2025-26 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

George W. Munroe will provide intentional high quality instruction that increases student learning and teacher growth through professional collaboration for all learners in a safe and respectful school environment for all stakeholders.

Provide the school's vision statement

George W. Munroe's vision is to provide high quality standards-based instruction that prepares and develops students academically and socially beyond their foundational years using a T.E.A.M. approach.

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
Germaine Kirkland

browng@gcpsmail.com

Position Title
Principal

Job Duties and Responsibilities

To provide leadership in the design, development, implementation, and evaluation of a comprehensive program of instructional and support services which optimize available resources to establish and maintain a safe, caring, and enriching environment that promotes student success.

Leadership Team Member #2

Employee's Name
Sonja Wilson-Lewis

lewissonja@gcpsmail.com

Position Title
Assistant Principal

Job Duties and Responsibilities

To assist the school leader with administrative and instructional functions to meet the needs of students and the growth of teachers while carrying out the vision, mission of the school and district.

Leadership Team Member #3

Employee's Name
Shanterria Robinson

robinsonsha@gcpsmail.com

Position Title
Assistant Principal

Job Duties and Responsibilities

To assist the school leader with administrative and instructional functions to meet the needs of students and the growth of teachers while carrying out the vision, mission of the school and district.

Leadership Team Member #4

Employee's Name
Chinita Bascom

bascomc@gcpsmail.com

Position Title
Guidance Counselor

Job Duties and Responsibilities

To provide students with educational and social counseling, identify and coordinate all available resources to empower students to reach their full potential in addition to partnering with teachers to assist them through the process of intervention and academic and behavioral student needs.

Leadership Team Member #5

Employee's Name
Brittanica Wilson-Thomas

wilsonb@gcpsmail.com

Position Title
ESE Resource Teacher

Job Duties and Responsibilities

To partner with teachers and assist students with learning strategies to utilize in the classroom.

Leadership Team Member #6

Employee's Name
Gwendolyn Forehand

forehandg@gcpsmail.com

Position Title
Teacher K-12

Job Duties and Responsibilities

To provide a safe environment in which students progress and meet academic milestones through intentional planning and instruction in addition to attending leadership team meetings, facilitating grade level meetings, and supporting the vision and mission of the school.

Leadership Team Member #7

Employee's Name
Brandon Hill

hillbrandon@gcpsmail.com

Position Title
Teacher K-12

Job Duties and Responsibilities

To provide a safe environment in which students progress and meet academic milestones through intentional planning and instruction in addition to attending leadership team meetings, facilitating grade level meetings, and supporting the vision and mission of the school.

Leadership Team Member #8

Employee's Name
Curlie Harris

claryc@gcpsmail.com

Position Title
Teacher K-12

Job Duties and Responsibilities

To provide a safe environment in which students progress and meet academic milestones through intentional planning and instruction in addition to attending leadership team meetings, facilitating grade level meetings, and supporting the vision and mission of the school.

Leadership Team Member #9

Employee's Name
Heather Jones

jonesh@gcpsmail.com

Position Title
Teacher K-12

Job Duties and Responsibilities

To provide a safe environment in which students progress and meet academic milestones through intentional planning and instruction in addition to attending leadership team meetings, facilitating grade level meetings, and supporting the vision and mission of the school.

Leadership Team Member #10

Employee's Name
Linda Battles

battleslinda@gcpsmail.com

Position Title
Teacher K-12

Job Duties and Responsibilities

To provide a safe environment in which students progress and meet academic milestones through intentional planning and instruction in addition to attending leadership team meetings, facilitating grade level meetings, and supporting the vision and mission of the school.

Leadership Team Member #11

Employee's Name
Melinda Tindall

tindallm@gcpsmail.com

Position Title
ESE Resource Teacher

Job Duties and Responsibilities

To partner with teachers and assist students with learning strategies to utilize in the classroom.

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.

As a school, a School Improvement workshop is conducted prior to the start of school and members of the team are comprised of those faculty and staff who represent the various departments/subjects of the school. As a team we draft goals based on previous school year data and challenges. These goals and school-wide areas of focus are then shared school-wide where feedback and input is encouraged. The school improvement plan is then shared with our parents and other community stakeholders at our School Advisory Council Meetings. The school has various partnerships with local businesses, Greek organizations and faith-based organizations where we share and discuss our school goals for improvement and how they can support this effort. These are all forums, meetings, and opportunities for our stakeholders to provide input and helpful suggestions as to how we can reach our goals as a 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 will be regularly monitored at the school and district level. The school will create checkpoints for the progression of academic standards by grade level while making sure the implementation of the approved core Reading and Math programs are being taught with fidelity through administrative observations and walkthroughs. State approved Intervention programs for Tier 2 & 3 instruction will also be closely monitored for its effectiveness. As we follow and monitor the data from the core and intervention programs, this will help administration create new goals if necessary for greater impact. This will include the adjusting or modifying of curriculum and/or resources to ensure the increase of student achievement. Monitoring will be conducted on a monthly basis so they we can continually identify points of progress and areas of improvements, so we can reevaluate

strategic plans of action.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-4**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	

2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)*** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: C** **2023-24: B** **2022-23: C** **2021-22: F** **2020-21:**

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	94	103	110	91	76					474
Absent 10% or more school days	44	51	48	41	36					220
One or more suspensions	2	2	3	1	3					11
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment	17	24	43	34	33					151
Level 1 on statewide Math assessment	18	20	45	18	30					131
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	71	24	40	79	27					241
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	41	38	44	44	46					213

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	5	2	4	13	2					26
Students retained two or more times				1	1					2

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	100	103	112	94	76					485
One or more suspensions		1	1							2
Course failure in English Language Arts (ELA)	6	17	13	20	35					91
Course failure in Math	6	26	8	14	31					85
Level 1 on statewide ELA assessment	6	12	32	42	19					111
Level 1 on statewide Math assessment	6	18	30	29	21					104
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	75	76	109	91						351
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	6	18	30	29	21					104

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	25	43	32	37	47					184

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	6	3	4	14	2					29
Students retained two or more times			2	1						3

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	26	33	59	33	30	57	24	24	53
Grade 3 ELA Achievement	27	35	59	33	36	58	24	29	53
ELA Learning Gains	43	47	60	93	52	60			
ELA Lowest 25th Percentile	80	63	56		64	57			
Math Achievement*	44	42	64	40	39	62	48	37	59
Math Learning Gains	51	51	63	73	57	62			
Math Lowest 25th Percentile	52	55	51		63	52			
Science Achievement		23	58		8	57	24	26	54
Social Studies Achievement*			92						
Middle School Acceleration									
Graduation Rate									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	50	55	63	50	52	61	42	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)

2024-25 ESSA FPPI

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	47%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	373
Total Components for the FPPI	8
Percent Tested	96%
Graduation Rate	

ESSA OVERALL FPPI HISTORY

2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
47%	54%	41%	29%	35%		61%

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

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	36%	Yes	1	
English Language Learners	39%	Yes	2	
Black/African American Students	49%	No		
Hispanic Students	41%	No		
Economically Disadvantaged Students	47%	No		

D. Accountability Components by Subgroup

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

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	26%	27%	43%	80%	44%	51%	52%						
Students With Disabilities	26%	31%	45%		35%	45%							
English Language Learners	26%	33%	38%		48%	38%							50%
Black/African American Students	27%	27%	47%	92%	39%	51%	60%						
Hispanic Students	25%	28%	38%		55%	52%							50%
Economically Disadvantaged Students	25%	24%	45%	79%	44%	52%	56%						53%

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	33%	33%	93%		40%	73%							50%
English Language Learners	21%	21%			57%								50%
Black/African American Students	28%	28%			28%								
Hispanic Students	36%	36%			55%								49%
Economically Disadvantaged Students	32%	32%	93%		40%	73%							47%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	24%	24%			48%								42%
Students With Disabilities	23%	23%			41%								
English Language Learners	29%	29%			43%								68%
Black/African American Students	20%	20%			41%								
Hispanic Students	28%	28%			56%								67%
Economically Disadvantaged Students	22%	22%			46%								65%

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

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

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

2024-25 SPRING

SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	25%	38%	-13%	57%	-32%
ELA	4	24%	36%	-12%	56%	-32%
Math	3	44%	48%	-4%	63%	-19%
Math	4	40%	44%	-4%	62%	-22%

III. Planning for Improvement

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

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

Most Improvement

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

This year we showed slight improvement in the achievement level for Math moving from 40% to 44%, but there is still room for greater improvement. Although this year we added an additional grade level to the school, the 3rd grade Math department was able to increase their proficiency level this year helping to balance out both tested grade levels. In 3rd grade we have veteran teachers who have utilize best practices and resources that are aligned with the rigor of the B.E.S.T 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.

The area which showed the lowest performance was in the area of ELA in Grade 3 achievement level as well as ELA learning gains. There are several contributing factors that account for our low performance in ELA. The incoming 3rd graders from 2nd grade lacked the foundational skills needed to be successful in 3rd grade. We added a new 4th grade level to the school along with novice teachers to the grade who were teaching to 4th grade standards for the first time.

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 3rd grade ELA achievement dropping from 33% last year to 27% this year. Not only did the incoming 3rd graders from 2nd grade lack the foundational skills needed to be successful in 3rd grade, but there were struggles with continuity across the grade level as well as securing a teacher at the beginning of the school year for a 2nd grade class.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap when compared to the state average is in ELA. We had been showing slight improvement every year since 2023, but this year we failed to maintain or increase in the area of ELA. Although we had incoming 4th graders who had a stronger foundation, 4th grade failed to either

maintain their achievement level of 3 and above or make adequate learning gains. Overall, we struggled with building a strong instructional team that would enable them to support students in their academic growth.

EWS Areas of Concern

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

1. The number of students scoring at Level 3 and above
2. The number of students below 90% attendance.

Highest Priorities

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

1. Increase proficiency in grades 3 and 4 ELA through effective instruction during the school day and in afterschool.
2. Increase proficiency in grades 3 and 4 Math during the school day and in afterschool.
3. Build instructional teacher capacity in grade 4 through intentional and collaborative planning
4. Decrease the number of students with attendance below 90%
5. Secure qualified human resources such as interventionists, paraprofessional classroom support, and certified teachers at all grade levels

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

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

Area of Focus #1

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

The ELA proficiency level in grade 3 declined 6% from 33% last year to 27% this year. The overall achievement level of both 3rd and 4th only showed a proficiency of 26% combined. There is much room for improvement in the area of ELA.

Measurable Outcome

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

The goal for the 2025-26 school year is that 40% of students in grade 3 will score at or above the proficiency level in ELA. The overall achievement level of students in both grade 3 and 4 combined will score at 45% proficiency in ELA.

Monitoring

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

Various data points will be monitored throughout the school year via weekly assessments, district and state assessments, and school-wide assessments. Through data chats with teachers and students, goal setting will take place when various assessments take place. During weekly PLC's and data meeting specific instructional strategies will be shared as well as collaborative planning to meet the needs of students. These strategies will be monitored through walkthroughs and observations by administration.

Person responsible for monitoring outcome
Germaine Kirkland/Sonja Wilson-Lewis

Evidence-based Intervention:
Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable

outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
We will continue to use HMH Into Reading our core reading program along with Magnetic Reading as a supplemental resource. Data tracking and mapping will be used to target fragile learners as well as the lowest 25% to receive additional support during school and in afterschool.

Rationale:
These programs meet Florida's definition of evidence-based and are aligned with the B.E.S.T 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
Collaborative Planning

Person Monitoring:	**By When/Frequency:**
Germaine Kirkland/Sonja Wilson-Lewis	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administrators will plan collaboratively with all grade levels to plan instruction and share/model best practices and resources to maximize student achievement. During these collaborative sessions, teachers will review and align tasks to standards, identify misconceptions, and plan targeted small groups.

Action Step #2
Classroom Walkthroughs/Observations

Person Monitoring:	**By When/Frequency:**
Germaine Kirkland/Sonja Wilson-Lewis	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Classroom walkthroughs/observation will conducted by administration to ensure that instruction is aligned with the standards as well as the implementation of best practices.

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.

This year overall Math showed a need for improvement in all areas to include achievement level (44%), learning gains (51%), and the lowest quartile (52%).

Measurable Outcome

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

For the 2025-26 school year we will increase by 10% in all math categories to include achievement level (44% to 54%), learning gains (51% to 61%), and the lowest quartile (52% to 62%).

Monitoring

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

Various data points will be monitored throughout the school year via weekly assessments, district and state assessments, and school-wide assessments. Through data chats with teachers and students, goal setting will take place when various assessments take place. During weekly PLC's and data meeting specific instructional strategies will be shared as well as collaborative planning to meet the needs of students. These strategies will be monitored through walkthroughs and observations by administration.

Person responsible for monitoring outcome
Germaine Kirkland/Shanterria Robinson

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).
Description of Intervention #1:
We will continue to use Go Math our core Math program along with iReady Math as a supplemental resource. Data tracking and mapping will be used to target fragile learners as well as the lowest 25% to receive additional support during school and in afterschool.

Rationale:
These programs meet Florida's definition of evidence-based and are aligned with the B.E.S.T 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
Collaborative Planning

Person Monitoring:	**By When/Frequency:**
Germaine Kirkland/Shanterria Robinson	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administrators will plan collaboratively with all grade levels to plan instruction and share/model best practices and resources to maximize student achievement. During these collaborative sessions, teachers will review and align tasks to standards, identify misconceptions, and plan targeted small groups.

Action Step #2
Classroom Walkthroughs/Observations

Person Monitoring:	**By When/Frequency:**
Germaine Kirkland/Shanterria Robinson	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Classroom walkthroughs/observation will conducted by administration to ensure that instruction is aligned with the standards as well as the implementation of best practices.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

In 2024-25 210 students were identified as having attendance below 90%. This shows that 44% of students in grades K-4 and 46% in grades 3rd and 4th alone are missing critical core instruction which leads to larger gaps in their progress as well as their academic performance.

Measurable Outcome

Include prior year data 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 plan to decrease the number of student below 90% attendance by 20% for the 2025-26 school year.

Monitoring

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

Keep accurate daily attendance including tardiness, absences, and those consistently picked up early during instructional time.

Daily monitoring of attendance by Guidance Counselor and Social Worker

Communicate to parents and guardians via Skylert, school posted signage, and flyers sent home

Teachers will be responsible for documenting attendance and completing referrals when students are in danger of being considered truant

Person responsible for monitoring outcome

Sonja Wilson-Lewis/Shanterria Robinson

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this 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 attendance will be monitored, tracked, and documented using the district's attendance policy while working with the Social Worker and Guidance Counselor to provide home visits, support, and resources to parents when needed.

Rationale:

Absenteeism is associated with poor academic performance and measures must be taken to enforce it as it directly relates to the academic success of students and 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

Utilize our Social Worker to reach out to parents of those students who have attendance concerns to conduct home visits, support, and/or resources.

Person Monitoring: **By When/Frequency:**
Sonja Wilson-Lewis/Shanterria Robinson   Weekly

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

The Social Worker will provide a report at the end of each which that documents actions taken such as phone call, home visit, etc. This report will be shared with a collaborative team consisting of an

administrator, Guidance Counselor, and Social Worker.

Action Step #2
Daily Tracking and Monitoring

Person Monitoring:
Sonja Wilson-Lewis/Shanterria Robinson

By When/Frequency:
Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
There will be a tracking log for tardies and those students who are picked up early. The school data secretary will check to ensure all teachers have completed attendance by 9 am daily and mark those who come afterwards as tardy.

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://gwmes.gadsdenschools.org/
George W. Munroe Elementary will use various methods to increase transparency in communication with all stakeholders. We will utilize the following methods: email, school website, school newsletter, school events virtual or face to face, school advisory council meetings, school leadership and grade level meetings, Quarterly Parent Expos. Since we serve a population of Hispanic students, every effort is made to share information in written form in their native language as well as secure a translator when applicable.

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)).

George W. Munroe will 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. This will be achieved though written communication via flyers, letters, social media, mid progress reports, end of 9 weeks report cards, school events on campus, school advisory council meetings, encouraging parent volunteers on campus, and sharing important dates and events via email, telephone, or Skylert (one-voice calls).

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)).

George W. Munroe will plan for bell to bell instruction and a strict adherence to following the Master Schedule. Teachers will participate in weekly collaborative planning and monthly professional develop to support teacher growth and student needs. There will be mandatory uninterrupted instructional time so teachers can focus on teaching and students learning. As a school we will provide small group instruction that addresses differentiation of students who are fragile learners and those that will benefit from enrichment and acceleration. All efforts will be supported by the Administrative Team, Reading Coach, School Counselor and Interventionists.

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)).

George W. Munroe will ensure all programs used are state evidence-based programs for core and interventions. Our school ensures that all students with disabilities and English Language Learners are allowed the required accommodations in the classroom and on state assessments. We also will continue to prepare and train highly qualified teachers who support the school vision and mission in increasing student achievement.

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)).

George W. Munroe's Guidance Counselor, site Social Worker, ESE Resource Teachers, district ESE department as well as the district Headstart/PreK Mental Health program work closely together to be able to provide the necessary services to students and their families. Our students also attend Character Education at least once a week where we focus on being a good Pirate citizen along with other SEL activities.

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)).

Our students are at a very impressionable age, so we host a career day fair at the school. Students get an opportunity to be able to interact with local professionals in the community that introduce them to careers they may or may not be familiar which. Career Day gives our young students an opportunity to explore various career options such as dentist, nursing, law enforcement, etc.

Addressing Problem Behavior and Early Intervening Services

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

We will continue to follow our MTSS protocols facilitated by our Guidance Counselor and Social Worker for students who are facing challenges with behavior which include individual and/or group counseling sessions. This year we will use a PBIS system where students are allowed to earn "Pirate Bucks" to shop from the "Pirate Treasure Chest" as an incentive and reinforcement for positive behavior.

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 participate in weekly Professional Learning Communities that focus on Standards Based Planning, Standards Based Instruction, Conditions for Learning, and Professional Responsibilities in an effort to build capacity and teacher content knowledge. Teachers will also participate in professional learning opportunities offered through PAEC, the district, and all other trainings directly related to supporting our school goals.

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)).

Several local daycares/learning centers have students enrolled in their preschool program. As Principal, we share readiness checkpoints and milestones that will help with the smooth transition into our elementary school program.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSIor 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.

George W. Munroe along with guidance of district leaders will review and commit to monitoring and the adherence of protocols to ensure strategies and implementation is based on needs supported by data analysis. This information will be collected, published, and discussed at school board meeting among school and community stakeholders.

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).

KPALS is a program that focuses on phonemic awareness, letter-sound recognition, sight word reading, and decoding, it is a great beginning for students to gain a basic fundamental foundation for reading.

This year, we have an exciting opportunity to participate in the Florida Center for Reading Research (FCRR) Optimizing Phonological Awareness Learning (OPAL) project, which focuses specifically on strengthening phonemic awareness (PA) instruction.

We are using UFLI Foundations in K-2 this year, an explicit and systematic program that teaches students the foundational skills necessary for proficient reading. It follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence.

Magnetic Reading is a comprehensive foundational skills program that delivers explicit, systematic foundational skills instruction in grades K-2.

Evidence-based practices used will provide interventions through small groups and/or one on one from teacher, support staff, ESE resource staff, and ESOL support.

Rationale

We use data from multiple data points to identify student need such as standardized test scores, classroom observations, formative assessments, and even anecdotal records. Using evidenced

based programs supports our efforts to bridge academic gaps for our struggling readers.

VII. Budget to Support Areas of Focus

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

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