Polk County Public Schools

DALE R FAIR BABSON PARK ELEM.



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Making a difference today for a better world tomorrow.

Provide the school's vision statement

Our VISION is centered around instructional goals that are designed to challenge the curiosity of each student and provide an opportunity to discover, enrich, and expand his/her abilities, interests, values, attitudes, understanding and the skills appropriate to his/her needs and level of development. We feel that these goals can be achieved through doing, exploring, discovering, and creating. The purpose and responsibility of our elementary school is to help a student learn how to think rather than what to think. Believing that all students can learn, we accept the responsibility to provide an educational program characterized by the following; § Safe and secure learning environment § Comprehensive, challenging and relevant curriculum § Accurate and meaningful assessments § Accountability for results § Information technology systems that advance teaching & learning § Innovative approaches to scheduling, staffing and use of resources § High-performing and inspiring employees committed to professional development, training and lifelong learning § High academic standards for all § Effective and engaging instructional strategies § Culture of continuous quality improvement § Productive community and parental partnerships § Behavioral standards that are conducive to teaching & learning § Partnerships between home & school focusing on communication

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 Tyler

elizabeth.tyler@lwcharterschools.com

Position Title
Principal

Job Duties and Responsibilities

To provide leadership for the school, support staff and students, oversee academic programs, manage operations and resources, and foster a positive learning environment.

Leadership Team Member #2

Employee's Name
Blake Fann

blake.fann@lwcharterschools.com

Position Title
Assistant Principal

Job Duties and Responsibilities

To support the principal in providing leadership for the school, support staff, and students.

Leadership Team Member #3

Employee's Name
Shelli Jacobs

shelli.jacobs@lwcharterschools.com

Position Title
Reading Interventionist

Job Duties and Responsibilities

Support the Reading initatives for the school, stupport staff, and 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.

The School Improvement Plan is developed with input from teachers, staff, and School Advisory

Council 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 school Improvement Plan will be monitored for effective implementation through bimonthly meetings with all teachers to evaluate student progress. Class Analysis Charts for reading and math will be kept and monitored by teachers and the Reading interventionist.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **KG-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**84.4%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	
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)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**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	82	65	72	82	68	83				452
Absent 10% or more school days	22	`9	18	20	19	10				89
One or more suspensions	4	4	0	3	6	12				29
Course failure in English Language Arts (ELA)	8	3	6	6	3	1				27
Course failure in Math	2	1	4	4	2	3				16
Level 1 on statewide ELA assessment	10	1	11	7	8	12				49
Level 1 on statewide Math assessment	9	2	12	5	12	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)	5	1	2	3	3	6				20
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	3	1	3	2	4	4				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	8	6	9	13	8	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	33	4	1	3	0	0				41
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	94	81	76	76	85	65				477
Absent 10% or more school days	21	15	14	10	9	13				82
One or more suspensions		2	2	2	1	4				11
Course failure in English Language Arts (ELA)	4	8	1	2	2	1				18
Course failure in Math	3	3	2	2	3					13
Level 1 on statewide ELA assessment	7	6	6	10	21	14				64
Level 1 on statewide Math assessment	4	12	19	6	12	8				61
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	3		7	13	14				41
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	2	9	6	8	8	5				38

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	11	15	9	18	13				72

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	28	4	1	4						37
Students retained two or more times										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

Data for 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	61	54	62	59	50	59	64	50	57
Grade 3 ELA Achievement	68	53	61	66	51	59	66	50	58
ELA Learning Gains	55	58	63	51	53	60	63	56	60
ELA Lowest 25th Percentile	54	56	58	28	54	56	62	59	57
Math Achievement*	66	56	66	66	53	64	66	54	62
Math Learning Gains	56	58	64	62	54	63	56	58	62
Math Lowest 25th Percentile	39	47	50	43	44	51	33	53	52
Science Achievement	60	50	62	61	48	58	61	51	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					58	63		58	61

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

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

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

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

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	57%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	459
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%	59%	65%	58%	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	33%	Yes	3	
English Language Learners	32%	Yes	1	
Black/African American Students	60%	No		
Hispanic Students	51%	No		
White Students	61%	No		
Economically Disadvantaged Students	50%	No		

D. Accountability Components by Subgroup

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

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	61%	68%	55%	54%	66%	56%	39%	60%					
Students With Disabilities	20%	23%	37%	47%	27%	37%	27%	46%					
English Language Learners	27%				36%								
Black/African American Students	55%				64%								
Hispanic Students	41%	50%	52%	58%	57%	62%	55%	36%					
White Students	67%	76%	58%	58%	70%	55%	36%	70%					
Economically Disadvantaged Students	50%	58%	49%	50%	53%	54%	38%	51%					

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%	51%	28%	66%	62%	43%	61%					
Students With Disabilities	30%	56%	27%	25%	33%	50%	53%	40%					
English Language Learners	50%				40%								
Black/African American Students	47%		60%		53%	60%							
Hispanic Students	43%		46%	23%	55%	62%	55%	61%					
White Students	66%	72%	54%	33%	71%	63%	28%	69%					
Economically Disadvantaged Students	43%	53%	36%	25%	48%	52%	37%	54%					

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%	66%	63%	62%	66%	56%	33%	61%					
Students With Disabilities	21%	25%	45%	53%	26%	42%	35%	30%					
English Language Learners	73%				64%								
Black/African American Students	28%		43%		44%	50%							
Hispanic Students	64%	63%	73%	80%	57%	65%		69%					
White Students	69%	70%	64%	67%	72%	55%	30%	67%					
Economically Disadvantaged Students	51%	47%	63%	57%	53%	46%	38%	54%					

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

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

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

		2025-26 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	67%	53%	14%	60%	7%
ELA	4	68%	53%	15%	60%	8%
ELA	5	48%	52%	-4%	61%	-13%
Math	3	75%	56%	19%	66%	9%
Math	4	62%	56%	6%	65%	-3%
Math	5	61%	51%	10%	62%	-1%
Science	5	61%	49%	12%	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?

Our ELA Bottom 25% showed the most improvement. In the 2024 - 2025 school year, our ELA Bottom 25% scored 28% proficient. In the 2025 - 2026 school year, our bottom 25% scored 54% proficient. We attribute this to our teachers using a more rigorous reading curriculum and researched based reading strategies.

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 data component was our math bottom 25%. We had 39% of our students in the bottom quartile in math. We did not have a school-based math interventionist to help teachers or 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 was in our Math gains. In the 2024-2025 school year, 62% of our students made learning gains in math. In the 2025 - 2026 year, 56% of our students made learning gains in math. We did not have school-based math interventions to help teachers or students.

Greatest Gap

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

Our greatest learning gap was in 5th grade ELA. The state had 61% proficient in ELA. We had 48% proficiency in 5th grade ELA. We lost a 5th grade teacher in the middle of the school year. Due to this reduction of force, the students were departmentalized into 3 classes. The loss of instruction at the beginning of the year was not sufficient for the students to become proficient.

EWS Areas of Concern

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

Reduce the number of level 1s in all grade levels in Reading and Math, including our ESE and ELL students.

Highest Priorities

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

1. Reduce the number of level 1s in all grade levels, including our ESE and ELL students.
2. For all students, including our ESE and ELL students, to make a learning gain or be proficient in reading and math on the FAST.
3. To increase overall 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.

We will increase the number of students, including ESE and ELL students, who are proficient, and the number who make learning gains on the FAST to become an A-rated 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.

We will increase the number of students who are proficient or show learning gains in 5th grade ELA to 62%. We had 48% of our students proficient in 5th ELA. That is 4% below the district and 13% below the state.

Monitoring

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

This area of focus will be monitored in grade level meetings bi-monthly and after each progress monitoring.

Person responsible for monitoring outcome

Elizabeth Tyler, Blake Fann, and Shelli Jacobs

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this 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 teachers will provide a deeper understanding of comprehension skills by aligning our instruction to grade level benchmarks.

Rationale:
This will ensure each student has access to high quality and rigorous educations that prepares them for the next level. Teachers will also know who needs more intense instruction on grade level 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
Intentionally aligning our instruction to grade level comprehension benchmarks.

Person Monitoring:
Elizabeth Tyler and Shelli Jacobs

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
We will monitor the impact by reviewing Progress Monitoring, Wonders Comprehension scores, and benchmark-aligned assessments.

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 had a total of 89 students absent for 10% or more of the school days last year. Students missing school are missing valuable instructional time. This is reflected in our school's rating of a B

Measurable Outcome

Include prior year data 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 students who are absent for 10% or more school days to less than 10% of our population.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of

how ongoing monitoring will impact student achievement outcomes.

Our Social Worker, Assistant Principal, and teachers will follow the LWCS Attendance Policy to ensure students are at school on time. Reports will be generated at the end of each month to monitor any attendance issues. If an issue arises, letters will be sent home, and phone calls and home visits will be made to see how we can assist our families in attending school.

Person responsible for monitoring outcome
Teachers, Assistant Principal, and Social Worker

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this 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: 1. Strengthen relationships with our families by providing a variety of parent events. 2. Make the importance of attendance clear. 3. Identify and address barriers early. 4. Recognize and reward good attendance.

Rationale:
Good attendance is important because: 1. Good habits start early. 2. It impacts academic success.

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
Social Worker Intervention

Person Monitoring:	**By When/Frequency:**
LWCS Social Worker and school Social Worker	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Social Workers and the Assistant Principal will review reports to ensure we are immediately aware of any attendance issues. The Social Worker, Assistant Principal and/or teacher will send home letters, make phone calls, and home visits when needed.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

A copy of our School Improvement Plan is available in the front office and on our school website. www.babsonparkelementary.com

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)).

We provide a variety of ways to build positive relationships with parents, families, and other community stakeholders. For example, SAC, Parent Workshops, All Pro Dads, Bring Your Parent to School Days, Library Checkout Nights, and Super Gnat Assemblies. www.babsonparkelementary.com

Plans to Strengthen the Academic Program

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

We plan to focus our instruction with all students, including ESE and ELL students, on grade-level benchmark material using Wonder Florida, iReady, and Roadmaps to increase achievement.

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)).

Teachers will attend Eduprotocals and Uncomplicate Ed training. They will train our staff to use the resources will all students.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

We will have a Social Worker 2 days a week. She will work with specific groups of students who need Mental Health services. We also have Hazel Health for Mental Health services. All of our students are taught our 12 Super Gnat Essentials that were adopted from Ron Clark's 55 Essentials. We teach the Florida Resiliency Characteristics and use the Character Counts 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)).

We have school wide rules and 12 Super Gnat Essentials that were adopted from Ron Clark's 55 Essentials. We teach the Florida Resiliency Characteristics and use the Character Counts program.

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)).

Administrators have participated in the Chancellor's Leadership Academy and have School Leadership on their certificates.

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 teachers meet to review data and determine students' needs. We gather physical and online samples for administrators and teachers to review. Everyone offers their opinion on what would best meet our students' needs. Teachers attend ECTAC Exceeding Expectations Conference 2026 and EduProtocals training in June. Teachers will also receive training on Uncomplicate Ed during the school year.

Specifics to Address the Need

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

We will use Uncomplicate Ed to develop Roadmaps for reading, math and science.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply. **No**

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