Polk County Public Schools

DALE R FAIR BABSON PARK ELEM.

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

Making a difference today for a better world tomorrow.

Provide the school's vision statement

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

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

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

Leadership Team Member #1

Employee's Name
Elizabeth Tyler

elizabeth.tyler@lwcharterschools.com

Position Title
Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #2

Employee's Name
Blake Fann

blake.fann@lwcharterschools.com

Position Title
Assistant Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #3

Employee's Name
Shelli Jacobs

shelli.jacobs@lwcharterschools.com

Position Title
Curriculum Resource Teacher

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #4

Employee's Name
Nancy McCarter

nancy.mccarter@lwcharterschools.com

Position Title
Curriculum Resource Teacher/Title I

Job Duties and Responsibilities

No Answer Entered

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

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

The School Improvement Plan is developed with input from the School Leadership Team, Grade Level Chairs, and School Advisory Council members.

3. SIP Monitoring

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

The School Improvement Plan will be regularly monitored for effective implementation through bimonthly meetings with all teachers to evaluate student progress. Class Analysis Charts for reading and math will be kept and monitored by the teachers and the Curriculum Resource Teachers.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **KG-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**82.5%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
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)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: B** **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	94	81	76	76	85	65				477
Absent 10% or more school days	21	15	14	10	9	13				82
One or more suspensions	0	2	2	2	1	4				11
Course failure in English Language Arts (ELA)	4	8	1	2	2	1				18
Course failure in Math	3	3	2	2	3	0				13
Level 1 on statewide ELA assessment	7	6	6	10	21	14				64
Level 1 on statewide Math assessment	4	12	19	6	12	8				61
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	4	3	0	7	13	14				41
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	2	9	6	8	8	5				38

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	6	11	15	9	18	13				72

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	28	4	1	4	0	0				37
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	20	9	5	18	16	15				83
One or more suspensions	4	1	2	2	1	10				20
Course failure in English Language Arts (ELA)	24	4	2							30
Course failure in Math										0
Level 1 on statewide ELA assessment				6	9	13				28
Level 1 on statewide Math assessment				4	11	13				28
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (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	6	1		6	12	15				40

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	24	4	2							30
Students retained two or more times										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and 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*	59	50	59	64	50	57	58	45	53
Grade 3 ELA Achievement	66	51	59	66	50	58	68	44	53
ELA Learning Gains	51	53	60	63	56	60			
ELA Lowest 25th Percentile	28	54	56	62	59	57			
Math Achievement*	66	53	64	66	54	62	71	49	59
Math Learning Gains	62	54	63	56	58	62			
Math Lowest 25th Percentile	43	44	51	33	53	52			
Science Achievement	61	48	58	61	51	57	61	41	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)		58	63		58	61	50	54	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	55%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	436
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY

2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
55%	59%	65%	58%	51%		62%

* 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	39%	Yes	2	
English Language Learners	45%	No		
Black/African American Students	55%	No		
Hispanic Students	49%	No		
White Students	57%	No		
Economically Disadvantaged Students	44%	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	59%	66%	51%	28%	66%	62%	43%	61%					
Students With Disabilities	30%	56%	27%	25%	33%	50%	53%	40%					
English Language Learners	50%				40%								
Black/African American Students	47%		60%		53%	60%							
Hispanic Students	43%		46%	23%	55%	62%	55%	61%					
White Students	66%	72%	54%	33%	71%	63%	28%	69%					
Economically Disadvantaged Students	43%	53%	36%	25%	48%	52%	37%	54%					

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	64%	66%	63%	62%	66%	56%	33%	61%					
Students With Disabilities	21%	25%	45%	53%	26%	42%	35%	30%					
English Language Learners	73%				64%								
Black/African American Students	28%		43%		44%	50%							
Hispanic Students	64%	63%	73%	80%	57%	65%		69%					
White Students	69%	70%	64%	67%	72%	55%	30%	67%					
Economically Disadvantaged Students	51%	47%	63%	57%	53%	46%	38%	54%					

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	58%	68%			71%			61%					50%
Students With Disabilities	27%	45%			44%			47%					
English Language Learners	50%				50%								
Black/African American Students	30%				55%								
Hispanic Students	47%	40%			53%			38%					
White Students	65%	77%			78%			66%					
Economically Disadvantaged Students	39%	52%			59%			50%					

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

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

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

2024-25 SPRING

SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	66%	50%	16%	57%	9%
ELA	4	54%	47%	7%	56%	-2%
ELA	5	55%	47%	8%	56%	-1%
Math	3	71%	53%	18%	63%	8%
Math	4	62%	53%	9%	62%	0%
Math	5	60%	46%	14%	57%	3%
Science	5	60%	45%	15%	55%	5%

III. Planning for Improvement

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

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

Most Improvement

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

Our 3rd grade ELA scores showed the most improvement. In the 2023-2024 school year, our 3rd graders scored 62% proficient in ELA. In 2024 - 2025, our 3rd graders scored 66% proficient in ELA. This is 4% increase. Our 3rd grade team worked well together to focus their instruction specifically on 3rd grade comprehension reading standards.

Lowest Performance

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

Our 4th grade ELA showed the lowest performance. Overall, they started the year with a low group of students. They were not able to align their reading instruction to the comprehension skills being tested.

Greatest Decline

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

Our 4th grade students showed the greatest decline in ELA. In the 2023 - 2024 school year, our 4th graders scored 60% proficient. In 2024 - 2025, they scored 54% proficient. We attribute this to the lack of planning to ensure that we are specifically teaching comprehension benchmarks in the way they are being tested.

Greatest Gap

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

Our 4th grade students also showed the greatest gap when compared to the state average in ELA. Our 4th graders scored 54% proficient. The state scored 56% proficient in ELA. We attribute this to the lack of planning to ensure that we are specifically teaching comprehension benchmarks in the way they are being tested.

EWS Areas of Concern

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

1. We have 10 3rd grade students who scored a Level 1 on the statewide ELA assessment.
2. We have 12 students in 1st grade and 19 students in 2nd grade who scored a Level 1 on statewide Math assessments.
3. We have 13 students in 4th grade who have a substantial reading deficiency.

Highest Priorities

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

1. For all students to make a learning gain or be proficient in reading and math on the FAST.
2. To increase overall attendance.

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

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

Area of Focus #1

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

Instructional Practice specifically relating to 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.

We will increase the number of students who are proficient and the number of students who make a learning gain on the FAST to become an A rated school.

Measurable Outcome

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

We will increase the number of students who are proficient in reading in 3rd grade from 66% to 68%, in 4th grade from 54% to 60% and in 5th grade from 55% to 60%, by intentionally aligning reading standards, providing deeper understanding of comprehension skills, increasing student engagement and aligning our language to FAST terminology.

Monitoring

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

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

Person responsible for monitoring outcome

Blake Fann and Resource Teachers

Evidence-based Intervention:

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

Description of Intervention #1:

We will provide a deeper understanding of comprehension skills by aligning our instruction to grade level benchmarks.

Rationale:
This will ensure each student has access to high-quality and rigorous education that prepares them for the next level.

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

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

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

Action Step #1
Intentionally aligning our instruction to grade level benchmarks.

Person Monitoring:	**By When/Frequency:**
Elizabeth Tyler, Blake Fann, Shelli Jacobs, and Nancy McCarter	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
We will monitor the impact by reviewing the progress on comprehension tests and progress monitoring assessments.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

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

Our area of focus is student attendance. We had 82 students absent for 10% or more of the school days last year. Students missing school are missing instructional time. This is reflected in our school's rating of B.

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

We plan to decrease the number of students who are absent for 10% or more school days from 17% to less than 10%.
Absent 10% or more school days

K - 21 students

1st - 15 students

2nd - 14 students

3rd - 10 students

4th - 9 students

5th - 13 students

Monitoring

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

Our new Social Worker and assistant principal will monitor this area of focus. Reports will be generated at the end of each month to monitor any attendance issues. If an issue arises, notes will be sent home, phone calls and home visits will be made.

Person responsible for monitoring outcome

Classroom teachers, Carnesha Collins and Blake Fann

Evidence-based Intervention:

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

Description of Intervention #1:

We will: 1. Strengthen relationships with our families 2. Create a positive school climate 3. Make the importance of attendance clear. 4. Identify and address barriers early. 5. Recognize and reward good attendance.

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Social Worker Intervention

Person Monitoring:
Carnesha Collins

By When/Frequency:
Monthly

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

step:

Carnesha will meet with Mr. Fann to review reports, ensuring she is immediately aware of any attendance issues. She will call parents and make home visits when needed.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

We meet with teachers to look at data to determine the students' needs. We gather samples for administrators and all teachers to review. Teachers review physical and online samples. Everyone gives their opinion on what would meet the needs of our students. We also attended training on UFLI Foundations.

Specifics to Address the Need

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

We determined last year to use UFLI Foundations. We all attended the UFLI Foundations training. We will monitor for effective implementation through bimonthly meetings with all teachers to evaluate student progress. Class Analysis Charts for reading will be kept and monitored by the teachers and the Curriculum Resource Teachers.

VII. Budget to Support Areas of Focus

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

Yes

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