air Handling Unit_A157930	SLE_1_AHU_A157930	FBOU071000940	Mcquay International	CAH003GDAC	A157930	Shadowlawn Elementary	Air Handling Unit
8790	SLE_1_Air Handling Unit_A157931	SLE_1_AHU_A157931	FBOU071000961	Mcquay International	CAH025GDAC	A157931	Shadowlawn Elementary	Air Handling Unit
8781	SLE_1_Air Handling Unit_A157932	SLE_1_AHU_A157932	FBOU071000944	Mcquay International	CAH014GDAC	A157932	Shadowlawn Elementary	Air Handling Unit
8788	SLE_1_Air Handling Unit_A157933	SLE_1_AHU_A157933	FBOU071000947	Mcquay International	CAH021GDAC	A157933	Shadowlawn Elementary	Air Handling Unit
	SLE_1_Air Handling Unit_A157934	SLE_1_AHU_A157934	FBOU071000945	Trane	CAH010GDAC	A157934	Shadowlawn Elementary	Air Handling Unit
	SLE_1_Air Handling Unit_A157935	SLE_1_AHU_A157935	FBOU071000948	Trane	CAH010GDAC	A157935	Shadowlawn Elementary	Air Handling Unit
	SLE_1_Air Handling Unit_A157936	SLE_1_AHU_A157936	FBOU071000946	Trane	CAH008GDAC	A157936	Shadowlawn Elementary	Air Handling Unit
8785	SLE_1_Air Handling Unit_A157937	SLE_1_AHU_A157937	FBOU071000949	Mcquay International	CAH017GDAC	A157937	Shadowlawn Elementary	Air Handling Unit
8786	SLE_1_Air Handling Unit_A157938	SLE_1_AHU_A157938	FBOU071000939	Mcquay International	CAH021GDAC	A157938	Shadowlawn Elementary	Air Handling Unit
8776	SLE_1_Air Handling Unit_A157939	SLE_1_AHU_A157939	FBOU071000952	Mcquay International	CAH00-GDAC	A157939	Shadowlawn Elementary	Air Handling Unit
8787	SLE_1_Air Handling Unit_A157940	SLE_1_AHU_A157940	FBOU071000951	Mcquay International	CAH021GDAC	A157940	Shadowlawn Elementary	Air Handling Unit
8778	SLE_1_Air Handling Unit_A157954	SLE_1_AHU_A157954	FBOU071000943	Mcquay International	CAH003GDAC	A157954	Shadowlawn Elementary	Air Handling Unit
8782	SLE_1_Air Handling Unit_A157955	SLE_1_AHU_A157955	FBOU071000960	Mcquay International	CAH014GDAC	A157955	Shadowlawn Elementary	Air Handling Unit
8780	SLE_1_Air Handling Unit_A157966	SLE_1_AHU_A157966	FBOU071000941	Mcquay International	CAH008GDAC	A157966	Shadowlawn Elementary	Air Handling Unit
8789	SLE_1_Air Handling Unit_A157967	SLE_1_AHU_A157967	FBOU071000956	Mcquay International	CAH021GDAC	A157967	Shadowlawn Elementary	Air Handling Unit
8779	SLE_1_Air Handling Unit_A157968	SLE_1_AHU_A157968	FBOU071000955	Mcquay International	CAH006GDAC	A157968	Shadowlawn Elementary	Air Handling Unit
8783	SLE_1_Air Handling Unit_A157969	SLE_1_AHU_A157969	FBOU071000942	Mcquay International	CAH017GDAC	A157969	Shadowlawn Elementary	Air Handling Unit
8791	SLE_1_Air Handling Unit_A157970	SLE_1_AHU_A157970	FBOU071000953	Mcquay International	CAH030GDAC	A157970	Shadowlawn Elementary	Air Handling Unit
8794	SLE_1 Condensing Unit	SLE_1_CU	7403NUL5F	American Standard	2A7B3018A1000AA		Shadowlawn Elementary	Condensing Unit
	SLE_1 Condensing Unit_A157961	SLE_1_CU_A157961		HTP		A157961	Shadowlawn Elementary	Condensing Unit
	SLE_1 Condensing Unit_A157962	SLE_1_CU_A157962		HTP		A157962	Shadowlawn Elementary	Condensing Unit
	SLE_1 Condensing Unit_A159007	SLE_1_CU_A159007	7373XIL5F	Trane	2A7B3018A1000AA	A159007	Shadowlawn Elementary	Condensing Unit
	SLE_1 Condensing Unit_A159008	SLE_1_CU_A159008	7403NG35F	Trane	2A7B3018A1000AA	A159008	Shadowlawn Elementary	Condensing Unit
	SLE_1 Condensing Unit_A159009	SLE_1_CU_A159009	7403NU55F	Trane	2A7B3018A1000AA	A159009	Shadowlawn Elementary	Condensing Unit
	SLE_1 Condensing Unit_A159010	SLE_1_CU_A159010	7422TIE4F	Trane	2A7B3018A1000AA	A159010	Shadowlawn Elementary	Condensing Unit
	SLE_1 Condensing Unit_A159011	SLE_1_CU_A159011	7321TA65F	Trane	2A7B3018A1000AA	A159011	Shadowlawn Elementary	Condensing Unit

Swimming Pen Creek Elementary

AssetId	Name	AssetNo	SerialNo	Make	Model	Barcode	SiteName	CategoryName
8867	SPC_2_Air Handling Unit_A158153	SPC_2_AHU_A158153	K03C31443	Trane	MCCB017UA0A0UA	A158153	Swimming Pen Creek Elementary	Air Handling Unit
	SPC_2_Air Handling Unit_A158195	SPC_2_AHU_A158195	K03B19376	Trane	MCCB006UA0A0UA	A158195	Swimming Pen Creek Elementary	Air Handling Unit
8872	SPC_2_Air Handling Unit_A158196	SPC_2_AHU_A158196	K03C31230	Trane	MCCB017UA0A0UB	A158196	Swimming Pen Creek Elementary	Air Handling Unit
8873	SPC_2_Air Handling Unit_A159001	SPC_2_AHU_A159001	K03B19344	Trane	MCCB017UA0A0UB	A159001	Swimming Pen Creek Elementary	Air Handling Unit
8874	SPC_2_Air Handling Unit_A159002	SPC_2_AHU_A159002	K03C31289	Trane	MCCB030UA0A0UA	A159002	Swimming Pen Creek Elementary	Air Handling Unit
	SPC_2 Condensing Unit_001	SPC_2_CU_001		Climate Control		Not Accessible	Swimming Pen Creek Elementary	Condensing Unit
	SPC_2 Condensing Unit_002	SPC_2_CU_002				Not Accessible	Swimming Pen Creek Elementary	Condensing Unit
	SPC_2 Condensing Unit_A158197	SPC_2_CU_A158197	3171K1M4F	Trane	2TWB0012A1000AB	A158197	Swimming Pen Creek Elementary	Condensing Unit
	SPC_2 Condensing Unit_A158198	SPC_2_CU_A158198	3171PY24F	Trane	2TWB0012A1000AB	A158198	Swimming Pen Creek Elementary	Condensing Unit
	SPC_2 Fan Coil Unit - DX_A158199	SPC_2_FCU_A158199	3163NFP1V	Trane	TWE018C14FB0	A158199	Swimming Pen Creek Elementary	Fan Coil Unit - DX
	SPC_2 Fan Coil Unit - DX_A158200	SPC_2_FCU_A158200	3093P4C1V	Trane	TWE018C14FB0	A158200	Swimming Pen Creek Elementary	Fan Coil Unit - DX
8898	SPC_2 Pump, Chilled Water Circulation	SPC_2_CHWP_A158190	CP0988-01	Bell & Gossett	1510 BF 6.875	A158190	Swimming Pen Creek Elementary	Pump, Chilled Water Circulation
8899	SPC_2 Pump, Chilled Water Circulation	SPC_2_CHWP_A158191	CP0988-02	Bell & Gossett	1510 BF 6.875	A158191	Swimming Pen Creek Elementary	Pump, Chilled Water Circulation
8900	SPC_2 Pump, Chilled Water Circulation	SPC_2_CHWP_A158192	CP0989-02	Bell & Gossett	1510 BF 10.5	A158192	Swimming Pen Creek Elementary	Pump, Chilled Water Circulation
8906	SPC_3_Air Handling Unit_A158175	SPC_3_AHU_A158175	K03C31112	Trane	MCCB030UA0A0UA	A158175	Swimming Pen Creek Elementary	Air Handling Unit
8905	SPC_3_Air Handling Unit_A158176	SPC_3_AHU_A158176	K03B28329	Trane	MCCB003UA0A0UA	A158176	Swimming Pen Creek Elementary	Air Handling Unit
8908	SPC_4_Air Handling Unit_A158164	SPC_4_AHU_A158164	K03C31038	Trane	MCCB008UA0A0UB	A158164	Swimming Pen Creek Elementary	Air Handling Unit
	SPC_4 Mini Split System_A158163	SPC_4_MSS_A158163	540N272120241150120349	Sea Breeze	12H421YOMI	A158163	Swimming Pen Creek Elementary	Mini Split System
8910	SPC_4 Package Unit_A158154	SPC_4_PU_A158154	222J031833019-02	Bard	WH482-C09XXXXX	A158154	Swimming Pen Creek Elementary	Package Unit
8911	SPC_4 Package Unit_A158155	SPC_4_PU_A158155	222J031833020-02	Bard	WH482-C09XXXXX	A158155	Swimming Pen Creek Elementary	Package Unit
8912	SPC_4 Package Unit_A158156	SPC_4_PU_A158156	222J031833040-02	Bard	WH482-C09XXXXX	A158156	Swimming Pen Creek Elementary	Package Unit
8913	SPC_4 Package Unit_A158157	SPC_4_PU_A158157	222J031833021-02	Bard	WH482-C09XXXXX	A158157	Swimming Pen Creek Elementary	Package Unit
8914	SPC_4 Package Unit_A158158	SPC_4_PU_A158158	222J031833018-02	Bard	WH482-C09XXXXX	A158158	Swimming Pen Creek Elementary	Package Unit
8915	SPC_4 Package Unit_A158159	SPC_4_PU_A158159	222J031833025-02	Bard	WH482-C09XXXXX	A158159	Swimming Pen Creek Elementary	Package Unit
8916	SPC_4 Package Unit_A158160	SPC_4_PU_A158160	222J031833029-02	Bard	WH482-C09XXXXX	A158160	Swimming Pen Creek Elementary	Package Unit
8918	SPC_4 Package Unit_A158161	SPC_4_PU_A158161	345M163604467-02	Bard	WH482-C09	A158161	Swimming Pen Creek Elementary	Package Unit
8917	SPC_4 Package Unit_A158162	SPC_4_PU_A158162	222J031833026-02	Bard	WH482-C09XXXXX	A158162	Swimming Pen Creek Elementary	Package Unit
8920	SPC_5_Air Handling Unit_A158181	SPC_5_AHU_A158181	K03C31132	Trane	MCCB008UA0A0UA	A158181	Swimming Pen Creek Elementary	Air Handling Unit
	SPC_5 Mini Split System_A158182	SPC_5_MSS_A158182		International Comfort Product	12H49YOMI	A158182	Swimming Pen Creek Elementary	Mini Split System
8922	SPC_5 Package Unit_A158177	SPC_5_PU_A158177	222J031833033-02	Bard	WH482-C09XXXXX	A158177	Swimming Pen Creek Elementary	Package Unit
8923	SPC_5 Package Unit_A158178	SPC_5_PU_A158178	222J031833032-02	Bard	WH482-C09XXXXX	A158178	Swimming Pen Creek Elementary	Package Unit
8925	SPC_5 Package Unit_A158179	SPC_5_PU_A158179	222J031833036-02	Bard	WH482-C09XXXXX	A158179	Swimming Pen Creek Elementary	Package Unit
8924	SPC_5 Package Unit_A158180	SPC_5_PU_A158180	222J031833035-02	Bard	WH482-C09XXXXX	A158180	Swimming Pen Creek Elementary	Package Unit
	SPC_5 Package Unit_A158183	SPC_5_PU_A158183	222J031833028-02	Bard	WH482-C09XXXXX	A158183	Swimming Pen Creek Elementary	Package Unit
	SPC_5 Package Unit_A158184	SPC_5_PU_A158184	222J031833017-02	Bard	WH482-C09XXXXX	A158184	Swimming Pen Creek Elementary	Package Unit
	SPC_5 Package Unit_A158185	SPC_5_PU_A158185	222J031833030-02	Bard	WH482-C09XXXXX	A158185	Swimming Pen Creek Elementary	Package Unit
	SPC_5 Package Unit_A158186	SPC_5_PU_A158186	222J031833041-02	Bard	WH482-C09XXXXX	A158186	Swimming Pen Creek Elementary	Package Unit
	SPC_5 Package Unit_A158187	SPC_5_PU_A158187	222J031833042-02	Bard	WH482-C09XXXXX	A158187	Swimming Pen Creek Elementary	Package Unit
8927	SPC_6_Air Handling Unit_A158170	SPC_6_AHU_A158170	K03C31066	Trane	MCCB006UA0A0UB	A158170	Swimming Pen Creek Elementary	Air Handling Unit
8928	SPC_6 Mini Split System_A158171	SPC_6_MSS_A158171	3119GS16605	Gree	LVS12HP115V1B0	A158171	Swimming Pen Creek Elementary	Mini Split System
8929	SPC_6 Package Unit_A158165	SPC_6_PU_A158165	222J031833023-02	Bard	WH482-C09	A158165	Swimming Pen Creek Elementary	Package Unit
8933	SPC_6 Package Unit_A158166	SPC_6_PU_A158166	222J031833039-02	Bard	WH483-C09XXXXX	A158166	Swimming Pen Creek Elementary	Package Unit
8932	SPC_6 Package Unit_A158167	SPC_6_PU_A158167	222J031833037-02	Bard	WH483-C09XXXXX	A158167	Swimming Pen Creek Elementary	Package Unit
8931	SPC_6 Package Unit_A158168	SPC_6_PU_A158168	222J031833034-02	Bard	WH483-C09XXXXX	A158168	Swimming Pen Creek Elementary	Package Unit
8930	SPC_6 Package Unit_A158169	SPC_6_PU_A158169	222J031833038-02	Bard	WH482-C09	A158169	Swimming Pen Creek Elementary	Package Unit
8934	SPC_6 Package Unit_A158172	SPC_6_PU_A158172	222J031833031-02	Bard	WH483-C09XXXXX	A158172	Swimming Pen Creek Elementary	Package Unit
8936	SPC_6 Package Unit_A158173	SPC_6_PU_A158173	222J031833027-02	Bard	WH483-C09XXXXX	A158173	Swimming Pen Creek Elementary	Package Unit
8935	SPC_6 Package Unit_A158174	SPC_6_PU_A158174	222J031833022-02	Bard	WH483-C09XXXXX	A158174	Swimming Pen Creek Elementary	Package Unit



AssetId	Name	AssetNo	SerialNo	Make	Model	Barcode	SiteName	CategoryName	
8940	TBE_1_Air Handling Unit_A157402	TBE_1_AHU_A157402	4799F65526	Carrier	39T6PSIAF-3----AB	A157402	Thunderbolt Elementary	Air Handling Unit	
8941	TBE_1_Air Handling Unit_A157403	TBE_1_AHU_A157403	4799F65723	Carrier	39T9T-K-3----AB	A157403	Thunderbolt Elementary	Air Handling Unit	
	TBE_1_Air Handling Unit_A157404	TBE_1_AHU_A157404		107019240	Moving Cool	Office Pro 24	A157404	Thunderbolt Elementary	Air Handling Unit
8944	TBE_1_Air Handling Unit_A157405	TBE_1_AHU_A157405	4799F65521	Carrier	39T6BAA-----GDE-AB	A157405	Thunderbolt Elementary	Air Handling Unit	
8945	TBE_1_Air Handling Unit_A157406	TBE_1_AHU_A157406	4999F67525	Carrier	39LCO3AFC60440-A9	A157406	Thunderbolt Elementary	Air Handling Unit	
8943	TBE_1_Air Handling Unit_A157407	TBE_1_AHU_A157407	4799F65533	Carrier	39T6CAA	A157407	Thunderbolt Elementary	Air Handling Unit	
8942	TBE_1_Air Handling Unit_A157409	TBE_1_AHU_A157409	4799F65585	Carrier	39T6KAAA-----7---AB	A157409	Thunderbolt Elementary	Air Handling Unit	
8939	TBE_1_Air Handling Unit_A170597	TBE_1_AHU_A170597	4799F65584	Carrier	39TGYAAA-----7---AB	A170597	Thunderbolt Elementary	Air Handling Unit	
8953	TBE_1_Condensing Unit_A157414	TBE_1_CU_A157414	1999E19057	Carrier	38YC5024300	A157414	Thunderbolt Elementary	Condensing Unit	
8954	TBE_1_Condensing Unit_A157415	TBE_1_CU_A157415	1999E19582	Carrier	38YC5024300	A157415	Thunderbolt Elementary	Condensing Unit	
	TBE_1_Condensing Unit_A157416	TBE_1_CU_A157416				A157416	Thunderbolt Elementary	Condensing Unit	
	TBE_1_Condensing Unit_A157417	TBE_1_CU_A157417				A157417	Thunderbolt Elementary	Condensing Unit	
8958	TBE_1_Energy Recovery Unit_A1574/TBE_1_ERU_A157401		99J22598	Greenheck	ERV-521H-A-ES	A157401	Thunderbolt Elementary	Energy Recovery Unit	
8959	TBE_1_Energy Recovery Unit_A1574/TBE_1_ERU_A157408		99J21304	Greenheck	ERV-561S-A-ES	A157408	Thunderbolt Elementary	Energy Recovery Unit	
8960	TBE_1_Energy Recovery Unit_A1574/TBE_1_ERU_A157410		99J22599	Greenheck	ERV-521H-A-ES	A157410	Thunderbolt Elementary	Energy Recovery Unit	
8956	TBE_1_Energy Recovery Unit_A1705/TBE_1_ERU_A170598		99J22597	Greenheck	ERV-521H-A-ES	A170598	Thunderbolt Elementary	Energy Recovery Unit	
8957	TBE_1_Energy Recovery Unit_A1706/TBE_1_ERU_A170600		99J22600	Greenheck	ERV-521H-A-ES	A170600	Thunderbolt Elementary	Energy Recovery Unit	
8962	TBE_1_Fan Coil Unit - DX_A157412	TBE_1_FCU_A157412	3199A422948	Carrier	F84ANF018	A157412	Thunderbolt Elementary	Fan Coil Unit - DX	
8963	TBE_1_Fan Coil Unit - DX_A157413	TBE_1_FCU_A157413	3199A422955	Carrier	F84ANF018	A157413	Thunderbolt Elementary	Fan Coil Unit - DX	
8947	TBE_1_Pump, Chilled Water Circulat TBE_1_CHWP_A170599		72321-1	Pentair	4x5x9B	A170599	Thunderbolt Elementary	Pump, Chilled Water Circulation	
8948	TBE_1_Pump, Chilled Water Circulat TBE_1_CHWP_A170590		72321-2	Pentair	4x5x9B	A170590	Thunderbolt Elementary	Pump, Chilled Water Circulation	
8949	TBE_1_Pump, Chilled Water Circulat TBE_1_CHWP_A170591			72310	Pentair	2.5x3x7B	Thunderbolt Elementary	Pump, Chilled Water Circulation	
8950	TBE_1_Pump, Chilled Water Circulat TBE_1_CHWP_A170592			72316	Pentair	4x5x9B	Thunderbolt Elementary	Pump, Chilled Water Circulation	
9003	TBE 25 Package Unit_A157418	TBE 25 PU_A157418	224N991411509-02	Bard	WH182-A00	A157418	Thunderbolt Elementary	Package Unit	

[illegible]



1173483783-02	Barid	W48H2-C09
1173483788-02	Barid	W48H2-C09
1173483774-02	Barid	W48H2-C09
17711092	York	THE60A1SA
7906396	York	AE60DBG21C
1173483791-02	Barid	W48H2-C09
153274351-02	Barid	W48H2-C09
1173483785-02	Barid	W48H2-C09
1173483764-02	Barid	W48H2-C09
1173483762-02	Barid	W48H2-C09
1173483763-02	Barid	W48H2-C09
1173483771-02	Barid	W48H2-C09
1173483770-02	Barid	W48H2-C09
E14319	Carrier	25HCE418A300
FF33771	Carrier	FB4CNP018
33760C	Mitsubishi	MXZ-3C24NA2
203823689-02	Barid	W42HC-C05
203823685-02	Barid	W42HC-C05
203823686-02	Barid	W42HC-C05
203823691-02	Barid	W42HC-C05
203823687-02	Barid	W42HC-C05
203823690-02	Barid	W42HC-C05
203823684-02	Barid	W42HC-C05
203823688-02	Barid	W42HC-C05

W.E. Cherry Elementary

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APPENDIX: ASHRAE EQUIPMENT AGE GUIDELINES

ASHRAE Equipment Life Expectancy chart

ASHRAE is the industry organization that sets the standards and guidelines for most all HVAC-R equipment.
For additional info about ASHRAE the website is www.ashrae.org.

Equipment Item	Median Years	Equipment Item	Median Years	Equipment Item	Median Years
Air conditioners		Air terminals		Air-cooled condensers	20
Window unit	10	Diffusers, grilles, and registers	27	Evaporative condensers	20
Residential single or Split		Induction and fan coil units	20	Insulation	
Package	15	VAV and double-duct boxes	20	Molded	20
Commercial through-the wall	15	Air washers	17	Blanket	24
Water-cooled package	15	Ductwork	30	Pumps	
Heat Pumps		Dampers	20	Base-mounted	20
Residential air-to-air	15	Fans		Pipe-mounted	10
Commercial air-to-air	15	Centrifugal	25	Sump and well	10
Commercial water-to-air	19	Axial	20	Condensate	15
Roof-top air conditioners		Propeller	15	Reciprocating engines	20
Single-zone	15	Ventilating roof-mounted	20	Steam turbines	30
Multi-zone	15	Coils		Electric motors	18
Boilers, hot water (steam)		DX, water, or steam	20	Motor starters	17
Steel water-tube	24 (30)	Electric	15	Electric transformers	30
Steel fire-tube	25 (25)	Heat Exchangers		Controls	
Cast iron	35 (30)	Shell-and-tube	24	Pneumatic	20
Electric	15	Reciprocating compressors	20	Electric	16
Burners	21	Packaged chillers		Electronic	15
Furnaces		Reciprocating	20	Valve actuators	
Gas- or oil-fired	18	Centrifugal	23	Hydraulic	15
Unit heaters		Absorption	23	Pneumatic	20
Gas or electric	13	Cooling towers		Self-contained	10
Hot water or steam	20	Galvanized metal	20		
Radiant Heaters		Wood	20		
Electric	10	Ceramic	34		
Hot water or steam	25				



APPENDIX: PORTABLE COUNTS PER SCHOOL (1 BARD PER PORTABLE)

School	Portable / Wall Hung HVAC Count
AES	Already contracted
BLC	32
CEB	23
CGE	4
CHE	Already contracted
CHS	22
DIS	28
DOE	Already Contracted
FIE	37
FIH	57
GCJ	12
GPE	23
KHE	Already contracted
KHS	Already contracted
LAE	41
LAJ	20
LES	33
LJH	22
MBE	16
MCE	29
MHS	44
MRE	Already contracted
OHS	Already contracted
OLJ	Already contracted
OPE	18
OPH	28
OPJ	14
OVE	Already contracted
PES	36
POE	Already contracted
RHS	60
ROE	13
RVE	33
SBJ	17
SLE	0
SPC	10
TBE	31
TES	35
WEC	37
WJH	Already contracted
WES	Already contracted



"ADDENDUM A"

TO CONTRACT WITH

THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA

Notwithstanding any contractual language to the contrary, the terms and conditions of this "Addendum A" shall govern and prevail over any conflicting or inconsistent terms and conditions in the underlying contract to which this "Addendum A" is attached and/or otherwise incorporated. All references herein made to the School Board of Clay County, Florida ("SBCC") shall be interpreted to include the School Board of Clay County, Florida, Clay County District Schools ("District"), and all Board officers and employees.

1. The Company, Vendor, Agency, or Consultant, of Contract with the School Board of Clay County, hereafter collectively and individually referred to as the "Contractor".
2. CONTRACTOR represents that it is an independent contractor and that it requires that the SBCC treat it as such. CONTRACTOR agrees:
 - a. That it has no rights to any benefits extended by the SBCC to its employees [including without limitation, sick leave, vacation time, insurance coverage, etc.];
 - b. That it will not take a position contrary to their status as an independent contractor, and agrees to accept the responsibilities placed on independent contractors by federal and state law accordingly, the SBCC will not make the deductions or contributions that an employer may be required to make with respect to its employees, and the undersigned will be responsible for all federal and state tax and fund obligations, including without limitation, income tax, Social Security, unemployment compensation, etc.];
 - c. CONTRACTOR agrees, as an independent contractor and not an employee of the SBCC, it is responsible for providing their own Worker's Compensation Insurance and social security/self-employment contributions.
3. CONTRACTOR acknowledges and accepts responsibility for all risks of injury and loss associated with the performance of this Agreement. In addition to any other statutory or common law obligation to indemnify and defend the SBCC, CONTRACTOR shall indemnify, defend, and hold harmless the SBCC, its officers, and employees from any claim, loss, damage, penalty, or liability arising from the negligent acts, omissions, misfeasance, malfeasance, or intentionally wrongful conduct of CONTRACTOR, its employees, or agents relating to the performance of duties imposed upon CONTRACTOR by this Agreement. Such indemnity shall not be limited by benefits payable by or for CONTRACTOR under worker's compensation, disability, or any other employee benefits or insurance programs or policies. Contractor shall timely provide to the SBCC written notice of any claim, complaint, or demand asserted against CONTRACTOR related to the performance of this Agreement. CONTRACTOR's obligations under this section shall survive the termination of this Agreement.
4. CONTRACTOR agrees to be bound by, and at its own expense comply with, all federal, state, and local laws, ordinances, and regulations applicable to the services. CONTRACTOR shall review and comply with the confidentiality requirements of federal and state law and the SBCC policy regarding access to and use of records.
5. Reservation of Sovereign Immunity: No provision or language in the underlying contract shall be construed or interpreted to increase the scope or dollar limit of the SBCC's liability beyond that which is set forth in Section 768.28 of the Florida Statutes. Nor shall any such language be construed or interpreted to waive the SBCC's sovereign immunity from suit, or to require the SBCC to indemnify CONTRACTOR or any other person, corporation or legal entity of any kind or nature whatsoever for injury or loss resulting from any acts or omissions other than those which arise from the actionable negligence of the SBCC. The SBCC expressly reserves all other protections and privileges related to its sovereign immunity.
6. CONTRACTOR will perform the services in a thorough, efficient, and professional manner, promptly and with due diligence and care, and in accordance with the best practices of the profession, utilizing qualified and suitable personnel, equipment and materials. CONTRACTOR warrants and represents to the SBCC that it possesses the expertise, capability, equipment and personnel to properly perform the services and that it is properly and legally licensed to perform the services. CONTRACTOR acknowledges that the SBCC is relying on the warranties and representations made by CONTRACTOR.

7. Method of Payment (if applicable): Services and/or Products satisfactorily received shall be compensated in accordance with Attachment A and the following terms:
- Procurement is performed in accordance with applicable law, State Board of Education Rules, Clay County School Board Policy and other applicable rules and regulations which govern. CONTRACTOR shall be paid in accordance with the Local Government Prompt Payment Act (218.70, et seq., Florida Statutes) upon submission of detailed invoices to the appropriate location listed on the District Purchase Order and/or the School Internal Account Purchase Order, and only after delivery and acceptance of the services and/or products provided.
 - Services and/or Products, as authorized and approved by SBCC, shall be compensated by Hour Rate (cost per hour) / Fixed Fee (*includes direct and indirect costs*) / Flat Rate (*cost for scope of work*) / etc.
 - Direct reimbursement for travel expenses, as authorized by and listed in Attachment A, shall be made in accordance with the requirements and rates found at F.S. 112.061 and any applicable the SBCC policies.
 - Incurrence of other direct expenses, if any, must be pre-approved in writing by the SBCC.
 - Unless otherwise required by law, the SBCC's payment obligations (if any) arising from the underlying Agreement are contingent upon an annual appropriation by the School Board and the availability of funds to pay for the contracted services and/or products provided. If such funds are not appropriated for the underlying Agreement and results in its termination, such conditions/events shall not constitute a default by the SBCC.
8. The SBCC and CONTRACTOR have mutual rights to terminate this Agreement with or without cause and without penalty or further payment, at any time upon thirty (30) days written notice to the other party. However, if it is determined by the SBCC that the work is not being performed as agreed herein, CONTRACTOR shall be deemed to be in default, and the SBCC reserves the right to cancel this Agreement immediately.
9. Force Majeure: Neither party to this Agreement shall be liable for delays or failures in performance under this Agreement (other than obligations relating to payment, confidentiality, and protection of ownership and intellectual property rights) resulting from acts or events beyond the reasonable control of such party (a "Force Majeure Event"), including acts of war, terrorism, acts of God, earthquake, flood, embargo, riot, sabotage, labor dispute, wide spread outbreak of disease or pandemic, governmental act, failure of the internet, power failure, or energy, utility, or telecommunications interruptions, provided that the delayed party: (i) gives the other party prompt notice of such cause; and (ii) uses its reasonable commercial efforts to promptly correct such failure or delay in performance. In the event that a Force Majeure Event lasts for more than 90 days, and the party experiencing the initial delay cannot correct its failure or delay in performance during that period of time, despite using its reasonable commercial efforts to do so, the other party may terminate the affected portions of this Agreement.
10. This Agreement shall not be modified or amended except in writing, duly agreed to and executed by the parties.
11. CONTRACTOR shall not assign this Agreement in whole or in part, without the express written consent of the SBCC Purchasing Department.
12. This Agreement shall be governed by and construed in accordance with the laws of the State of Florida and venue shall be in Clay County, Florida.
13. No other representations or promises shall be binding on the parties hereto except those representations or promises contained herein.
14. In the event that any part, term, or provision of this Agreement is, in a court of competent jurisdiction, found to be illegal or unenforceable, the validity of the remaining portions and provisions will not be affected, and the rights and obligations of the parties shall be construed and enforced as if this Agreement did not contain the particular part, term, or provision held to be so invalid.
15. Should any litigation be commenced in connection with this Agreement, the prevailing party shall be entitled to reasonable attorney fees and court costs.
16. The parties hereto represent that they have reviewed this Agreement and have sought legal advice concerning the legal significance and ramifications of this Agreement.
17. CONTRACTOR shall retain records associated with the services and/or products provided herein for a period of three years following final payment. CONTRACTOR shall, with reasonable notice, provide the SBCC access to these records during the above retention period.

18. Jessica Lunsford Act: SBCC is required to conduct background screening of CONTRACTOR (including its employees, agents, and sub-contractors) (go to Clay County District Schools website for fingerprinting procedures). CONTRACTOR represents and warrants to the SBCC that CONTRACTOR is familiar with Sections 1012.32, 1012.321, 1012.465, 1012.467, and 1012.468 of the Florida Statutes regarding background investigations. CONTRACTOR covenants to comply with all requirements of the above-cited statutes at CONTRACTOR's sole expense and shall provide the SBCC proof of such compliance upon request.

Certification: By executing this Agreement, CONTRACTOR swears and affirms under penalty of perjury that all of its employees, agents, and subcontractors will comply with these procedures, the requirements of the Jessica Lunsford Act, SBCC's finger printing procedures, and the laws of the State of Florida. Failure to comply with these procedures, the Act, SBCC's finger printing procedures, and the law of the State of Florida shall constitute a material breach of the Agreement, and SBCC may avail itself of all remedies pursuant to law. CONTRACTOR agrees to indemnify and hold harmless SBCC, its officers, employees, and agents, from and against any and all claims or causes of action, including without limitation those for personal injury, death, property damages, and attorney fees, arising out of or relating to CONTRACTOR's failure to comply with any of the above.

19. E-Verify: CONTRACTOR named herein, and its subcontractors, are required to register with and use the U.S. Department of Homeland Security's (DHS) E-Verify system to verify the work authorization status of all newly hired employees. By executing this Agreement, the CONTRACTOR certifies that it, and any sub-contractors with which it contracts, are registered with, and use, the E-Verify system for all newly hired employees, and acknowledges that it must obtain an affidavit from its subcontractors in accordance with Section 448.095(2)(b) Fla. Stat. that the subcontractor does not employ, contract with or subcontract with any unauthorized alien. The CONTRACTOR must maintain a copy of such affidavit for the duration of the Agreement. This section serves as notice to the CONTRACTOR that, pursuant to the terms of Section 448.095(2)(c) 1 and 2, Florida Statutes, the SBCC shall terminate this Agreement if it has a good faith belief that the CONTRACTOR has knowingly violated Section 448.09(1), F.S.. If the SBCC has a good faith belief that the subcontractor, without the knowledge of the CONTRACTOR, has knowingly violated Section 448.09(1) or 448.095(2), F.S., the SBCC shall notify the CONTRACTOR and order the CONTRACTOR to immediately terminate the contract with the subcontractor. If the SBCC terminates an Agreement with a CONTRACTOR pursuant to sec. 448.095(2)(c), F.S., the CONTRACTOR will not be awarded a public contract for at least one year after the date of such termination.
20. The CONTRACTOR certifies that CONTRACTOR is in compliance with the requirements of law regarding equal employment opportunity for all persons without regard to age, race, color, religion, sex, national origin, or disability and is not on the Discriminatory Vendor List pursuant to Florida Statute 287.134.
21. CONTRACTOR shall, at CONTRACTOR's sole expense, procure and maintain during the term of this Agreement, at least the following minimum insurance coverage, which shall not limit the liability of CONTRACTOR:

<u>General Liability Policy:</u>	<u>Auto Liability Policy:</u>	<u>Worker's Compensation Policy:</u>
\$1,000,000.00 per occurrence	\$1,000,000.00 combined single limit	\$100,000
\$2,000,000.00 aggregate	\$5,000,000.00 (if charter or common carrier)	<i>*Exempt, need signed WCAF</i>

**If the CONTRACTOR is exempt from Worker's Compensation insurance obligations, the CONTRACTOR must sign the Worker's Compensation Acknowledgment Form (WCAF) attached hereto as Exhibit # 1.*

All policies of insurance shall be rated "A-" or better by the most recently published A.M. Best Rating Guide and shall be subject to the SBCC approval as to form and issuing company. The SBCC shall be named as certificate holder and as an *additional insured* in the comprehensive general (including property damage) liability policy within five (5) days after execution of this Agreement. CONTRACTOR shall furnish the SBCC's Representative copies of insurance certificates evidencing that it maintains at least the insurance coverage required hereunder, and which contain the following or equivalent clause: *"Before any reduction, cancellation, modification or expiration of the insurance policy, thirty (30) days prior written notice thereof shall be given to the SBCC."* CONTRACTOR is NOT authorized to proceed with the services until all the insurance certificates have been received and accepted.

Receipt of certificates or other documentation of insurance or policies or copies of policies by the SBCC, or by any of its representatives, which indicate less coverage than required does not constitute a waiver of CONTRACTOR's obligation to fulfill the insurance requirements herein.

22. CONTRACTOR shall not solicit or accept brokerage or any other fees or remuneration from any provider of the SBCC insurance program.
23. CONTRACTOR recognizes and acknowledges that by virtue of entering into this Agreement and providing services hereunder, CONTRACTOR, its agents, employees, officers, and subcontractors may have access to certain confidential information and processes, including confidential student information, personal health information, financial records, and access to the SBCC networks (hereinafter "Confidential Information"). CONTRACTOR agrees that neither it nor any CONTRACTOR agent, employee officer, or subcontractor will at any time, either during or subsequent to the term of this Agreement, disclose to any third party, except where permitted or required by law or where such disclosure is expressly approved by the SBCC in writing, any Confidential Information. In addition, following expiration of said Agreement, CONTRACTOR, its agents, employees, officers, and subcontractors shall either destroy or return to the SBCC all Confidential Information. With 72-hours written notification, the SBCC reserves the right to determine whether or not Confidential Information has been destroyed and such confirmation may include inspecting the CONTRACTOR's facilities and equipment. CONTRACTOR understands and agrees that it is subject to all federal and state laws and SBCC rules relating to the confidentiality of student information. Contractor further agrees to comply with the Family Educational Rights and Privacy Act ("FERPA") 34 C.F.R. § 99. Contractor shall regard all student information as confidential and will not disclose personally-identifiable student records or information to any third party without appropriate legal authorization. Access to SBCC data or networks shall require a SBCC Data-Sharing and Usage Agreement and shall only be authorized by the SBCC IT Department.
24. CONTRACTOR is required to comply with the Florida Public Records Law, Chapter 119, Florida Statutes, in the performance of CONTRACTOR's duties under this Agreement, and will specifically:
- Keep, maintain, and produce upon request and within a reasonable period of time all data created or collected in the performance of its duties under this Agreement ("Agreement Data") which come within the definition of a "public record" under Chapter 119.
 - Provide to the SBCC, upon its request and free of charge, a copy of each record which CONTRACTOR seeks to produce in response to a public records request.
 - Ensure that all Agreement Data considered exempt under Chapter 119 are not disclosed except as authorized by law.
 - Upon completion of its obligations under the Agreement, transfer to the SBCC, at no cost, all Agreement Data in CONTRACTOR's possession or otherwise keep and maintain such data/records as required by law. All records transmitted to the SBCC must be provided in a format that is compatible the SBCC's information technology systems.
 - The SBCC is authorized to collect, use or release social security numbers (SSN) of CONTRACTOR and their employees for the following purposes, which are noted as either required or authorized by law to be collected. The collection of social security numbers is either specifically authorized by law or imperative for the performance of the District's duties and responsibilities as prescribed by law (Sections 119.07(5)(a)2 and 3, Florida Statutes):
 - Criminal history and criminal background checks/Identifiers for processing fingerprints by Department of Law Enforcement, if SSN is available [Required by Fla. Admin. Code 11 C-6.003 and Fla. Stat. § 119.07(5)(a)6]
 - CONTRACTOR that District reasonably believes would receive a 1099 form if a tax identification number is not provided including for IRS form W-9 [Required by 26 C.F.R. § 31.3406-0, 26 C.F.R. § 301.61091, and Fla. Stat. § 119.07(5)(a)2 and 6]

CONTRACTOR's failure to comply with the provisions set forth in this section shall constitute a default and material breach of this Agreement, which may result in termination by the SBCC without penalty.

IF CONTRACTOR HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, OR CONTRACTOR'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS CONTRACT, CONTRACTOR SHALL CONTACT THE SBCC'S CUSTODIAN OF PUBLIC RECORDS AT 900 WALNUT STREET, GREEN COVE SPRINGS, FLORIDA 32043, OR AT 904-336-6500, OR AT: PRR@myoneclay.net

25. Government Funding (if Applicable): Funding for this Agreement may be provided in whole or in part by one or more Government funding agencies (Federal, State, Local). As a result, CONTRACTOR shall comply with applicable Laws, Regulations, Executive Orders, and Governmental Agency Rules and Policies included but not

limited to Titles: 2 – Grants and Agreements (2 C.F.R. §200), Title 7 – Agriculture (NSLP), Title 34 – Education (EDGAR, FERPA), Title 44 – Emergency Management and Assistance (FEMA); U.S. Code Titles: 20,31,40,41.

To the extent that the SBCC is using Government Funds as a source of payment for this Agreement, CONTRACTOR shall execute and deliver to the SBCC the following forms, attached hereto as Exhibit # 2: (a) EDGAR Certification; (b) Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion; (c) Drug-Free Workplace Certification; (d) Non-Collusion Affidavit; and (e) Disclosure of Potential Conflict of Interest.

SBCC'S Representative with CONTRACTOR is: Clayton Anderson

School/Department Name: Maintenance

Mailing Address: 905 West Center Street Green Cove Springs, FL 32043

Phone #: 904-472-0362 Email Address: clayton.anderson@myoneclay.net

Accepted and Agreed to:

SCHOOL BOARD OF CLAY COUNTY

By: _____

Print Name: _____

Title: _____

Date: _____

CONTRACTOR

By: Joe Follenweider

Print Name: Joe Follenweider

Title: General Sales Manager

Date: 06/02/2026

NOTIFICATION DOCUMENT

Waiver Requires Signature At Time Of Entrance On SBCC Property

Masks are Mandatory and a signed COVID-19 Waiver will be required by all Vendors, Visitors, Volunteers, Non-Employees, ETC. conducting business on our property.

COVID-19 WAIVER

SCHOOL BOARD OF CLAY COUNTY, FLORIDA RELEASE OF LIABILITY AND ASSUMPTION OF RISK RE: COVID 19 INFECTION

In consideration of being allowed to participate in any way in any activity which takes place on Clay County School District ("CCSD") property (facilities or grounds) I, the undersigned vendor, volunteer, parent, or legal guardian, acknowledge, understand, and agree that by participating in events and activities at Clay County School District facilities/property: (1) there are certain risks to me and my child(ren) arising from or related to possible exposure to communicable diseases including, but not limited to, COVID-19, the virus "severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2)", which is responsible for the Coronavirus Disease (also known as COVID-19) and/or any mutation or variation thereof (collectively referred to as "Communicable Diseases"); (2) I am fully aware of the hazards associated with such Communicable Diseases and; (3) I knowingly and voluntarily assume full responsibility for any and all risk of personal injury or other loss that I may sustain in connection with such Communicable Diseases, and; (4) I, for myself or for my minor child(ren) or ward(s), and on behalf of my/our heirs, assigns, beneficiaries, executors, administrators, personal representatives, and next of kin, **HEREBY EXPRESSLY RELEASE, HOLD HARMLESS, AND FOREVER DISCHARGE CLAY COUNTY SCHOOL BOARD** ("The District") and its officers, officials, agents, representatives, employees, other participants, sponsors, advertisers, and, if applicable, owners and lessors of premises upon which CCSD related events and activities take place (the "Released Parties"), from any and all claims, demands, suits, causes of action, losses, and liability of any kind whatsoever, whether in law or equity, arising out of or related to any ILLNESS, INJURY, DISABILITY, DEATH, OR OTHER DAMAGES incurred due to or in connection with any Communicable Diseases, WHETHER ARISING FROM THE NEGLIGENCE OF THE RELEASED PARTIES OR OTHERWISE, to the fullest extent permitted by law.

I agree that this Agreement is intended to be as broad and inclusive as is permitted by the laws of the State of Florida, and if any portion hereof is held invalid, it is agreed that the remainder shall continue in full legal force and effect.

I certify that I am the legal parent/guardian of the MINOR CHILDREN listed below, and that I HAVE READ AND UNDERSTAND THE FOREGOING RELEASE and affirm that I, on behalf of myself and my minor child(ren), do consent and agree to the complete, total and unequivocal release of all the Released Parties as provided above.

I HAVE READ THIS RELEASE OF LIABILITY AND ASSUMPTION OF RISK AGREEMENT, FULLY UNDERSTAND ITS TERMS, UNDERSTAND THAT I HAVE GIVEN UP SUBSTANTIAL RIGHTS BY SIGNING IT, AND SIGN IT FREELY AND VOLUNTARILY WITHOUT ANY INDUCEMENT.

Participant/Vendor/Volunteer/Parent Signature

Date

Printed Name

Name of each minor child for whom this Release applies, if applicable:

Exhibit # 1

WORKERS COMPENSATION ACKNOWLEDGEMENT FORM (WCAF)

The undersigned Contractor/Vendor ("Contractor") represents and acknowledges that it is an independent contractor and is not provided coverage under any self-insured workers compensation program of the School Board of Clay County, Florida (the "Board" or "District"), any primary workers compensation insurance policy purchased by or on behalf of the District, any excess workers compensation insurance purchased by or on behalf of the District, any risk sharing arrangement, risk sharing pool, or any state reimbursement fund for workers compensation payments made by the District, based on the following understandings and representations by the Contractor:

1. Contractor is not an "Employee" as defined under Chapter 440 of the Florida Statutes. The Parties agree that Chapter 440 describes remedies for employers and employees in place of Florida common law and limits the rights of independent contractors like the undersigned.
2. Contractor maintains a separate business with its own work equipment, material, and accommodations.
3. Contractor has a different federal employer identification number than the District or is a sole proprietor who is not required to obtain a federal employer identification number under state or federal regulations.
4. Contractor receives compensation for services rendered or work performed, and such compensation is paid to a business rather than to an individual.
5. Contractor maintains at least one bank account in the name of the Contractor or associated persons or entities for the purposes of paying business expenses related to the services rendered or work performed for the District.
6. Contractor performs work or is able to perform work for entities other than the District at the Contractor's election without the necessity of completing an employment application or process.
7. Contractor either provides its own workers compensation coverage or has elected to be exempt from workers compensation coverage.
8. Contractor has provided proof of other insurance, including liability insurance, to the District in the amounts required by the District.
9. Contractor had an opportunity to review and consult with legal counsel regarding this document.
10. Contractor understands that the District is relying upon the truthfulness and accuracy of representations in this acknowledgement as a material basis for the District entering into the underlying agreement(s) with Contractor.

Name of Contractor/Vendor: Trane U.S. Inc.

Signature of Authorized Representative: 

Printed Name of Authorized Representative: Joe Follenweider

Title of Authorized Representative: General Sales Manager

Date: 06/02/2026

Exhibit # 2 (a)

EDGAR CERTIFICATIONS

All purchases involving the expenditure of federal funds must be compliant with the Education Department General Administrative Regulations ("EDGAR"). The following certifications and provisions are required and apply when the School Board of Clay County, Florida ("SBCC" "School Board") expends federal funds for any purchase resulting from this procurement process. Pursuant to 2 C.F.R. § 200.326, all contracts, including small purchases, awarded by the District shall contain the procurement provisions of Appendix II to Part 200, as applicable.

REQUIRED CONTRACT PROVISIONS FOR NON-FEDERAL ENTITY CONTRACTS UNDER FEDERAL AWARDS APPENDIX II to C.F.R. PART 200

(A) Contracts for more than the simplified acquisition threshold currently set at \$150,000, which is the inflation adjusted amount determined by the Civilian Agency Acquisition Council and the Defense Acquisition Regulations Council (Councils) as authorized by 41 U.S.C. 1908, must address administrative, contractual, or legal remedies in instances where contractors violate or breach contract terms, and provide for such sanctions and penalties as appropriate.

Pursuant to Federal Rule (A) above, when School Board expends federal funds, School Board reserves all rights and privileges under the applicable laws and regulations with respect to this procurement in the event of breach of contract by either party.

(B) All contracts in excess of \$10,000 must address termination for cause and for convenience by the non-Federal entity including the manner by which it will be effected and the basis for settlement.

Pursuant to Federal Rule (B) above, for all contracts involving Federal funds in excess of \$10,000, School Board reserves the right to terminate the contract (i) for convenience, and/or (ii) for cause by issuing a certified notice to the vendor.

(C) Equal Employment Opportunity. Except as otherwise provided under 41 CFR Part 60, all contracts that meet the definition of "federally assisted construction contract" in 41 CFR Part 60-1.3 must include the equal opportunity clause provided under 41 CFR 60-1.4(b), in accordance with Executive Order 11246, "Equal Employment Opportunity" (30 FR 12319, 12935, 3 CFR Part, 1964-1965 Comp., p. 339), as amended by Executive Order 11375, "Amending Executive Order 11246 Relating to Equal Employment Opportunity," and implementing regulations at 41 CFR part 60, "Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor."

Pursuant to Federal Rule (C) above, when School Board expends federal funds on any federally assisted construction contract, the equal opportunity clause is incorporated by reference herein.

(D) Davis-Bacon Act, as amended (40 U.S.C. 3141-3148). When required by Federal program legislation, all prime construction contracts in excess of \$2,000 awarded by non-Federal entities must include a provision for compliance with the Davis-Bacon Act (40 U.S.C. 3141-3144, and 3146-3148) as supplemented by Department of Labor regulations (29 CFR Part 5, "Labor Standards Provisions Applicable to Contracts Covering Federally Financed and Assisted Construction"). In accordance with the statute, contractors must be required to pay wages to laborers and mechanics at a rate not less than the prevailing wages specified in a wage determination made by the Secretary of Labor. In addition, contractors must be required to pay wages not less than once a week. The non-Federal entity must place a copy of the current prevailing wage determination issued by the Department of Labor in each solicitation. The decision to award a contract or subcontract must be conditioned upon the acceptance of the wage determination. The non-Federal entity must report all suspected or reported violations to the Federal awarding agency. The contracts must also include a provision for compliance with the Copeland "Anti-Kickback" Act (40 U.S.C. 3145), as supplemented by Department of Labor regulations (29 CFR Part 3, "Contractors and Subcontractors on Public Building or Public Work Financed in Whole or in Part by Loans or Grants from the United States"). The Act provides that each contractor or subrecipient must be prohibited from inducing, by any means, any person employed in the construction, completion, or repair of public work, to give up any part of the compensation to which he or she is otherwise entitled. The non-Federal entity must report all suspected or reported violations to the Federal awarding agency.

Pursuant to Federal Rule (D) above, when School Board expends federal funds during the term of an award for all contracts and subgrants for construction or repair, Vendor will be in compliance with all applicable Davis-Bacon Act provisions.

(E) Contract Work Hours and Safety Standards Act (40 U.S.C. 3701-3708). Where applicable, all contracts awarded by the non-Federal entity in excess of \$100,000 that involve the employment of mechanics or laborers must include a provision for compliance with 40 U.S.C. 3702 and 3704, as supplemented by Department of Labor regulations (29

EDGAR CERTIFICATIONS (continued)

CFR Part 5). Under 40 U.S.C. 3702 of the Act, each contractor must be required to compute the wages of every mechanic and laborer on the basis of a standard work week of 40 hours. Work in excess of the standard work week is permissible provided that the worker is compensated at a rate of not less than one and a half times the basic rate of pay for all hours worked in excess of 40 hours in the work week. The requirements of 40 U.S.C. 3704 are applicable to construction work and provide that no laborer or mechanic must be required to work in surroundings or under working conditions which are unsanitary, hazardous or dangerous. These requirements do not apply to the purchases of supplies or materials or articles ordinarily available on the open market, or contracts for transportation or transmission of intelligence.

Pursuant to Federal Rule (E) above, when federal funds are expended by School Board, Vendor certifies that Vendor will be in compliance with all applicable provisions of the Contract Work Hours and Safety Standards Act during the term of an award resulting from this procurement process.

(F) Rights to Inventions Made Under a Contract or Agreement. If the Federal award meets the definition of "funding agreement" under 37 CFR §401.2 (a) and the recipient or subrecipient wishes to enter into a contract with a small business firm or nonprofit organization regarding the substitution of parties, assignment or performance of experimental, developmental, or research work under that "funding agreement," the recipient or subrecipient must comply with the requirements of 37 CFR Part 401, "Rights to Inventions Made by Nonprofit Organizations and Small Business Firms Under Government Grants, Contracts and Cooperative Agreements," and any implementing regulations issued by the awarding agency.

Pursuant to Federal Rule (F) above, when federal funds are expended by School Board, Vendor certifies that Vendor will be in compliance with all applicable provisions of Federal Rule (F) during the term of an award resulting from this procurement process.

(G) Clean Air Act (42 U.S.C. 7401-7671q.) and the Federal Water Pollution Control Act (33 U.S.C. 1251-1387), as amended Contracts and subgrants of amounts in excess of \$150,000 must contain a provision that requires the non-Federal award to agree to comply with all applicable standards, orders or regulations issued pursuant to the Clean Air Act (42 U.S.C. 7401 7671q) and the Federal Water Pollution Control Act as amended (33 U.S.C. 1251-1387). Violations must be reported to the Federal awarding agency and the Regional Office of the Environmental Protection Agency (EPA).

Pursuant to Federal Rule (G) above, when federal funds are expended by School Board, Vendor certifies that Vendor will be in compliance with all applicable provisions of Federal Rule (G) during the term of an award resulting from this procurement process.

(H) Energy Policy and Conservation Act (2 CFR §910.120, 10 CFR §600.236). Vendor agrees to comply with the mandatory standards and policies relating to energy efficiency contained in the state energy conservation plan issued in compliance with the Energy Policy and Conservation Act.

Pursuant to Federal Rule (H) above, when federal funds are expended by School Board, Vendor certifies that Vendor will be in compliance with all applicable provisions of Federal Rule (H) during the term of an award resulting from this procurement process.

(I) Debarment and Suspension (Executive Orders 12549 and 12689)—A contract award (see 2 CFR 180.220) must not be made to parties listed on the government wide exclusions in the System for Award Management (SAM), in accordance with the OMB guidelines at 2 CFR 180 that implement Executive Orders 12549 (3 CFR part 1986 Comp., p. 189) and 12689 (3 CFR part 1989 Comp., p. 235), "Debarment and Suspension." SAM Exclusions contains the names of parties debarred, suspended, or otherwise excluded by agencies, as well as parties declared ineligible under statutory or regulatory authority other than Executive Order 12549.

Pursuant to Federal Rule (I) above, when federal funds are expended by School Board, Vendor certifies that during the term of an award resulting from this procurement process, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation by any federal department or agency.

(J) Byrd Anti-Lobbying Amendment (31 U.S.C. 1352)—Contractors that apply or bid for an award exceeding \$100,000 must file the required certification. Each tier certifies to the tier above that it will not and has not used Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any Federal contract, grant or any other award covered by 31 U.S.C. 1352. Each tier must also disclose any lobbying with non-Federal funds that takes place in connection with obtaining any Federal award. Such disclosures are forwarded from tier to tier up to the non-Federal award.

Pursuant to Federal Rule (J) above, Vendor certifies that it is in compliance with all applicable provisions of the Byrd Anti-Lobbying Amendment (31 U.S.C. 1352). The Vendor further certifies that: (1) No Federal appropriated funds have been

EDGAR CERTIFICATIONS (continued)

paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement. (2) If any funds other than Federal appropriated funds have been paid to any person for influencing or attempting to influence an officer or employee of any agency, Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions. (3) The undersigned shall require that the language of this certification be included in the award documents for all covered subawards in Federal funds at all appropriate tiers and that all subrecipients shall certify and disclose accordingly.

RECORDS ACCESS AND RETENTION

Records Access (34 CFR 80.36 (i)(10): All vendors, contracts and subcontractors shall give access to the SBCC, the appropriate Federal agency, the Comptroller General of the United States, or any of their duly authorized representative to any books, documents, papers, and records of the vendor which are directly pertinent to this specific bid/contract for the purpose of making audit, examination, excerpts and transcriptions.

Records Retention (2 C.F.R. § 200.333): Financial records, supporting documents, statistical records and all other non-Federal entity records pertinent to a Federal award must be retained for a period of three (3) years from the date of submission of the final expenditure report or, for Federal awards that are renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report, respectively, as reported to the Federal awarding agency or passthrough entity in the case of a subrecipient.

RECOVERED MATERIALS

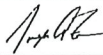
Recovered Materials (2 CFR §200.322): Contractor must comply with Section 6002 of the Solid Waste Disposal Act, as amended by the Resource Conservation and Recovery Act. The requirements of Section 6002 include procuring only items designated in guidelines of the Environmental Protection Agency (EPA) at 40 CFR part 247 that contain the highest percentage of recovered materials practicable, consistent with maintaining a satisfactory level of competition, where the purchase price of the item exceeds \$10,000 or the value of the quantity acquired during the preceding fiscal year exceeded \$10,000; procuring solid waste management services in a manner that maximizes energy and resource recovery; and establishing an affirmative procurement program for procurement of recovered materials identified in the EPA guidelines.

Vendor agrees to comply with all federal, state, and local laws, rules, regulations and ordinances, as applicable. It is further acknowledged that vendor certifies compliance with all provisions, laws, acts, regulations, etc. as specifically noted above.

Vendor's Name:

Trane U.S. Inc

Signature of Authorized Representative:



Print Name of Authorized Representative:

Joe Follenweider

Exhibit # 2 (b)

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION - LOWER TIER COVERED TRANSACTIONS

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion - Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Non-Procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Instructions for Certification:

1. The prospective lower tier participant certifies, by submission of this proposal that neither it nor its principals are:
 - a) presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency;
 - b) have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in performing a public (federal, state or local) transaction or contract under a public transaction; or for violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements or receiving stolen property;
 - c) are not presently indicted for or otherwise criminally or civilly charged by a government entity (federal, state or local) with commission of the offenses enumerated in this certification; or
 - d) have not within a three-year period preceding this application had one or more public transaction (federal, state or local) terminated for cause or default.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Vendor: Trane U.S. Inc

Joe Follenweider

Printed Name

Signature: 

General Sales Manager

Title of Authorized Representative

Date: 06/02/2026

Exhibit # 2 (c)

DRUG-FREE WORKPLACE CERTIFICATION

Preference shall be given to vendors/contractors certifying their compliance with a drug-free workplace in accordance with Section 287.087, Fla. Stat., as follows:

IDENTICAL TIE BIDS – A bid or contract received from a business that certifies that it has implemented a drug-free workplace program shall be given preference in the award process. Established procedure for processing tie bids shall be followed if none of the tied vendors has a drug-free workplace program. To obtain such preference, a business shall:

1. Publish a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the workplace and specifying the actions what shall be taken against employee for violations of such prohibition.
2. Inform employees about the dangers of drug abuse in the workplace, the business's policy of maintaining a drug-free workplace, any available drug counseling, rehabilitation, and employee assistance programs, and the penalties that may be imposed upon employees for drug abuse violations.
3. Give each employee engaged in providing the commodities or contractual services that are under bid a copy of the statement specified in subsection (1).
4. In the statement specified in subsection (1), notify the employees that, as a condition of working on the commodities or contractual services that are under bid, the employee shall abide by the terms of the statement and shall notify the employer of any conviction or plea of guilty or no contest to any violation of Chapter 893 or of any controlled substance laws of the United States or the State of Florida, for a violation occurring in the workplace no later than five (5) days after such conviction.
5. Impose a sanction on, or require the satisfactory participation in a drug abuse assistance or rehabilitation program if such is available in the employee's community, by any employee who is so convicted.
6. Make a good faith effort to continue to maintain a drug-free workplace through implementation of this section.

I certify that this firm complies fully with the above requirements.

CONTRACTOR NAME: Trane U.S. Inc.

AUTHORIZED CONTACTOR REPRESENTATIVE SIGNATURE:

Joe Follenweider
(Printed Name)


(Signature)

General Sales Manager
(Title)

06/02/2026
(Date)

Exhibit # 2 (d)

NON-COLLUSION AFFIDAVIT

STATE OF FLORIDA)
COUNTY OF CLAY)

My name is (*INSERT NAME* Joe Follenweider). I hereby attest that I am authorized to execute this affidavit on behalf of my firm, its owners, directors, and officers. I have personal knowledge of the price(s), guarantees and the total financial commitment represented in the firm's offer and/or contract.

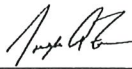
- 1) The firm's prices and amounts offered have been arrived at independently and without consultation, communication or agreement with any other contractor or respondent.
- 2) Neither the final nor approximate prices or amounts offered have been disclosed to any other firm or person who is a respondent or potential respondent, nor were they disclosed prior to opening of offers.
- 3) The offer from my firm is made in good faith and no attempt has been made to induce any firm or person to refrain from submitting an offer, or to submit an offer higher than our offer, or to submit any intentionally high or noncompetitive offer or other form of complementary offer.
- 4) (*INSERT NAME OF COMPANY* Trane U.S. Inc.) its affiliates, subsidiaries, officers, directors, employees are not currently under investigation by any governmental agency and have not in the last three years been convicted or found liable for any act prohibited by State or Federal law in any jurisdiction, involving conspiracy or collusion with respect to bidding, proposing or offering on any public contract, except as follows:

I attest that (*INSERT NAME OF COMPANY* Trane U.S. Inc.) understands and acknowledges that the above representations are material and important, and will be relied on by the School Board of Clay County, Florida, in awarding the contract for which this offer is submitted. I understand and my firm understands that any misstatement of material representations herein stated shall be treated as intentional concealment of the true facts relating to submission of offers for this contract.

CONTRACTOR NAME: Trane U.S. Inc.

AUTHORIZED CONTACTOR REPRESENTATIVE SIGNATURE:

Joe Follenweider
(Printed Name)


(Signature)

General Sales Manager
(Title)

06/26/2026
(Date)

Exhibit # 2 (e)

**DISCLOSURE OF POTENTIAL CONFLICT OF INTEREST AND
CONFLICTING EMPLOYMENT OR CONTRACTUAL RELATIONSHIP**

Section 112.313 (3) and (7), Florida Statutes, sets forth restrictions on the ability of SBCC employees acting in a private capacity to rent, lease, or sell any realty, goods or services to SBCC. It also places restrictions on SBCC employees concerning outside employment or contractual relationships with any business entity which is doing business with SBCC.

Bidder must disclose in its Bid, the names of any employees who are employed by Bidder who are also an employees of SBCC. Persons identified below may have obligations and restrictions applicable to them under Chapter 112, Florida Statutes.

Name of Bidder's Employee	SBCC Title or Position of Bidder's Employee	SBCC Department/ School of Bidder's Employee
_____	_____	_____
_____	_____	_____
_____	_____	_____

Check one of the following and sign:

- ☒ I hereby affirm that there are no known persons employed by Bidder who are also an employee of SBCC.
- ☐ I hereby affirm that all known persons who are employed by Bidder who are also an employee of SBCC have been identified above.



Signature

Trane U.S. Inc.

Company Name



HVAC Products, Installation, Labor Based Solutions, and Related Products and Services
Executive Summary

Lead Agency: Racine County, Wisconsin

Solicitation: RC2022-1001

Solicitation Issued: June 15, 2022

Pre-Bid Date: June 29, 2022

Response Due Date: July 21, 2022

Awarded to: Trane U.S. Inc.

Racine County, Wisconsin issued IFB #RC2022-1001 on June 15, 2022, to establish a national cooperative contract for HVAC Products, Installation, Labor Based Solutions, and Related Products and Services.

The solicitation included cooperative purchasing language in Section II. INSTRUCTION TO BIDDERS, K. National Contract:

Subject to its fiduciary and statutory obligations, Racine County, as the Principal Procurement Agency, defined in Attachment D – National Cooperative Contract to be Administered by OMNIA Partners, has partnered with OMNIA Partners, Public Sector (“OMNIA Partners”) to make the resultant contract (also known as the “Master Agreement” in materials distributed by OMNIA Partners) from this solicitation available to other public agencies nationally, including state and local governmental entities, public and private primary, secondary and higher education entities, non-profit entities, and agencies for the public benefit (“Public Agencies”), through OMNIA Partners’ cooperative purchasing program. Racine County is acting as the contracting agency for any other Public Agency that elects to utilize the resulting Master Agreement. Use of the Master Agreement by any Public Agency is preceded by their registration with OMNIA Partners (a “Participating Public Agency”) and by using the Master Agreement, any such Participating Public Agency agrees that it is registered with OMNIA Partners, whether pursuant to the terms of a Master Intergovernmental Cooperative Purchasing Agreement, a form of which is attached hereto on Attachment D – National Cooperative Contract, or as otherwise agreed to. Attachment D – National Cooperative Contract contains additional information about OMNIA Partners and the cooperative purchasing agreement.

Notice of the solicitation was sent to potential offerors, as well as advertised in the following:

- Racine County website
- OMNIA Partners website
- USA Today, nationwide
- Arizona Business Gazette, AZ
- San Bernardino County Sun, CA
- Honolulu Star-Advertiser, HI
- The Herald-News – Will County (IL)

- The Advocate – New Orleans, LA
- The New Jersey Herald, NJ
- Albany Times Union, NY
- Daily Journal of Commerce, OR
- The State, SC
- Deseret News, UT
- Richmond Times-Dispatch, VA
- Seattle Daily Journal of Commerce, WA
- Houston Community Newspapers, TX
- Helena Independent Record, MT
- Las Vegas Sun
- Kennebec Journal, ME

Socio-economic Outreach: To encourage participation of small businesses, minority owned businesses and women owned businesses, Historically Underutilized Businesses were notified of the Invitation to Bid.

On Thursday July 21, 2022, bids were received from the following offerors:

- Trane U.S. Inc.

Trane U.S. Inc. was the lowest responsive, responsible, and qualified bidder based on the requirements issued in the IFB. The County Executive, who was granted authority on January 11, 2022 by the Racine County Commissioners, approved the contract award. The contract was executed on August 17, 2022 with an effective date of September 1, 2022.

Contract includes HVAC Products, Installation, Labor Based Solutions, and Related Products and Services. Trane U.S. Inc. can provide products and services covering the following areas:

- Operate, Maintain & Repair
 - Connectivity and Cloud Services
 - HVAC System Management
 - HVAC System Repair
 - Rental Solutions
 - Parts and Supplies
- Energy & Sustainability
 - Energy conservation Measures
 - Energy Monitoring & Analysis
 - Active Energy Management
 - Financing & Energy Services Contracting
- Design, Upgrade & Modernize
 - Upgrading Existing Equipment
 - Building Systems Design and Upgrades
 - HVAC System Retrofits
 - Indoor Air Quality (IAQ)
- Building Systems and Technologies
 - Variable Refrigerant Flow (VRF) and Ductless Systems
 - Chillers
 - Packages Units and Split Systems

- Air Handlers, Terminal Devices, Vav and Fan Coils
 - Variable Frequency Drives (VFD)
 - Energy Storage
 - Precision Cooling
- Building Management and Automation
 - Solutions for Large Buildings and Campuses
 - Small Building Solutions
 - Air-Fi® Wireless Communications
 - Lighting Solutions
 - Controls Solutions for Light Commercial Contractors
- Design and Analysis Software Tools

Term:

- September 1, 2022 to August 31, 2027 with the option to renew for one (1) additional five (5) year period. The anticipated full term of the contract is ten (10) years. Trane U.S. Inc. has the right to enter local "service" agreements with Participating Public Agencies accessing the contract through OMNIA Partners, so long as the effective date of such agreement is prior to the expiration of the Contract. All local agreements may have a full potential term (any combination of initial and renewal periods) subject to the discretion of the Participating Public Agency. Any job orders, project agreements, or maintenance agreements executed against the Master Agreement during the effective term may survive beyond the expiration of the Master Agreement as established and agreed to by both parties.

Pricing/Discount:

- Bid Form Available Upon Request.

School Board of Clay County

September 3, 2026 - Regular School Board Meeting

Title

C16 - Change Order #1 (Direct Purchasing) for Coppergate Elementary School HVAC Repair/Replacement (C-69-25/26)

Description

Direct purchasing change orders are almost always deductive and are the sole initiative of the owner. These change orders represent the purchase of materials and/or equipment directly by the School Board in order to save sales tax. The direct purchases are deducted from the original contract in the form of a change order for the project.

Gap Analysis

N/A

Previous Outcomes

Sales tax savings have been used in the past to fund capital projects that may otherwise have not been funded.

Expected Outcomes

Money saved with sales tax savings will be used for capital projects that may otherwise have not been funded.

Strategic Plan Goal

Ensure fiscal responsibility through the effective management of district operations in an effort to maximize available resources necessary to provide an environment that is safe, efficient, and conducive to learning.

Recommendation

Approve Change Order #1.

Contact

Bryce Ellis, Assistant Superintendent for Operations, (904) 336-6853, bryce.ellis@myoneclay.net,
Lance Addison, Director of Facility Planning and Construction, (904) 336-6852, lance.addison@myoneclay.net

Financial Impact

This deduction to the construction contract in the amount of \$447,719.36 will not impact the budget. A total tax savings in the amount of \$25,413.36 is realized as a result of this direct purchasing change order.

Review Comments**Attachments**

📎 [JM-C-69-2526 Coppergate Elem. HVAC R-R CO#1-20260903.pdf](#)

SCHOOL BOARD OF CLAY COUNTY

CHANGE ORDER NO. 1

CCDS PROJECT NAME: Coppergate Elementary School HVAC Repair/Replacement

CCDS PROJECT NO: C-69-25/26

The Owner authorized the Contractor to make the following change(s) in the contract dated:
October 2, 2025.

ORIGINAL CONTRACT AMOUNT: \$ 647,369.36

REVISED CONTRACT AMOUNT BY PREVIOUS CHANGE ORDER(S): \$ 0.00

Change(s) and reason(s) for this Change Order: Direct purchase of construction materials by the Clay County School Board.

Additional Time needed for this Change Order is Zero (0) calendar days. Contract Substantial Completion date is **July 31, 2026**. Final Completion date is **August 31, 2026**.

For these changes: **DEDUCT** from the Contract in accordance with the conditions of the Contract the sum of: Four hundred forty-seven thousand seven hundred nineteen dollars and thirty-six cents.

CURRENT CONTRACT AMOUNT: \$ 647,369.36

ADDITION TO CONTRACT: \$ 0.00

DEDUCTION TO CONTRACT: \$ 447,719.36

REVISED CONTRACT AMOUNT: \$ 199,650.00

ARCHITECT / ENGINEER CERTIFICATION: In my considered professional opinion, as Project Architect/Engineer, the prices quoted in this Change Order are both fair and reasonable and in the proper ratio to the cost of the original work contract under benefit of competitive bidding.

_____ Signature	<u>N/A</u> Printed Name	_____ Date
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By execution of this Change Order, the Contractor acknowledges that all issues related to compensation and time have been resolved and payment recited herein is full compensation for the work identified in this Change Order.

ACCEPTED:

Boone Lewis

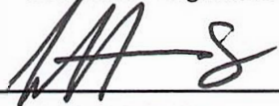
8/13/2026

Contractor Signature

Boone Lewis

Printed Name

Date



CCDS PM Signature

Jeffery Marks

Printed Name

Date

APPROVED:

School Board Chair Signature

Erin Skipper

Printed Name

Date

REV: 

DIRECT PURCHASING
Coppergate Elementary School HVAC Repair/Replacement
C-69-25/26

Trane U.S., Inc.
8332 Cypress Plaza Drive, Suite 120
Jacksonville, FL 32256

<u>DATE</u>	<u>REQ. #</u>	<u>P.O. #</u>	<u>VENDOR</u>	<u>AMOUNT</u>	<u>SAVINGS (6%)</u>	<u>SAVINGS (1.5%)</u>	<u>DEDUCTION</u>
3/17/2026	R109027	P2607019	Trane U.S., Inc.	\$422,306.00	\$25,338.36	\$75.00	\$447,719.36
			TOTAL DEDUCTED FROM CONTRACT:	\$422,306.00	\$25,338.36	\$75.00	\$447,719.36

School Board of Clay County

September 3, 2026 - Regular School Board Meeting

Title

C17 - Change Order #1 (Direct Purchasing) for Thunderbolt Elementary School HVAC Repair/Replacement (C-81-25/26)

Description

Direct purchasing change orders are almost always deductive and are the sole initiative of the owner. These change orders represent the purchase of materials and/or equipment directly by the School Board in order to save sales tax. The direct purchases are deducted from the original contract in the form of a change order for the project.

Gap Analysis

N/A

Previous Outcomes

Sales tax savings have been used in the past to fund capital projects that may otherwise have not been funded.

Expected Outcomes

Money saved with sales tax savings will be used for capital projects that may otherwise have not been funded.

Strategic Plan Goal

Ensure fiscal responsibility through the effective management of district operations in an effort to maximize available resources necessary to provide an environment that is safe, efficient, and conducive to learning.

Recommendation

Approve Change Order #1.

Contact

Bryce Ellis, Assistant Superintendent for Operations, (904) 336-6853, bryce.ellis@myoneclay.net,
Lance Addison, Director of Facility Planning and Construction, (904) 336-6852, lance.addison@myoneclay.net

Financial Impact

This deduction to the construction contract in the amount of \$340,790.80 will not impact the budget. A total tax savings in the amount of \$19,360.80 is realized as a result of this direct purchasing change order.

Review Comments

Attachments

📎 [JM C-81-2526-TBE HVAC R-R CO#1 DP 20260903.pdf](#)

SCHOOL BOARD OF CLAY COUNTY
CHANGE ORDER NO. 1

CCDS PROJECT NAME: Thunderbolt Elementary School HVAC Repair/Replacement

CCDS PROJECT NO: C-81-25/26

The Owner authorized the Contractor to make the following change(s) in the contract dated: September 4, 2025.

ORIGINAL CONTRACT AMOUNT: \$ 507,460.80

REVISED CONTRACT AMOUNT BY PREVIOUS CHANGE ORDER(S): \$ 0.00

Change(s) and reason(s) for this Change Order: Direct purchase of construction materials by the Clay County School Board.

Additional Time needed for this Change Order is Zero (0) calendar days. Contract Substantial Completion date is **July 31, 2026**. Final Completion date is **August 31, 2026**.

For these changes: **DEDUCT from** the Contract in accordance with the conditions of the Contract the sum of: Three hundred forty thousand seven hundred ninety dollars and eighty cents.

CURRENT CONTRACT AMOUNT: \$ 507,460.80

ADDITION TO CONTRACT: \$ 0.00

DEDUCTION TO CONTRACT: \$ 340,790.8 0

REVISED CONTRACT AMOUNT: \$ 166,670.00

ARCHITECT / ENGINEER CERTIFICATION: In my considered professional opinion, as Project Architect/Engineer, the prices quoted in this Change Order are both fair and reasonable and in the proper ratio to the cost of the original work contract under benefit of competitive bidding.

Signature _____ N/A _____ Date _____

By execution of this Change Order, the Contractor acknowledges that all issues related to compensation and time have been resolved and payment recited herein is full compensation for the work identified in this Change Order.

ACCEPTED: *Reema Gauria* 8/13/2026

Boone Lewis

Boone Lewis

Contractor Signature

Printed Name

Date _____

AA-8

Jeffery Marks

CCDS PM Signature

Printed Name

Date _____

APPROVED:

Erin Skipper

School Board Chair Signature

Printed Name

Date _____

REV. 

[illegible]

Trane U.S., Inc.
8332 Cypress Plaza Drive, Suite 120
Jacksonville, FL 32256

<u>DATE</u>	<u>REQ. #</u>	<u>P.O. #</u>	<u>VENDOR</u>	<u>AMOUNT</u>	<u>SAVINGS (6%)</u>	<u>SAVINGS (1.5%)</u>	<u>DEDUCTION</u>
10/1/2025	R104061	P2603209	Trane U.S., Inc.	\$321,430.00	\$19,285.80	\$75.00	\$340,790.80
			TOTAL DEDUCTED FROM CONTRACT:	\$321,430.00	\$19,285.80	\$75.00	\$340,790.80

School Board of Clay County

September 3, 2026 - Regular School Board Meeting

Title

C18 - Change Order #1 (Direct Purchasing) for Keystone Heights High School HVAC Repair/Replacement (C-35-24/25)

Description

Direct purchasing change orders are almost always deductive and are the sole initiative of the owner. These change orders represent the purchase of materials and/or equipment directly by the School Board in order to save sales tax. The direct purchases are deducted from the original contract in the form of a change order for the project.

Gap Analysis

N/A

Previous Outcomes

Sales tax savings have been used in the past to fund capital projects that may otherwise have not been funded.

Expected Outcomes

Money saved with sales tax savings will be used for capital projects that may otherwise have not been funded.

Strategic Plan Goal

Ensure fiscal responsibility through the effective management of district operations in an effort to maximize available resources necessary to provide an environment that is safe, efficient, and conducive to learning.

Recommendation

Approve Change Order #1.

Contact

Bryce Ellis, Assistant Superintendent for Operations, (904) 336-6853, bryce.ellis@myoneclay.net,
Lance Addison, Director of Facility Planning and Construction, (904) 336-6852, lance.addison@myoneclay.net

Financial Impact

This deduction to the construction contract in the amount of \$689,075.00 will not impact the budget. A total tax savings in the amount of \$39,075.00 is realized as a result of this direct purchasing change order.

Review Comments

Attachments

📎 [JM-c-35-2425-KHH HVAC R-R CO#1 DP-20260903.pdf](#)

SCHOOL BOARD OF CLAY COUNTY

CHANGE ORDER NO. 1

CCDS PROJECT NAME: Keystone Heights High School HVAC Repair/Replacement

CCDS PROJECT NO: C-35-24/25

The Owner authorized the Contractor to make the following change(s) in the contract dated:

June 5, 2025.

ORIGINAL CONTRACT AMOUNT: \$ 2,230,825.00

REVISED CONTRACT AMOUNT BY PREVIOUS CHANGE ORDER(S): \$ 0.00

Change(s) and reason(s) for this Change Order: Direct purchase of construction materials by the Clay County School Board.

Additional Time needed for this Change Order is Zero (0) calendar days. Contract Substantial Completion date is July 31, 2026. Final Completion date is August 31, 2026.

For these changes: **DEDUCT from** the Contract in accordance with the conditions of the Contract the sum of: Six hundred, eighty-nine thousand, and seventy-five dollars and zero cents.

CURRENT CONTRACT AMOUNT: \$ 2,230,825.00

ADDITION TO CONTRACT: \$ 0.00

DEDUCTION TO CONTRACT: \$ 689,075.00

REVISE CONTRACT AMOUNT: \$ 1,541,750.00

ARCHITECT / ENGINEER CERTIFICATION: In my considered professional opinion, as Project Architect/Engineer, the prices quoted in this Change Order are both fair and reasonable and in the proper ratio to the cost of the original work contract under the benefit of competitive bidding.

N/A

_____ Signature	_____ Printed Name	_____ Date
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By execution of this Change Order, the Contractor acknowledges that all issues related to compensation and time have been resolved, and payment recited herein is full compensation for the work identified in this Change Order.

ACCEPTED: Boone Lewis 8/13/2026

_____ Contractor Signature	_____ Boone Lewis Printed Name	_____ Date
_____ CCDS PM Signature	_____ Jeffery Marks Printed Name	_____ Date

_____ School Board Chair Signature	_____ Erin Skipper Printed Name	_____ Date
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REV: EA

Trane
8332 Cypress Plaza Drive
Jacksonville, FL 3256

[illegible]

School Board of Clay County

September 3, 2026 - Regular School Board Meeting

Title

C19 - Schematic/Preliminary/Final (Phase I, II, & III) plans and specifications for Ridgeview High School Security Lighting Repair/Replacement (C-51-25/26)

Description

Each phase, or a combination of phases, is submitted to the School Board for review and approval. The plans have received staff review and are complete to Schematic/Preliminary/Final (Phase I, II, & III).

Gap Analysis

N/A

Previous Outcomes

Individual departments have the opportunity to express needs during plan review in order to design a project that will meet user's expectations.

Expected Outcomes

Schematic, preliminary, and final plan review allows for participation from a variety of departments to ensure any program changes are incorporated into the design.

Strategic Plan Goal

Ensure fiscal responsibility through the effective management of district operations in an effort to maximize available resources necessary to provide an environment that is safe, efficient, and conducive to learning.

Recommendation

Approve Schematic/Preliminary/Final (Phase I, II, & III) plans and specifications for Ridgeview High School Security Lighting Repair/Replacement.

Contact

Bryce Ellis, Assistant Superintendent for Operations, (904) 336-6853, bryce.ellis@myoneclay.net

Lance Addison, Director for Facility Planning and Construction, (904) 336-6852, lance.addison@myoneclay.net.

Financial Impact

As budgeted in the Educational Facilities Plan. The Architect's and Construction Manager's estimated construction cost is \$400,000.00.

Review Comments**Attachments**

School Board of Clay County

September 3, 2026 - Regular School Board Meeting

Title

C20 - Change Order #2 (Direct Purchasing) for Shadowlawn Elementary School Fire Alarm Repair/Replacement (C-61-25/26)

Description

Direct purchasing change orders are almost always deductive and are the sole initiative of the owner. These change orders represent the purchase of materials and/or equipment directly by the School Board in order to save sales tax. The direct purchases are deducted from the original contract in the form of a change order for the project.

Gap Analysis

N/A

Previous Outcomes

Sales tax savings have been used in the past to fund capital projects that may otherwise have not been funded.

Expected Outcomes

Money saved with sales tax savings will be used for capital projects that may otherwise have not been funded.

Strategic Plan Goal

Ensure fiscal responsibility through the effective management of district operations in an effort to maximize available resources necessary to provide an environment that is safe, efficient, and conducive to learning.

Recommendation

Approve Change Order #2.

Contact

Bryce Ellis, Assistant Superintendent for Operations, (904) 336-6853, bryce.ellis@myoneclay.net,
Lance Addison, Director of Facility Planning and Construction, (904) 336-6852, lance.addison@myoneclay.net

Financial Impact

This deduction to the construction contract in the amount of \$141,141.36 will not impact the budget. A total tax savings in the amount of \$8,059.89 is realized as a result of this direct purchasing change order.

Review Comments

Attachments

📎 [RB-C-61-2526 SLE Fire Alarm R-R CO#2 DP-20260903.pdf](#)

SCHOOL BOARD OF CLAY COUNTY

CHANGE ORDER NO. 2

CCDS PROJECT NAME: Shadowlawn Elementary School Fire Alarm Repair/Replacement

CCDS PROJECT NO: C-61-25/26

The Owner authorized the Contractor to make the following change(s) in the contract dated:

April 2, 2026

ORIGINAL CONTRACT AMOUNT: \$ 410,485.00

REVISED CONTRACT AMOUNT BY PREVIOUS CHANGE ORDER(S): \$ 0.00

Change(s) and reason(s) for this Change Order: Direct purchase of construction materials by the Clay County School Board.

Additional Time needed for this Change Order is Zero (0) calendar days. Contract Substantial Completion date is **September 15, 2026**. Final Completion date is **October 15, 2026**.

For these changes: **DEDUCT** from the Contract in accordance with the conditions of the Contract the sum of: One hundred forty-one thousand one hundred forty-one dollars and thirty-six cents.

CURRENT CONTRACT AMOUNT: \$ 410,485.00

ADDITION TO CONTRACT: \$ 0.00

DEDUCTION TO CONTRACT: \$ 141,141.36

REVISED CONTRACT AMOUNT: \$ 269,343.64

ARCHITECT / ENGINEER CERTIFICATION: In my considered professional opinion, as Project Architect/Engineer, the prices quoted in this Change Order are both fair and reasonable and in the proper ratio to the cost of the original work contract under benefit of competitive bidding.

Namir Haddad
Signature

Namir Haddad
Printed Name

Date

By execution of this Change Order, the Contractor acknowledges that all issues related to compensation and time have been resolved and payment recited herein is full compensation for the work identified in this Change Order.

ACCEPTED:

Jerry Anderson
Contractor Signature

Jerry Anderson
Printed Name

8-17-2026
Date

Robbie Bumpers
CCDS PM Signature

Robbie Bumpers
Printed Name

8/17/2026
Date

APPROVED:

School Board Chair Signature

Erin Skipper
Printed Name

Date

REV: A

DIRECT PURCHASING

Shadowlawn Elementary School Fire Alarm Repair/Replacement

C-61-25/26

T & M Electric of Clay County, LLC

200 College Drive

Orange Park, FL 32065

<u>DATE</u>	<u>REQ. #</u>	<u>P.O. #</u>	<u>VENDOR</u>	<u>AMOUNT</u>	<u>SAVINGS (6%)</u>	<u>SAVINGS (1.5%)</u>	<u>DEDUCTION</u>
5/27/2026	R111483	P2608595	Life Safety Designs, Inc.	\$133,081.47	\$7,984.89	\$75.00	\$141,141.36
			TOTAL DEDUCTED FROM CONTRACT:	\$133,081.47	\$7,984.89	\$75.00	\$141,141.36

School Board of Clay County

September 3, 2026 - Regular School Board Meeting

Title

C21 - Change Order #3 for Rideout Elementary School Fire Alarm Repair/Replacement (C-76-25/26)

Description

Change orders are initiated by the contractor, architect/engineer, or owner, and may increase or decrease the scope of the project as defined by the plans and specifications. Change orders are reviewed by the architect/engineer and staff prior to submission to the School Board for approval. This change order is for the installation of additional devices.

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

Construction will proceed immediately translating to an on-time completion.

Strategic Plan Goal

Ensure fiscal responsibility through the effective management of district operations in an effort to maximize available resources necessary to provide an environment that is safe, efficient, and conducive to learning.

Recommendation

Approve Change Order #3.

Contact

Bryce Ellis, Assistant Superintendent for Operations, (904) 336-6853, bryce.ellis@myoneclay.net,
Lance Addison, Director of Facility Planning and Construction, (904) 336-6852, lance.addison@myoneclay.net

Financial Impact

This change order will increase the contract amount by \$2,457.47. Architect/Engineer fees, contracted at 8%, will increase by \$196.60 as a result of this change order. These funds are available and budgeted in the Educational Facilities Plan.

Review Comments

Attachments

 [RB C-76-2526 ROE Fire Alarm R-R CO#3 20260903.pdf](#)

SCHOOL BOARD OF CLAY COUNTY

CHANGE ORDER NO. 3

CCDS PROJECT NAME: Rideout Elementary School Fire Alarm Repair/Replacement
CCDS PROJECT NO: C-76-25/26

The Owner authorized the Contractor to make the following change(s) in the contract dated:
March 5, 2026.

ORIGINAL CONTRACT AMOUNT: \$ 448,530.00

REVISED CONTRACT AMOUNT BY PREVIOUS CHANGE ORDER(S): \$ 313,749.30

Change(s) and reason(s) for this Change Order: This change order is for additional work involving the BDA system and removal of a fire alarm device.

Additional Time needed for this Change Order is Zero (0) calendar days. Contract Substantial Completion date is **August 25, 2026**. Final Completion date is **September 24, 2026**.

For these changes: **ADD** to the Contract in accordance with the conditions of the Contract the sum of:
Two thousand four hundred fifty-seven dollars and forty-seven cents.

CURRENT CONTRACT AMOUNT: \$ 313,749.30

ADDITION TO CONTRACT: \$ 2,457.47

DEDUCTION TO CONTRACT: \$ 0.00

REVISED CONTRACT AMOUNT: \$ 316,206.77

ARCHITECT / ENGINEER CERTIFICATION: In my considered professional opinion, as Project Architect/Engineer, the prices quoted in this Change Order are both fair and reasonable and in the proper ratio to the cost of the original work contract under benefit of competitive bidding.

<u>Namir Haddad</u>	Namir Haddad	
Signature	Printed Name	Date

By execution of this Change Order, the Contractor acknowledges that all issues related to compensation and time have been resolved and payment recited herein is full compensation for the work identified in this Change Order.

ACCEPTED: <u>Jerry Anderson</u>	Jerry Anderson	<u>8-17-2026</u>
Contractor Signature	Printed Name	Date

<u>Robbie Bumpers</u>	Robbie Bumpers	<u>8/17/2026</u>
CCDS PM Signature	Printed Name	Date

APPROVED: _____	Erin Skipper	_____
School Board Chair Signature	Printed Name	Date

REV: JA

SCHOOL BOARD OF CLAY COUNTY
CHANGE ORDER NO. 3

CCDS PROJECT NAME: Rideout Elementary School – Fire Alarm
Repair/Replacement

CCDS PROJECT NO: C-76-25/26

ADDITIONAL INFORMATION

1. COP #3 – Additional work involving the BDA system and removal of a fire alarm device.	\$ 2,457.47
TOTAL CHANGE ORDER AMOUNT:	\$ 2,457.47

COMMENTS: Zero (0) additional calendar days will be needed for this change order. The Substantial Completion date is August 25, 2026 and the Final Completion date is September 24, 2026.

School Board of Clay County

September 3, 2026 - Regular School Board Meeting

Title

C22 - Change Order #2 for Ridgeview High School Fire Alarm Repair/Replacement (C-52-25/26)

Description

Change orders are initiated by the contractor, architect/engineer, or owner, and may increase or decrease the scope of the project as defined by the plans and specifications. Change orders are reviewed by the architect/engineer and staff prior to submission to the School Board for approval. This change order is for the installation of additional devices.

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

Construction will proceed immediately translating to an on-time completion.

Strategic Plan Goal

Ensure fiscal responsibility through the effective management of district operations in an effort to maximize available resources necessary to provide an environment that is safe, efficient, and conducive to learning.

Recommendation

Approve Change Order #2.

Contact

Bryce Ellis, Assistant Superintendent for Operations, (904) 336-6853, bryce.ellis@myoneclay.net,
Lance Addison, Director of Facility Planning and Construction, (904) 336-6852, lance.addison@myoneclay.net

Financial Impact

This change order will increase the contract amount by \$59,027.20. Architect/engineer fees will not increase as a result of this change order. These funds are available and budgeted in the Educational Facilities Plan.

Review Comments**Attachments**

🔗 [RB-C-52-2526-CO#2-RHS Fire Alarm R-R-20260903.pdf](#)

SCHOOL BOARD OF CLAY COUNTY

CHANGE ORDER NO. 2

CCDS PROJECT NAME: Ridgeview High School Fire Alarm Repair/Replacement

CCDS PROJECT NO: C-52-25/26

The Owner authorized the Contractor to make the following change(s) in the contract dated:

March 5, 2026

ORIGINAL CONTRACT AMOUNT: \$ 1,639,000.00

REVISED CONTRACT AMOUNT BY PREVIOUS CHANGE ORDER(S): \$ 1,258,871.94

Change(s) and reason(s) for this Change Order: This change order is for additional work involving installation of new devices and pathways as noted in ASI #1.

Additional Time needed for this Change Order is Eighty (80) calendar days. Contract Substantial Completion date is **October 5, 2026**. Final Completion date is **November 4, 2026**.

For these changes: **Add** to the Contract in accordance with the conditions of the Contract the sum of: Fifty-nine thousand twenty-seven dollars and twenty cents.

CURRENT CONTRACT AMOUNT: \$ 1,258,871.94

ADDITION TO CONTRACT: \$ 59,027.20

DEDUCTION TO CONTRACT: \$ 0.00

REVISE CONTRACT AMOUNT: \$ 1,317,899.14

ARCHITECT / ENGINEER CERTIFICATION: In my considered professional opinion, as Project Architect/Engineer, the prices quoted in this Change Order are both fair and reasonable and in the proper ratio to the cost of the original work contract under benefit of competitive bidding.

Namir Haddad

Signature

Namir Haddad

Printed Name

Date

By execution of this Change Order, the Contractor acknowledges that all issues related to compensation and time have been resolved and payment recited herein is full compensation for the work identified in this Change Order.

ACCEPTED:

Contractor Signature

Charles Carter

Printed Name

Date

Robbie Bumpers

CCDS PM Signature

Robbie Bumpers

Printed Name

8/17/2026

Date

APPROVED:

School Board Chair Signature

Erin Skipper

Printed Name

Date

REV: AA

SCHOOL BOARD OF CLAY COUNTY
CHANGE ORDER NO. 2

CCDS PROJECT NAME: Ridgeview High School – Fire Alarm Repair/Replacement

CCDS PROJECT NO: C-52-25/26

ADDITIONAL INFORMATION

1. COP #2 – Additional work involving installation of new devices and pathways as noted in ASI #1.	\$ 59,027.20
TOTAL CHANGE ORDER AMOUNT:	\$ 59,027.20

COMMENTS: Eighty (80) additional calendar days will be needed for this change order. The Substantial Completion date is October 5, 2026 and the Final Completion date is November 4, 2026.

School Board of Clay County

September 3, 2026 - Regular School Board Meeting

Title

C23 - Final Completion of Rideout Elementary School Classroom Addition-Building (C-43-23/24)

Description

Establish Final Completion dates for audit purposes and as required by the State Requirements for Educational Facilities (SREF) and Florida Statutes. The project as determined by the project manager and project architect/engineer, reached final completion on July 10, 2026 in accordance with the project documents.

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

N/A

Strategic Plan Goal

Ensure fiscal responsibility through the effective management of district operations in an effort to maximize available resources necessary to provide an environment that is safe, efficient, and conducive to learning.

Recommendation

Approve Final Completion.

Contact

Bryce Ellis, Assistant Superintendent for Operations, (904) 336-6853, bryce.ellis@myoneclay.net,
Lance Addison, Director of Facility Planning & Construction, (904) 336-6852, lance.addison@myoneclay.net

Financial Impact

None.

Review Comments**Attachments**

📎 [RB ROE Classroom Addition Building Final Comp. 20260903.pdf](#)



School District of Clay County Certificate of Final Completion

Having completed all requirements as outlined within the project specifications and drawings, I certify that the project listed below has reached final completion and has been constructed in accordance with said documents.

Project Title: Rideout Elementary School Classroom Addition (Building)

School: Rideout Elementary School

CCDS Project Number: C-43-23/24

OEFIS Project Number: 4934-1

Project Architect: Bhide & Hall Architects, Inc.

Project Contractor: Ajax Building Company, Inc.

Date of Final Completion: July 10, 2026


Signature: Contractor

Date: 8/11/2026


Signature: Architect/Engineer

Date: 8/10/26


Signature: Project Manager (CCDS)

Date: 8/12/2026



School Board of Clay County

September 3, 2026 - Regular School Board Meeting

Title

C24 - Substantial Completion of Rideout Elementary School Classroom Addition (Site) (C-43-23/24)

Description

Establish Substantial Completion dates for audit purposes and as required by the State Requirements for Educational Facilities (SREF) and Florida Statutes. The project as determined by the project manager and project architect/engineer, reached substantial completion on July 21, 2026 in accordance with the project

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

N/A

Strategic Plan Goal

Ensure fiscal responsibility through the effective management of district operations in an effort to maximize available resources necessary to provide an environment that is safe, efficient, and conducive to learning.

Recommendation

Approve Substantial Completion.

Contact

Bryce Ellis, Assistant Superintendent for Operations, (904) 336-6853, bryce.ellis@myoneclay.net,
Lance Addison, Director of Facility Planning & Construction, (904) 336-6852, lance.addison@myoneclay.net

Financial Impact

None.

Review Comments**Attachments**

📎 [RB ROE Classroom Addition Site-Sub Comp. 20260903.pdf](#)



School District of Clay County

Certificate of Substantial Completion

Having completed all requirements as outlined within the project specifications and drawings, I certify that the project listed below is substantially completed and has been constructed in accordance with said documents.

Project Title: Rideout Elementary School Classroom Addition (Site)

School: Rideout Elementary School

CCDS Project Number: C-43-23/24

OEFS Project Number: 4934-1

Project Architect: Bhide & Hall Architects, Inc.

Project Contractor: Ajax Construction, Inc.

Date of Substantial
Completion: July 21, 2026


Signature: Contractor

Date: 8/6/2026


Signature: Architect/Engineer

Date: 8/6/2026


Signature: CCDS Project Manager

Date: 8/6/2026

REV: 

School Board of Clay County

September 3, 2026 - Regular School Board Meeting

Title

C25 - Change Order #3 for Lakeside Junior High School HVAC and Roof Repair/Replacement (C-72-24/25)

Description

Change orders are initiated by the contractor, architect/engineer, or owner, and may increase or decrease the scope of the project as defined by the plans and specifications. Change orders are reviewed by the architect/engineer and staff prior to submission to the School Board for approval. This change order addresses unforeseen site conditions discovered during construction

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

Construction will proceed immediately translating to an on-time completion.

Strategic Plan Goal

Ensure fiscal responsibility through the effective management of district operations in an effort to maximize available resources necessary to provide an environment that is safe, efficient, and conducive to learning.

Recommendation

Approve Change Order #3.

Contact

Bryce Ellis, Assistant Superintendent for Operations, (904) 336-6853, bryce.ellis@myoneclay.net,
Lance Addison, Director of Facility Planning and Construction, (904) 336-6852, lance.addison@myoneclay.net

Financial Impact

This change order will increase the contract amount by \$9,749.23. Architect/Engineer fees, contracted at 7.5%, will increase by \$731.19 as a result of this change order. These funds are available and budgeted in the Educational Facilities Plan.

Review Comments**Attachments**

📎 [RB C-72-2425 LJH HVAC Roof R-R CO#3-20260903 Signed.pdf](#)

SCHOOL BOARD OF CLAY COUNTY

CHANGE ORDER NO. 3

CCDS PROJECT NAME: Lakeside Junior High School HVAC & Roof Repair/Replacement

CCDS PROJECT NO: C-72-24/25

The Owner authorized the Contractor to make the following change(s) in the contract dated:
August 7, 2025

ORIGINAL CONTRACT AMOUNT: \$ 2,800,000.00

REVISED CONTRACT AMOUNT BY PREVIOUS CHANGE ORDER(S): \$ 2,266,945.40

Change(s) and reason(s) for this Change Order: This change order is for additional work involving the correction of issues discovered during the execution of the project.

Additional Time needed for this Change Order is Four (4) calendar days. Contract Substantial Completion date is **July 31, 2026**. Final Completion date is **August 30, 2026**.

For these changes: **ADD** to the Contract in accordance with the conditions of the Contract the sum of: Nine thousand seven hundred forty-nine and twenty-three cents.

CURRENT CONTRACT AMOUNT: \$ 2,266,945.40

ADDITION TO CONTRACT: \$ 9,749.23

DEDUCTION TO CONTRACT: \$ 0.00

REVISED CONTRACT AMOUNT: \$ 2,276,694.63

ARCHITECT / ENGINEER CERTIFICATION: In my considered professional opinion, as Project Architect/Engineer, the prices quoted in this Change Order are both fair and reasonable and in the proper ratio to the cost of the original work contract under benefit of competitive bidding.



Digitally signed by
Dattatraya Sonavadekar

Dattatraya Sonavadekar

08/17/2026

Signature

Printed Name

Date

By execution of this Change Order, the Contractor acknowledges that all issues related to compensation and time have been resolved and payment recited herein is full compensation for the work identified in this Change Order.

ACCEPTED:



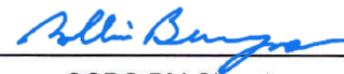
Chris Turner

8/17/26

Contractor Signature

Printed Name

Date



Robbie Bumpers

8/17/2026

CCDS PM Signature

Printed Name

Date

APPROVED:



Erin Skipper

School Board Chair Signature

Printed Name

Date

REV: JA

SCHOOL BOARD OF CLAY COUNTY
CHANGE ORDER NO. 3

CCDS PROJECT NAME: Lakeside Junior High School HVAC & Roof Repair/Replacement

CCDS PROJECT NO: C-72-24/25

ADDITIONAL INFORMATION

1. COP #3 – Additional work involving the correction of issues discovered during the execution of the project.	\$ 9,749.23
TOTAL CHANGE ORDER AMOUNT:	\$ 9,749.23

COMMENTS: Four (4) additional calendar days will be needed for this change order. The new Substantial Completion date is July 31, 2026 and the Final Completion date is August 30, 2026.

School Board of Clay County

September 3, 2026 - Regular School Board Meeting

Title

C26 - Substantial Completion of Doctors Inlet Elementary School Fire Alarm Repair/Replacement (C-57-25/26)

Description

Establish Substantial Completion dates for audit purposes and as required by the State Requirements for Educational Facilities (SREF) and Florida Statutes. The project as determined by the project manager and project architect/engineer, reached substantial completion on July 15, 2026 in accordance with the project documents.

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

N/A

Strategic Plan Goal

Ensure fiscal responsibility through the effective management of district operations in an effort to maximize available resources necessary to provide an environment that is safe, efficient, and conducive to learning.

Recommendation

Approve Substantial Completion.

Contact

Bryce Ellis, Assistant Superintendent for Operations, (904) 336-6853, bryce.ellis@myoneclay.net,

Lance Addison, Director of Facility Planning & Construction, (904) 336-6852, lance.addison@myoneclay.net

Financial Impact

None.

Review Comments**Attachments**

📎 [RB C-57-2526 DIS Fire Alarm R-R Sub Comp. 20260903.pdf](#)



School District of Clay County

Certificate of Substantial Completion

Having completed all requirements as outlined within the project specifications and drawings, I certify that the project listed below is substantially completed and has been constructed in accordance with said documents.

Project Title: Fire Alarm Repair/Replacement

School: Doctors Inlet Elementary School

CCDS Project Number: C-57-25/26

OEFIS Project Number: N/A

Project Architect: MSA Professional Services, Inc.

Project Contractor: T&M Electric of Clay County, LLC

Date of Substantial
Completion: July 15, 2026

Gerry Anderson
Signature: Contractor

Date: 8-4-2026

Ryan J. Freeman
Signature: Architect/Engineer

Date: 8-4-2026

Colli Buzza
Signature: CCDS Project Manager

Date: 8-4-2026

School Board of Clay County

September 3, 2026 - Regular School Board Meeting

Title

C27 - Resolution to Dispose of One Relocatable Building at Clay Hill Elementary

Description

The following relocatable building at Clay Hill Elementary requires disposal:

- Building 92 Room 766, designated CI 0489 (DCA MBE 002379)

This structure has reached the end of its useful life, is beyond economical repair, and possesses no resale value. Disposal should be executed via the most cost-effective means.

Gap Analysis

No action would result in an unnecessary financial burden on the district.

Previous Outcomes

The School Board has previously approved the disposal of relocatable buildings.

Expected Outcomes

It is expected that the School Board will approve the disposal of one relocatable building at Clay Hill Elementary.

Strategic Plan Goal

Ensure fiscal responsibility through the effective management of district operations in an effort to maximize available resources necessary to provide an environment that is safe, efficient, and conducive to learning.

Recommendation

Approve the disposal of the one relocatable building identified above at Clay Hill Elementary.

Contact

Bryce Ellis, Assistant Superintendent for Operations, (904)336-6853, bryce.ellis@myoneclay.net

Lance Addison, Director of Facility Planning & Construction, (904)336-6852, lance.addison@myoneclay.net,

Paul Bement, Supervisor of Planning and Intergovernmental Relations, (904)336-6829, paul.bement@myoneclay.net

Financial Impact

None

Review Comments

Attachments

📎 [che_resolution_to_dispose_of_portables-1-20260903.pdf](#)

SCHOOL BOARD RESOLUTION #26-08FPC

A RESOLUTION OF THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA, DETERMINING THE ONE RELOCATABLE BUILDING IDENTIFIED HEREIN AT CLAY HILL ELEMENTARY IS NO LONGER ELIGIBLE FOR EDUCATIONAL OR ANCILLARY PURPOSES DUE TO EXCESSIVE SAFETY CONCERNS, IS DILAPIDATED, BEYOND ITS SERVICE LIFE AND COST EFFECTIVENESS TO REPAIR, HAS NO COMMERCIAL VALUE, AND SHOULD BE DISPOSED OF BY THE MOST ECONOMIC MEANS.

WHEREAS, The School Board of Clay County, Florida ("Board"), Wishes to Dispose of The Structure Described as Building 92 Room 766, Designated CI 0489 (DCA MBE 002379) At Clay Hill Elementary; And

WHEREAS, the structure is not repairable by cost-effective means, beyond its service life, dilapidated, and serves no useful function; and

WHEREAS, Florida Statute 1013.28 requires a determination that said structure is unusable for educational or ancillary purposes and has no commercial value; and

WHEREAS, it is in the best interest of the district to dispose of said property by the most economical means, by Clay County District Schools Personnel;

NOW, THEREFORE, BE IT RESOLVED by the Board that:

1. The Board hereby determines the following-described property is unusable for education and ancillary purposes and is without commercial value.
2. The Board concludes that the property should be disposed of by the best economic means available. Said property is more particularly described:

Structure:

Building 92 Room 766, designated CI 0489 (DCA MBE 002379), is a relocatable classroom building located at Clay Hill Elementary.

3. This Resolution shall take effect upon its adoption and full execution.

DULY ADOPTED AND APPROVED this 3rd day of September 2026, by the School Board of Clay County, Florida.

SCHOOL BOARD OF CLAY COUNTY, FLORIDA

By _____
ERIN SKIPPER, Board Chair, District 1

By _____
ROBERT ALVERO, District 2

By _____
BETH CLARK, District 3

By _____
MICHELE HANSON, District 4

By _____
ASHLEY GILHOUSEN, District 5

ATTEST:

DAVID BROSKIE, Superintendent of Schools

Approved as to form by:

JEREMIAH BLOCKER, School Board Attorney

School Board of Clay County

September 3, 2026 - Regular School Board Meeting

Title

C28 - Resolution to Dispose of Thirteen Relocatable Buildings at Fleming Island Elementary

Description

The following relocatable buildings at Fleming Island Elementary require disposal:

- Building 92 Room 824, designated CI 0740 (DCA MBE 002608)
- Building 92 Room 821, designated CI 0292 (DCA MBE 002398)
- Building 92 Room 805, designated CI 0457 (DCA MBE 002599)
- Building 92 Room 812, designated CI 0837 (DCA MBE 002622)
- Building 92 Room 608, designated CI 0832 (DCA MBE 002617)
- Building 92 Room 828, designated CI 0456 (DCA MBE 002598)
- Building 92 Room 826, designated CI 0798 (DCA MBE 002610)
- Building 92 Room 804, designated CI 0840 (DCA MBE 002625)
- Building 92 Room 807, designated CI 0797 (DCA MBE 002609)
- Building 92 Room 843, designated CI 0733 (DCA MBE 002607)
- Building 92 Room 801, designated CI 0838 (DCA MBE 002623)
- Building 92 Room 846, designated CI 2058 (DCA II-B 010913)
- Building 92 Room 901, designated CI 2064 (DCA II-B 010927)

These structures have reached the end of their useful lives, are beyond economical repair, and possess no resale value. Disposal should be executed via the most cost-effective means.

Gap Analysis

No action would result in an unnecessary financial burden on the district.

Previous Outcomes

The School Board has previously approved the disposal of relocatable buildings.

Expected Outcomes

It is expected that the School Board will approve the disposal of thirteen relocatable buildings at Fleming Island Elementary.

Strategic Plan Goal

Ensure fiscal responsibility through the effective management of district operations in an effort to maximize available resources necessary to provide an environment that is safe, efficient, and conducive to learning.

Recommendation

Approve the disposal of the thirteen relocatable buildings identified above at Fleming Island Elementary.

Contact

Bryce Ellis, Assistant Superintendent for Operations, (904)336-6853, bryce.ellis@myoneclay.net

Lance Addison, Director of Facility Planning & Construction, (904)336-6852, lance.addison@myoneclay.net,

Paul Bement, Supervisor of Planning and Intergovernmental Relations, (904)336-6829, paul.bement@myoneclay.net

Financial Impact

None.

Review Comments

Attachments

📎 [FIE_Resolution_to_Dispose_of_Portables_20260903.docx.pdf](#)

SCHOOL BOARD RESOLUTION #26-05FPC

A RESOLUTION OF THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA, DETERMINING THE THIRTEEN RELOCATABLE BUILDINGS IDENTIFIED HEREIN AT FLEMING ISLAND ELEMENTARY ARE NO LONGER ELIGIBLE FOR EDUCATIONAL OR ANCILLARY PURPOSES DUE TO EXCESSIVE SAFETY CONCERNS, ARE DILAPIDATED, BEYOND THEIR SERVICE LIVES AND COST EFFECTIVENESS TO REPAIR, HAVE NO COMMERCIAL VALUE, AND SHOULD BE DISPOSED OF BY THE MOST ECONOMIC MEANS.

WHEREAS, THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA ("BOARD"), WISHES TO DISPOSE OF THE STRUCTURES DESCRIBED AS BUILDING 92 ROOM 824, DESIGNATED CI 0740 (DCA MBE 002608); BUILDING 92 ROOM 821, DESIGNATED CI 0292 (DCA MBE 002398); BUILDING 92 ROOM 805, DESIGNATED CI 0457 (DCA MBE 002599); BUILDING 92 ROOM 812, DESIGNATED CI 0837 (DCA MBE 002622); BUILDING 92 ROOM 608, DESIGNATED CI 0832 (DCA MBE 002617); BUILDING 92 ROOM 828, DESIGNATED CI 0456 (DCA MBE 002598); BUILDING 92 ROOM 826, DESIGNATED CI 0798 (DCA MBE 002610); BUILDING 92 ROOM 804, DESIGNATED CI 0840 (DCA MBE 002625); BUILDING 92 ROOM 807, DESIGNATED CI 0797 (DCA MBE 002609); BUILDING 92 ROOM 843, DESIGNATED CI 0733 (DCA MBE 002607); BUILDING 92 ROOM 801, DESIGNATED CI 0838 (DCA MBE 002623); BUILDING 92 ROOM 846, DESIGNATED CI 2058 (DCA II-B 010913); BUILDING 92 ROOM 901, DESIGNATED CI 2064 (DCA II-B 010927) AT FLEMING ISLAND ELEMENTARY; AND

WHEREAS, the structures are not repairable by cost-effective means, beyond their service lives, dilapidated, and serve no useful function; and

WHEREAS, Florida Statute 1013.28 requires a determination that said structure is unusable for educational or ancillary purposes and has no commercial value; and

WHEREAS, it is in the best interest of the district to dispose of said property by the most economical means, by Clay County District Schools Personnel;

NOW, THEREFORE, BE IT RESOLVED by the Board that:

1. The Board hereby determines the following described property is unusable for education and ancillary purposes and is without commercial value.

2. The Board concludes that the property should be disposed of by the best economic means available. Said property is more particularly described:

Structures:

1. Building 92 Room 824, designated CI 0740 (DCA MBE 002608), is a relocatable classroom building located at Fleming Island Elementary.
2. Building 92 Room 821, designated CI 0292 (DCA MBE 002398), is a relocatable classroom building located at Fleming Island Elementary.
3. Building 92 Room 805, designated CI 0457 (DCA MBE 002599), is a relocatable classroom building located at Fleming Island Elementary.
4. Building 92 Room 812, designated CI 0837 (DCA MBE 002622), is a relocatable classroom building located at Fleming Island Elementary.
5. Building 92 Room 608, designated CI 0832 (DCA MBE 002617), is a relocatable classroom building located at Fleming Island Elementary.
6. Building 92 Room 828, designated CI 0456 (DCA MBE 002598), is a relocatable classroom building located at Fleming Island Elementary.
7. Building 92 Room 826, designated CI 0798 (DCA MBE 002610), is a relocatable classroom building located at Fleming Island Elementary.
8. Building 92 Room 804, designated CI 0840 (DCA MBE 002625), is a relocatable classroom building located at Fleming Island Elementary.
9. Building 92 Room 807, designated CI 0797 (DCA MBE 002609), is a relocatable classroom building located at Fleming Island Elementary.
10. Building 92 Room 843, designated CI 0733 (DCA MBE 002607), is a relocatable classroom building located at Fleming Island Elementary.
11. Building 92 Room 801, designated CI 0838 (DCA MBE 002623), is a relocatable classroom building located at Fleming Island Elementary.
12. Building 92 Room 846, designated CI 2058 (DCA II-B 010913), is a relocatable classroom building located at Fleming Island Elementary.
13. Building 92 Room 901, designated CI 2064 (DCA II-B 010927), is a relocatable classroom building located at Fleming Island Elementary.

3. This Resolution shall take effect upon its adoption and full execution.

DULY ADOPTED AND APPROVED this 3rd day of September 2026, by the School Board of Clay County, Florida.

SCHOOL BOARD OF CLAY COUNTY, FLORIDA

By _____
ERIN SKIPPER, Board Chair, District 1

By _____
ROBERT ALVERO, District 2

By _____
BETH CLARK, District 3

By _____
MICHELE HANSON, District 4

By _____
ASHLEY GILHOUSEN, District 5

ATTEST:

DAVID BROSKIE, Superintendent of Schools

Approved as to form by:

JEREMIAH BLOCKER, School Board Attorney

School Board of Clay County

September 3, 2026 - Regular School Board Meeting

Title

C29 - Resolution to Dispose of Five Relocatable Buildings at Lake Asbury Junior High

Description

The following relocatable buildings at Lake Asbury Junior High require disposal:

- Building 92 Room 391, designated CI 0475 (DCA MBE 002148)
- Building 92 Room 416, designated CI 0361 (DCA MBE 002169)
- Building 92 Room 424, designated CI 0616 (DCA MBE 002262)
- Building 92 Room 414, designated CI 0214 (DCA MBE 002364)
- Building 92 Room 423, designated CI 2017 (DCA II-B 010966)

These structures have reached the end of their useful lives, are beyond economical repair, and possess no resale value. Disposal should be executed via the most cost-effective means.

Gap Analysis

No action would result in an unnecessary financial burden on the district.

Previous Outcomes

The School Board has previously approved the disposal of relocatable buildings.

Expected Outcomes

It is expected that the School Board will approve the disposal of five relocatable buildings at Lake Asbury Junior High.

Strategic Plan Goal

Ensure fiscal responsibility through the effective management of district operations in an effort to maximize available resources necessary to provide an environment that is safe, efficient, and conducive to learning.

Recommendation

Approve the disposal of the five relocatable buildings identified above at Lake Asbury Junior High.

Contact

Bryce Ellis, Assistant Superintendent for Operations, (904)336-6853, bryce.ellis@myoneclay.net

Lance Addison, Director of Facility Planning & Construction, (904)336-6852, lance.addison@myoneclay.net,

Paul Bement, Supervisor of Planning and Intergovernmental Relations, (904)336-6829, paul.bement@myoneclay.net

Financial Impact

None.

Review Comments

Attachments

📎 [laj_resolution_to_dispose_of_portables-20260903.pdf](#)

SCHOOL BOARD RESOLUTION #26-04FPC

A RESOLUTION OF THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA, DETERMINING THE FIVE RELOCATABLE BUILDINGS IDENTIFIED HEREIN AT LAKE ASBURY JUNIOR HIGH ARE NO LONGER ELIGIBLE FOR EDUCATIONAL OR ANCILLARY PURPOSES DUE TO EXCESSIVE SAFETY CONCERNS, ARE DILAPIDATED, BEYOND THEIR SERVICE LIVES AND COST EFFECTIVENESS TO REPAIR, HAVE NO COMMERCIAL VALUE, AND SHOULD BE DISPOSED OF BY THE MOST ECONOMIC MEANS.

WHEREAS, THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA (“BOARD”), WISHES TO DISPOSE OF THE STRUCTURES DESCRIBED AS BUILDING 92 ROOM 391, DESIGNATED CI 0475 (DCA MBE 002148); BUILDING 92 ROOM 416, DESIGNATED CI 0361 (DCA MBE 002169); BUILDING 92 ROOM 424, DESIGNATED CI 0616 (DCA MBE 002262); BUILDING 92 ROOM 414, DESIGNATED CI 0214 (DCA MBE 002364); BUILDING 92 ROOM 423, DESIGNATED CI 2017 (DCA II-B 010966) AT LAKE ASBURY JUNIOR HIGH; AND

WHEREAS, the structures are not repairable by cost-effective means, beyond their service lives, dilapidated, and serve no useful function; and

WHEREAS, Florida Statute 1013.28 requires a determination that said structure is unusable for educational or ancillary purposes and has no commercial value; and

WHEREAS, it is in the best interest of the district to dispose of said property by the most economical means, by Clay County District Schools Personnel;

NOW, THEREFORE, BE IT RESOLVED by the Board that:

1. The Board hereby determines the following-described property is unusable for education and ancillary purposes and is without commercial value.
2. The Board concludes that the property should be disposed of by the best economic means available. Said property is more particularly described:

Structures:

1. Building 92 Room 391, designated CI 0475 (DCA MBE 002148), is a relocatable classroom building located at Lake Asbury Junior High.
2. Building 92 Room 416, designated CI 0361 (DCA MBE 002169), is a relocatable classroom building located at Lake Asbury Junior High.

3. Building 92 Room 424, designated CI 0616 (DCA MBE 002262), is a relocatable classroom building located at Lake Asbury Junior High.
4. Building 92 Room 414, designated CI 0214 (DCA MBE 002364), is a relocatable classroom building located at Lake Asbury Junior High.
5. Building 92 Room 423, designated CI 2017 (DCA II-B 010966), is a relocatable classroom building located at Lake Asbury Junior High.

3. This Resolution shall take effect upon its adoption and full execution.

DULY ADOPTED AND APPROVED this 3rd day of September 2026, by the School Board of Clay County, Florida.

SCHOOL BOARD OF CLAY COUNTY, FLORIDA

By _____
ERIN SKIPPER, Board Chair, District 1

By _____
ROBERT ALVERO, District 2

By _____
BETH CLARK, District 3

By _____
MICHELE HANSON, District 4

By _____
ASHLEY GILHOUSEN, District 5

ATTEST:

DAVID BROSKE, Superintendent of Schools

Approved as to form by:

JEREMIAH BLOCKER, School Board Attorney

DRAFT

School Board of Clay County

September 3, 2026 - Regular School Board Meeting

Title

C30 - Resolution to Dispose of One Relocatable Building at Lakeside Junior High

Description

The following relocatable building at Lakeside Junior High requires disposal:

- Building 92 Room 791, designated CI 0083 (DCA MBE 002162)

This structure has reached the end of its useful life, is beyond economical repair, and possesses no resale value. Disposal should be executed via the most cost-effective means.

Gap Analysis

No action would result in an unnecessary financial burden on the district.

Previous Outcomes

The School Board has previously approved the disposal of relocatable buildings.

Expected Outcomes

It is expected that the School Board will approve the disposal of one relocatable building at Lakeside Junior High.

Strategic Plan Goal

Ensure fiscal responsibility through the effective management of district operations in an effort to maximize available resources necessary to provide an environment that is safe, efficient, and conducive to learning.

Recommendation

Approve the disposal of the one relocatable building identified above at Lakeside Junior High.

Contact

Bryce Ellis, Assistant Superintendent for Operations, (904)336-6853, bryce.ellis@myoneclay.net

Lance Addison, Director of Facility Planning & Construction, (904)336-6852, lance.addison@myoneclay.net,

Paul Bement, Supervisor of Planning and Intergovernmental Relations, (904)336-6829, paul.bement@myoneclay.net

Financial Impact

None.

Review Comments

Attachments

📎 [LJH_Resolution_to_Dispose_of_Portables_20260903.pdf](#)

SCHOOL BOARD RESOLUTION #26-07FPC

A RESOLUTION OF THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA, DETERMINING THE ONE RELOCATABLE BUILDING IDENTIFIED HEREIN AT LAKESIDE JUNIOR HIGH IS NO LONGER ELIGIBLE FOR EDUCATIONAL OR ANCILLARY PURPOSES DUE TO EXCESSIVE SAFETY CONCERNS, IS DILAPIDATED, BEYOND ITS SERVICE LIFE AND COST EFFECTIVENESS TO REPAIR, HAS NO COMMERCIAL VALUE, AND SHOULD BE DISPOSED OF BY THE MOST ECONOMIC MEANS.

WHEREAS, THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA (“BOARD”), WISHES TO DISPOSE OF THE STRUCTURE DESCRIBED AS BUILDING 92 ROOM 791, DESIGNATED CI 0083 (DCA MBE 002162) AT LAKESIDE JUNIOR HIGH; AND

WHEREAS, the structure is not repairable by cost-effective means, beyond its service life, dilapidated, and serves no useful function; and

WHEREAS, Florida Statute 1013.28 requires a determination that said structure is unusable for educational or ancillary purposes and has no commercial value; and

WHEREAS, it is in the best interest of the district to dispose of said property by the most economical means, by Clay County District Schools Personnel;

NOW, THEREFORE, BE IT RESOLVED by the Board that:

1. The Board hereby determines the following described property is unusable for education and ancillary purposes and is without commercial value.
2. The Board concludes that the property should be disposed of by the best economic means available. Said property is more particularly described:

Structure:

Building 92 Room 791, designated CI 0083 (DCA MBE 002162), is a relocatable classroom building located at Lakeside Junior High.

3. This Resolution shall take effect upon its adoption and full execution.

DULY ADOPTED AND APPROVED this 3rd day of September 2026, by the School Board of Clay County, Florida.

SCHOOL BOARD OF CLAY COUNTY, FLORIDA

By _____
ERIN SKIPPER, Board Chair, District 1

By _____
ROBERT ALVERO, District 2

By _____
BETH CLARK, District 3

By _____
MICHELE HANSON, District 4

By _____
ASHLEY GILHOUSEN, District 5

ATTEST:

DAVID BROSKIE, Superintendent of Schools

Approved as to form by:

JEREMIAH BLOCKER, School Board Attorney

School Board of Clay County

September 3, 2026 - Regular School Board Meeting

Title

C31 - Resolution to Dispose of One Relocatable Building at Oakleaf Junior High School

Description

The following relocatable building at Oakleaf School requires disposal:

- Building 92 Room 612, designated CI 2195 (DCA II-B 005281)

This structure has reached the end of its useful life, is beyond economical repair, and possesses no resale value. Disposal should be executed via the most cost-effective means.

Gap Analysis

No action would result in an unnecessary financial burden on the district.

Previous Outcomes

The School Board has previously approved the disposal of relocatable buildings.

Expected Outcomes

It is expected that the School Board will approve the disposal of one relocatable building at Oakleaf Junior High School.

Strategic Plan Goal

Ensure fiscal responsibility through the effective management of district operations in an effort to maximize available resources necessary to provide an environment that is safe, efficient, and conducive to learning.

Recommendation

Approve the disposal of the one relocatable building identified above at Oakleaf Junior High School.

Contact

Bryce Ellis, Assistant Superintendent for Operations, (904)336-6853, bryce.ellis@myoneclay.net

Lance Addison, Director of Facility Planning & Construction, (904)336-6852, lance.addison@myoneclay.net,

Paul Bement, Supervisor of Planning and Intergovernmental Relations, (904)336-6829, paul.bement@myoneclay.net

Financial Impact

None.

Review Comments

Attachments

📎 [olj_resolution_to_dispose_of_portables 20260903.pdf](#)

SCHOOL BOARD RESOLUTION #26-03FPC

A RESOLUTION OF THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA, DETERMINING THE ONE RELOCATABLE BUILDING IDENTIFIED HEREIN AT OAKLEAF JUNIOR HIGH SCHOOL IS NO LONGER ELIGIBLE FOR EDUCATIONAL OR ANCILLARY PURPOSES DUE TO EXCESSIVE SAFETY CONCERNS, IS DILAPIDATED, BEYOND ITS SERVICE LIFE AND COST EFFECTIVENESS TO REPAIR, HAS NO COMMERCIAL VALUE, AND SHOULD BE DISPOSED OF BY THE MOST ECONOMIC MEANS.

WHEREAS, THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA (“BOARD”), WISHES TO DISPOSE OF THE STRUCTURE DESCRIBED AS BUILDING 92 ROOM 612, DESIGNATED CI 2195 (DCA II-B 005281) AT OAKLEAF JUNIOR HIGH SCHOOL; AND

WHEREAS, the structure is not repairable by cost-effective means, beyond its service life, dilapidated, and serves no useful function; and

WHEREAS, Florida Statute 1013.28 requires a determination that said structure is unusable for educational or ancillary purposes and has no commercial value; and

WHEREAS, it is in the best interest of the district to dispose of said property by the most economical means, by Clay County District Schools Personnel;

NOW, THEREFORE, BE IT RESOLVED by the Board that:

1. The Board hereby determines the following-described property is unusable for education and ancillary purposes and is without commercial value.
2. The Board concludes that the property should be disposed of by the best economic means available. Said property is more particularly described:

Structure:

Building 92 Room 612, designated CI 2195 (DCA II-B 005281), is a relocatable classroom building located at Oakleaf Junior High School.

3. This Resolution shall take effect upon its adoption and full execution.

DULY ADOPTED AND APPROVED this 3rd day of September 2026, by the School Board of Clay County, Florida.

SCHOOL BOARD OF CLAY COUNTY, FLORIDA

By _____
ERIN SKIPPER, Board Chair, District 1

By _____
ROBERT ALVERO, District 2

By _____
BETH CLARK, District 3

By _____
MICHELE HANSON, District 4

By _____
ASHLEY GILHOUSEN, District 5

ATTEST:

DAVID BROSKIE, Superintendent of Schools

Approved as to form by:

JEREMIAH BLOCKER, School Board Attorney

School Board of Clay County

September 3, 2026 - Regular School Board Meeting

Title

C32 - Resolution to Dispose of Eleven Relocatable Buildings at Robert M. Paterson Elementary

Description

The following relocatable buildings at Robert M. Paterson Elementary require disposal:

- Building 92 Room 1, designated CI 2011 (DCA II-B 010875)
- Building 92 Room 53, designated CI 2014 (DCA II-B 010889)
- Building 92 Room 6, designated CI 2015 (DCA II-B 010977)
- Building 92 Room 8, designated CI 0950 (DCA MBE 002320)
- Building 92 Room 47, designated CI 0512 (DCA MBE 002484)
- Building 92 Room 43, designated CI 0632 (DCA MBE 002488)
- Building 92 Room 14, designated CI 0734 (DCA MBE 002491)
- Building 92 Room 22, designated CI 0736 (DCA MBE 002493)
- Building 92 Room 23, designated CI 0738 (DCA MBE 002495)
- Building 92 Room 7, designated CI 2291 (DCA II-B 007452)
- Building 92 Room 54, designated CI 680 (DCA MBE 001926)

These structures have reached the end of their useful lives, are beyond economical repair, and possess no resale value. Disposal should be executed via the most cost-effective means.

Gap Analysis

No action would result in an unnecessary financial burden on the district.

Previous Outcomes

The School Board has previously approved the disposal of relocatable buildings.

Expected Outcomes

It is expected that the School Board will approve the disposal of eleven relocatable buildings at Robert M. Paterson Elementary.

Strategic Plan Goal

Ensure fiscal responsibility through the effective management of district operations in an effort to maximize available resources necessary to provide an environment that is safe, efficient, and conducive to learning.

Recommendation

Approve the disposal of the eleven relocatable buildings identified above at Robert M. Paterson Elementary.

Contact

Bryce Ellis, Assistant Superintendent for Operations, (904)336-6853, bryce.ellis@myoneclay.net

Lance Addison, Director of Facility Planning & Construction, (904)336-6852, lance.addison@myoneclay.net,

Paul Bement, Supervisor of Planning and Intergovernmental Relations, (904)336-6829, paul.bement@myoneclay.net

Financial Impact

None.

Review Comments

Attachments

📎 [PES_Resolution_to_Dispose_of_Portables \(2\).pdf](#)

SCHOOL BOARD RESOLUTION #26-01FPC

A RESOLUTION OF THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA, DETERMINING THE ELEVEN RELOCATABLE BUILDINGS IDENTIFIED HEREIN AT ROBERT M. PATERSON ELEMENTARY ARE NO LONGER ELIGIBLE FOR EDUCATIONAL OR ANCILLARY PURPOSES DUE TO EXCESSIVE SAFETY CONCERNS, ARE DILAPIDATED, BEYOND THEIR SERVICE LIVES AND COST EFFECTIVENESS TO REPAIR, HAVE NO COMMERCIAL VALUE, AND SHOULD BE DISPOSED OF BY THE MOST ECONOMIC MEANS.

WHEREAS, THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA ("BOARD"), WISHES TO DISPOSE OF THE STRUCTURES DESCRIBED AS BUILDING 92 ROOM 1, DESIGNATED CI 2011 (DCA II-B 010875); BUILDING 92 ROOM 53, DESIGNATED CI 2014 (DCA II-B 010889); BUILDING 92 ROOM 6, DESIGNATED CI 2015 (DCA II-B 010977); BUILDING 92 ROOM 8, DESIGNATED CI 0950 (DCA MBE 002320); BUILDING 92 ROOM 47, DESIGNATED CI 0512 (DCA MBE 002484); BUILDING 92 ROOM 43, DESIGNATED CI 0632 (DCA MBE 002488); BUILDING 92 ROOM 14, DESIGNATED CI 0734 (DCA MBE 002491); BUILDING 92 ROOM 22, DESIGNATED CI 0736 (DCA MBE 002493); BUILDING 92 ROOM 23, DESIGNATED CI 0738 (DCA MBE 002495); BUILDING 92 ROOM 7, DESIGNATED CI 2291 (DCA II-B 007452); BUILDING 92 ROOM 54, DESIGNATED CI 680 (DCA MBE 001926) AT ROBERT M. PATERSON ELEMENTARY; AND

WHEREAS, the structures are not repairable by cost-effective means, beyond their service lives, dilapidated, and serve no useful function; and

WHEREAS, Florida Statute 1013.28 requires a determination that said structure is unusable for educational or ancillary purposes and has no commercial value; and

WHEREAS, it is in the best interest of the district to dispose of said property by the most economical means, by Clay County District Schools Personnel;

NOW, THEREFORE, BE IT RESOLVED by the Board that:

1. The Board hereby determines the following described property is unusable for education and ancillary purposes and is without commercial value.
2. The Board concludes that the property should be disposed of by the best economic means available. Said property is more particularly described:

Structures:

1. Building 92 Room 1, designated CI 2011 (DCA II-B 010875), is a relocatable classroom building located at Robert M. Paterson Elementary.
2. Building 92 Room 53, designated CI 2014 (DCA II-B 010889), is a relocatable classroom building located at Robert M. Paterson Elementary.
3. Building 92 Room 6, designated CI 2015 (DCA II-B 010977), is a relocatable classroom building located at Robert M. Paterson Elementary.
4. Building 92 Room 8, designated CI 0950 (DCA MBE 002320), is a relocatable classroom building located at Robert M. Paterson Elementary.
5. Building 92 Room 47, designated CI 0512 (DCA MBE 002484), is a relocatable classroom building located at Robert M. Paterson Elementary.
6. Building 92 Room 43, designated CI 0632 (DCA MBE 002488), is a relocatable classroom building located at Robert M. Paterson Elementary.
7. Building 92 Room 14, designated CI 0734 (DCA MBE 002491), is a relocatable classroom building located at Robert M. Paterson Elementary.
8. Building 92 Room 22, designated CI 0736 (DCA MBE 002493), is a relocatable classroom building located at Robert M. Paterson Elementary.
9. Building 92 Room 23, designated CI 0738 (DCA MBE 002495), is a relocatable classroom building located at Robert M. Paterson Elementary.
10. Building 92 Room 7, designated CI 2291 (DCA II-B 007452), is a relocatable classroom building located at Robert M. Paterson Elementary.
11. Building 92 Room 54, designated CI 680 (DCA MBE 001926), is a relocatable classroom building located at Robert M. Paterson Elementary.

This Resolution shall take effect upon its adoption and full execution.

DULY ADOPTED AND APPROVED this 3rd day of September 2026, by
the School Board of Clay County, Florida.

SCHOOL BOARD OF CLAY COUNTY, FLORIDA

By _____
ERIN SKIPPER, Board Chair, District 1

By _____
ROBERT ALVERO, District 2

By _____

BETH CLARK, District 3

By _____
MICHELE HANSON, District 4

By _____
ASHLEY GILHOUSEN, District 5

ATTEST:

DAVID BROSKIE, Superintendent of Schools

Approved as to form by:

JEREMIAH BLOCKER, School Board Attorney

School Board of Clay County

September 3, 2026 - Regular School Board Meeting

Title

C33 - Resolution to Dispose of Seventeen Relocatable Buildings at Thunderbolt Elementary

Description

The following relocatable buildings at Thunderbolt Elementary require disposal:

- Building 92 Room 730, designated CI 0145 (DCA MBE 002553)
- Building 92 Room 732, designated CI 2090 (DCA IV-E 009471)
- Building 92 Room 744, designated CI 2208 (DCA II-B 005857)
- Building 92 Room 710, designated CI 0503 (DCA MBE 002182)
- Building 92 Room 722, designated CI 0930 (DCA MBE 001832)
- Building 92 Room 736, designated CI 0668 (DCA MBE 002604)
- Building 92 Room 734, designated CI 2260 (DCA II-B 005858)
- Building 92 Room 735, designated CI 2261 (DCA II-B 005860)
- Building 92 Room 729, designated CI 0278 (DCA MBE 002556)
- Building 92 Room 740, designated CI 2266 (DCA II-B 005856)
- Building 92 Room 706, designated CI 2088 (DCA II-B 001074)
- Building 92 Room 727, designated CI 0514 (DCA MBE 002640)
- Building 92 Room 731, designated CI 2089 (DCA IV-E 009470)
- Building 92 Room 711, designated CI 2258 (DCA II-B 005864)
- Building 92 Room 726, designated CI 0478 (DCA MBE 002638)
- Building 92 Room 728, designated CI 0499 (DCA MBE 002639)
- Building 92 Room 725, designated CI 0699 (DCA MBE 002642)

These structures have reached the end of their useful lives, are beyond economical repair, and possess no resale value. Disposal should be executed via the most cost-effective means.

Gap Analysis

No action would result in an unnecessary financial burden on the district.

Previous Outcomes

The School Board has previously approved the disposal of relocatable buildings.

Expected Outcomes

It is expected that the School Board will approve the disposal of seventeen relocatable buildings at Thunderbolt Elementary.

Strategic Plan Goal

Ensure fiscal responsibility through the effective management of district operations in an effort to maximize available resources necessary to provide an environment that is safe, efficient, and conducive to learning.

Recommendation

Approve the disposal of the seventeen relocatable buildings identified above at Thunderbolt Elementary.

Contact

Bryce Ellis, Assistant Superintendent for Operations, (904)336-6853, bryce.ellis@myoneclay.net

Lance Addison, Director of Facility Planning & Construction, (904)336-6852, lance.addison@myoneclay.net,

Paul Bement, Supervisor of Planning and Intergovernmental Relations, (904)336-6829, paul.bement@myoneclay.net

Financial Impact

None.

Review Comments

Attachments

📎 [tbe_resolution_to_dispose_of_portables 20260903 docx.pdf](#)

DRAFT

SCHOOL BOARD RESOLUTION #26-06FPC

A RESOLUTION OF THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA, DETERMINING THE SEVENTEEN RELOCATABLE BUILDINGS IDENTIFIED HEREIN AT THUNDERBOLT ELEMENTARY ARE NO LONGER ELIGIBLE FOR EDUCATIONAL OR ANCILLARY PURPOSES DUE TO EXCESSIVE SAFETY CONCERNS, ARE DILAPIDATED, BEYOND THEIR SERVICE LIVES AND COST EFFECTIVENESS TO REPAIR, HAVE NO COMMERCIAL VALUE, AND SHOULD BE DISPOSED OF BY THE MOST ECONOMIC MEANS.

WHEREAS, THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA ("BOARD"), WISHES TO DISPOSE OF THE STRUCTURES DESCRIBED AS BUILDING 92 ROOM 730, DESIGNATED CI 0145 (DCA MBE 002553); BUILDING 92 ROOM 732, DESIGNATED CI 2090 (DCA IV-E 009471); BUILDING 92 ROOM 744, DESIGNATED CI 2208 (DCA II-B 005857); BUILDING 92 ROOM 710, DESIGNATED CI 0503 (DCA MBE 002182); BUILDING 92 ROOM 722, DESIGNATED CI 0930 (DCA MBE 001832); BUILDING 92 ROOM 736, DESIGNATED CI 0668 (DCA MBE 002604); BUILDING 92 ROOM 734, DESIGNATED CI 2260 (DCA II-B 005858); BUILDING 92 ROOM 735, DESIGNATED CI 2261 (DCA II-B 005860); BUILDING 92 ROOM 729, DESIGNATED CI 0278 (DCA MBE 002556); BUILDING 92 ROOM 740, DESIGNATED CI 2266 (DCA II-B 005856); BUILDING 92 ROOM 706, DESIGNATED CI 2088 (DCA II-B 001074); BUILDING 92 ROOM 727, DESIGNATED CI 0514 (DCA MBE 002640); BUILDING 92 ROOM 731, DESIGNATED CI 2089 (DCA IV-E 009470); BUILDING 92 ROOM 711, DESIGNATED CI 2258 (DCA II-B 005864); BUILDING 92 ROOM 726, DESIGNATED CI 0478 (DCA MBE 002638); BUILDING 92 ROOM 728, DESIGNATED CI 0499 (DCA MBE 002639); BUILDING 92 ROOM 725, DESIGNATED CI 0699 (DCA MBE 002642) AT THUNDERBOLT ELEMENTARY; AND

WHEREAS, the structures are not repairable by cost-effective means, beyond their service lives, dilapidated, and serve no useful function; and

WHEREAS, Florida Statute 1013.28 requires a determination that said structure is unusable for educational or ancillary purposes and has no commercial value; and

WHEREAS, it is in the best interest of the district to dispose of said property by the most economical means, by Clay County District Schools Personnel;

NOW, THEREFORE, BE IT RESOLVED by the Board that:

1. The Board hereby determines the following described property is unusable for education and ancillary purposes and is without commercial value.
2. The Board concludes that the property should be disposed of by the best economic means available. Said property is more particularly described:

Structures:

1. Building 92 Room 730, designated CI 0145 (DCA MBE 002553), is a relocatable classroom building located at Thunderbolt Elementary.
2. Building 92 Room 732, designated CI 2090 (DCA IV-E 009471), is a relocatable classroom building located at Thunderbolt Elementary.
3. Building 92 Room 744, designated CI 2208 (DCA II-B 005857), is a relocatable classroom building located at Thunderbolt Elementary.
4. Building 92 Room 710, designated CI 0503 (DCA MBE 002182), is a relocatable classroom building located at Thunderbolt Elementary.
5. Building 92 Room 722, designated CI 0930 (DCA MBE 001832), is a relocatable classroom building located at Thunderbolt Elementary.
6. Building 92 Room 736, designated CI 0668 (DCA MBE 002604), is a relocatable classroom building located at Thunderbolt Elementary.
7. Building 92 Room 734, designated CI 2260 (DCA II-B 005858), is a relocatable classroom building located at Thunderbolt Elementary.
8. Building 92 Room 735, designated CI 2261 (DCA II-B 005860), is a relocatable classroom building located at Thunderbolt Elementary.
9. Building 92 Room 729, designated CI 0278 (DCA MBE 002556), is a relocatable classroom building located at Thunderbolt Elementary.
10. Building 92 Room 740, designated CI 2266 (DCA II-B 005856), is a relocatable classroom building located at Thunderbolt Elementary.
11. Building 92 Room 706, designated CI 2088 (DCA II-B 001074), is a relocatable classroom building located at Thunderbolt Elementary.
12. Building 92 Room 727, designated CI 0514 (DCA MBE 002640), is a relocatable classroom building located at Thunderbolt Elementary.
13. Building 92 Room 731, designated CI 2089 (DCA IV-E 009470), is a relocatable classroom building located at Thunderbolt Elementary.
14. Building 92 Room 711, designated CI 2258 (DCA II-B 005864), is a relocatable classroom building located at Thunderbolt Elementary.
15. Building 92 Room 726, designated CI 0478 (DCA MBE 002638), is a relocatable classroom building located at Thunderbolt Elementary.
16. Building 92 Room 728, designated CI 0499 (DCA MBE 002639), is a relocatable classroom building located at Thunderbolt Elementary.

17. Building 92 Room 725, designated CI 0699 (DCA MBE 002642), is a relocatable classroom building located at Thunderbolt Elementary.

3. This Resolution shall take effect upon its adoption and full execution.

DULY ADOPTED AND APPROVED this 3rd day of September 2026 by the School Board of Clay County, Florida.

SCHOOL BOARD OF CLAY COUNTY, FLORIDA

By _____
ERIN SKIPPER, Board Chair, District 1

By _____
ROBERT ALVERO, District 2

By _____
BETH CLARK, District 3

By _____
MICHELE HANSON, District 4

By _____
ASHLEY GILHOUSEN, District 5

ATTEST:

DAVID BROSKIE, Superintendent of Schools

Approved as to form by:

JEREMIAH BLOCKER, School Board Attorney

School Board of Clay County

September 3, 2026 - Regular School Board Meeting

Title

C34 - Resolution Declaring Six (6) Sets of Aluminum Ramps and Stairs as Surplus Property and Authorizing Disposal

Description

Approval is requested to adopt a resolution classifying six (6) sets of aluminum ramps and stairs—two (2) sets located at Rideout Elementary School and four (4) sets located at Oakleaf Junior High School—as surplus tangible personal property. Because the portable modular buildings previously served by these ramps and stairs have been removed from service, the equipment is no longer needed for educational or ancillary purposes. Continued storage and maintenance are uneconomical. Adoption of the resolution authorizes staff to dispose of the property by the most economical means pursuant to Sections 274.05 and 1013.28, Florida Statutes.

Gap Analysis

Taking no action would result in an unnecessary financial burden on the district through ongoing storage, transport, and maintenance costs for equipment with no operational utility.

Previous Outcomes

The School Board has approved the disposal of portable ramps and stairs in the past.

Expected Outcomes

The School Board will adopt the resolution declaring the six (6) sets of aluminum ramps and stairs as surplus property and authorizing their disposal by the most economical means available.

Strategic Plan Goal

Ensure fiscal responsibility through the effective management of district operations in an effort to maximize available resources necessary to provide an environment that is safe, efficient, and conducive to learning.

Recommendation

Approve resolution declaring two (2) sets of aluminum ramps and stairs at Rideout Elementary School and four (4) sets at Oakleaf Junior High School as surplus property and authorizing their disposal.

Contact

Bryce Ellis, Assistant Superintendent for Operations, (904)336-6853, bryce.ellis@myoneclay.net

Lance Addison, Director of Facility Planning & Construction, (904)336-6852, lance.addison@myoneclay.net,

Paul Bement, Supervisor of Planning and Intergovernmental Relations, (904)336-6829, paul.bement@myoneclay.net

Financial Impact

None.

Review Comments

Attachments

📎 [resolution-to-dispose-of-portable-ramps-and-stairsdocx.pdf](#)

SCHOOL BOARD RESOLUTION #26-02FPC

A RESOLUTION OF THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA, CLASSIFYING CERTAIN TANGIBLE PERSONAL PROPERTY DESCRIBED AS TWO (2) SETS OF ALUMINUM RAMPS AND STAIRS AT RIDEOUT ELEMENTARY SCHOOL AND FOUR (4) SETS OF ALUMINUM RAMPS AND STAIRS AT OAKLEAF JUNIOR HIGH SCHOOL AS SURPLUS; DETERMINING THAT SAID PROPERTY IS NO LONGER NEEDED, ECONOMICAL, OR SUITABLE FOR EDUCATIONAL OR ANCILLARY PURPOSES; AND AUTHORIZING DISPOSAL PURSUANT TO SECTIONS 274.05 AND 1013.28, FLORIDA STATUTES.

WHEREAS, the School Board of Clay County, Florida, owns certain tangible personal property consisting of two (2) sets of aluminum ramps and stairs located at Rideout Elementary School and four (4) sets of aluminum ramps and stairs located at Oakleaf Junior High School; and

WHEREAS, the portable modular buildings previously served by these ramps and stairs have been demolished or removed from service, rendering the equipment unnecessary for ongoing site operations; and

WHEREAS, the continued storage, transport, and maintenance of this equipment is uneconomical, inefficient, and serves no further educational or ancillary function for the district; and

WHEREAS, pursuant to Sections 274.05 and 1013.28(2), Florida Statutes, the School Board has the authority to declare such property as surplus and direct its disposition by the most economical and efficient means in the best interest of the public.

WHEREAS, it is in the best interest of the district to dispose of said property by the most economical means, by Clay County District Schools Personnel;

NOW, THEREFORE, BE IT RESOLVED by the Board that:

1. **Declaration of Surplus:** The above-described six (6) sets of aluminum ramps and stairs are hereby officially classified as surplus tangible personal property.
2. **Authorization for Disposal:** The Superintendent or designated facilities staff is authorized to dispose of said property in accordance with statutory procedures by

the most economical means available, including public auction, salvage sale, donation, or recycling.

3. This Resolution shall take effect upon its adoption.

DULY ADOPTED AND APPROVED this 3rd day of September 2026, by the School Board of Clay County, Florida.

SCHOOL BOARD OF CLAY COUNTY, FLORIDA

By _____
ERIN SKIPPER, Board Chair, District 1

By _____
ROBERT ALVERO, District 2

By _____
BETH CLARK, District 3

By _____
MICHELE HANSON, District 4

By _____
ASHLEY GILHOUSEN, District 5

ATTEST:

DAVID BROSKIE, Superintendent of Schools

Approved as to form by:

JEREMIAH BLOCKER, School Board Attorney

DRAFT

School Board of Clay County

September 3, 2026 - Regular School Board Meeting

Title

C35 - Interlocal Agreement to Sell Low-Priced Diesel Fuel to the Clay County Board of County Commissioners for Use of Fire and Rescue Vehicles in the Keystone Heights Area

Description

This agreement between the Clay County Board of County Commissioners ("BCC") and the Clay County School Board ("CCSB") is to allow the BCC to obtain a source of low-priced diesel fuel from the CCSB for fire and rescue vehicles located at Fire Station Number 23 in the area of Keystone Heights, Florida.

Gap Analysis

The Clay County Board of County Commissioners needs a source of low-priced diesel fuel for fire and rescue vehicles at Fire Station Number 23 in the Keystone Heights, Florida area, other than privately owned fuel stations or county fueling stations.

Previous Outcomes

This agreement is a renewal. The Clay County School Board agreed to sell diesel fuel to the Board of County Commissioners from the Keystone Facility at the per-gallon cost, plus a revised 5.00% administrative fee (an adjustment of +1.55%) charged by and payable to the Clay County School Board.

Expected Outcomes

The Board of County Commissioners could realize significant savings to the taxpayers by purchasing diesel fuel from the Clay County School Board at the facility.

Strategic Plan Goal

Ensure fiscal responsibility through the effective management of district operations in an effort to maximize available resources necessary to provide an environment that is safe, efficient, and conducive to learning.

Recommendation

Approve the Interlocal Agreement.

Contact

Bryce Ellis, Assistant Superintendent for Operations, (904)336-6853, bryce.ellis@myoneclay.net

Lance Addison, Director of Facility Planning & Construction, (904)336-6852, lance.addison@myoneclay.net,

Paul Bement, Supervisor of Planning and Intergovernmental Relations, (904)336-6829, paul.bement@myoneclay.net

Financial Impact

No cost to the District.

Review Comments

Attachments

🔗 [270016 Contract Review_KHILA_ Low Priced Diesel_30 Sept 2026_Binder.pdf](#)

FOLLOW ALL PROCEDURES ON BACK OF THIS FORM

Contract # _____
Number Assigned by Purchasing Dept.



CONTRACT REVIEW

BOARD MEETING DATE:

WHEN BOARD APPROVAL IS REQUIRED DO
NOT PLACE ITEM ON AGENDA UNTIL
REVIEW IS COMPLETED

☐ Must Have Board Approval over \$100,000.00

Date Submitted:

Name of Contract Initiator:

Telephone #:

School/Dept Submitting Contract:

Cost Center #

Vendor Name:

Contract Title:

Contract Type: New ☐ Renewal ☐ Amendment ☐ Extension ☐ Previous Year Contract # 240067

Contract Term:

Renewal Option(s):

Contract Cost:

☐ **BUDGETED FUNDS – SEND CONTRACT PACKAGE DIRECTLY TO PURCHASING DEPT**

Funding Source: Budget Line # _____

Funding Source: Budget Line # _____

☐ **NO COST MASTER (COUNTY WIDE) CONTRACT - SEND CONTRACT PACKAGE DIRECTLY TO PURCHASING DEPT**

☐ **INTERNAL ACCOUNT - IF FUNDED FROM SCHOOL IA FUNDS – SEND CONTRACT PACKAGE DIRECTLY TO SBAO**

REQUIRED DOCUMENTS FOR CONTRACT REVIEW PACKAGE (when applicable):

____ Completed Contract Review Form

____ SBAO Template Contract or other Contract (NOT SIGNED by District / School)

____ SIGNED Addendum A (if not an SBAO Template Contract)*

***This Statement MUST BE included in the body of the Contract:**

"The terms and conditions of Addendum A are hereby incorporated into this Agreement and the same shall govern and prevail over any conflicting terms and/or conditions herein stated."

____ Certificate of Insurance (COI) for General Liability & Workers' Compensation that meet these requirements:

COI must list the School Board of Clay County, Florida as an Additional Insured and Certificate Holder. Insurer must be rated as A- or better.

General Liability = \$1,000,000 Each Occurrence & \$2,000,000 General Aggregate.

Auto Liability = \$1,000,000 Combined Single Limit (\$5,000,000 for Charter Buses).

Workers' Compensation = \$100,000 Minimum

[If exempt from Workers' Compensation Insurance, vendor/contractor must sign a Release and Hold Harmless Form. If not exempt, vendor/contractor must provide Workers' Compensation coverage].

____ State of Florida Workers Comp Exemption (<https://apps.fldfs.com/bocexempt/>) (If Applicable)

____ COVID-19 Waiver (If Applicable)

____ Release and Hold Harmless (If Applicable)

**AREA BELOW FOR DISTRICT PERSONNEL ONLY **

CONTRACT REVIEWED BY:	COMMENTS BELOW BY REVIEWING DEPARTMENT
Purchasing Department	_____
Review Date	_____
School Board Attorney	_____
Review Date	_____
Other Dept. as Necessary	_____
Review Date	_____
PENDING STATUS: ☐ YES ☐ NO	IF YES, HIGHLIGHTED COMMENTS ABOVE MUST BE CORRECTED BY INITIATOR
FINAL STATUS	DATE: _____

CONTRACT REVIEW PROCESS FOR "ALL" CONTRACTS

A contract is defined as an agreement between two or more parties that is intended to have legal effect. This may include MOUs, Interlocal Agreements, Service Agreements and Contracts. Contracts document the mutual understanding between the parties as to the terms and conditions of their agreement, contain mutual obligations, and clearly state the agreement's consideration. The term consideration includes the cost of the services and/or products to be provided by second party (vendor or service provider) and any non-monetary performance. No school, department, or other organizational unit has authority to contract in its own name. All Board contracts must be made in the legal name of the Board, "The School Board of Clay County, Florida". The School or Department may extend this name to include the school or department as follows, "The School Board of Clay County, Florida o/b/o _____ (insert the school or department name)" where o/b/o means "on behalf of".

All contracts shall be reviewed and approved by the School Board Attorney and/or the Supervisor of Purchasing to ensure legality, compliance with Board policy, and to ensure the Board interests are protected before the authorized signatory may execute the contract.

All contracts having a value of \$100,000 or more shall be authorized by the Board at a regular or special meeting and signed by the Board Chairman. All approved contracts having a value of less than \$100,000 may be executed by the Superintendent or appropriate District administrator based on the value of the contract.

1. All approved contracts having a value of \$50,000 or more, but less than \$100,000 shall be signed by the Superintendent, or the person who has been designated, in writing by the Superintendent, as the Superintendent's Designee at the time of the contract signing. All contracts executed pursuant to this subparagraph shall be reported to the School Board in a separate entry as part of the monthly financial report.
2. All approved contracts having a value of \$25,000 or more, but less than \$50,000, shall be signed by the Superintendent, or the Assistant Superintendent for Business Affairs.
3. All approved contracts having a value of less than \$25,000 and contracts of any value described in Board Authorized Contracts above that are exempt from the requirement for Board approval, may be signed by the Superintendent, or the Assistant Superintendent for their Division, or Chief Officers, or Directors, or Principals.
4. The Superintendent is authorized to approve contract amendments or change orders for the purchase of commodities and services up to the amount of ten (10) percent or \$50,000, whichever is less, of the original contract amount that was previously approved by the Board.

Employees who enter into agreements without authority may be personally liable for such agreements, whether oral or written.

Step 1: Contract Initiator and Vendor prepare draft contract
(School Board Attorney Office (SBAO) Template Contracts available on SBAO webpage are strongly encouraged)

Step 2: Complete Contract Review Form, attach Required Documents to include the UNSIGNED Contract by the District / School.

For Contracts using Budgeted Funds or For No Cost / Master (County Wide) Contracts:
Initiator submits Contract Review Package to Purchasing Department - See Step 3

For Contracts using Internal Funds Individual to each School:
Initiator submits Contract Review Package direct to SBAO - See Step 4

IMPORTANT

Step 3: If Funded by Budgeted Funds, submit the Contract Review Package to the Purchasing Department. Purchasing will begin the contract review process and submit the contract to the SBAO for review. SBAO may reach out to Initiator and/or other Departments (Risk, IT,) with questions or concerns and will assist with contract revisions. SBAO will send the Contract Review Package back to the Purchasing Department for final processing and the return to Initiator.

Purchasing will log "District" Contracts (Cost/No Cost) on Contract Review Log and save copy of the Contract Review Package PLUS the Final Signed Contract you've return to Purchasing in the Contract Review Team Drive.

Step 4: If Funded by Internal Account (IA), submit the Contract Review Package directly to SBAO.
Email: contractreview@myoneclay.net
The SBAO will begin the contract review process and return it directly to Initiator

Step 5: The Initiator is responsible for finalizing the Contract which includes:
Addressing Comments/Revisions, Obtaining Required Signatures, Send District Final Signed Contract to Purchasing OR Retain Internal Accounts Final Signed Contract at School per School Board Record Policy.
If there is a Cost associated with Contract, the Initiator must work with their Bookkeeper to finalize the Purchasing Process.
Budgeted Funds require a District Purchase Order. Internal Accounts require an IA Purchase Order.

For assistance with legal-related matters, please visit the [School Board Attorney's Office \("SBAO"\) webpage](#) or call 904-336-6507
For assistance with insurance-related matters, please visit the [Business Affairs - Risk Management webpage](#) or call 904-336-6745
For assistance with District Purchasing, please visit the [Business Affairs - Purchasing webpage](#) or call 904-336-6736

**INTERLOCAL AGREEMENT BETWEEN CLAY COUNTY, FLORIDA
AND THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA FOR FY 26/27-FY28/29**

THIS INTERLOCAL AGREEMENT ("Agreement") is made and entered into on this 3 day of September, 2026 by and between Clay County, a political subdivision of the State of Florida ("County"), and the School Board of Clay County, a body corporate and political subdivision of the State of Florida ("School Board").

RECITALS

WHEREAS, Chapter 163, Florida Statutes, permits local governmental units to make the most efficient use of their powers by enabling them to cooperate with other localities on a basis of mutual advantage; and

WHEREAS, the County is in need of a source of low-priced diesel fuel for fire and rescue vehicles in the area of Keystone Heights, Florida; and

WHEREAS, the School Board maintains diesel fuel pumping facilities near McRae Elementary School, 6770 County Road 31SC, in Keystone Heights, Florida ("Facility"); and

WHEREAS, the County could realize significant savings to the taxpayers by purchasing diesel from the School Board at the Facility; and

WHEREAS, the School Board is willing to sell diesel fuel to the County from the Facility.

NOW THEREFORE, for and in consideration of the foregoing Recitals and the mutual covenants set forth herein, and for other good and valuable consideration, the receipt of which is hereby acknowledged and objections to the sufficiency and adequacy of which are hereby waived, the parties do hereby agree as follows:

1. Florida Interlocal Cooperation Act. This Agreement is entered into pursuant to the provisions of Section 163.01, Florida Statutes, commonly known as the "Florida Interlocal Cooperation Act of 1969", and all applicable portions of the Act are made a part hereof and incorporated herein as if set forth in full, including, but not limited to the following specific provisions:

a. All of the privileges and immunities and limitations from liability, exemptions from laws, ordinances and rules, and all pensions and relief, disability, workers' compensation and other benefits which apply to the activity of officers, agents, or employees of the parties hereto when performing their respective functions within their respective territorial limits for their respective agencies, shall apply to the same degree and extent to the performance of such functions and duties of such officers, agents or employees extra-territorially under the provisions of this Agreement.

b. This Agreement does not and shall not be deemed to relieve any of the parties hereto of any of their respective obligations or responsibilities imposed upon them by law except to the extent of the actual and timely performance of those obligations or responsibilities by one or more of the parties to this Agreement, in which case performance provided hereunder may be offered in satisfaction of the obligation or responsibility.

c. As a condition precedent to its effectiveness, and pursuant to Section 163.01(11), Florida Statutes, this Agreement and any subsequent amendments hereto shall be filed with the Clerk of the Circuit Court of the County.

2. The School Board agrees to sell diesel fuel to the County from the Facility for Clay County Fire and Rescue vehicles.

3. The price per gallon charged to the County will be the School Board's per gallon cost plus a 5 percent administrative fee charged by and payable to the School Board.

4. Clay County Fire and Rescue personnel assigned to Fire Station No. 23 ("CCFR Personnel") will have 24-hour access to the Facility and will be provided keys or other materials or information as may be needed to access the Facility and operate the pumps therein situated.

5. CCFR Personnel will be responsible for securing/locking access points to the Facility and pumps upon their departure from the Facility. Any loss suffered by the School Board resulting from the failure of CCFR Personnel to secure the Facility and pumps will be the responsibility of the County.

6. CCFR Personnel who fuel County Fire and Rescue vehicles at the Facility shall record each fuel transaction and the exact amount of fuel dispensed during each transaction. On the first business day of each month during the term of this Agreement, CCFR Personnel or other Clay County personnel as may be designated by the County will submit such transaction record(s) or other documentation ("Usage Report") to the School Board Director of Transportation, which shall reflect each fuel transaction and the total amount of fuel dispensed by CCFR Personnel during the preceding month.

7. The School Board shall reconcile the Usage Report against its own records and transmit to the County a monthly invoice. The County shall remit payment within forty-five (45) days of its receipt of the monthly invoice in accordance with the Local Government Prompt Payment Act.

8. Subject to and within the limitations of Section 768.28, Florida Statutes, the County agrees to indemnify and hold harmless the School Board from and against any loss, damage, or liability which arises from the negligent or intentional acts of CCFR Personnel in connection with performance of this Agreement. Nothing in this Agreement shall be deemed to waive the sovereign immunity protections provided the County pursuant to Florida law. Notwithstanding anything stated to the contrary in the Agreement, the County's obligation to compensate or indemnify is limited and shall not exceed the limits set forth in Section 768.28, Florida Statutes, as it may be amended from time to time.

9. The term of this Agreement shall be effective as of October 1, 2026, and shall remain in effect for a period of three years through September 30, 2029. The Agreement may be extended or modified only by written agreement of the parties. Either party may terminate the Agreement with or without cause by providing sixty (60) days' written notice to the other party. Such written notice shall be given by certified mail directed to the following addresses:

David Broskie, Superintendent of Schools
THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA
900 Walnut Street
Green Cove Springs, Florida 32043

Howard Wanamaker, County Manager
CLAY COUNTY BOARD OF COUNTY COMMISSIONERS
477 Houston Street
P.O. Box 1366
Green Cove Springs, Florida 32043

10. The School Board acknowledges that in the County's budget for each fiscal year during which the term of this Agreement is in effect, a limited amount of funds are appropriated and made available for payment under this Agreement. Pursuant to the provisions of Section 129.07, Florida Statutes, the maximum payment that the County is obligated to make under the Agreement from the budget of any fiscal year shall not exceed the appropriation for said fiscal year.

11. The access to, disclosure, non-disclosure, or exemption of records, data, documents, and/or materials, associated with this Agreement shall be subject to the applicable provisions of the Florida Public Records Law (Chapter 119, Florida Statutes), and other applicable State or Federal law. The parties shall comply with all requirements of Chapter 119, Florida Statutes, to the extent applicable to the records and documents associated with this Agreement that are in its possession or under its control. A request to inspect or copy public records relating to the Agreement must be made directly to the County. The parties shall retain all records relating to this Agreement for a period of at least five (5) years after the Agreement terminates.

IF THE SCHOOL BOARD HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO THE SCHOOL BOARD'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THE AGREEMENT, CONTACT THE CUSTODIAN OF PUBLIC RECORDS AT (904) 529-3604, publicrecords@claycountygov.com, POST OFFICE BOX 1366, GREEN COVE SPRINGS, FLORIDA 32043.

12. No third party beneficiaries are intended or contemplated under this Agreement, and no third party shall be deemed to have rights or remedies arising under this Agreement against either of the parties to this Agreement.

13. The Agreement may only be modified or amended upon mutual written agreement

of the parties. No oral agreements or representation shall be valid or binding upon either party.

14. Each of the parties shall cooperate with one another, shall do and perform such actions and things, and shall execute and deliver such agreements, documents and instruments, as may be reasonable and necessary to effectuate the purposes and intents of this Agreement.

15. This Agreement shall be governed by and construed in accordance with the laws of the State of Florida. Venue for any litigation, mediation, or other action proceeding between the parties arising out of this Agreement lies in Clay County, Florida.

16. In the event either party shall retain an attorney to litigate on its behalf against the other party regarding the enforcement or interpretation of this Agreement or regarding the rights, remedies, or obligations of the parties arising under this Agreement, the party prevailing on the majority of its claims, or which successfully defends against a majority of the other party's claims, shall be entitled to an award of reasonable attorney's fees, costs, and expenses against the other party, including fees, costs, and expenses incurred from the date of referral of the dispute to the prevailing party's attorney through the conclusion of litigation, or incurred in bankruptcy or on appeal. Nothing contained herein is intended to serve as a waiver of sovereign immunity and extend either party's liability beyond the limits established in Section 768.28, Florida Statutes.

17. This Agreement may be executed in multiple counterparts, each of which shall be an original and all of which shall constitute but one and the same instrument.

18. It is mutually acknowledged and agreed by the parties hereto that this Agreement contains the entire agreement between the County and the School Board with respect to the subject matter of this Agreement, and that there are no verbal agreements, representations, warranties or other understandings affecting the same.

19. The parties to this Agreement agree that each party has the option to utilize electronic signatures and that the digital signatures of the parties set forth below are intended to authenticate this Agreement and have the same force and effect as manual written signatures. Each person signing on behalf of the parties to the Agreement represents and warrants that he/she has full authority to execute this Agreement on behalf of such party and that the Agreement will constitute a legal and binding obligation of such party.

[Signatures appear on the following page.]

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the date and year first above written.

**THE SCHOOL BOARD OF CLAY COUNTY,
FLORIDA**

By: _____
Erin Skipper
Chairperson

ATTEST:

David Broskie
Superintendent of Schools

**CLAY COUNTY, a political subdivision of the
State of Florida**

By: _____
Howard Wanamaker
County Manager on behalf of the
Board of County Commissioners

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School Board of Clay County

September 3, 2026 - Regular School Board Meeting

Title

C36 - Prequalification of Contractors

Description

Section 1013.46 of Florida Statutes requires school boards to prequalify contractors prior to their being able to bid on construction projects for the district. The rules for prequalification are stipulated in the State Requirements for Educational Facilities (SREF). The attached list identifies the contractors to be approved this month. As this is an annual requirement, the attached list may contain both new contractors and contractors seeking to renew their prequalification status. Per Florida Statutes, only those contractors currently prequalified at the time of bidding may bid on a school board construction project.

Gap Analysis

Prequalification of Contractors is an annual requirement.

Previous Outcomes

CCDS complies with contractor prequalification as required by Florida Statutes and SREF (State Requirements for Educational Facilities).

Expected Outcomes

CCDS will remain in compliance by certifying the contractors recommended for prequalification meet the requirements of Section 1013.46 FS, the State Requirements for Educational Facilities (SREF) and School Board Policy.

Strategic Plan Goal

Ensure fiscal responsibility through the effective management of district operations in an effort to maximize available resources necessary to provide an environment that is safe, efficient, and conducive to learning.

Recommendation

Approve the attached contractor prequalification list.

Contact

Bryce Ellis, Assistant Superintendent for Operations, (904) 336-6853, bryce.ellis@myoneclay.net

Lance Addison, Director for Facility Planning and Construction, (904) 336-6852, lance.addison@myoneclay.net

Financial Impact

None.

Review Comments

Attachments

📎 [September 3, 2026 Contractor Prequalification List.pdf](#)

SBCC PRE-QUALIFIED CONTRACTORS

The following contractors are being submitted to the School Board for Contractor Pre-Qualification approval having met all requirements of Chapter 1013.46 F. S., as determined by the Pre-Qualification Committee consisting of Lance Addison, Clayton Anderson, Bertie Staefe, Chris Deely-Isais and Erin Skipper. The pre-qualification certification is valid for one year from the end of the month in which Board approval is obtained.

COMPANY	TRADE CATEGORY	BOND LIMIT	EXPIRATION DATE
A3 Communications, Inc.	Specialty Electrical	15,000,000.00	September 30, 2027
Allstate Construction, Inc.	General	150,000,000.00	September 30, 2027

School Board of Clay County

September 3, 2026 - Regular School Board Meeting

Title

Adoption of Consent Agenda

Description

Gap Analysis

Previous Outcomes

Expected Outcomes

Strategic Plan Goal

Recommendation

Contact

Misty M. Massey, Board Assistant, Misty.Massey@myoneclay.net

Financial Impact

Review Comments

Attachments

DRAFT

School Board of Clay County

September 3, 2026 - Regular School Board Meeting

Title

Public Comment on Non-Specific Agenda Items

Description

Gap Analysis

Previous Outcomes

Expected Outcomes

Strategic Plan Goal

Recommendation

Contact

Misty M. Massey, Board Assistant, misty.massey@myoneclay.net

Financial Impact

Review Comments

Attachments

DRAFT

School Board of Clay County

September 3, 2026 - Regular School Board Meeting

Title

Superintendent's Update and Presentations

Description

Gap Analysis

Previous Outcomes

Expected Outcomes

Strategic Plan Goal

Recommendation

Contact

David S. Broskie, Superintendent, David.Broskie@myoneclay.net

Financial Impact

Review Comments

Attachments

DRAFT

School Board of Clay County

September 3, 2026 - Regular School Board Meeting

Title

School Board Member Remarks

Description

Gap Analysis

Previous Outcomes

Expected Outcomes

Strategic Plan Goal

Recommendation

Contact

Misty M. Massey, Board Assistant, Misty.Massey@myoneclay.net

Financial Impact

Review Comments

Attachments

DRAFT