Gadsden County Schools

GREENSBORO ELEMENTARY SCHOOL

2025-26 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Greensboro Elementary School is to foster a love of learning in an innovative, cooperative climate using research-based programs and educational best practices. (Note: This mission statement is being revised by the faculty, staff, and community members August 1, 2025.)

Provide the school's vision statement

Our vision at Greensboro Elementary is to provide students with the skills in reading, writing, mathematics, and science to make them lifelong learners and successful members of society. (Note: This vision statement is being revised by the faculty, staff, and community members August 1, 2025.)

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

James Mills

millsj@gcpsmail.com

Position Title

Principal

Job Duties and Responsibilities

The Principal is the instructional and operational leader within the school community and is critical to improving student outcomes through the hiring, development, support, supervision and retention of high-quality instructional and support staff. As the school leader, the Principal creates a culture of rigorous learning, belonging and engagement for staff, students and families through collaboration and distributive leadership. In alignment with the Florida Principal Standards, the Principal leads the

school team to increased school and student outcomes by prioritizing instruction while effectively balancing the operational, safety, and policy responsibilities of a school-building leader.

Leadership Team Member #2

Employee's Name
Brenda Rittman

rittmanbr@gcpsmail.com

Position Title
Assistant Principal

Job Duties and Responsibilities

The Assistant Principal is an instructional and operational leader within the school community and is critical to improving student outcomes through staff development and effectiveness. In collaboration with and aligned to the direction of the Principal, the Assistant Principal supports the creation of the culture of rigorous learning, belonging and engagement for staff, students and families throughout the school community. In alignment with the Florida Assistant Principal Standards, the Assistant Principal supports and leads assigned school teams to increased school and student outcomes through ongoing training, coaching, feedback and support by prioritizing instruction while effectively balancing operational, safety and policy responsibilities, as assigned.

Leadership Team Member #3

Employee's Name
Rena Nelson

nelsonr@gcpsmail.com

Position Title
Instructional Coach

Job Duties and Responsibilities

The Instructional Coach plays a vital role in the school improvement process by supporting teachers in implementing effective reading strategies and practice. Responsibilities include providing targeted professional development, modeling best practices in literacy instruction, and offering personalized coaching to enhance teachers' instructional skills. The Instructional Coach collaborates with teachers to analyze student data, identify areas of need, and develop intervention plans that support all learners, particularly those struggling with reading. The Instructional Coach also works closely with the administration to align reading instruction with school-wide goals and curricular standards. By

fostering a culture of continuous learning and improvement, the Instructional Coach helps ensure that every student can develop strong literacy skills, contributing to overall academic success.

Leadership Team Member #4

Employee's Name
Dr. Jamila Paul-Jackson

pauljam@gcpsmail.com

Position Title
School Counselor

Job Duties and Responsibilities

The School Counselor plays a pivotal role in the school improvement process by supporting the academic and social-emotional development of all students. Responsibilities include providing individual and group counseling to help students navigate personal and academic challenges, fostering a positive and inclusive school culture, and promoting mental health and well-being. The School Counselor collaborates with teachers, administrators, and parents to develop and implement programs that address the diverse needs of the student body, including conflict resolution, peer relationships, and stress management. Additionally, the School Counselor is integral to the implementation of Positive Behavioral Interventions and Supports (PBIS), a proactive approach to creating a positive school climate. The School Counselor works closely with staff to develop and reinforce school-wide behavioral expectations, monitor student behavior data, and design interventions that encourage positive behaviors and reduce disciplinary issues. The School Counselor also leads initiatives that recognize and reward positive student behavior, fostering a supportive environment that motivates students to make positive choices.

Leadership Team Member #5

Employee's Name
.TBA

TBA

Position Title
School Social Worker

Job Duties and Responsibilities

The School Social Worker provides mental health support and training in schools and communities and assists with Youth Mental Health First Aide, behavioral concerns, positive behavioral support, academic and classroom support, consultation with teachers, parents and administrator as well as provide individual and group counseling/therapy. The School Social Worker is also the primary

contact for the collection and analysis of attendance data and interventions. The School Social Worker connects families with outside agencies and resources as needed.

Leadership Team Member #6

Employee's Name
Gakeira Ash

ashgak@gcpsmail.com

Position Title
Grade PK Grade-Level Chair

Job Duties and Responsibilities

The Teacher provides an educational atmosphere in which students will move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation in accordance with district philosophy, goals, and objectives. Grade-level chairs schedule and facilitate grade-level meetings, events, and resource allocation requests. The Teacher also collects, reviews, disaggregates, and reports student achievement data for use in modifying Tier 1 instruction and determining how to best align interventions to student need.

Leadership Team Member #7

Employee's Name
Daren Hatfield

hatfieldd@gcpsmail.com

Position Title
Grade K Grade-Level Chair

Job Duties and Responsibilities

The Teacher provides an educational atmosphere in which students will move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation in accordance with district philosophy, goals, and objectives. Grade-level chairs schedule and facilitate grade-level meetings, events, and resource allocation requests. The Teacher also collects, reviews, disaggregates, and reports student achievement data for use in modifying Tier 1 instruction and determining how to best align interventions to student need.

Leadership Team Member #8

Employee's Name
Erica Bates-Jackson

jacksone@gcpsmail.com

Position Title
Grade 1 Grade-Level Chair

Job Duties and Responsibilities

The Teacher provides an educational atmosphere in which students will move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation in accordance with district philosophy, goals, and objectives. Grade-level chairs schedule and facilitate grade-level meetings, events, and resource allocation requests. The Teacher also collects, reviews, disaggregates, and reports student achievement data for use in modifying Tier 1 instruction and determining how to best align interventions to student need.

Leadership Team Member #9

Employee's Name
Pamela Bryant

bryantp@gcpsmail.com

Position Title
Grade 2 Grade-Level Chair

Job Duties and Responsibilities

The Teacher provides an educational atmosphere in which students will move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation in accordance with district philosophy, goals, and objectives. Grade-level chairs schedule and facilitate grade-level meetings, events, and resource allocation requests. The Teacher also collects, reviews, disaggregates, and reports student achievement data for use in modifying Tier 1 instruction and determining how to best align interventions to student need.

Leadership Team Member #10

Employee's Name
Megan Rowan

rowanm@gcpsmail.com

Position Title
Grade 3 Grade-Level Chair

Job Duties and Responsibilities

The Teacher provides an educational atmosphere in which students will move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation in accordance with district philosophy, goals, and objectives. Grade-level chairs schedule and facilitate grade-level meetings, events, and resource allocation requests. The Teacher also collects, reviews,

disaggregates, and reports student achievement data for use in modifying Tier 1 instruction and determining how to best align interventions to student need.

Leadership Team Member #11

Employee's Name
Dawn Weeks

weeksd@gcpsmail.com

Position Title
Exceptional Student Education (ESE) Chair

Job Duties and Responsibilities

TBA

Leadership Team Member #12

Employee's Name
Shirley Knight

knightshirley@gcpsmail.com

Position Title
Special Area Chair

Job Duties and Responsibilities

TBA

Leadership Team Member #13

Employee's Name
Brenda Andreo-Garcia

andreo-garciab@gcpsmail.com

Position Title
English Language Learner (ELL) Support Specialist

Job Duties and Responsibilities

TBA

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or

community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

At Greensboro Elementary School, our School Improvement Plan (SIP) development process involves active participation from a diverse group of stakeholders, including the school leadership team, teachers, school staff, parents, families, and community leaders. We gather input through School Based Leadership Team (SBLT) meetings, Professional Learning Community (PLC) meetings, and grade-level planning sessions, ensuring continuous data analysis and strategic discussions. Parents and families contribute through surveys and workshops, while community leaders offer valuable perspectives and resources. This collaborative approach ensures that our SIP is a comprehensive, responsive document that addresses the needs and priorities of our entire school community.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The School Improvement Plan (SIP) at Greensboro Elementary School is regularly monitored through a structured process involving School Based Leadership Team (SBLT) meetings, Daily Stand-up, Professional Learning Community (PLC) meetings, and grade-level planning and data analysis sessions. These meetings provide a platform for continuous review of student performance data, focusing on those with the greatest achievement gaps. Regular data chats and classroom walkthroughs ensure timely feedback and data-driven decision-making. Additionally, parent input is collected through the School Advisory Council (SAC), Parent-Teacher Association (PTA)-scheduled to launch for the 2025-26 school year, and surveys conducted throughout the year. This feedback is integral to our progress monitoring and helps us revise the SIP based on ongoing progress results, stakeholder feedback, and the effectiveness of implemented strategies, allowing for adjustments that address emerging needs and challenges.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-3**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)*** **HISPANIC STUDENTS (HSP)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: C** **2023-24: B** **2022-23: A** **2021-22: B** **2020-21:**

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment										0
Absent 10% or more school days										0
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2025-26

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

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

Current Year 2025-26

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

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

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	22	26	25	20						93
One or more suspensions	1		2	2						5
Course failure in English Language Arts (ELA)	6	2	6	5						19
Course failure in Math	4	2	5	3						14
Level 1 on statewide ELA assessment	7	16	17	16						56
Level 1 on statewide Math assessment	7	24	11	13						55
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	15	4	8	9						36
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	14	8	9	3						34

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

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

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

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	6	2	6	2						16
Students retained two or more times			1	1						2

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	41	33	59	32	30	57	47	24	53
Grade 3 ELA Achievement	41	35	59	32	36	58	47	29	53
ELA Learning Gains		47	60	50	52	60			
ELA Lowest 25th Percentile		63	56		64	57			
Math Achievement*	45	42	64	73	39	62	81	37	59
Math Learning Gains		51	63	100	57	62			
Math Lowest 25th Percentile		55	51		63	52			
Science Achievement		23	58		8	57		26	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	75	55	63	59	52	61	47	59	59

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

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

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

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

2024-25 ESSA FPPI

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	51%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	202
Total Components for the FPPI	4
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY

2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
51%	58%	59%	61%	47%		48%

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

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	13%	Yes	1	1
English Language Learners	75%	No		
Black/African American Students	33%	Yes	2	
Hispanic Students	54%	No		
Economically Disadvantaged Students	53%	No		

D. Accountability Components by Subgroup

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

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	41%	41%			45%								75%
Students With Disabilities	10%	10%			20%								
English Language Learners													75%
Black/African American Students	34%	34%			31%								
Hispanic Students	43%	43%			57%								74%
Economically Disadvantaged Students	43%	43%			47%								79%

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	32%	32%	50%		73%	100%							59%
English Language Learners	40%	40%			75%								59%
Black/African American Students	20%	20%			67%								
Hispanic Students	42%	42%			73%								61%
Economically Disadvantaged Students	31%	31%			71%								62%

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	47%	47%			81%								47%
English Language Learners	19%	19%			88%								62%
Black/African American Students	61%	61%			78%								
Hispanic Students	22%	22%			83%								61%
Economically Disadvantaged Students	45%	45%			78%								64%

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

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

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

2024-25 SPRING

SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	38%	38%	0%	57%	-19%
Math	3	43%	48%	-5%	63%	-20%

III. Planning for Improvement

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

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

Most Improvement

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

No Answer Entered

Lowest Performance

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

No Answer Entered

Greatest Decline

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

No Answer Entered

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.

No Answer Entered

EWS Areas of Concern

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

No Answer Entered

Highest Priorities

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

No Answer Entered

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

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

Area of Focus #1

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)

Area of Focus Description and Rationale

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

This Area of Focus was chosen due to receiving only 33% on the Federal Percent of Points Index for the 2024-25 school year. Data from the 2024–2025 academic year highlighted persistent achievement gaps between Black/African-American students and their peers. 2024-25 marks the second consecutive year in which the Black/African-American subgroup was below the 41% threshold. For 2024-25, in ELA, only 34% of Black/African-American students scored proficient or above, compared to the school-wide average of 41%. For 2024-25, in mathematics, Black/African-American student proficiency stood at 31%, whereas the overall school average was 45%. When analyzing achievement data to the 2023-24 school year, 20% of Black/African-American students scored proficient in ELA compared to 32% school-wide., marking a 14% improvement in 2024-25. When analyzing achievement data to the 2023-24 school year, 67% of Black/African-American students scored proficient in mathematics compared to 73% school-wide., marking a 36% decline in 2024-25. While the 14% improvement in ELA is notable, it is not sufficient enough to result in closing the achievement gap compared to the school-wide average. More concerning is the 36% decline in mathematics proficiency and the implications for this cohort of students as they move forward. During the 2023-24 school year, a four-person teaching team was in place to provide additional intervention time in mathematics that was not possible with a three-person team in place during the 2024-25 school year.

Measurable Outcome

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

For the 2025-26 school year, 45% of Black/African-American students in grade three will achieve Level 3, Level 4, or Level 5 as measured by the FAST English Language Arts (ELA) Reading

assessment on PM 3. For the 2025-26 school year, 60% of Black/African-American students in grade three will achieve Level 3, Level 4, or Level 5 as measured by the FAST Mathematics assessment on PM 3.

Monitoring

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

From a school-wide perspective, the proficiency outcomes for grade three Black/African-American students in ELA and mathematics will be monitored using a comprehensive data wall where the goals will be displayed, along with students who have reached the targets at PM 1, PM 2, and the STAR Progress Monitoring assessments in October 2025, February 2026, and March 2026. From a grade-level perspective, administrator-led data chats will take place monthly with teachers to ensure tracking of student data is taking place, along with modifications to Tier 1 core instruction, as well as Tier 2 and Tier 3 interventions. From a student-level perspective, administrators will visit classrooms and participate in student data chats being facilitated by teachers with individual students as students understand their baseline data, setting goals, action steps, and growth recognized during each of the progress monitoring administrations. By including the school leadership team, grade-level team, and individual students, assessment outcomes, growth, and actions needed to meet the established goals will be visible and viewed as critical to all.

Person responsible for monitoring outcome

James Mills (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:

To address the subgroup gaps within our Black/African-American Students population, high-quality Tier 1 core instruction focused on improving English Language Arts (ELA) Reading comprehension using multiple recommendations is needed. Students who read with understanding at an early age gain access to a broader range of texts, knowledge, and educational opportunities, making early reading comprehension instruction particularly critical. In addition to implementing the core adopted reading program HMH Into Reading, teachers will implement a series of five (5) instructional recommendations, all of which will be monitored using our classroom walkthrough tool. Data from the classroom walkthroughs will be collected and shared with the School-Based Leadership Team (SBLT) during the Daily Stand-up to determine action steps and definitions of done as priority coaching is delivered by the Reading Coach, Assistant Principal, and Principal.

Rationale:

Content is critical for students to build reading comprehension skills. Reading requires a rich and complex array of abilities that enable comprehension, not all of which are specifically reading comprehension skills. For example, successful decoding undergirds successful reading

comprehension, and it certainly should be taught, but the panel believes decoding instruction alone will not produce desired levels of reading comprehension for all students. The current research on reading indicates that the following types of skills and knowledge are critical to building a young student's capacity to comprehend what he or she reads: 1) Word-level skills allow students to identify, or decode, words in text accurately and fluently. Instruction in this area includes phonemic awareness, word analysis strategies (especially phonemic decoding), sight word vocabulary, and practice to increase fluency while reading. 2) Vocabulary knowledge and oral language skills help readers understand the meaning of words and connected text. Instruction in this area involves strategies to build vocabulary and activities to strengthen listening comprehension. 3) Broad conceptual knowledge includes not only general knowledge of the world but also knowledge drawn from science, social studies, and other disciplines. An information-rich curriculum can help students develop the background that is necessary for good reading comprehension. 4) Knowledge and abilities required specifically to comprehend text include an understanding of the different ways text can be structured and the ability to use a repertoire of cognitive strategies. 5) Thinking and reasoning skills that are involved, for example, in making inferences are essential to reading comprehension as text becomes more complex and as a student's tasks depend more on the thoughtful analysis of content. 6) Motivation to understand and work toward academic goals makes it more likely that students will intentionally apply strategies to improve their reading comprehension. Comprehending complex text requires active mental effort, which is most likely to occur when a student is engaged in the task at hand. Using assessment achievement data to support instructional decision making is also crucial to improving reading comprehension skills. Students vary in their development of reading comprehension skills, and the panel believes that teachers must adjust instruction or differentiate instruction based on assessments of student progress. In fact, teachers should view all their interactions with students as an opportunity for informal assessment. This can include asking students to summarize or retell what they have read, asking them to write about their response to the text, and observing their contributions to discussions about the text. Graphic literacy is also critical to improving reading comprehension skills. A student's ability to comprehend graphics within a text is critical to reading comprehension and can be taught. The panel focused on identified studies that showed positive comprehension effects that were statistically significant ($p < 0.05$) or substantively important (effect sizes larger than 0.25, but not statistically significant). The WWC adjusts for clustering of students in classrooms (or classrooms within schools) if the original study did not, in order to make proper statistical inferences from the study. Some studies met WWC standards (with or without reservations) for causal designs but did not provide the standard deviations needed to confirm or calculate effect sizes. In these cases, we indicate that we were unable to confirm the magnitude or statistical significance of some findings. In some other cases, the panel identified studies showing no detectable (small and not statistically significant) reading comprehension effects of its recommended practices. In these cases, the panel discusses how the study fits with the rest of the evidence on the specific recommendation. The final type of evidence discussed by the panel is studies with causal designs that may meet WWC evidence standards (with or without reservations) but that lack details, such as sample attrition or how students were assigned to treatment and control groups. Similar to correlational evidence, these studies are used to corroborate the information available from causal studies but are insufficient on their own to generate a moderate evidence or strong evidence rating. What Works Clearinghouse. Institute of Education Sciences. Practice Guide: Improving Reading Comprehension in Kindergarten Through 3rd Grade.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #2:

To address the subgroup gaps within our Black/African-American Students population, high-quality Tier 1 core instruction and systematic interventions focused on improving mathematics achievement using multiple recommendations are needed. Effective interventions for improving the mathematics achievement of students with mathematics difficulties share one key feature: the design of the curricular materials and the instruction provided are systematic. The term systematic indicates that instructional elements intentionally build students' knowledge over time toward an identified learning outcome(s). Systematic intervention materials are designed to develop topics in an incremental and intentional way, and the instruction provided supports student learning. This approach specifically addresses the needs of students who are struggling. In addition to implementing the core adopted mathematics program HMH Go Math, teachers will implement a series of six (6) instructional recommendations, all of which will be monitored using our classroom walkthrough tool. Data from the classroom walkthroughs will be collected and shared with the School-Based Leadership Team (SBLT) during the Daily Stand-up to determine action steps and definitions of done as priority coaching is delivered by the Reading Coach, Assistant Principal, and Principal.

Rationale:
WWC-certified staff reviewed 56 studies to assess the quality of evidence supporting education programs and practices, using WWC group design standards version 4.0 and RDD standards version 4.0. The 44 studies that meet WWC standards provide the evidence for the recommendations. All 44 studies provide evidence for more than one recommendation, as the interventions in these studies include more than one practice (or component) for improving student outcomes. For example, one multi-component intervention might include systematic instruction, mathematical language, and number line, and thus be used as evidence for all three recommendations. It is not possible to identify whether one particular component or a combination of components within a multi-component intervention produced an effect. Thus, the calculated effect sizes reflect the effect of each full intervention package. The project staff determined which components were likely to cause an effect based on their prominence in the intervention program. Major intervention components in each study that meet standards were then assigned to the evidence base for the relevant recommendation. What Works Clearinghouse. Institute of Education Sciences. Practice Guide: Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Teach students how to use reading comprehension strategies.

Person Monitoring:	**By When/Frequency:**
Rena Nelson (Reading Coach)	Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1) Teach students how to use several research-based reading comprehension strategies. a) Activating Prior Knowledge/Predicting: Students think about what they already know and use the knowledge in conjunction with other clues to construct meaning from what they read or to hypothesize what will happen next in the text. It is assumed that students will continue to read to see if their

predictions are correct. b) Questioning: Students develop and attempt to answer questions about the important ideas in the text while reading, using words such as where or why to develop their questions. c) Visualizing: Students develop a mental image of what is described in the text. d) Monitoring, Clarifying, and Fix Up: Students pay attention to whether they understand what they are reading, and when they do not, they reread or use strategies that will help them understand what they have read. e) Drawing Inferences: Students generate information that is important to constructing meaning but that is missing from, or not explicitly stated in, the text. f) Summarizing/Retelling: Students briefly describe, orally or in writing, the main points of what they read. 2) Teach reading comprehension strategies individually or in combination. a) Single-strategy instruction introduces each strategy individually and includes practice for some period of time, usually a few weeks, before the next strategy is introduced. Over time, students come to master a collection of strategies. It may be easier to begin with single-strategy instruction because it allows the teacher and students to focus on one strategy at a time. However, as additional strategies are introduced, teachers should encourage students to use all the strategies they have learned as they read, because students may forget previous strategies or stop using them when the next strategy is introduced. b) Multiple-strategy instruction introduces several strategies simultaneously, and they are practiced in combination so that readers learn to use them together as they read. Multiple-strategy instruction might be more complicated initially, but it familiarizes students with using the strategies together from the very beginning, providing a more authentic, strategic reading experience. The panel refers readers to four examples of multiple-strategy formats that combine strategies with an explicit method of teaching them. Four (4) examples of multiple-strategy formats include the following: i) Reciprocal Teaching: Take turns leading a conversation on the text using four strategies modeled by the teacher. The teacher describes all of the strategies in succession. The teacher then models each strategy in turn and explains why the strategy helps students understand the text. This method usually occurs in small groups. ii) Transactional Strategy Instruction: Focus on a few strategies at a time, concentrating on improving the students' memory, comprehension, and problem-solving skills. The teacher selects from a large menu of strategies to explicitly teach. Teachers then explicitly teach the strategies by explaining strategy use and processes, modeling the strategy using teaching "think-alouds," assisting in practicing the strategy, and applying the strategy to reading and writing. Teachers should gradually release responsibility to the students. Teachers may use these strategies to motivate students to involve themselves in the text and to stimulate a class discussion about the text. iii) Informed Strategies for Learning: Combine a variety of reading comprehension strategies to show students that the strategies they learn are useful and necessary for being able to read with understanding. To begin, teachers can explicitly teach several strategies that will help students to understand what they read. For example, teachers can model how they monitor their own understanding by stopping periodically and asking themselves whether they understand what they just read. When combining this strategy with others, teachers can display a bulletin board linking each strategy to a picture or themed metaphor (e.g., various road signs) representing how to put each into practice (e.g., a stop sign might remind students to stop and monitor their own understanding). The board serves as a reminder during lessons and while students read independently. Teachers encourage students to be aware of what they are reading, and students continually monitor and evaluate their own understanding. iv) Concept Oriented Reading Instruction: Teach comprehension strategies in the context of learning about an overarching concept, typically in the natural sciences, in order to engage students and motivate them to learn. Teachers introduce one strategy per week, systematically integrating the strategies in later weeks. Teachers can bring in other instructional practices, including hands on activities, collaborative learning activities, and offering students some choice in and control over what they learn. 3) Teach reading comprehension strategies by using a gradual release of responsibility. Because the use of strategies may not come naturally to many young readers, the panel believes that the strategies should be taught through a gradual release of responsibility, in which the teacher first explains how to use the strategy and then gives students more and more

independence in practicing and applying the strategy over time. While going through the steps with the class, a teacher should periodically review the purpose of any given strategy and how it improves comprehension until students can apply it independently while they read. Cycle back through the gradual release process as the text/topics/concepts become more difficult.

Action Step #2
Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content.

Person Monitoring:	**By When/Frequency:**
Rena Nelson (Reading Coach)	Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1) Explain how to identify and connect parts of narrative texts. The panel recommends that teachers develop tools, such as simple mnemonics, to help students identify and remember the elements of structure. For example, a teacher might ask students to list out the main elements (setting, characters, plot, problem, resolution) and link each with one of the fingers of one hand. Alternatively, teachers can teach the parts of the story using a story map or other graphic organizer such as (1) a chart to match structure to content, (2) a sequencing activity for younger students in which they rearrange a scrambled list of pictures of major events to accurately represent the sequence in the narrative, or (3) a diagram of the plot that connects major action points within the story. With all of these approaches, the panel stresses that, when introducing these tools, teachers should explain what the tool is, why it is useful, and how to use it. The goal is for students to think about the structure as they read and not just when required to use one of these tools. As students develop, teachers should encourage them to use a wider variety of structural elements, such as multiple conflicts and subplots, as they extract and construct meaning from a story. Students can also practice identifying structural elements by making up their own stories, developing stories from story maps, illustrating each episode in the story, or participating in a dramatic retelling. Teachers can also tailor activities that practice using other reading comprehension strategies to highlight structural elements such as plot development. 2) Provide instruction on common structures of informational texts. The panel suggests that teachers use familiar ideas or topics when teaching students about the structure of informational text, and initially use texts that provide clear, easy-to-recognize examples of the structure. Compare and contrast is a good example. A teacher could share a compare and contrast text on different types of pets or on two or three modes of transportation and have the students work collaboratively to create a table or Venn diagram detailing the similarities and differences. The teacher can use this example to explain that some texts explore how certain things are similar or different. Students can then work with other texts to decide whether they show how two or more things are the same or different, discuss how they determined this, and create similar tables for those that do. A teacher should then ask students to identify clue words in a passage—such as alike, unlike, both, but, however, than—that signal the use of a certain structure: in this case, compare and contrast. It is again useful to teach early readers about clue words through topics that are familiar to them. Following the earlier example, the students can use a familiar text to locate a given clue word and figure out whether it signals a similarity or difference. The students can then use these words to help them sort the facts in an unfamiliar compare and contrast text and create a table. Teachers often instruct students to organize information from expository text by using graphic tools (e.g., concept maps, Venn diagrams, fishbone charts, and sequence diagrams or flow charts). Once students can comfortably identify the structure of a passage and recall its content, a teacher can replace leading questions ("What was the cause? What was the effect?") with more complex questions that do not include clue words, such as "How did the author organize the information in this text?"

Action Step #3

Guide students through focused, high-quality discussion on the meaning of text.

Person Monitoring:
Rena Nelson (Reading Coach)

By When/Frequency:
Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1) Structure the discussion to complement the text, the instructional purpose, and the readers' ability and grade level. Teachers should consider how the type and content of the text will affect the discussion they plan to hold. The text used will affect the goals of a discussion, the extent to which students are interested in the discussion, and the questions teachers use to stimulate discussion. A text is more likely to prompt a rich discussion if it features either a character who faces a conflict or a real-world problem that presents a dilemma, because both give students an opportunity to support one side of an issue or the other. Teachers can use these categories to frame discussion about text. Believing that high-quality discussions should address all three categories, the panel provides guidance below on how each category can be approached. a) Locate and Recall: Identify the main ideas and supporting details; find elements of a story; focus on small amounts of text. b) Integrate and Interpret: Compare and contrast information or actions by characters; examine connections across parts of text; consider alternatives to what is presented in the text; use mental images. c) Critique and Evaluate: Assess text from numerous perspectives, synthesizing what is read with other texts and other experiences; determine what is most significant in a passage; judge whether and the extent to which certain features in the text accomplish the purpose of the text; judge either the likelihood that an event could actually occur or the adequacy of an explanation in the text. 2) Develop discussion questions that require students to think deeply about text. Teachers should develop higher-order questions that encourage students to think deeply about what the text means rather than simply recalling details. Questions should reflect what teachers want students to draw from the text, including implicit as well as explicit information. When preparing questions, teachers should think about the following: the best time to present each question to students—before, during, or after reading; which questions should be asked when students first read the text; and which questions should be asked after a second or subsequent reading. In a similar vein, teachers should determine exactly where in the text a question will be asked (e.g., after a specific page, paragraph, or illustration). 3) Ask follow-up questions to encourage and facilitate discussion. Reading comprehension improves when teachers ask follow-up questions that encourage students to apply the reading comprehension strategies they know. The questions should be asked in the context of a curriculum in which students are taught comprehension strategies. In a sustained discussion, teachers should respond to the students' answers in a way that leads them to think about and elaborate on their answers and the meaning of the text. Teachers should ask students to refer to the text to justify their answers. Depending on the grade level, this may mean recalling events and passages in the text or pointing to illustrations to justify their answers. Follow-up questions should both provide students with a model for thinking about the text and its meaning more actively, and help them learn to construct and support opinions with textual evidence. Ideally, initial questions and follow-up questions should resemble a collaborative discussion instead of a typical cycle of teacher initiation (teacher asks a question), student response (one student answers the question), teacher evaluation (teacher evaluates the student's response), followed by the teacher asking an unrelated question directed at the class or a different student. Although common in classrooms, this kind of discourse does not allow students to build meaning from the text in a collaborative way. Students new to in-depth discussion may struggle with this format. Therefore, teachers should model the format and guide them in responding to the text while keeping them focused on both meaning and the discussion question at hand. 4) Have students lead structured small-group discussions. As students become more proficient in discussion, the panel suggests providing opportunities for peer-led discussions about text in which students pose questions to their peers. The key to forming groups is to include

students who are relatively good at discussion in each group and to allow students to direct the discussion. Because it will take time for students to understand how to moderate their own discussions, it is imperative that teachers provide scaffolding and practice to support the students' growth in this area (e.g., asking them to clarify what they mean, whether they agree with a prior statement, or whether there is more to add before moving on to the next topic).

Action Step #4
Select texts purposefully to support comprehension development.

Person Monitoring:	**By When/Frequency:**
Rena Nelson (Reading Coach)	Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1) Teach reading comprehension with multiple genres of text. The NAEP Reading Framework divides texts into the two broad types of literary and informational. Literary texts include narratives, which portray a story, or sequence of related fictional or nonfictional events involving individuals or fictional characters, and poetry. Informational texts analyze or describe factual information about the natural or social world. The Framework describes which genres fall under each type of text for different grade levels as follows: a) Literary texts include fiction, literary nonfiction, and poetry; in the elementary grades, literary texts can include historical fiction, fables, and autobiographies. b) Informational texts include expository writing, pieces that argue in favor of one position or another, and procedural texts and documents. In the elementary grades, informational texts can include such texts as news articles, speeches, and timelines. The panel recommends that teachers use both literary and informational texts to teach reading comprehension instruction, because a student's mastery of one does not necessarily transfer to the other. Digital texts may be literary or informational, and the panel believes that students should learn to read and comprehend them. 2) Choose texts of high quality with richness and depth of ideas and information. Stories with strong literary merit and informational texts that are accurate, well-written, and engaging are consistently a good choice for teaching reading comprehension. Many resources are available to teachers as they search for high-quality texts, including lists of children's book award winners. Following are some features of high-quality text that place appropriate demands on young readers' interpretive abilities: a) Rich content (e.g., character development in literary text or elaborate detail in informational text) b) Strong organization c) Variation and richness in word choice and sentence structure 3) Choose texts with word recognition and comprehension difficulty appropriate for the students' reading ability and the instructional activity. Teachers should select text that is neither too simple nor too difficult for students. There are at least two aspects to text difficulty: textual/linguistic demands (e.g., decodability of the words, complexity of the sentences and text organization, clarity of the formatting), and content demands (i.e., how complex, abstract, or subtle the information is). These two aspects of difficulty can vary within the same text, so teachers must be mindful of both. A text that is easy to decode may be too difficult for students to comprehend because the information might be complicated or particularly unfamiliar; similarly, a text that deals with concepts that are simple to comprehend may be too demanding with respect to word recognition. Though the panel does not recommend choosing texts that are too difficult for students to read or understand, students should have opportunities to read somewhat challenging texts. Challenging texts may be most appropriate during activities where there is support available from the teacher, such as in shared reading time or guided reading experiences. Student interest in and background knowledge of the text's subject may also increase their motivation to try to comprehend what they read, so teachers might choose a more challenging text when the topic is of interest or familiar to students. 4) Use texts that support the purpose of instruction. The many purposes of reading comprehension lessons could include (1) improving students' application of reading comprehension strategies; (2) building their knowledge of specific genres, structures, and texts; or (3) developing their ability to engage in higher-order discussions about the text. Given the

large variety of possible goals, the panel believes these points are important for teachers to consider when selecting texts to support the instructional purpose. When the teacher is: a) Giving a lesson on text structure: Begin with a text about a familiar topic in which the structure is easy to identify. Move to a text on a less familiar topic and with a somewhat more complex structure. b) Introducing students to a strategy (such as summarizing): Select a text where the strategy is easily applied. Once students have had time to practice, select a more challenging text. c) Building a student's depth of understanding: Avoid texts that only reinforce a student's knowledge of sound-letter relationships. These types of texts are more suitable for practicing decoding and word recognition. d) Teaching students to make predictions: Select a text that is unfamiliar to them, or one in which many outcomes are possible. e) Reading with students (such as with a big book or digitally projected text): Select a text that is just above the students' reading level. f) Reading to students (such as a read-aloud): Select a text that is well above the students' reading level but is at their listening comprehension level.

Action Step #5
Establish an engaging and motivating context in which to teach reading comprehension.

Person Monitoring:	**By When/Frequency:**
Rena Nelson (Reading Coach)	Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1) Help students discover the purpose and benefits of reading. Teachers should model how the ability to read affects our daily life, provides enjoyment, and helps students learn about the world. When walking students to the cafeteria, a teacher might stop to read the students a memo posted on a bulletin board that notifies teachers of a meeting. The teacher would then say: "Oh! There is a meeting for teachers after school today. It's a good thing I stopped to read this note so that I can be sure to attend." Teachers could use this scenario to later encourage students to brainstorm about similar situations in which people read about something and how this helps them. Teachers should give reading a prominent role in the classroom. They can begin by displaying their students' work, posting classroom rules, and reading safety signs and directions together when moving around the school or engaging in classroom routines. Teachers can also fill their classrooms with books that are appealing to students. For instance, the panel recommends creating attractive and prominently located "literacy centers," or classroom libraries, which can be decorated to convey the themes of the books in the center and of interest to the students. The center can have comfortable seating (e.g., beach chairs help create a beach theme), small reading rugs, or pillows to make the reading experience especially enjoyable. Teachers can also cultivate student interest in reading through hands-on activities that exemplify a theme. For instance, acting out a scene in a book, drawing, or other crafts can engage students' interest in a subject by making it real to them. To promote students' interest in an informational text about plants, for example, the class might plant seeds in small pots in the classroom so they can watch the plants grow. Then, when reading, the teacher can help the students make meaningful connections between the text and their experience growing plants. Choose texts in which the themes are relevant to students. "Survival of life on land and in the oceans" would appeal to older students, while books on weather or friendship would resonate with younger students. These themes can be linked to both content standards (e.g., in social studies or science) and student interests. 2) Create opportunities for students to see themselves as successful readers. Reading comprehension activities should be challenging but attainable with effort, so that students learn to appreciate rather than fear challenge. Teachers should set the bar high but clearly express their expectations that students meet the comprehension challenges in front of them. Instead of punishing students for mistakes or failures, it is better to help them to recognize and learn from such errors; remember, the point is learning. Let students know that mistakes or difficult tasks are opportunities to learn, and encourage them to try despite the challenges. Fully implement the Accelerated Reader

program by helping students set goals, select books, take reading quizzes, and track their progress through the Bulldog Blue Ribbon Reader forms, which builds students' intrinsic motivation to read. 3) Give students reading choices. Reading choices should be in line with the teacher's instructional purpose. The panel encourages teachers to think creatively about how to give their students a choice in what they read. For example, teachers can: a) Allow students to choose from a variety of reading activities or centers. Students could go to their classroom literacy center and choose to read to themselves, to a friend or stuffed animal, or to a tape recorder that would later be reviewed by the teacher. b) Permit students to choose the order in which they complete their work. When flexibility is possible, teachers can allow students to decide which center to visit or which text to read first within a set time frame. c) Encourage students to think of questions that lead them to texts that will hold their interest. Teachers can support students in finding topics that interest them during reading activities. For example, one student might be interested in the weather, and the teacher may guide him or her toward asking, "Where does thunder come from?" and then direct the student to a text that could answer his or her question. d) Allow students to choose how to respond to a text. Students might present what they learned from their book to the class, work in a group to dramatize a story, keep a journal about the text, or compose an alternative ending to a story for others to read. e) Give students a choice in where they can read. Some students might be more comfortable reading at their desks or in a secluded corner of the classroom where they are better able to concentrate. For others, a comfortable chair or carpeted area with pillows might be more inviting. f) Allow students to choose from a selection of texts that serve an instructional purpose. For example, to teach about the similarities and differences between animals, teachers might allow students to choose from various texts about animals and ask them to report on what they learned to the group. Students can also take turns selecting a text for the teacher to read aloud to the class from a limited range of options appropriate to the lesson. 4) Give students the opportunity to learn by collaborating with their peers. Collaborative learning opportunities, whether simple or elaborate, should allow all the students in the group to work together to complete the task. The panel believes that collaborative learning activities are most productive under two conditions: (1) when the students perceive their roles as valuable and (2) when teachers motivate students to help their peers learn rather than simply giving their peers the answer. Examples of collaborative learning opportunities include the following: a) Ask students to read the same text and then talk to a partner about what they read, what they predicted, and any connections they made while reading. b) Pair a student who wants to read a book that is too difficult with a higher-performing reader. Both students can read aloud, alternating paragraphs or pages. As the higher-performing student practices reading fluently, he or she is also modeling fluent reading to the other student. Teachers should guide students in providing constructive support to their peers. c) Pair students to retell a story, identify the main characters or story setting, or make predictions about how the story will end. d) Pair or group students to learn interesting facts from informational texts. Students can take turns sharing their favorite fact from the same text. Teachers can provide guidance about where students can look for interesting facts. e) Group students to use how-to texts to perform a simple task. Students can take turns following the instructions step-by-step to complete the task as a group. Model strategies for the students to use when reading how-to texts. f) Group students to perform a scripted version of a story they have read, create their own dramatization of a story, or write a new story.

Action Step #6

(A) Provide systematic instruction during intervention to develop student understanding of mathematical ideas and (B)teach clear and concise mathematical language and support students' use of the language to help students effectively communicate their understanding of mathematical concepts.

Person Monitoring:
James Mills (Principal)

By When/Frequency:
Daily

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

A-1) Review and integrate previously learned content throughout intervention to ensure that students maintain understanding of concepts and procedures. The panel recommends that interventions include systematic review of content by including a mix of previously and newly learned material within and across lessons. Review previously taught material before introducing new, related content. Help students understand the link between the previous content and the new content. To avoid having students overgeneralize new concepts or procedures to previously learned material, regularly present a variety of problems that require students to discriminate among problem types. A-2) When introducing new concepts and procedures, use accessible numbers to support learning. When teaching a new concept or procedure, use single-digit or easy-to-process numbers so that students can focus on the new concept or procedure rather than on difficult calculations. For example, when teaching students to find equivalent fractions, first work on equivalencies to unit fractions. Start with fractions equivalent to one-half, one-third, and one-fourth that are familiar and accessible to students. When students have a grasp of the concept, systematically add other fraction types to prevent students from overgeneralizing that equivalencies are only applicable to unit fractions. A-3) Sequence instruction so that the mathematics students are learning builds incrementally. Present mathematics concepts in a cohesive and logical way. Introduce concepts strategically so that the new learning relates to concepts previously taught. An intentional sequence of instruction capitalizes on prior learning and ensures that students have the knowledge necessary to learn new content effectively. Focus lessons on smaller tasks needed to solve complex problems before pulling it all together. This may apply to highly procedural multi-digit computation problems, or when teaching students to solve word problems. In the view of the panel, the key to building knowledge in this incremental way is to help students become comfortable with simpler subtasks of problem solving so they can eventually connect them to solve complex problems. For example, focus students on simpler tasks by using worked-out examples. Then exclude steps in a worked-out example and ask students to provide those steps until they become more comfortable with the procedures in solving problems. A-4) Provide visual and verbal supports. Verbal supports may include teacher prompting or questioning to help students remember the connections between prior learning and new concepts. These verbal supports may be accompanied by a visual which could include a gesture or a concrete or semi-concrete representation. For example, when teaching division, a teacher might gesture using a motion like a dealer dealing out cards to show the action of divvying concrete items (such as cards) into equal groups. A visual may also include a picture or diagram to be used as a "hint" for a next step or as a reminder to think about a certain concept. A-5) Provide immediate, supportive feedback to students to address any misunderstandings. If students are not able to explain their understanding of key mathematical concepts or do not execute procedures correctly, provide them with immediate feedback. When students solve problems, encourage them to articulate their thinking so that you can identify their strengths. Ask probing questions to identify any misconceptions and build on their strengths to correct those misunderstandings. Structure questions in such a way as to help students self-identify where their thinking went wrong. It might be helpful for students to use representations to help them articulate what they are thinking. Correcting misunderstandings early can prevent the confusion from becoming an enduring problem. B-1) Routinely teach mathematical vocabulary to build students' understanding of the mathematics they are learning. Introduce new mathematical vocabulary during instruction and provide context and meaning to the words. Use student-friendly definitions with simple and familiar mathematical words. Simply providing a definition of a term is not sufficient for developing students' understanding of mathematical vocabulary and concepts. Link new vocabulary to a variety of examples when possible, including concrete or semi-concrete representations. A graphic organizer can provide a student-friendly definition and visually and symbolically depict a vocabulary word's meaning, characteristics, examples, and non-examples. Hand gestures and role-playing can also provide context and meaning to mathematical vocabulary.

To support learning across grade levels and settings, schools should consider creating a list of mathematical terminology that is shared among teachers and strategically becomes more sophisticated with each grade. B-2) Use clear, concise, and correct mathematical language throughout lessons to reinforce students' understanding of important mathematical vocabulary words. Consistent use of mathematical language helps students learn how the terms should be used and develop a deeper understanding of the terms. Use and emphasize clear, concise, and correct mathematical language throughout instruction: when referring to a new or previously learned topic, when discussing homework, and when responding to questions. Model precise mathematical language when explaining your thought process and demonstrating how to solve a problem. B-3) Support students in using mathematically precise language during their verbal and written explanations of their problem solving. Have students provide verbal and written explanations of mathematics concepts during intervention. Offer students a framework for providing explanations, such as sentence starters or a set of guiding questions. It is also helpful for teachers to restate the students' explanations using correct language when students do not. Remind students to include the mathematical language modeled and taught during instruction by displaying mathematical vocabulary on the classroom wall.

Action Step #7
(C) Use a well-chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures and (D) use the number line to facilitate the learning of mathematical concepts and procedures, build understanding of grade-level material, and prepare students for advanced mathematics.

Person Monitoring:	**By When/Frequency:**
James Mills (Principal)	Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
C-1) Provide students with the concrete and semi-concrete representations that effectively represent the concept or procedure being covered. Not all representations work for every mathematical concept, so choosing representations must be intentional to be effective. Provide students with the representations that most accurately model the concept or procedure being addressed. When appropriate, use representations that are proportional. For example, when teaching place value, the representation for ones should be one-tenth the size of the representation for tens. C-2) When teaching concepts and procedures, connect concrete and semi-concrete representations to abstract representations. When demonstrating concepts and procedures with concrete and semi-concrete representations, present the mathematical notation simultaneously. It is also important to connect concrete and semi-concrete representations to each other. It is helpful to make these connections when introducing new material, when reviewing previously learned content, and when using familiar representations in a new way. C-3) Provide ample and meaningful opportunities for students to use representations to help solidify the use of representations as "thinking tools." Students need many opportunities to work with representations before they will successfully use them to model concepts and procedures and solve problems. Over time, students will begin to more deeply understand mathematics concepts and grasp how representations can be used as "thinking tools", which are tools to model and solve problems. Representations can be used when students explain their thinking. At first, students may need help articulating how they used the representations to depict the mathematical concepts. Pose prompting questions to help students explain how they represented the concepts and/or procedures. As students become more comfortable using representations, routinely ask them to use the representations to explain their solution approach. This helps reinforce the mathematics not only for the student explaining their thinking, but also for the students who are listening to the explanation the student is giving. C-4) Revisit concrete and semi-concrete representations periodically to reinforce and deepen understanding of mathematical ideas.

Systematically revisit concrete and semi-concrete representations to reinforce and deepen students' understanding of mathematical concepts. Also, if students are not able to correctly solve problems or are uncertain about how to approach a problem, encourage them to use a concrete or semi-concrete representation. D-1) Represent whole numbers, fractions, and decimals on a number line to build students' understanding of numerical magnitude. Early elementary (grades K–2). Before using a number line, introduce students to a concrete version of a number line. For example, use a walkable number path, board games, or clotheslines. This may help students begin to form a visual image of a number line. After exposing students to the concrete number line with a series of individual units lined up on a path, connect that idea to a number line on paper or projected on a screen. Ask students to identify similarities and differences between the two representations. Draw their attention to the distance from zero to one and how that distance is the same length as one unit. This connection will help students understand that the 1 on a number line is not merely a tick mark, but also represents the full one-unit distance from zero. Upper elementary (grades 3–6). Once students understand the concept of a fraction with concrete representations, show students how to represent fractions on a number line. Demonstrate the location of fractions on the number line, starting with familiar fractions that are less than one. Reinforce the idea that the denominator represents the number of partitions in one whole. Number lines can be used to: D-1a): Demonstrate the pattern of unit fractions and their corresponding magnitude. D-1b): Teach students that not all fractions are less than one; depict fractions equal to or greater than one. D-1c): Show students that whole numbers can be represented as fractions and that some fractions are located between other whole numbers. D-1d): Explain that some fractions are positioned at the same location on the number line and are therefore equivalent (for example, 1/2, 2/4, and 4/8). D-1e): Expand the idea of equivalencies to include decimals and percentages so that students understand that these numbers are also equivalencies. D-2) Compare numbers and determine their relative magnitude using a number line to help students understand quantity. Early elementary (grades K–2). Use number lines to teach the relative magnitude of whole numbers. Start by putting two numbers on a number line using equal units. Explain that each number's distance from zero represents the number's magnitude. Explain how to compare the two numbers and determine which is greater based on which is more equal units away from zero. Upper elementary (grades 3–6). Use number lines to compare the magnitude of fractions and decimals. Reinforce for students that fraction and decimal magnitude, like whole-number magnitude, is represented by how far to the right or left of zero a number is positioned. Help students compare fraction magnitude by locating "benchmark numbers," starting with 0, 1/2, and 1, when thinking of fractions between 0 and 1. D-3) Use the number line to build students' understanding of the concepts underlying operations. Early elementary (grades K–2). Show students how to use number lines for addition and subtraction of whole numbers by looking at the distance between whole numbers. Teach students to focus on the unit length, or distance between two tick marks, rather than counting tick marks. When moving to the left students see that starting with 8 and moving 3 units to the left is equal to 5, showing the subtraction equation 8 – 3 = 5. Upper elementary (grades 3–6). A number line is a powerful visual for demonstrating addition and subtraction of fractions. Start by adding fractions with the same denominator using one number line. When adding and subtracting fractions with unlike denominators, use double number lines to make the equivalences more visible for students

Action Step #8

(E) Provide deliberate instruction on word problems to deepen students' mathematical understanding and support their capacity to apply mathematical ideas and (F) regularly include timed activities as one way to build fluency in mathematics.

Person Monitoring:
James Mills (Principal)

By When/Frequency:
Daily

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

E-1) Teach students to identify word problem types that include the same type of action or event. Introduce one problem type at a time. Begin by introducing a new problem type with a story that includes all quantities. This helps students think about what the quantities represent without needing to solve for an unknown. Next, present the same story with a missing quantity (that is, a word problem). Connect the quantities between the story and the word problem so that the students see how they are the same. Use role-playing, gestures, or concrete and/or semi-concrete manipulatives to help students visualize the problem and identify relevant information. This helps students see how the quantities relate to each other. E-2) Teach students a solution method for solving each problem type. Introduce a solution method using a worked-out example. Talk through the problem-solving process and connect the relevant problem information to the worked-out example. Say out loud the decisions that were made to solve the problem at each step. Then demonstrate how to apply the solution method by solving a similar problem with students using that method. Discuss each decision you make and ask students guiding questions to engage them as you solve the problem. Provide students with a visual guide detailing steps to reference as they solve word problems. Some parts of the guide may apply to understanding the problem before solving it, such as "read the problem," "name the problem type," "identify the question," and "find relevant information." Other parts may be geared toward choosing a solution method that is specific to the problem type. Over time, gradually fade the use of visual guides so students do not become overly reliant on them. E-3) Expand students' ability to identify relevant information in word problems by presenting problem information differently. Once students can recognize and solve the most accessible problems within a type, present word problems of that same type that are less familiar so that students broaden their understanding of that problem type. For example, teachers can vary the unknown quantity to help students understand the mathematical structure in each problem type. Other problems that look different may require additional steps to solve or include irrelevant numerical information or information presented differently in a chart, graph, or diagram. Once students have learned several variations of each problem type, teachers can provide ongoing support to students in identifying which quantities are relevant for solving problems by: E-3a): Helping students visualize the problem by using concrete or semi-concrete representations. E-3b): Encouraging students to reread the problem more than once and restate the problem in their own words. This may help students determine which information is relevant versus irrelevant. E-3c): Asking students to write down, circle, or underline information that will be used solve the problem and to cross out information that is not useful. E-4) Teach vocabulary or language often used in word problems to help students understand the problem. When first introducing word problems, choose problems where all the words in the story are familiar to students. Before you start teaching, anticipate which words are critical for understanding the problem. Pay particular attention to words that relate to one another that may help students identify which information in the problem is relevant and which is irrelevant. Teach the meaning of words and continue to discuss them during problem solving to solidify their meaning. Over time, include word problems with more difficult language. E-5) Include a mix of previously and newly learned problem types throughout intervention. After a problem type has been taught, distribute previously learned problem types throughout lessons. By revisiting previously learned problems, students practice discriminating among problem types as they learn new ones. Include an activity where students identify and name problem types without solving them. This reinforces the importance of reading and thinking about each problem before solving it. Students may need support to remember the salient features of different problem types, like a prompt card listing the features of a problem or a gesture that evokes the action in the problem. F-1) Identify already-learned topics for activities to support fluency and create a timeline. When planning activities to support fluency, think through what students need to know how to do in order to understand and more easily apply the mathematics they are learning. Consider the mathematics topic that is the focus of intervention and whether reteaching basic facts and/or other subtasks might help students understand and perform that task more fluently. Think about which complex strategies or procedures the students will learn

and break those into a series of smaller subtasks. Plan activities to support fluency in one of those areas. Pick one topic to build over time. For each topic, plan a schedule for introducing and conducting the activity to support fluency. At the start, choose easier items for the activity. To help students remain engaged in the topic, increase the difficulty of the items as students become more fluent with the easier items. For example, if working on addition facts, you might start with n + 1 or doubles. Then, increase the difficulty of the items to include other more difficult combinations. F-2) Choose the activity and accompanying materials to use in the timed activity and set clear expectations. Timed activities are brief (usually 1–5 minutes) and require students to generate many correct responses in that short amount of time. Activities that support fluency can be done using flash cards, computer programs, or worksheets. Using these materials, activities can be structured for students to work together as a group or individually. In a small-group intervention setting, set up the activity with clear expectations of who responds and when. Periodically incorporate game-like features, such as keeping score or having students cooperate as a team to increase their score. F-3) Ensure that students have an efficient strategy to use as they complete the timed activity. Plan timed activities that focus on previously learned content. Include the strategies you want students to use during timed activities during other portions of the intervention lessons. For example, when teaching addition facts, instruction may be organized around teaching number combinations, doubles, doubles plus one, or various combinations of 10 or other numbers. Be sure that students are competent in using these strategies before students begin the timed activity. F-4) Encourage and motivate students to work hard by having them chart their progress. Remind students that the goal of fluency activities isn't to simply generate answers quickly, but instead to generate accurate answers in a short amount of time. To keep students focused and motivated during these activities, have students record their scores over time on a chart or graph. As students see their scores improve over time, they may feel more excited and motivated to set goals and work hard. Goals to "meet or beat" a previously earned fluency score can be set for individuals or as a collective score for the intervention group. Working toward a goal as a group can reduce the pressure on individual students. F-5) Provide immediate feedback by asking students to correct errors using an efficient strategy. When using flash cards or other activities that allow immediate feedback from a teacher, students may self-correct before feedback can be provided. This might indicate that they are moving toward fluency. If students do not self-correct, immediately ask them to fix their incorrect answer and explain why the new answer is correct. If the student struggles, remind them of the efficient strategy they have learned. The student is responsible for using the taught strategy and correcting their answer before moving on. Often, computer-based programs provide students with immediate feedback. However, immediate feedback is sometimes not possible with worksheets, even in small groups. In the opinion of the panel, teachers should score and return worksheets as soon as possible and then review with students the problems that need to be corrected and the effective strategies that could be used.

Area of Focus #2

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

No Answer Entered

Measurable Outcome

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

No Answer Entered

Monitoring

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

No Answer Entered

Person responsible for monitoring outcome

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Person Monitoring: **By When/Frequency:**

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

Area of Focus #3

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

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

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

No Answer Entered

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

No Answer Entered

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

No Answer Entered

Grades K-2: Measurable Outcome(s)

For the 2025-26 school year, students in the following grade levels will achieve Level 3, Level 4, or Level 5 as measured by the FAST English Language Arts (ELA) Reading assessment on PM 3.

- Pre-Kindergarten (age 4): 80%
- Kindergarten: 80%
- Grade 1: 71%
- Grade 2: 76%

Grades 3-5: Measurable Outcome(s)

For the 2025-26 school year, 65% of students in grade three will achieve Level 3, Level 4, or Level 5 as measured by the FAST English Language Arts (ELA) Reading assessment on PM 3.

Monitoring

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

From a school-wide perspective, the ELA proficiency outcomes for grades PK through three will be monitored using a comprehensive data wall where the goals will be displayed, along with students who have reached the targets at PM 1, PM 2, and the STAR Progress Monitoring assessments in October 2025, February 2026, and March 2026. DIBELS data from the UFLI program implementation will also be displayed and tracked. From a grade-level perspective, administrator-led data chats will take place monthly with teachers to ensure tracking of student data is taking place, along with modifications to Tier 1 core instruction, as well as Tier 2 and Tier 3 interventions. From a student-level perspective, administrators will visit classrooms and participate in student data chats being facilitated by teachers with individual students as students understand their baseline data, setting goals, action steps, and growth recognized during each of the progress monitoring administrations. By including the school leadership team, grade-level team, and individual students, assessment outcomes, growth, and actions needed to meet the established goals will be visible and viewed as critical to all.

Person responsible for monitoring outcome

James Mills (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 Foundations was designed to support beginning readers as they develop foundational reading skills. The program follows a carefully planned scope and sequence that addresses 128 concepts, including grapheme–phoneme correspondences, common orthographic patterns, and basic morphemes. The program begins with a series of ten "Getting Ready" lessons to prepare students with basic information about phoneme production and letter formation. These are followed by 138 detailed core lesson plans that address each concept on the scope and sequence, as well as alternative plans for review of key concepts. Each core lesson includes eight steps: phonemic awareness, visual drill, auditory drill, blending drill, new concept introduction, word work, irregular words, and connected text. Lessons are designed to be taught across 2 days, and 1 day per week is dedicated to review and progress monitoring. Each weekly progress monitoring assessment is intended to be used to plan small-group supplemental support for the following week.

Rationale:
This study was designed to meet established standards for high-quality research, including the What Works Clearinghouse (WWC) evidence standards with reservations. As such, this study is consistent with the Every Student Succeeds Act (ESSA) guidance for Tier 2 Moderate Evidence (Every Student Succeeds Act, 2015), which is defined as a study that (a) meets WWC Standards with reservations under version 3.0, (b) indicates a statistically significant positive effect, (c) evaluates at least 350 students, and (d) includes at least two educational sites. We used a quasi-experimental design (QED) with pre- and posttests and baseline equivalence. The comparison group, which received business-as-usual (BAU) instruction, was created using students in the same grade levels during the prior year. We modeled each grade level separately to ensure independence of observations between grade levels. Student reading skills were measured at the beginning and end of each school year using a series of Dynamic Indicators of Basic Early Literacy Skills (DIBELS) reading measures. Reading skills were measured using the DIBELS® 8th Edition Assessment. The DIBELS assessment was administered in each year at the beginning of the school year in September (pretest) and again at the end of the school year in March/April (posttest). DIBELS is a widely used measure of reading skills and has established evidence of reliability and validity (University of Oregon, 2018). The DIBELS assessment includes several subtests and an aggregated composite score. The following subtests, each measuring a specific reading component skill, were included in this study: Letter Naming Fluency (LNF), Phonemic Segmentation Fluency (PSF), Nonsense Word Fluency–Correct Letter Sounds (NWF–CLS), Oral Reading Fluency (ORF), and the total aggregate score. Teachers and literacy coaches collected and entered DIBELS data at the beginning, middle, and end of the school year. Alachua County Public Schools provided WestEd the data for all K–2 students in the school district for 2 consecutive years at the end of the 2021/22 school year. Students receiving UFLI Foundations performed much higher than control students First, we examined the pre- and posttest scores by treatment condition for the baseline equivalence propensity score–matched students. Table 4 presents the descriptive statistics. Based on pretest scores, the students were equivalent at baseline, with $g < .05$ standard deviations. Put differently, all of the students were essentially the same with regard to their reading ability at the beginning of the school year. Based on posttest scores, the students receiving UFLI Foundations performed much higher at posttest than did students in the control condition. The effect size, controlling for pretest, was $g = 1.20$ for kindergarten students and $g = 1.42$ for 1st grade when using the pretest standard deviation in the effect size calculation.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Person Monitoring: **By When/Frequency:**

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

Area of Focus #4

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.

No Answer Entered

Measurable Outcome

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

No Answer Entered

Monitoring

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

No Answer Entered

Person responsible for monitoring outcome

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:
Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Person Monitoring: **By When/Frequency:**

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

Area of Focus #5

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

Instructional Practice specifically relating to Intervention

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

This Area of Focus was chosen due to receiving only 51% on the Federal Percent of Points Index for the 2024-25 school year, including 13% of the student population classified as Students with Disabilities; 75% of the student population classified as English Language Learners; 33% of the student population classified as Black/African-American; 54% of the student population classified as Hispanic Students; and 53% of the student population classified as Economically Disadvantaged Students. This Area of Focus is critical to ensuring we are meeting the growth and achievement needs across all subgroups. Multi-tier instruction efforts like RtI can potentially prevent many struggling beginning readers from falling behind in ways that will harm their future academic success. Some aspects of RtI, however, (such as tier 1 instruction) are still poorly defined, and there is little evidence that some practices of targeted instruction will be effective. But a coordinated multi-tier instruction program that screens and monitors students accurately and addresses the core components of reading instruction can prevent struggling beginning readers from becoming struggling adolescent readers and reduce unnecessary referrals to special education.

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

For the 2025-26 school year, the following subgroups in grade three will achieve Level 3, Level 4, or Level 5 as measured by the FAST English Language Arts (ELA) Reading assessment on PM 3.

- 53% of All Students

- 41% of Students with Disabilities
- 45% of Black/African-American Students
- 55% of Hispanic Students
- 55% of Economically Disadvantaged Students

For the 2025-26 school year, the following subgroups in grade three will achieve Level 3, Level 4, or Level 5 as measured by the FAST Mathematics assessment on PM 3.

- 65% of All Students
- 52% of Students with Disabilities
- 60% of Black/African-American Students
- 70% of Hispanic Students
- 65% of Economically Disadvantaged Students

Monitoring

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

From a school-wide perspective, the Level 3, Level 4, and Level 5 outcomes for grade three for students in all subgroups in ELA and mathematics will be monitored using a comprehensive data wall where the goals will be displayed, along with students who have reached the targets at PM 1, PM 2, and the STAR Progress Monitoring assessments in October 2025, February 2026, and March 2026. From a grade-level perspective, administrator-led data chats will take place monthly with teachers to ensure tracking of student data is taking place, along with modifications to Tier 1 core instruction, as well as Tier 2 and Tier 3 interventions. From a student-level perspective, administrators will visit classrooms and participate in student data chats being facilitated by teachers with individual students as students understand their baseline data, setting goals, action steps, and growth recognized during each of the progress monitoring administrations. By including the school leadership team, grade-level team, and individual students, assessment outcomes, growth, and actions needed to meet the established goals will be visible and viewed as critical to all.

Person responsible for monitoring outcome

James Mills (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:

Response to Intervention (RtI) is a comprehensive early detection and prevention strategy that identifies struggling students and assists them before they fall behind. RtI systems combine universal

screening and high-quality instruction for all students with interventions targeted at struggling students. e.

Rationale:
RtI strategies are used in both reading and math instruction. For reading instruction in the primary grades (K–2), schools screen students at least once a year to identify students at risk for future reading failure. Students whose screening scores indicate potential difficulties with learning to read are provided with more intensive reading interventions. Student responses to the interventions are then measured to determine whether they have made adequate progress and either (1) no longer need the intervention, (2) continue to need some intervention, or (3) need even more intensive intervention. There are two potential advantages of RtI and multi-tier intervention. Struggling students are provided with help in learning how to read early in their school careers. In the past many students were not provided with additional assistance in reading until they were officially diagnosed with a specific learning disability, often not until grade 2 or 3. This was the practice even though longitudinal research consistently showed that students who were weak readers at the early elementary grades tended to stay weak readers in the higher grades. RtI also urges schools to use evidence-based practices in all tiers and to provide intensive services only to students who fail to benefit from a well-designed, evidence-based intervention. This helps to accurately determine which students possess learning disabilities in reading since only students who do not respond to high-quality reading instruction in their general education classrooms would be considered for special education. Thus, there is the possibility— and certainly the hope—that RtI will reduce inappropriate referrals to special education, especially of ethnic minority students, low-income students, and students who received weak reading instruction. RtI holds the most potential for serious ongoing collaboration between the special education community and that of general education— largely because the collaboration is based on objective data and shared understandings of the evidence. All 11 studies used programs that systematically taught reading skills, with seven of these studies demonstrating a positive effect on one or more reading outcomes. For example, Gunn et al. (2000) conducted a randomized controlled trial involving supplementary instruction for students in kindergarten through grade 3 in phonemic awareness, sound-letter correspondence, and decoding. Instruction was highly explicit, students received many opportunities to practice each skill, and feedback was immediate and clear. Reading material consisted of decodable texts based on current reading levels. Although the emphasis was on decoding and fluency, the researchers also found an effect on reading vocabulary. Five studies measured phonemic awareness—a student's understanding that words consist of individual phonemes. Phonemic awareness is a potent predictor of future success in reading and a critical foundational skill for becoming a reader. Significant outcomes were found for only two studies although most of the tier 2 interventions did have a phonemic awareness component. Students' ability to read real words and individual sentences (not connected text), was measured in all nine studies. Significant effects were reported in five of these studies. The fact that this finding is replicated frequently indicates that the various approaches to systematic explicit instruction all seem to produce growth in this domain. Reading comprehension assessments were used as outcome measures in 7 of the 11 studies, and significant outcomes were reported in five studies. This also is a sizeable proportion and indicates that one can expect effects in this domain. This is especially interesting because of the five studies that demonstrated significant effects; only three had a comprehension component. For example, Vadasy et al. (2005) and Jenkins et al. (2004) included a good deal of oral reading of decodable texts but no explicit comprehension instruction. Yet effects on comprehension were significant. The reader should keep in mind that although this is an important finding, the level of comprehension tapped in most of these measures for grade 1 and 2 students is usually not very complex. Students' vocabulary knowledge was rarely assessed. Of the three studies that assessed this domain, significance was reported in only one. Reading vocabulary is thus unlikely to improve unless the intervention contains a vocabulary component. But the small number of studies that assessed this phenomenon means that results are simply inconclusive. Students' ability to read

connected text fluently and accurately was assessed in 7 of the 11 studies, and treatment students performed significantly better in one study and approached significance (p was between .5 and .10) in two studies. Students' performance on these measures resulted in a few intriguing findings. In the follow up study conducted a year after the supplemental tier 2 intervention, Gunn et al. (2002) found that fluency outcomes were significant, but the original study (Gunn et al. 2000) did not demonstrate significant fluency outcomes. In other words, it may take time before a fluency intervention demonstrates impact.

Tier of Evidence-based Intervention:
Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?
Yes

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Screen all students for potential reading problems at the beginning of the year , middle of the year, and again in the middle of the year.

Person Monitoring:	**By When/Frequency:**
Rena Nelson (Reading Coach)	August 29, 2025; December 19, 2025; May 8, 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Regularly monitor the progress of students at risk for developing reading disabilities, specifically those students scoring at or below the 10th percentile as measured by STAR Early Literacy or STAR Reading. Students scoring at or below the 10th percentile are considered to have a substantial reading deficiency.

Action Step #2
Provide time for differentiated reading instruction for all students based on assessments of students' current reading level.

Person Monitoring:	**By When/Frequency:**
Brenda Rittman (Assistant Principal)	Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide training for teachers on how to collect and interpret student data on reading efficiently and reliably. Develop data-driven decision rules for providing differentiated instruction to students at varied reading proficiency levels for part of the day. Differentiate instruction—including varying time, content, and degree of support and scaffolding—based on students' assessed skills. Through the Professional Learning Community (PLC) process, collaborative planning time will be built into the master schedule to allow grade-level teams and special education staff to collaborate to develop high-quality, tier 1 core instruction that includes oral language, phonological awareness, phonics, fluency, vocabulary, comprehension, and writing tasks.

Action Step #3
Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening.

Person Monitoring:
Rena Nelson (Reading Coach)

By When/Frequency:
Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Use a curriculum (University of Florida Literacy Institute Foundations and Houghton-Mifflin Harcourt Into to Reading) that addresses the components of reading instruction (comprehension, fluency, phonemic awareness, phonics, and vocabulary) and relates to students' needs and developmental levels. Build skills gradually and provide a high level of teacher-student interaction with opportunities for practice and feedback. Through the Professional Learning Community (PLC) process, collaborative planning time will be built into the master schedule to allow grade-level teams and special education staff to collaborate to develop high-quality, tier 2 interventions that include oral language, phonological awareness, phonics, fluency, vocabulary, comprehension, and writing tasks based on student need. Student groupings will be established weekly based on student need. Students will "walk to read" during intervention time that is explicitly embedded in the master schedule.

Action Step #4
Monitor the progress of tier 2 students at least once a month.

Person Monitoring:
Dawn Weeks (ESE Resource Teacher)

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Monitor progress of tier 2 students on a regular basis using grade-appropriate measures. Progress monitoring should occur at least eight times during the school year. While providing tier 2 instruction, use progress monitoring data to identify students needing additional instruction. Consider using progress monitoring data to re-group tier 2 students approximately every six weeks. Utilize STAR Early Literacy and/or STAR Reading Progress Monitoring as the assessment tools. Utilize the reporting features within the Renaissance platform to chart progress.

Action Step #5
Provide intensive instruction on a daily basis that promotes the development of the various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (tier 3).

Person Monitoring:
Dawn Weeks (ESE Resource Teacher)

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Paraprofessionals will receive professional development related to their work responsibilities and strategies for providing support to students with disabilities in both the general education classroom and resource room. Implement concentrated instruction that is focused on a small but targeted set of reading skills. Adjust the overall lesson pace. Schedule multiple and extended instructional sessions daily. Include opportunities for extensive practice and high-quality feedback with one-on-one instruction. Plan and individualize tier 3 instruction using input from a school-based MTSS team. Ensure that tier 3 students master a reading skill or strategy before moving on.

Action Step #6
Implement an intensive after-school intervention program for three (3) days per week for 20 weeks to address grade three students in the targeted subgroups who have not achieved Level 3, Level 4, or Level 5 in English Language Arts (ELA) Reading and/or Mathematics.

Person Monitoring:
Brenda Rittman (Assistant Principal)

By When/Frequency:
Beginning October 1, 2025; weekly for 20 weeks

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Using PM 1 universal screening data from FAST English Language Arts (ELA) Reading and FAST Mathematics, disaggregate data by subgroup and design individualized intervention plans using the existing MTSS framework and intervention plans that support current Tier 2 and Tier 3 instructional activities and progress monitoring plans. Students will attend the after-school intervention program three (3) days per week for 20 weeks, utilizing the following targeted interventions based on need and grouped based on commonly identified deficiencies: iReady Online Instruction in Reading and Mathematics; Magnetic Reading; iReady Teacher Toolbox Small-Group Instruction; Phonics for Reading; Curriculum Associates Florida Reading; Curriculum Associates Florida Mathematics; HMH Go Math Grab-and-Go Math Manipulatives. These plans and instructional activities will be monitored by the after-school program coordinator by reviewing subgroup organization, lesson plans, implementation fidelity, and weekly feedback from teachers and paraprofessionals. Growth toward Level 3, Level 4, and/or Level 5 will be tracked by the after-school program coordinator to monitor student progress. Students not making progress based on PM 1, PM 2, or the STAR Progress Monitoring assessments in October 2025, February 2026, and/or March 2026 will receive revised intervention plans. The data from the after-school intervention program will be shared with the School-Based Leadership Team (SBLT) and included in the comprehensive data wall.

IV. Positive Learning Environment

Area of Focus #1

Multiple Early Warning Signs

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

No Answer Entered

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

No Answer Entered

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

No Answer Entered

Person responsible for monitoring outcome

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Person Monitoring: **By When/Frequency:**

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

Area of Focus #2

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

No Answer Entered

Measurable Outcome

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

No Answer Entered

Monitoring

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

No Answer Entered

Person responsible for monitoring outcome

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Person Monitoring: **By When/Frequency:**

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

Area of Focus #3

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.

No Answer Entered

Measurable Outcome

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

No Answer Entered

Monitoring

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

No Answer Entered

Person responsible for monitoring outcome

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the

evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Person Monitoring: **By When/Frequency:**

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

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.

http://www.ges.gcps.k12.fl.us

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)).

http://www.ges.gcps.k12.fl.us

Plans to Strengthen the Academic Program

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

The master schedule was created to ensure that the ELA, Math, and intervention block time was maximized to provide intentional and consistent instruction and support to students. Each content area will be strategically planned for through the use of collaborative planning and cross-curricular activities to increase the academic programs in ELA, math, science, and social studies. Required instruction as outlined in statute, along with commemorations recognized by the Florida Department of Education, is in place to provide a breadth and depth of content-area knowledge.

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)).

Research indicates that for sustainable school improvement efforts, collective ownership is necessary. Through a distributive leadership model, our school can implement efficient and sustainable continuous improvement practices that will support the social, emotional, and academic development of all students. The grade-level teams will attend professional development throughout the school year provided by the leadership team. During School Advisory Council (SAC) meetings, the leadership team will collaborate with stakeholders to reflect on implementation and determine the next steps. Faculty, staff, and community stakeholders are surveyed at various times during the school year to collect feedback regarding our schoolwide program. Input from district departments such as Academic Services, Information Technology Services, Exceptional Student Education (ESE), and English to Speakers of Other Languages (ESOL) is solicited as well.

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 utilize a student referral form for teachers to complete on students that they are concerned about in academics, behavior, or mental health. Once the teacher fills in the form, our MTSS person routes the information to our school counselor or resource teacher who sets up a meeting to support the teacher with their area of student concern(s). Our counselor has school-based mental health services to meet with students identified as needing extra support. The school counselor also facilitates the use of character traits for each month to support students in character development and life skills.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Insert Career Day and special area information.

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 implement a schoolwide Positive Behavior Intervention Supports (PBIS) as our Tier 1 behavior management system. ClassDojo is used by all administration, faculty, and staff to recognize students for meetings expectations. It is also used to communicate with families. The Superflex curriculum (K-2) and Zones of Regulation (3) are being used by the school social worker to support students in need of behavioral and social supports.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit

and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

We use grade-level Professional Learning Communities (PLCs) to review student assessments and data and how this information steers instruction in the classroom. Professional development is provided for teachers based on the school focus and instructional needs observed in the classroom. Additional support is provided by a state-level literacy director to provide embedded coaching in the areas of data analysis, core instruction, and intervention.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

The school employs several strategies to facilitate the transition of preschool children from early childhood education programs to local elementary school programs. First, it establishes a strong collaboration between preschool and elementary school staff to ensure continuity in curriculum and teaching practices through the Professional Learning Community (PLC) process. Professional development is aligned to the educational standards and expectations. Additionally, the school implements orientation programs and transition activities for preschoolers and their families, such as school visits, classroom tours, and meetings with kindergarten teachers. The school also provides resources and support for parents, including workshops and informational sessions on what to expect in elementary school and how to support their child's learning at home. Individualized transition plans are created for children with special needs to ensure they receive appropriate support and accommodations. Through these comprehensive strategies, the school aims to create a seamless and positive transition experience for all preschool children entering elementary school. These sessions are organized and facilitated through staff with the district's Head Start office.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

The administrative team reviews the use of resources that are supported by funding sources inclusive of general funds and, when available, those funds dedicated to school improvement activities, including Title I, Part A. The process to determine funding allocations focuses on both student and staff instructional capacity and the needs of the instructional staff. Once deficiencies are identified, the team develops plans to address the needs.

Specifics to Address the Need

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

Based on student performance data and the comprehensive needs assessment following the analysis of 2023-24 achievement data, the following resources were procured to support students. Each supplemental resource is used based on grade-level schedules and student need based on data.

1. iReady Online Instruction (ELA and math)
2. iReady Teacher Toolbox (ELA and math)
3. Florida B.E.S.T. Workbooks (ELA and math)
4. Magnetic Reading
5. Acaletics
6. TBA
7. TBA

VII. Budget to Support Areas of Focus

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

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