

Gadsden County Schools

GADSDEN ELEMENTARY MAGNET SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Gadsden Elementary Magnet School strives to provide educational excellence in every classroom, for every student, every day.

Provide the school's vision statement

Our vision is to assist in the development of confident and responsible individuals who aspire to achieve their full potential. We will do this by providing a welcoming, happy, safe, and supportive learning environment in which everyone is equal and all achievements are celebrated

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

Latasha Pride

porterl@gcpsmail.com

Position Title

Resource Teacher

Job Duties and Responsibilities

Help teachers improve teaching strategies (Using Data to Inform Instruction)

Implement new instructional ideas throughout the school

Promote professional learning

Facilitate improvements in instruction and student learning

Guide their peers in analyzing and applying the data to improve instruction

Advocate for student learning

Leadership Team Member #2

Employee's Name

Angelina Harley

harleya@gcpsmail.com

Position Title

Math Teacher

Job Duties and Responsibilities

Help teachers improve teaching strategies (Elementary & Middle School Math)

Implement new instructional ideas throughout the school

Promote professional learning

Facilitate improvements in instruction and student learning

Guide their peers in analyzing and applying the data to improve instruction

Advocate for student learning

Leadership Team Member #3

Employee's Name

Charles Williams

williamsch@gcpsmail.com

Position Title

Language Arts Teacher

Job Duties and Responsibilities

Help teachers improve teaching strategies (Middle School Reading)

Implement new instructional ideas throughout the school

Promote professional learning

Facilitate improvements in instruction and student learning

Guide their peers in analyzing and applying the data to improve instruction

Advocate for student learning

Leadership Team Member #4

Employee's Name

Dena Brockman

brockmand@gcpsmail.com

Position Title

3rd Grade Teacher

Job Duties and Responsibilities

Help teachers improve teaching strategies (Using Data to Inform Instruction)

Implement new instructional ideas throughout the school

Promote professional learning

Facilitate improvements in instruction and student learning

Guide their peers in analyzing and applying the data to improve instruction

Advocate for student learning

Leadership Team Member #5

Employee's Name

Carla Seabra

seabrac@gcpsmail.com

Position Title

Science & Math Teacher

Job Duties and Responsibilities

Help teachers improve teaching strategies (Science)

Implement new instructional ideas throughout the school

Promote professional learning

Facilitate improvements in instruction and student learning

Guide their peers in analyzing and applying the data to improve instruction

Advocate for student learning

Leadership Team Member #6

Employee's Name

Pamela Anderson

andersonp@gcpsmail.com

Position Title

Principal

Job Duties and Responsibilities

Help teachers improve teaching strategies

Implement new instructional ideas throughout the school

Promote professional learning

Facilitate improvements in instruction and student learning

Guide their peers in analyzing and applying the data to improve instruction
Advocate for student learning

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 ensure the development of a comprehensive and inclusive School Improvement Plan (SIP), the school will actively engage a wide range of stakeholders, including the school leadership team, teachers and staff, parents, students, families, and community and business leaders. Stakeholder input will be gathered through a structured and collaborative process designed to promote shared ownership of school improvement efforts and transparency in goal-setting.

Stakeholder engagement meetings will be scheduled quarterly, beginning at the start of the school year. These meetings will serve as a forum to present and review key data, gather feedback, and collaboratively refine SIP goals and strategies. During the initial meeting, the school leadership team will present current state performance data, including end-of-year proficiency percentages in core academic areas: Reading (70%), Math (90%), Science (52%), and Civics (100%).

Participants will engage in small-group discussions to examine data trends, identify strengths and areas for growth, and suggest priorities for the upcoming year. Input gathered will be used to inform the setting of performance goals and action steps. In keeping with realistic growth expectations, the following preliminary targets will be proposed for the upcoming year:

- **Reading:** Increase proficiency from 70% to **73%**
- **Math:** Increase proficiency from 90% to **92%**
- **Science:** Increase proficiency from 52% to **56%**
- **Civics:** Maintain current proficiency at **100%**

Parents and families will be invited through multiple communication channels to ensure broad representation. For secondary schools, student representatives will participate in planning discussions to ensure that their perspectives and experiences help shape the improvement efforts. Business and community leaders will be engaged to provide insights on workforce readiness, student support, and community-based resources that can support academic success.

The feedback collected from each stakeholder group will be documented and reviewed by the school

leadership team. Common themes and recommendations will be integrated into the SIP, and a summary of stakeholder contributions will be shared publicly to reinforce transparency and accountability.

Through this inclusive and future-focused process, the school will ensure that all voices are heard and that the School Improvement Plan reflects a shared vision for student achievement and continuous growth.

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 effective implementation of the School Improvement Plan and its positive impact on student achievement, a structured system for ongoing monitoring and revision was established.

1. Regular Monitoring for Effective Implementation

- The SIP will be monitored quarterly for effective implementation.
- In an effort to support monitoring efforts, the school's leadership team will develop an internal assessment calendar, as well as an instructional calendar that targets our growth goals.

a. Establish Benchmarks:

- **Indicators:** Identify specific, measurable indicators of progress related to state academic standards.
- **Track progress toward meeting standards & closing achievement gaps**

b. Data Collection and Analysis:

- **Collect Data:** Regularly gather data on student performance, instructional practices & program effectiveness
- **Analyze Data:** Identify trends, patterns & areas where students are struggling (Monitor sub-groups)

c. Progress Reviews:

- **Periodic Meetings:** Review progress data, discuss implementation challenges
- **Changes:** Make necessary adjustments to strategies or interventions to better support student achievement

d. Ongoing Professional Development:

- **Training:** Provide ongoing professional development for teachers and staff to ensure they have the skills and knowledge needed to implement the SIP effectively
- **Support:** Offer coaching and support to help staff (PLC's)

2. Revising the Plan

a. Revise the SIP

- **Modify the SIP:** Revise goals, strategies, or resource allocations
- **Update Strategies:** Adjust instructional methods, support programs, or intervention strategies to enhance their effectiveness based on performance data.

d. Communicate Changes:

- **Inform Stakeholders:** Clearly communicate any revisions to the SIP to all stakeholders
- **Provide Training:** Offer training or resources to support the implementation of revised strategies and ensure all stakeholders understand their roles in the updated plan

e. Monitor the Impact of Revisions:

- Continuously monitor the impact of the revised strategies on student achievement and the achievement gaps. Use data to evaluate whether the changes are leading to the desired improvements.

3. Foster a Culture of Continuous Improvement

a. Encourage Collaboration:

- **Team Collaboration:** Foster a collaborative environment where teachers, staff, and stakeholders work together to solve problems and share best practices.
- **Professional Learning Communities:** Create professional learning communities within the school to facilitate ongoing discussion and improvement related to the SIP.

b. Celebrate Successes:

- **Acknowledge Achievements:** Recognize and celebrate successes and improvements related to the SIP. This helps build morale and reinforces the value of stakeholder contributions and efforts.

C. Demographic Data

2025-26 STATUS
(PER MSID FILE)

ACTIVE

SCHOOL TYPE AND GRADES SERVED
(PER MSID FILE)

COMBINATION
PK-8

PRIMARY SERVICE TYPE
(PER MSID FILE)

K-12 GENERAL EDUCATION

2024-25 TITLE I SCHOOL STATUS

YES

2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE

100.0%

CHARTER SCHOOL

NO

RAISE SCHOOL

YES

2024-25 ESSA IDENTIFICATION

***UPDATED AS OF 1**

N/A

ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT
(UNISIG)

2024-25 ESSA SUBGROUPS REPRESENTED
(SUBGROUPS WITH 10 OR MORE STUDENTS)
(SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE
IDENTIFIED WITH AN ASTERISK)

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: A

2023-24: A

2022-23: B

2021-22: A

2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	13	15	13	12	9	13	12	11	13	111
Absent 10% or more school days	4	2	0	1	4	5	2	3	8	29
One or more suspensions	0	0	3	0	1	0	0	0	0	4
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	1	0	1	1	1	2	1	0	1	8
Level 1 on statewide Math assessment	0	0	4	0	0	0	0	1	0	5
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	1	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 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	4	0	2	1	1	1	1	10

Current Year 2025-26

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

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

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

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

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

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

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

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

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

The number of students retained:

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

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	70	40	61	59	32	58	63	32	53
Grade 3 ELA Achievement	75	47	62		45	59	82	47	56
ELA Learning Gains	56	54	61	48	46	59			
ELA Lowest 25th Percentile	42	60	55	40	49	54			
Math Achievement*	90	42	62	81	37	59	52	33	55
Math Learning Gains	71	54	60	75	50	61			
Math Lowest 25th Percentile	77	56	53	79	55	56			
Science Achievement	52	33	57	50	21	54	55	20	52
Social Studies Achievement*	100	55	74	83	45	72	67	38	68
Graduation Rate		86	72		63	71		70	74
Middle School Acceleration	100	60	75	91	48	71	76	56	70
College and Career Acceleration		62	56		89	54		69	53
Progress of ELLs in Achieving English Language Proficiency (ELP)		43	61		57	59		50	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 (FFPI) than in school grades calculation.

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

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

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

2024-25 ESSA FPPI

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	73%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	733
Total Components for the FPPI	10
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY

2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
73%	67%	66%	76%	57%		71%

* 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%
Black/African American Students	70%	No		
Hispanic Students	82%	No		
Economically Disadvantaged Students	74%	No		

D. Accountability Components by Subgroup

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

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	70%	75%	56%	42%	90%	71%	77%	52%	100%	100%			
Black/African American Students	70%		56%	42%	87%	73%	83%	52%		100%			
Hispanic Students	64%				100%								
Economically Disadvantaged Students	69%	80%	54%	36%	92%	77%	83%	52%	100%	100%			

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS										
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.
All Students	59%		48%	40%	81%	75%	79%	50%	83%	91%
Black/African American Students	56%		46%	43%	77%	72%	73%	44%	90%	
Economically Disadvantaged Students	59%		51%	46%	80%	72%	77%	52%	82%	
								GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS

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	63%	82%			52%			55%	67%	76%			
Black/African American Students	61%	90%			48%			46%	62%	71%			
Hispanic Students	69%				69%								
Economically Disadvantaged Students	61%				44%			52%	67%	72%			

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	75%	38%	37%	57%	18%
ELA	5	62%	36%	26%	56%	6%
ELA	6	67%	30%	37%	60%	7%
ELA	7	91%	40%	51%	57%	34%
ELA	8	54%	35%	19%	55%	-1%
Math	3	100%	48%	52%	63%	37%
Math	5	54%	35%	19%	57%	-3%
Math	6	100%	33%	67%	60%	40%
Math	7	91%	41%	50%	50%	41%
Science	5	38%	25%	13%	55%	-17%
Civics		100%	55%	45%	71%	29%
Biology		62%	46%	16%	71%	-9%
Algebra		100%	26%	74%	54%	46%
ELA	4	* 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.				

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?

Most Improvement

The data component showing the most improvement was *Math Achievement*, which increased from 81% in 2024 to 90% in 2025. This reflects a 9-point gain, and 28 points above the state average (62%). This improvement is attributed to the implementation of targeted small group instruction, increased use of formative assessments to monitor progress, and expanded access to standards aligned intervention resources. Teachers also participated in ongoing professional learning focused on conceptual understanding and problem solving strategies, which helped address both skill gaps and enrichment needs.

Lowest Performance

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

Lowest Performance

The lowest performing area in 2025 was *ELA – Lowest 25th Percentile*, with 42% making learning gains. Although this reflects a slight improvement from 40% in 2024, performance remains well below the state average of 55%. Contributing factors include the high proportion of students entering below grade level in reading fluency and comprehension, limited exposure to complex texts, and inconsistent engagement with evidence-based reading interventions in earlier grades. The trend over the past three years shows minimal improvement in this subgroup, indicating a need for sustained and intensified support.

Greatest Decline

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

Greatest Decline

The greatest decline was seen in *Math Learning Gains*, which dropped from 75% in 2024 to 71% in 2025, a 4 point decrease. While still above the state average (60%), the decline may be attributed to the transition to more rigorous standards and an increased emphasis on multi-step problem solving, which challenged some students who had previously relied on procedural approaches. Additionally,

shifts in class composition and an influx of new students mid-year may have impacted overall consistency in instruction and pacing.

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.

Greatest Gap

The largest gap compared to the state average in 2025 was in *ELA – Lowest 25th Percentile*, with a 13-point difference (42% vs. 55%). This persistent gap is due to the compounded effects of early reading skill deficits, limited vocabulary development, and a need for more systematic intervention in the primary grades. Trend data from 2023–2025 shows the school consistently trailing the state in this component, despite improvements in overall ELA achievement. Addressing this gap will require targeted, high-intensity intervention, expanded tutoring supports, and strategic progress monitoring.

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 data, the **area of greatest concern is chronic absenteeism.**

- 29 students (26% of total enrollment) were absent 10% or more of school days
- This is significantly higher than any other early warning indicator
- Chronic absenteeism affects all grade levels (K–8), with the highest numbers in grade 8 (8 students) and grade 5 (5 students)
- The distribution across grades suggests this is a schoolwide challenge rather than isolated to one grade

Potential Impact:

- Chronic absenteeism is strongly correlated with lower achievement, reduced learning gains, and increased risk of retention or course failure
- It also connects indirectly to other warning indicators like Level 1 performance in ELA/Math, since missed instructional time compounds learning gaps

Focus:

- Strengthen attendance monitoring and parent communication
- Implement early interventions for students who miss more than 3 days in a month
- Collaborate with families, district social workers, the Family & Community Engagement Office and community partners to address barriers to attendance

Highest Priorities

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

1. Close the Achievement Gap for the Lowest 25% in ELA

- **Rationale:** Only 42% of the Lowest 25% in ELA made gains in 2025, well below the state average of 55%, and the gap has persisted for three years.
- **Action Focus:** Implement high-intensity, small-group interventions; expand use of diagnostic data to tailor instruction; increase access to evidence-based literacy programs; provide targeted professional development in differentiation for reading instruction.

2. Strengthen Science Achievement to Meet or Exceed State Averages

- **Rationale:** Science Achievement is 52%, trailing the state average of 57% and showing only modest growth from 50% in 2024.
- **Action Focus:** Integrate science literacy strategies, increase hands-on and inquiry-based learning, embed science content into ELA and math lessons, and strengthen vertical alignment to ensure prerequisite skills are mastered.

3. Sustain and Build on High Math Performance While Improving Learning Gains

- **Rationale:** Math Achievement is exceptional at 90%, but Math Learning Gains declined from 75% to 71%. Maintaining high achievement while improving growth ensures continued success for all learners.
- **Action Focus:** Provide enrichment for high-performing students, strengthen conceptual understanding for students just meeting benchmarks, and implement progress monitoring to adjust instruction for students at risk of stagnation.

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:

Our primary academic focus for the 2025–2026 school year is improving Science achievement among 5th grade students. This includes targeted instruction aligned with state standards, increased opportunities for hands-on investigations, and the integration of cross-curricular strategies that support scientific thinking and vocabulary development.

Impact on Student Learning:

Science proficiency is not only essential for meeting state graduation benchmarks but also for developing critical thinking, problem-solving, and inquiry-based learning skills that support success across content areas. As Science is assessed at the elementary level in 5th grade, this is a pivotal year for students to demonstrate mastery of the standards taught throughout grades K–5. Strengthening Science instruction will support student engagement, deepen conceptual understanding, and improve outcomes on state assessments and beyond.

Rationale Based on Prior Year Data:

Based on our end-of-year state performance results, only 52% of 5th grade students scored at or above the Level 3 threshold, which is considered a passing score. This indicates that nearly half of our students did not demonstrate proficiency in Science. This performance level reveals a significant gap in content understanding and application that we must address. A deeper analysis of student assessment data suggests the need for improved instructional strategies, enhanced content coverage, and more consistent integration of Science skills throughout the lower grades. Due to its clear impact on overall academic achievement and future success in STEM areas, Science has been identified as a crucial area for schoolwide improvement.

Measurable Outcome

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

Grade-Level Outcome Targets for 2025–26

ELA Achievement (All Tested Grades 3–8)

- Increase overall ELA Achievement from 70% to **75%** by May 2026, with each grade level showing at least a 5 percentage point increase from 2025 performance.

Grade 3 ELA Achievement

- Raise Grade 3 ELA proficiency from 75% to **80%**, meeting or exceeding the state average by at least 15 percentage points.

ELA Learning Gains (Grades 4–8)

- Increase ELA Learning Gains from 56% to **62%**, with gains for each grade level at or above the state average (61%).

ELA Lowest 25th Percentile (Grades 4–8)

- Increase the percentage of the Lowest 25% making learning gains in ELA from 42% to **55%**, meeting the state average and reducing the gap from 13 points to zero.

Math Achievement (Grades 3–8)

- Maintain Math Achievement at or above **90%** overall, with no grade level scoring below 85%.

Math Learning Gains (Grades 4–8)

- Increase Math Learning Gains from 71% to **75%**, exceeding the state average by at least 15 percentage points.

Math Lowest 25th Percentile (Grades 4–8)

- Increase Math Lowest 25% performance from 77% to **80%**, remaining well above the state average.

Science Achievement (Grade 5 & 8)

- Increase Science Achievement from 52% to **60%**, meeting or exceeding the state average (57%) and reducing the gap from 5 points to zero.

Social Studies Achievement (Grade 7)

- Maintain Social Studies Achievement at **95% or higher**, remaining at least 20 points above the state average.

Middle School Acceleration (Grade 8)

- Maintain Middle School Acceleration at **100%** of eligible students earning at least two high school credits.

Monitoring

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

Monitoring for Implementation and Impact

Implementation of strategies will be monitored through a combination of formative assessments, progress monitoring tools, classroom observations, and district-level data reviews. Grade level and content area teams will meet biweekly to review student performance data from i-Ready, Acaletics,

district benchmarks, and teacher created assessments to ensure alignment with grade-level standards and targeted skill gaps.

The school's resource teacher and administrator, as well as the district's data review team will conduct regular classroom walkthroughs using a standards based observation tool to verify that identified instructional strategies are in place and being executed with fidelity. Feedback will be provided to teachers within 24 hours to support real time instructional adjustments.

Impact will be measured by tracking student growth on progress monitoring assessments and comparing results to established mid year and end of year benchmarks. Data will be disaggregated by grade level, subgroup, and performance bands (Lowest 25%, bubble students, and proficient students) to ensure that all target populations are making adequate gains toward the desired outcomes. Quarterly data reviews with the leadership team will determine whether strategies need to be refined, intensified, or scaled back. Summative impact will be evaluated using the 2026 state assessment results to confirm that targeted percentage increases have been met for each grade level outcome.

Long-Term Benefits of Key Initiatives:

- **UFLI (University of Florida Literacy Institute):** Improves foundational reading skills through explicit, systematic phonics instruction, leading to sustained literacy gains, reduced numbers of students requiring intensive intervention, and improved reading proficiency across all grade levels.
- **Project OPAL:** Enhances reading fluency and comprehension for students in the Lowest 25% by providing targeted, research-based interventions, resulting in long-term improvement in state assessment performance and narrowing achievement gaps.
- **Florida Tutoring Advantage:** Offers individualized, high-dosage tutoring to address skill gaps in reading and math, which over time reduces retention rates, increases student confidence, and accelerates learning gains for struggling students.

By integrating these initiatives into daily instruction and monitoring their impact, the school aims to not only meet short-term targets but also build the capacity for sustained, long-term student success.

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:

UFLI (University of Florida Literacy Institute): Improves foundational reading skills through explicit, systematic phonics instruction, leading to sustained literacy gains, reduced numbers of students requiring intensive intervention, and improved reading proficiency. The program focuses on phonemic

awareness and decoding outcomes.

Rationale:

UFLI provides explicit, systematic instruction in foundational reading skills such as phonemic awareness, phonics, and decoding. Based on 2025 data, ELA achievement is strong at 70% overall, but the Lowest 25th Percentile is only 42%, well below the state average of 55%. UFLI targets these struggling readers, providing evidence-based strategies to accelerate literacy growth, improve reading fluency, and ultimately close the achievement gap. Its structured approach aligns with district curriculum and ensures consistent, research-based practices across all classrooms.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Project OPAL (Optimizing Phonological Awareness Learning): Enhances reading fluency and comprehension for students in the Lowest 25% by providing targeted, research-based interventions, resulting in long-term improvement in state assessment performance and narrowing achievement gaps. The goal of Project Opal is to identify effective approaches to teaching phonological awareness in Pre-K and Kindergarten.

Rationale:

Project OPAL is designed to strengthen early literacy skills in phonological awareness, particularly in K–3 students. Although only 1 student in your 2024–25 data exhibited a substantial reading deficiency, early intervention is critical to preventing future reading struggles. By implementing Project OPAL, the school proactively supports foundational skills that contribute to later ELA success, including Grade 3 ELA Achievement, which currently sits at 75%. Targeted phonological awareness instruction addresses gaps before they widen, supporting long-term literacy outcomes.

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Florida Tutoring Advantage (FTA): Offers individualized, high dosage tutoring to address skill gaps in reading and math, which over time reduces retention rates, increases student confidence, and accelerates learning gains for struggling students. The Florida Tutoring Advantage is a newly enacted, statewide high-impact tutoring effort administered by the University of Florida's Lastinger Center. It's informed by a broad base of strong research indicating that high impact tutoring (frequent, aligned with core instruction, individual/small group) is one of the most effective academic interventions, supported by over 150 randomized controlled trials showing substantial learning gains.

Rationale:

FTA provides individualized, high-dosage tutoring in reading and mathematics for students needing intensive support. The 2025 data highlights areas for acceleration, including students in the Lowest 25th Percentile in ELA (42%) and modest declines in Math Learning Gains (from 75% to 71%). FTA allows for targeted, small-group instruction aligned to state standards, providing immediate intervention to close learning gaps and accelerate growth. This approach not only addresses current achievement gaps but also builds long-term academic confidence and success in both reading and mathematics.

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

Program Implementation

Person Monitoring:

Principal & Instructional Resource Teacher

By When/Frequency:

Weekly

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

UFLI (University of Florida Literacy Institute) Action Steps: Provide Teacher Training and Coaching: Ensure all K–3 and intervention teachers participate in UFLI professional development and receive ongoing instructional coaching to implement systematic phonics and decoding instruction with fidelity. Integrate UFLI into Tiered Instruction: Incorporate UFLI strategies into Tier 1 classroom instruction and Tier 2/3 intervention groups, with weekly progress monitoring to identify students who need additional support. Project OPAL (Optimizing Phonological Awareness Learning) Action Steps: Implement Early Literacy Screening: Use phonological awareness assessments in K–3 to identify students needing targeted support and place them in Project OPAL intervention groups. Schedule Regular Intervention Sessions: Conduct small-group, research-based phonological awareness sessions 3–5 times per week, ensuring consistent exposure and tracking progress with weekly data reviews. Florida Tutoring Advantage (FTA) Action Steps: Identify Eligible Students and Schedule Tutoring: Use 2025 assessment and early warning data to select students in the Lowest 25th Percentile or those with declining learning gains, and schedule high-dosage tutoring sessions aligned to classroom instruction. Monitor Tutoring Effectiveness: Collect weekly data on student performance and adjust tutoring groups or strategies as needed, in collaboration with classroom teachers and the district data review team.

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-Student Attendance

- Based on the early warning data, the area of greatest concern is chronic absenteeism. 29 students(25% of total enrollment) were absent 10% or more of school days. Chronic absenteeism affects all grade levels (K-8), with the highest numbers in grade 8 (8 students) and grade 5 (5 students).

Affects on Student Learning:

- Chronic absenteeism negatively impact academic outcomes. Frequent kindergarten absences correlate with lower cognitive skills in early childhood and poorer academic performance at age 15. Consistent absences from kindergarten through 8th grade decrease the chances of pursuing higher education. Chronically absent students are more likely to score lower on standardized tests, perform poorly in overall academic achievement, and face suspension in middle school.
- Chronic absenteeism often lead to disengagement from studies and disconnection from peers and the school community. This isolation can negatively impact a student's well-being and hinder the development of essential social skills and friendships.

Rationale:

- Based on the early warning data, chronic absenteeism is significantly higher than any other early warning indicator. The distribution across grades suggests that this is a schoolwide challenge rather than isolated to one grade.

Measurable Outcome

Include prior year data 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:

Based on the early warning data, students absent 10% or more school days as follows:

Kindergarten- 4

First grade- 2

Second Grade- 0

Third Grade- 1

Fourth Grade- 4

Fifth Grade- 5

Sixth Grade- 2

Seventh Grade- 3

Eighth Grade- 8

29 students were absent 10% or more school days. This is 26% of total enrollment.

Measurable Outcome:

At the end of 2025-2026 school year, the total percentage of students who were absent 10% or more

of school days will decrease from 26% to 12% total enrollment.

Monitoring

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

Monitoring Area of Focus

Each week, attendance data will be gathered and discussed at each weekly data meeting. Each month, attendance data will be gathered for the month and discussed at Faculty meetings. Students who miss more than 10% will be assigned a "Check-In/Check-Out adult. Monthly attendance celebrations will recognize and reward students who miss less than 10%.

Student Achievement Outcomes:

Ongoing monitoring of student attendance provides an early warning system to identify students at risk of academic struggles, allowing for timely interventions that improve achievement outcomes. Regular monitoring helps detect patterns of chronic absenteeism, which is a strong predictor of lower grades. By analyzing attendance data, educators can implement targeted strategies to improve engagement and support, ultimately leading to better educational attainment.

Person responsible for monitoring outcome

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:

Three Tiers of Intervention- Tier 1 includes all students, expectations, monthly attendance celebrations, letters sent home, phone call home after 3 absences by teacher. Tier 2- students who miss 10% assign Check-In/Check-Out adult staff. Tier 3- students who miss 20%- assign mentor, parent conference.

Rationale:

Using attendance data gathered weekly/monthly, students will move through the 3 Tier process of attendance MTSS.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3

action steps and the person responsible for each step.

Action Step #1

Three Tiers of Intervention

Person Monitoring:

Administrative Team

By When/Frequency:

Weekly Data Meetings/Monthly Faculty Meetings

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

Tier 1- all students- expectations, monthly attendance celebrations, letters sent home, phone call home after 3 absences by teacher. Tier 2- students who miss 10%-assign Check In/Check Out adult staff. Tier 3- students who miss 20%-assign mentor, parent conference, home visit.

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.

Effective Communication of the School Improvement Plan (SIP)

To ensure the School Improvement Plan (SIP) is communicated effectively, it's crucial to not only share information but also actively engage stakeholders and respond to their input. Customizing communication approaches to meet the specific preferences and needs of each group—while keeping the information clear and accessible—will help build a collaborative environment focused on school improvement.

Students

- **Assemblies and Class Meetings:** Present the SIP during school-wide assemblies or class meetings, using simple language and visual aids to ensure comprehension.
- **Student Handouts:** Provide age-appropriate summaries or brochures that outline key aspects of the SIP.
- **Student Government:** Involve student leaders in disseminating information and gathering feedback from their peers.

Families

- **Parent Meetings and Workshops:** Organize informational sessions to explain the SIP and invite feedback. Include opportunities for questions and answers.
- **Newsletters:** Regularly feature SIP updates in newsletters, ensuring the language is clear, concise, and accessible for all families.
- **School Website:** Post the SIP and its updates on the school website, offering translation options for non-English-speaking families.
- **Social Media:** Utilize social media platforms to share key highlights and updates, with links to more detailed information on the school's website.

School Staff and Leadership

- **Staff Meetings:** Discuss the SIP during staff meetings and professional development sessions to ensure all staff members are informed and involved.
- **Internal Memos and Emails:** Use internal communication channels to send out detailed plans and updates about the SIP's progress.
- **Dedicated Portal:** Develop an internal portal or shared drive where staff can easily access the SIP and related documents for reference and collaboration.

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)).

Building Strong School-Community Relationships

To foster meaningful connections with parents, families, and community stakeholders, schools should focus on:

- **Creating an inclusive environment**
- **Maintaining clear, accessible communication**
- **Actively engaging families**
- **Supporting student needs**
- **Building trust**
- **Celebrating achievements**

These efforts enhance collaboration, boost student success, and help fulfill the school's mission.

1. Communication Strategy

Identify Stakeholders:

- Students
- Families

- School staff and leadership
- Local businesses and community organizations

Choose Effective Channels:

- Tailor communication methods to each group
- Ensure all materials are available in both English and Spanish

2. Communication Plan

Set Clear Objectives:

- Define goals for each audience
- Schedule regular updates on progress

3. Dissemination Methods

A. Students

- **Assemblies/Class Meetings:** Use simple language and visuals to present the School Improvement Plan (SIP)
- **Handouts:** Provide age-appropriate summaries or brochures

B. Families

- **Meetings/Workshops:** Host sessions to explain the SIP and gather feedback
- **Newsletters:** Include SIP updates in family-friendly language
- **Website:** Post SIP and updates with translation options
- **Social Media:** Share highlights and link to detailed info

C. Staff & Leadership

- **Staff Meetings:** Discuss SIP during meetings and training
- **Internal Communications:** Use memos and emails for updates
- **Community Partnerships:** Share plans with partners via meetings or newsletters

4. Feedback and Engagement

A. Collect Feedback:

- Use meetings, surveys, and informal conversations

B. Respond to Feedback:

- Publicly acknowledge input
- Adjust the SIP as needed and communicate changes

5. Monitoring and Reporting

A. Progress Updates:

- Conduct an annual review and share a summary with all stakeholders

B. Transparency:

- Use clear language, visuals, and summaries to make reports accessible

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)).

Enhancing Academic Excellence for All Students

To elevate our academic program and ensure that all students achieve success with the B.E.S.T. Standards, we will implement the following strategic initiatives.

To strengthen our academic program and ensure every student successfully achieves proficiency of the **B.E.S.T. Standards**, we will implement the following strategies:

- **Assess Instructional Quality:** Regularly evaluate the effectiveness of teaching practices to ensure high-quality instruction.
- **Offer a Rich, Accelerated Curriculum:** Provide diverse programs, activities, and courses that

support a well-rounded and challenging education.

- **Support All Learners:** Focus on meeting the needs of every student, with particular attention to those at risk of falling behind.
- **Use Data to Drive Improvement:** Monitor achievement data to evaluate instructional impact and guide decision-making.
- **Continuously Improve Curriculum:** Review and update curriculum to align with rigorous standards and incorporate current best practices.
- **Invest in Professional Development:** Provide ongoing training to keep educators up to date with effective instructional strategies.
- **Track Student Progress:** Develop a system for regular assessment and use the results to tailor instruction to student needs.
- **Expand Learning Opportunities:** Enrich learning through Professional Learning Communities (PLCs), after-school programs, summer enrichment, field trips, guest speakers, and educational visits.

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 School Improvement Plan is designed to work in alignment with a variety of federal, state, and local services, resources & programs to ensure a comprehensive approach to improving educational outcomes occurs. It's developed with a holistic approach, ensuring that strategies are tailored to the specific needs of our school. This integration ensures that our improvement efforts are comprehensive and address multiple aspects of student needs, from academic support to health and safety.

Coordination with ESSA-Supported Programs

- **Title I Services:** The SIP incorporates Title I funding to support low-income students by enhancing instructional materials, providing additional tutoring services, and improving teacher quality through professional development. Collaboration with Title I coordinators ensures alignment with the SIP's goals and strategies.
- **Title II and Title III Programs:** Title II funds are used for professional development and teacher training, which are integral parts of the SIP. Title III resources support English Language Learners (ELLs) through targeted instruction and support services, ensuring that ELLs are included in the SIP's initiatives.

Integration with Violence Prevention Programs

- **School Safety Initiatives:** The SIP integrates strategies from violence prevention programs, such as the implementation of anti-bullying curricula, conflict resolution training, and mental health support services. Partnerships with local law enforcement and community organizations are established to ensure a safe and conducive learning environment.
- **Social-Emotional Learning (SEL):** Programs that focus on SEL are incorporated to help students manage emotions, set positive goals, and build strong relationships. This supports the SIP's aim to create a supportive and nurturing school climate.

Coordination with Nutrition Programs

- **Healthy School Environment:** The SIP aligns with local and federal nutrition programs to ensure that students have access to nutritious meals, which is essential for their overall well-being and academic performance. Collaboration with the school nutrition program ensures that meals meet health standards and support students' learning.
- **Nutrition Education:** The SIP includes components that promote nutrition education as part of the broader health and wellness initiatives, helping students make informed choices about their diet.

Integration with Housing Programs

- **Support for Homeless Students:** The SIP coordinates with local housing programs and the McKinney-Vento Homeless Assistance Act to provide support services for students experiencing homelessness. This includes ensuring access to stable schooling, providing transportation, and connecting families with housing resources.

Alignment with Head Start Programs

- **Early Childhood Education:** The SIP works in partnership with Head Start programs to ensure a smooth transition for early learners into the elementary school system. This includes sharing curriculum and assessment information, coordinating services for at-risk students, and aligning educational goals.

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)).

To ensure that students receive comprehensive support beyond academic subjects, the school employs a range of strategies focused on counseling, mental health services, specialized support, mentoring, and skill development. Here's a detailed look at how these services and strategies are integrated into the school's overall approach to improving students' skills and well-being:

1. Counseling Services

- **Comprehensive Counseling Programs:** The school offers a robust counseling program that addresses academic, career, and personal/social development. School counselors work with students to help them navigate academic challenges, career planning, and personal issues.
- **Individual and Group Counseling:** Students have access to both individual and group counseling sessions. Individual counseling provides personalized support for students dealing with specific issues, while group counseling fosters peer support and addresses common concerns such as anxiety or social skills.
- **Crisis Intervention:** The school has a crisis intervention plan in place, including access to counselors who are trained to handle emergencies and provide immediate support to students in distress.

2. School-Based Mental Health Services

- **Mental Health Professionals:** The school employs or partners with mental health professionals, such as school psychologists, social workers, and mental health counselors. These professionals are available to provide assessments, therapy, and support for students dealing with mental health issues.
- **Collaborations with Community Agencies:** The school collaborates with local mental health agencies to offer additional resources and services. This may include referrals to external therapists, support groups, or specialized programs.
- **Mental Health Education:** The school integrates mental health education into the curriculum to promote awareness and understanding among students. Programs focus on stress management, emotional regulation, and recognizing mental health issues.

3. Specialized Support Services

- **Special Education Services:** The school provides specialized support for students with

disabilities through individualized education programs (IEPs) and 504 plans. This includes tailored instructional strategies, accommodations, and related services such as occupational therapy or speech therapy.

- **Academic Interventions:** For students who require additional support beyond the regular curriculum, the school implements targeted academic interventions. This includes reading and math specialists who provide small-group instruction and personalized support.
- **Language Support:** English Language Learners (ELLs) receive specialized support through ESL programs, including language instruction and cultural integration support.

4. Mentoring Services

- **Peer and Adult Mentoring:** The school offers mentoring programs where students are paired with peers or adults who provide guidance, support, and encouragement. Mentors help students set and achieve personal and academic goals, and provide a positive role model.
- **Mentoring for Specific Needs:** Targeted mentoring programs address specific needs such as career exploration, leadership development, or overcoming personal challenges. These programs are designed to help students build confidence and skills in areas beyond academics.

5. Skill Development Strategies

- **Extracurricular Activities:** The school provides a variety of extracurricular activities such as sports, arts, and clubs that help students develop social skills, leadership abilities, and personal interests. Participation in these activities fosters teamwork, discipline, and creativity.
- **Life Skills Programs:** The school integrates life skills programs into the curriculum to teach students essential skills such as financial literacy, time management, and problem-solving. These programs prepare students for responsibilities beyond the classroom.
- **Career Exploration and Development:** Career readiness programs offer students opportunities to explore different careers, develop job-related skills, and gain work experience through internships or job shadowing. This includes workshops on resume writing, interview techniques, and professional etiquette.

6. Family and Community Engagement

- **Family Support Services:** The school provides resources and support for families to help them support their children's development. This includes workshops on parenting, family counseling, and connecting families with community resources.
- **Community Partnerships:** The school partners with local organizations and businesses to enhance the range of services available to students. These partnerships may provide additional resources, mentoring opportunities, and enrichment programs.

Overall Integration

The integration of these services and strategies ensures that students receive holistic support that addresses their academic needs as well as their social, emotional, and developmental needs. By coordinating counseling, mental health services, specialized support, mentoring, and skill

development within the broader school improvement plan, the school aims to create a nurturing environment that supports students' overall well-being and prepares them for success in all aspects of life. Regular evaluation and feedback mechanisms help to continuously refine and improve these services, ensuring they meet the evolving needs of the student population.

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)).

In preparation for postsecondary education and the workforce, our school provides a range of learning opportunities designed to broaden students' access to advanced coursework and career pathways. Middle school students have the opportunity to earn high school and postsecondary credit through accelerated courses, while also gaining exposure to college and career options.

We facilitate career awareness experiences including career fairs, college tours, and informational sessions in partnership with FAMU, FSU, and Tallahassee State College. These experiences help students explore various fields, understand college expectations, and begin planning for life after high school.

For students interested in entering the workforce directly after graduation, we have partnered with the district's technical college to provide vocational and technical learning opportunities. This ensures students develop the skills, certifications, and professional knowledge needed for immediate employment, while also maintaining access to pathways for future education.

Through these initiatives, students gain early exposure to postsecondary coursework, career exploration, and workforce preparation, equipping them with the skills, knowledge, and confidence to make informed decisions about their academic and career futures.

Addressing Problem Behavior and Early Intervening Services

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

Implementing a schoolwide tiered model to prevent and address problem behavior, along with coordinating early intervening services with activities under the Individuals with Disabilities Education Act (IDEA), involves a systematic and integrated approach. This model ensures that all students receive appropriate support based on their needs and helps prevent behavioral issues before they escalate. Here's a detailed description of how such a model can be implemented:

1. Schoolwide Tiered Model for Behavior Support

Tier 1: Universal Support

- **Positive Behavioral Interventions and Supports (PBIS):** The school adopts PBIS as a

framework to promote positive behavior across all students. This includes establishing clear behavioral expectations, teaching these expectations regularly, and recognizing positive behavior through rewards and acknowledgment.

- **Schoolwide Behavior Plan:** A comprehensive behavior management plan is developed and communicated to all stakeholders, including students, staff, and families. This plan outlines the expected behaviors, procedures for addressing misbehavior, and supports available for students.
- **Professional Development:** Staff receive training on effective classroom management techniques, behavioral interventions, and how to implement the schoolwide behavior plan consistently.
- **Data Monitoring:** The school uses data collection tools to monitor behavioral incidents, track patterns, and assess the effectiveness of the behavior plan. This data informs decision-making and helps identify areas needing improvement.

Tier 2: Targeted Support

- **Small Group Interventions:** For students who exhibit moderate behavioral concerns or are at risk of developing more serious issues, the school provides targeted interventions. These may include social skills groups, behavior contracts, and check-in/check-out systems.
- **Behavioral Support Plans:** Students requiring additional support have individualized behavioral support plans developed in collaboration with teachers, counselors, and families. These plans outline specific interventions and supports tailored to the student's needs.
- **Mentoring and Counseling:** Students in Tier 2 may be assigned mentors or receive more intensive counseling services to address specific behavioral or emotional challenges.

Tier 3: Intensive Support

- **Individualized Behavior Interventions:** Students with significant or persistent behavioral problems receive individualized behavior intervention plans (BIPs). These plans are developed based on a functional behavior assessment (FBA) and include targeted strategies to address the root causes of the behavior.
- **Wraparound Services:** The school coordinates with external agencies and services to provide additional support for students with complex needs. This may include mental health services, family counseling, or specialized interventions.
- **Frequent Monitoring and Evaluation:** Students in Tier 3 are closely monitored to assess the effectiveness of the interventions. Adjustments to the behavior plans are made as needed to ensure that the student's needs are met.

2. Early Intervening Services and Coordination with IDEA

Early Intervening Services (EIS)

- **Screening and Identification:** The school implements early screening procedures to identify students who may need additional support. These screenings help to detect academic or behavioral issues early, allowing for timely interventions.

- **Preventive Interventions:** EIS includes providing support services such as academic tutoring, behavioral coaching, and social-emotional learning programs to students who are at risk but do not yet qualify for special education services.
- **Data-Driven Decision Making:** Data collected from early interventions is used to evaluate the effectiveness of the services and to adjust strategies as needed. This ensures that interventions are responsive to students' needs.

Coordination with IDEA

- **Collaboration Between General and Special Education:** The school ensures that there is close collaboration between general education teachers, special education staff, and other support services. This collaboration helps to ensure that early intervening services are effectively integrated with special education services when needed.
- **Response to Intervention (RTI) Framework:** The school utilizes the RTI framework to provide tiered interventions for students. RTI is aligned with IDEA's requirements for identifying students with specific learning disabilities and ensuring that they receive appropriate interventions before considering special education services.
- **Referral Process:** When early intervening services are not sufficient, the school follows a structured referral process to evaluate students for special education services under IDEA. This process includes gathering data from interventions, conducting assessments, and involving parents in decision-making.
- **Individualized Education Programs (IEPs):** For students who qualify for special education services, the school develops and implements IEPs that address their unique needs. The IEPs are aligned with the strategies and supports provided in the early intervening services to ensure continuity of support.

Overall Integration

By implementing a tiered model and coordinating early intervening services with IDEA activities, the school creates a comprehensive system for addressing and preventing behavioral issues. This approach ensures that students receive appropriate support based on their individual needs, whether through universal supports, targeted interventions, or intensive services. Coordination between general education and special education ensures that all students, including those with disabilities, have access to the resources and supports necessary for their success.

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)).

To improve instruction and the use of data from academic assessments, as well as to recruit and retain effective teachers, particularly in high-need subjects, schools implement a range of

professional learning and other activities. These efforts are designed to support educators at all levels, including teachers, paraprofessionals, and other school personnel. Here's how these activities are structured:

1. Professional Learning for Instruction and Data Use

Ongoing Professional Development

- **Workshops and Training:** The school provides regular workshops and training sessions focused on instructional strategies, data analysis, and best practices. These sessions are tailored to meet the needs of different grade levels and subject areas, ensuring relevance to educators' specific roles.
- **Data-Driven Instruction:** Professional learning includes training on how to effectively use data from academic assessments to inform instruction. This involves understanding data analysis tools, interpreting assessment results, and applying data to design targeted instructional interventions.
- **Collaborative Planning:** Teachers engage in collaborative planning sessions where they analyze student data, share insights, and develop strategies together. This collaborative approach helps to foster a culture of continuous improvement and collective problem-solving.
- **Coaching and Mentoring:** Experienced educators and instructional coaches provide one-on-one coaching and mentoring to support teachers in refining their instructional practices and using data effectively. This personalized support helps teachers implement new strategies and overcome challenges.

Curriculum and Assessment Alignment

- **Curriculum Development:** Professional learning includes sessions on aligning instruction with state and national standards. Teachers learn how to design and implement curricula that meet these standards and address identified learning gaps.
- **Assessment Literacy:** Training focuses on developing teachers' understanding of various types of assessments (formative, summative, diagnostic) and how to use them to gauge student progress and adjust instruction accordingly.

2. Recruitment and Retention of Effective Teachers

Recruitment Strategies

- **Partnerships with Universities:** The school establishes partnerships with universities and teacher preparation programs to attract new graduates. These partnerships may include student teaching placements, recruitment fairs, and joint professional development opportunities.
- **Incentive Programs:** The school offers incentive programs such as signing bonuses, relocation assistance, or student loan repayment options to attract teachers to high-need subjects and underserved areas.
- **Targeted Recruitment Campaigns:** The school conducts targeted recruitment campaigns to reach potential candidates for high-need subjects. This includes leveraging social media,

attending career fairs, and collaborating with professional associations.

Retention Strategies

- **Mentorship and Support:** New teachers receive structured mentorship programs to help them navigate their early years in the profession. Ongoing support from experienced mentors helps new teachers develop confidence and competence.
- **Professional Growth Opportunities:** The school provides continuous opportunities for professional growth and advancement. This includes access to advanced training, leadership development programs, and pathways for career progression.
- **Work Environment:** Efforts are made to create a positive and supportive work environment. This includes recognizing and celebrating achievements, fostering a collaborative culture, and addressing teachers' concerns and needs.
- **Competitive Compensation:** The school reviews and adjusts compensation packages to remain competitive with other districts and attract and retain high-quality teachers. This includes salary increases, benefits, and performance-based incentives.

3. Support for Paraprofessionals and Other School Personnel

Training and Development

- **Role-Specific Training:** Paraprofessionals and other support staff receive training tailored to their roles, such as instructional support, behavioral management, and assisting with specific educational needs. This training helps them effectively contribute to student success.
- **Professional Development Workshops:** Paraprofessionals and support staff are included in professional development workshops that focus on general instructional strategies and the use of data to support student learning.

Collaboration and Integration

- **Team Collaboration:** Paraprofessionals and other school personnel are encouraged to participate in collaborative teams with teachers and administrators. This integration ensures that their work aligns with instructional goals and that they contribute to the overall school improvement efforts.
- **Feedback and Support:** Regular feedback is provided to paraprofessionals and support staff to help them improve their skills and effectiveness. This includes performance reviews and opportunities for professional growth based on their feedback.

Overall Integration

The professional learning and support activities are designed to create a cohesive system that enhances instruction, uses data effectively, and addresses the challenges of recruiting and retaining high-quality educators. By focusing on targeted training, collaborative practices, and supportive work environments, the school aims to build a strong and capable team of educators who are well-equipped to meet the diverse needs of their students.

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)).

To ensure a smooth and successful transition from early childhood education programs to Kindergarten, schools implement a range of strategies designed to support preschool children, their families, and educators. These strategies focus on aligning educational practices, fostering communication, and addressing the developmental needs of young learners. Here's a detailed overview of these strategies:

1. Alignment of Curriculum and Standards

- **Curriculum Continuity:** The school aligns the Kindergarten curriculum with early childhood education programs to ensure a seamless progression. This includes reviewing and integrating foundational skills and developmental milestones from preschool into Kindergarten lesson plans and activities.
- **Early Learning Standards:** The school uses early learning standards to guide curriculum development and ensure that the transition reflects the skills and knowledge gained in preschool. This alignment helps bridge any gaps between preschool and Kindergarten expectations.

2. Communication and Collaboration

- **Transition Meetings:** Regular meetings are held between preschool and Kindergarten teachers to discuss student progress, share information about individual students, and address any concerns. These meetings help ensure that Kindergarten teachers are well-informed about each child's developmental needs.
- **Family Engagement:** The school provides information sessions and workshops for families to help them understand the transition process. This includes explaining what to expect in Kindergarten, how to support their child at home, and addressing any questions or concerns.
- **Personalized Transition Plans:** Individual transition plans are developed for students who may need additional support. These plans include strategies for addressing specific needs, such as language development, social skills, or behavioral concerns.

3. Familiarization with the Kindergarten Environment

- **School Visits:** Preschools arrange for students to visit the Kindergarten classroom and meet their future teachers. These visits help children become familiar with the new environment, routines, and expectations, reducing anxiety about starting school.
- **Orientation Activities:** The school organizes orientation activities where children and their families can explore the Kindergarten classroom, meet other students, and participate in activities designed to ease the transition.

4. Support for Social and Emotional Development

- **Social Skills Training:** Programs and activities are designed to help preschool children develop social skills such as sharing, taking turns, and following directions. These skills are crucial for a successful transition to Kindergarten.

- **Emotional Support:** The school provides resources and support to help children manage separation anxiety and other emotions associated with starting Kindergarten. This may include counseling services, social-emotional learning programs, and support from school psychologists.

5. Parent and Family Involvement

- **Parent-Teacher Conferences:** Schools hold conferences with parents to discuss their child's progress, address concerns, and provide strategies for supporting their child's transition. These conferences help build strong partnerships between home and school.
- **Parent Education Programs:** The school offers workshops and resources on topics such as early literacy, numeracy, and supporting children's adjustment to Kindergarten. These programs empower parents to support their child's learning and development at home.

6. Professional Development for Educators

- **Training for Preschool and Kindergarten Teachers:** Professional development programs are provided for both preschool and Kindergarten teachers to ensure they understand best practices for facilitating transitions. This includes training on developmental milestones, communication strategies, and collaboration techniques.
- **Shared Planning Time:** Teachers from preschool and Kindergarten have dedicated time to plan together and align their practices. This collaboration helps to ensure that instructional practices and expectations are consistent across both settings.

7. Monitoring and Assessment

- **Transition Assessments:** The school conducts assessments to evaluate how well students are adjusting to Kindergarten. This includes monitoring academic progress, social-emotional development, and overall well-being.
- **Feedback Mechanisms:** Regular feedback is collected from families and teachers about the transition process. This feedback is used to make continuous improvements and address any issues that arise.

8. Community and Partner Involvement

- **Community Partnerships:** The school collaborates with community organizations and early childhood education providers to support the transition. These partnerships may include sharing resources, coordinating services, and offering joint programs.
- **Referral Services:** For children who need additional support, the school coordinates with community services to provide referrals for counseling, developmental assessments, or other resources as needed.

Overall Integration

These strategies are designed to create a cohesive and supportive transition experience for preschool children moving into Kindergarten. By focusing on curriculum alignment, effective communication, social-emotional support, and family involvement, the school aims to facilitate a smooth transition that sets children up for success in their new educational environment. The goal is

to ensure that all students feel prepared, confident, and excited about starting Kindergarten, while also providing the necessary support for those who may need it.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

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

No

BUDGET
Plan Budget Total

ACTIVITY

**FUNCTION/
OBJECT** **FUNDING
SOURCE**

FTE

AMOUNT
0.00