

Leon County Schools

JOHN G RILEY ELEMENTARY SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

This plan was approved by the Leon County School Board on School Board Approved on September 23, 2025.

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 John G. Riley Elementary School is to collaborate with students, parents, and the community to develop positive relationships and motivate our scholars to achieve success at their highest possible level.

Provide the school's vision statement

The vision of John G. Riley Elementary School will be to ensure our students an engaging, safe and respectful learning environment that embraces change and produces successful learners who value diversity and are conscious contributors to our society.

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

Maurice Stokes

maurice.stokes@leonschools.net

Position Title

Principal

Job Duties and Responsibilities

As Principal of John G. Riley Elementary School, Mr. Stokes will oversee the daily operations, procedures, and processes to ensure a safe and effective learning environment. He will maintain consistent communication with all stakeholders and actively engage families and the community in school events and initiatives. Mr. Stokes will conduct classroom walkthroughs and observations, followed by data-driven conversations with teachers to support instructional improvement. In addition,

he will manage the school budget and lead efforts to recruit and hire highly qualified teachers and staff who reflect the school's commitment to excellence.

Leadership Team Member #2

Employee's Name

Candace Gautney

candace.gautney@leonschools.net

Position Title

Assistant Principal

Job Duties and Responsibilities

As Assistant Principal, Mrs. Gautney will conduct classroom walkthroughs and formal observations, followed by data chats with teachers to support instructional effectiveness and student achievement. She will oversee student attendance and manage CSAP (Comprehensive School Accountability Plan) procedures. Mrs. Gautney will identify and share relevant professional development opportunities with teachers and staff. She will also maintain open and effective communication with all stakeholders, oversee curriculum implementation and scheduling, and lead MTSS (Multi-Tiered System of Supports) meetings to ensure appropriate academic and behavioral supports are in place for all students.

Leadership Team Member #3

Employee's Name

Gladys Robinson-Calloway

gladys.robinson@leonschools.net

Position Title

Assistant Principal

Job Duties and Responsibilities

As Assistant Principal, Mrs. Robinson-Calloway will conduct classroom walkthroughs and formal observations, followed by data-driven discussions with teachers to support instructional growth. She will oversee attendance monitoring and manage CSAP (Comprehensive School Accountability Plan) procedures. Mrs. Robinson-Calloway will identify and share relevant professional development opportunities with teachers and staff. Additionally, she will maintain open communication with all stakeholders, oversee curriculum implementation and scheduling, and lead MTSS (Multi-Tiered System of Supports) meetings to support student success.

Leadership Team Member #4

Employee's Name

Latonya Rollinson

latonya.rollinson@leonschools.net

Position Title

Academic Dean/Literacy Coach

Job Duties and Responsibilities

In her dual role as Academic Dean and Literacy Coach, Mrs. Rollinson will oversee the planning, implementation, and scheduling of literacy interventions to support student achievement. She will lead literacy-focused data chats with grade-level teams, individual teachers, and students to inform instruction and drive improvement. Mrs. Rollinson will actively communicate with all stakeholders—teachers, staff, students, and families—to ensure alignment and transparency. Additionally, she will support teacher development by coordinating and facilitating professional learning opportunities in the area of literacy instruction and best practices.

Leadership Team Member #5

Employee's Name

Dionne Mathews-Nelloms

dionne.mathews-nelloms@leonschools.net

Position Title

Math Coach

Job Duties and Responsibilities

As the Math Coach, Mrs. Mathews-Nelloms will lead and oversee the planning and implementation of math interventions, including the development and scheduling of targeted support for students. She will conduct data chats with grade-level teams, individual teachers, and students to analyze performance and guide instructional decisions. Mrs. Mathews-Nelloms will maintain clear and consistent communication with all stakeholders, including teachers, staff, students, and families. Additionally, she will support professional growth by coordinating and facilitating professional development opportunities related to math instruction and best practices.

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.

Throughout the development of the School Improvement Plan for the 2025–2026 school year, meetings were held with key stakeholders to review and reflect on data from the previous year. These discussions highlighted both the successes and areas in need of improvement. Together, stakeholders collaborated to establish clear goals and outline actionable steps to support continued academic growth for students at Riley. The previous year's School Improvement Plan (SIP) was reviewed, and the new Areas of Focus were collaboratively developed to align with the school's vision for progress and achievement.

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)).

As we focus on our goals for the 2025–2026 school year, the School Improvement Plan (SIP) will be reviewed following each progress monitoring assessment to evaluate how each grade level is progressing toward the overall goals in both ELA and Math. Special attention will be given to tracking proficiency and growth among key subgroups, including English Language Learners (ELLs) and Students with Disabilities (SWDs). Based on data analysis, the SIP will be revised as needed, and additional action steps may be implemented to ensure that all students are on track to meet the established goals for the year.

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	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: B 2023-24: C 2022-23: C 2021-22: D 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	116	114	102	117	88	106				643
Absent 10% or more school days	52	56	45	65	39	48				305
One or more suspensions	16	15	6	15	17	21				90
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment	30	59	39	35	35	48				246
Level 1 on statewide Math assessment	34	38	38	30	29	35				204
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	7	19	12	18	12	19				87
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	24	45	27	40	29	34				199

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	12	6	2	13	2	0				35
Students retained two or more times	0	0	0	8	0	3				11

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										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	9	67	70	70		12				228
Level 1 on statewide Math assessment	9	76	71	79		10				245
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	0	0	0	0	0	0	0	0	0	0

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	12	4	5	16	2					39
Students retained two or more times			1	10	1	4				16

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 CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	41	59	59	31	56	57	30	54	53
Grade 3 ELA Achievement	51	61	59	36	59	58	33	56	53
ELA Learning Gains	55	59	60	48	58	60			
ELA Lowest 25th Percentile	72	56	56	57	52	57			
Math Achievement*	56	64	64	43	60	62	48	56	59
Math Learning Gains	67	63	63	49	59	62			
Math Lowest 25th Percentile	62	53	51	45	47	52			
Science Achievement	31	55	58	30	54	57	24	52	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	21	55	63	70	62	61	25	52	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)	N/A
OVERALL FPPI – All Students	51%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	456
Total Components for the FPPI	9
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
51%	45%	37%	40%	28%		36%

* 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	47%	No		
English Language Learners	48%	No		
Black/African American Students	54%	No		
Hispanic Students	48%	No		
Multiracial Students	59%	No		
White Students	50%	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%	51%	55%	72%	56%	67%	62%	31%					21%
Students With Disabilities	36%	44%	56%		32%	63%	64%	36%					
English Language Learners	33%	40%	63%	64%	58%	72%		33%					21%
Black/African American Students	42%	51%	54%	70%	55%	64%	61%	31%					
Hispanic Students	33%		67%		52%	67%							20%
Multiracial Students	42%				75%								
White Students	50%												
Economically Disadvantaged Students	41%	49%	56%	72%	57%	65%	63%	33%					38%

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	31%	36%	48%	57%	43%	49%	45%	30%		70%
Students With Disabilities	19%	9%	56%		29%	44%				
English Language Learners	21%		45%	36%	35%	52%				70%
Black/African American Students	30%	38%	49%	59%	42%	47%	46%	23%		
Hispanic Students	35%		53%		52%	60%				65%
Multiracial Students	45%				55%					
Economically Disadvantaged Students	32%	34%	53%	58%	44%	48%	45%	34%		67%

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	30%	33%			48%			24%					25%
Students With Disabilities	18%	8%			30%			0%					
English Language Learners	12%	9%			44%			10%					51%
Black/African American Students	30%	34%			46%			26%					
Hispanic Students	21%	15%			55%								52%
Economically Disadvantaged Students	32%	36%			48%			25%					67%

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	43%	57%	-14%	57%	-14%
ELA	4	37%	55%	-18%	56%	-19%
ELA	5	31%	54%	-23%	56%	-25%
Math	3	58%	63%	-5%	63%	-5%
Math	4	48%	61%	-13%	62%	-14%
Math	5	46%	56%	-10%	57%	-11%
Science	5	25%	51%	-26%	55%	-30%

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?

The area showing the most significant improvement was math learning gains overall and learning gains among the lowest 25% of students. Overall math learning gains increased from 49% in 2023–2024 to 67% in 2024–2025, marking a 18-percentage-point improvement. Similarly, math learning gains for the lowest-performing 25% of students rose from 45% to 62%, a 17-point increase.

This improvement can be attributed to strategic, data-driven interventions implemented early in the school year. Beginning in August, targeted pull-out math intervention groups were established based on prior year data, PM1 (Progress Monitoring 1) results, and the number of points each student needed to earn a learning gain. These proactive measures provided focused support to students most in need, contributing significantly to the observed gains.

Lowest Performance

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

The area of lowest performance on the 2024–2025 statewide assessment was 5th grade Science, where only 31% of students demonstrated proficiency. This reflects a modest 1-percentage-point increase from the 2023–2024 assessment.

Several factors contributed to the low proficiency rate:

- Student mobility: A high influx of students enrolling throughout the school year impacted instructional continuity and student preparedness.
- Chronic absenteeism: Low attendance rates limited students' exposure to key science content.
- Behavioral challenges: Classroom behavior concerns interfered with instructional time and student focus.
- Teacher capacity: Challenges in meeting the needs of transient students, particularly those who had not been enrolled at Riley for the full year, impacted instruction.
- Foundational knowledge gaps: Many students entered 5th grade lacking the basic background knowledge necessary for science content.
- Reading difficulties: Struggles with reading comprehension further hindered students' ability to access and understand grade-level science material.

Addressing these challenges will require a strategic focus on early intervention, cross-subject support, and differentiated instruction, especially for students new to the school and those with foundational learning gaps.

Greatest Decline

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

While no data components showed a decline during the 2024–2025 school year, there remains clear opportunity for continued growth. Notably, Science proficiency increased by only 1%, and ELA learning gains improved by 6%. As a result, these two areas will be prioritized for focused improvement in the 2025–2026 school year.

Teacher capacity remains an area for ongoing development. Increasing support and professional learning opportunities will help educators better address diverse student needs, particularly in core academic areas.

Additionally, a revamped school-wide discipline plan will be implemented, with an emphasis on supporting students' social-emotional needs. This proactive approach is intended to reduce behavioral disruptions, resulting in more on-task behavior and increased in-class instructional time.

Student attendance also remains a key concern. Although there was an 11% improvement from the previous year, 47% of Riley students still had attendance rates below 90%. A stronger focus on attendance initiatives in 2025–2026 will aim to reduce chronic absenteeism, ensuring students are present to receive consistent, high-quality instruction.

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.

Science proficiency at Riley Elementary showed the largest performance gap when compared to the state average. While 31% of Riley's 5th grade students demonstrated proficiency on the statewide science assessment, the state average was 55%, resulting in a 24-percentage-point gap.

Several contributing factors have been identified:

- **Student Mobility:** A significant number of students enrolled mid-year, disrupting instructional continuity and limiting their exposure to the full science curriculum.
- **Chronic Absenteeism:** Low attendance rates reduced students' opportunities to engage with key science content, impacting retention and understanding.
- **Behavioral Challenges:** Classroom behavior issues disrupted instruction and negatively affected learning environments.
- **Teacher Capacity:** Teachers faced challenges in addressing the academic needs of students who were new to the school or had inconsistent attendance, especially in delivering science

instruction effectively.

- Foundational Knowledge Gaps: Many students entered 5th grade without the necessary background knowledge in science, creating barriers to mastering grade-level content.
- Reading Difficulties: Students struggling with reading comprehension had difficulty accessing and understanding science texts and assessments.

To close this gap, the school will focus on early intervention, integrated reading support within science instruction, and differentiated teaching strategies. Special attention will be given to students new to Riley and those with learning gaps, ensuring they receive targeted support to build foundational skills and improve science proficiency.

EWS Areas of Concern

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

Based on Early Warning System (EWS) data, two key areas of concern have been identified for Riley Elementary:

1. Chronic Absenteeism:

305 out of 643 students (47%) have attendance rates below 90%. This level of chronic absenteeism significantly affects student engagement, academic performance, and access to consistent instruction.

2. Low ELA Performance:

246 out of 643 students (38%) scored at Level 1 on the statewide ELA assessment. This indicates a critical need for intensified literacy instruction, targeted interventions, and support strategies to address foundational reading deficits.

These indicators will be central to the school's improvement efforts for the 2025–2026 school year, with a focus on increasing daily attendance and improving literacy outcomes through evidence-based practices and multi-tiered supports.

Highest Priorities

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

1. Increase ELA Proficiency in Grades 3–5

Focus on strengthening literacy instruction through data-driven planning, targeted interventions, and continued professional development to improve reading comprehension and foundational ELA skills.

2. Reduce Chronic Absenteeism

Implement school-wide attendance initiatives and family engagement strategies to decrease the number of students with attendance below 90%, ensuring more consistent access to instruction.

3. Increase 5th Grade Science Proficiency

Provide targeted support and cross-curricular strategies to address gaps in science content

knowledge, with a focus on reading integration, hands-on learning, and support for new or mobile students.

4. Reduce Student Suspensions

Enhance behavior support systems, refine the school-wide discipline plan, and expand social-emotional learning opportunities to decrease the number of students receiving one or more suspensions and improve overall school climate.

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

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

Area of Focus #1

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

This Area of Focus was identified as a critical need based on a review of student performance data from the 2023–2024 and 2024–2025 school years. In 2023–2024, only 31% of Riley Elementary students in grades 3-5 achieved proficiency on the ELA FAST. While the 2024–2025 FAST ELA assessment showed a 10-percentage-point improvement—with 41% of matched students reaching proficiency—this still indicates that a significant majority of students are performing below grade level expectations. While the growth is encouraging, the data highlights the continued urgency to address gaps in literacy instruction. By focusing on evidence-based reading strategies, targeted interventions, and differentiated instruction, we aim to further increase proficiency and close the achievement gap in ELA.

Measurable Outcome

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

The goal for the 2025-2026 school year is that 50% of matched students in 3rd-5th grades will score at the proficient level on the 2025-2026 FAST ELA assessment.

Monitoring

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

To address this need, interventions will begin the first week of school in August. Student groupings will be based on end-of-year progress monitoring and state assessment data. Instructional coaches and support staff will provide daily tiered interventions through both pull-out small groups and push-in support within classrooms. After baseline progress monitoring assessments are administered, individualized goal-setting will take place for each student. Ongoing progress will be monitored using BEST Standards-based assessments, and students will receive weekly feedback to stay informed and motivated in their learning.

Weekly data chats between classroom teachers and instructional coaches will occur during collaborative planning sessions. These discussions will be used to track student progress, adjust goals, and refine intervention strategies. Administrative staff will monitor the fidelity of these data chats.

Additionally, instructional strategies tailored to meet the needs of each classroom population will be shared during weekly professional development sessions and collaborative planning meetings. These strategies will be reinforced and monitored through regular classroom walkthroughs and observations conducted by instructional coaches and administrators. Special Education teachers will be included in collaborative and grade level planning sessions regularly in order to satisfy BPIE Item #28 focus.

Person responsible for monitoring outcome

Maurice Stokes

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:

The SAVVAS reading program will be utilized for the 2025-2026 school year, with Magnetic Reading as a supplemental resource. Intervention groups will begin the first day of school, utilizing end of year progress monitoring data and statewide assessment data to group students. Students in the lowest 25% will receive their tiered instruction from intervention teachers, instructional coaches, and support staff. Students will be grouped by readiness, allowing for acceleration and remediation at their levels. Teachers will have instructional support throughout the week, and additional paraprofessionals will be utilized for support across grade levels.

Rationale:

These programs meet Florida's definition of evidence-based and are aligned with the district's K-12 Comprehensive Evidence-Based Reading Plan. These programs are also aligned with the BEST Standards.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Tiered Interventions

Person Monitoring:

Latonya Rollinson

By When/Frequency:

Weekly

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

Tiered interventions will begin the first week of school. Intervention teachers and coaches will assist with implementation of Tier 2 and Tier 3 intervention groups.

Action Step #2

Classroom Walkthroughs

Person Monitoring:

Candace Gautney & Gladys Robinson-Calloway

By When/Frequency:

Weekly

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

Classroom walkthroughs will be conducted by administration to ensure standards-based instruction is occurring as well as effective instructional strategies are being utilized.

Action Step #3

Collaborative Planning

Person Monitoring:

Candace Gautney & Gladys Robinson-Calloway

By When/Frequency:

Weekly

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

The literacy coach will plan collaboratively with all grade level teams to plan instruction and share current research-based best practices and resources to maximize student achievement. During collaborative planning sessions, teachers will review frameworks, identify misconceptions, align tasks to standards, and plan targeted small group instruction.

Area of Focus #2

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

Instructional Practice specifically relating to Math**Area of Focus Description and Rationale**

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

This focus was identified through a comprehensive analysis of prior year assessment data. The 2023–2024 FAST Math results showed that only 43% of Riley students were proficient, which was significantly below district and state benchmarks. Although the 2024–2025 data reflect a 13% gain in proficiency, the current 56% indicates that substantial gaps remain. This highlights a critical need to continue focus on targeted instructional strategies, interventions, and resource allocation toward math instruction. The gains also suggest that prior efforts are working and should be enhanced and sustained to continue driving progress.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school

plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The goal for the 2025-2026 school year is that 60% of matched students in grades 3-5 will score at the proficient level on the 2025-2026 FAST Math assessment.

Monitoring

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

To effectively monitor progress in our math area of focus, we will implement several key strategies throughout the school year. Weekly collaborative planning sessions will be held for grade-level teams to align instruction with standards, analyze student work, and share effective teaching strategies to address identified learning gaps. Regular classroom walkthroughs will be conducted by instructional leaders to observe math instruction, provide timely feedback, and ensure fidelity to the curriculum and best practices. Additionally, monthly progress monitoring assessments will be administered to track student growth, identify areas needing targeted support, and inform instructional adjustments. These combined efforts will help maintain a consistent focus on improving math proficiency across all grade levels. Special Education teachers will be included in collaborative and grade level planning sessions regularly in order to satisfy BPIE Item #28 focus.

Person responsible for monitoring outcome

Maurice Stokes

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:

Progress monitoring assessments (Acaletics) will be utilized to identify students needing more intensive support. Admin and coaches will have data chats with teachers, teachers will hold data chats with students. Teachers will hold set goals with students and adjust as necessary. Math frameworks will be utilized for all math instruction. Frameworks will be visited and edited during collaborative planning sessions. Teachers will practice instruction with assistance from math coach during collaborative planning sessions weekly. The BIG-M will be utilized to identify instructional strategies, common misconceptions, and standards-aligned tasks focused on the entire depth of the standard. Teachers will adjust instruction as needed for SWD and ELLs. Math interventionist will pull small groups in grades 4 and 5 to provide core instruction in order to allow more intentional interventions in smaller groups.

Rationale:

Acaletics is backed by timely research conducted in diverse educational settings. This research is evidence based as defined by ESSA. The BEST BIG-M was created and vetted by Florida's Educators and Instructional Leaders.

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

Coaching

Person Monitoring:

Candace Gautney & Gladys Robinson-Calloway

By When/Frequency:

Weekly

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

The math coach and math intervention teacher will work with teachers to implement data driven instruction, identify students in need of intervention, and provide in class support such as modeling and co-teaching.

Action Step #2

Collaborative Planning

Person Monitoring:

Candace Gautney & Gladys Robinson-Calloway

By When/Frequency:

Weekly

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

The math coach and math intervention teacher will plan collaboratively with all grade level teams to plan instruction and share current research-based best practices and resources to maximize student achievement. During collaborative planning sessions, teachers will review frameworks, identify misconceptions, align tasks to standards, and plan targeted small group instruction.

Action Step #3

Classroom Walkthroughs

Person Monitoring:

Candace Gautney & Gladys Robinson-Calloway

By When/Frequency:

Weekly

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

Classroom walkthroughs will be conducted by administration to ensure standards-based instruction is occurring as well as effective instructional strategies are being utilized.

Area of Focus #3

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

Instructional Practice specifically relating to Science

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.

Our identified Area of Focus is improving student proficiency in science. Based on the 2024–2025 FAST Science assessment, only 31% of matched students scored at the proficient level—an increase of just 1% from the previous year, where 30% of students demonstrated proficiency on the 2023–2024 Science FAST. This minimal growth highlights a critical need for more effective science instruction and targeted support. Science proficiency is essential for developing critical thinking, inquiry-based learning skills, and a deeper understanding of the world around us—skills that are foundational for success in both academics and future careers, particularly in STEM fields. The consistently low performance over two years indicates that students are struggling to meet grade-level expectations, and emphasizes the need to prioritize science instruction through curriculum refinement, professional development, and data-driven intervention strategies.

Measurable Outcome

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

The goal for the 2025-2026 school year is that 40% of matched students will score at the proficient level on the 2025-2026 FAST Science assessment.

Monitoring

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

To monitor progress in the area of science proficiency, the instructional leadership team will regularly review student science assessment data and progress monitoring results to ensure appropriate instructional pacing and steady growth toward proficiency goals. Data chats will be conducted between teachers and students, allowing students to take ownership of their learning by setting individual goals based on their current performance levels. These conversations will be monitored by administration to ensure consistency and alignment with schoolwide expectations. Throughout the year, evidence-based strategies—such as explicit vocabulary instruction—will be implemented across all subgroups to support comprehension of key scientific concepts and language. These ongoing monitoring practices will ensure that instruction remains targeted, responsive, and aligned with student needs.

Person responsible for monitoring outcome

Maurice Stokes

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:

Progress monitoring will be implemented. Teachers will meet during common planning times to analyze effectiveness of evidence-based strategies. Strategies will be revised as needed based on student need.

Rationale:

Tracking student progress, ensuring alignment of curriculum to standards, focusing on depth of the standard, and projected goals will be effectively monitored. With implementation of these strategies and interventions, we will be able to ensure students are on track to meet proficiency goals on FAST Science.

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

Classroom Walkthroughs

Person Monitoring:

Candace Gautney & Gladys Robinson-Calloway

By When/Frequency:

Weekly

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

Classroom walkthroughs will take place regularly in order to ensure standards-based instruction is occurring, and effective strategies are being utilized.

Action Step #2

Progress Monitoring

Person Monitoring:

Candace Gautney & Gladys Robinson-Calloway

By When/Frequency:

Weekly

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

Beginning, middle, and end of year progress monitoring assessments will be administered. Student standards assessments will also be administered to identify standards in need of remediation.

Action Step #3

Science Fair Game Frenzy

Person Monitoring:

Candace Gautney & Gladys Robinson-Calloway

By When/Frequency:

Weekly

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

The LCS Science Fair Game Frenzy will be utilized weekly to monitor 3rd and 4th grade fair game science standards. The results of which will be used to inform instruction.

Area of Focus #4

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.

This Area of Focus was identified as a critical need based on a review of student performance data from the 2023–2024 and 2024–2025 school years. In 2023–2024, only 31% of Riley Elementary students in grades 3-5 achieved proficiency on the ELA FAST. While the 2024–2025 FAST ELA assessment showed a 10-percentage-point improvement—with 41% of matched students reaching proficiency—this still indicates that a significant majority of students are performing below grade level expectations. For the 24/25 school year, 39% of 4th graders showed proficiency and 35% of 5th graders scored at the proficient level, while 3rd graders achieved a proficiency of 51%. While the growth is encouraging, the data highlights the continued urgency to address gaps in literacy instruction. By focusing on evidence-based reading strategies, targeted interventions, and differentiated instruction, we aim to further increase proficiency and close the achievement gap in ELA.

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

The UFLI and SAVVAS reading programs will be utilized for the 2025-2026 school year. Intervention groups will begin the first day of school, utilizing end of year progress monitoring data and statewide assessment data to group students. Students in the lowest 25% will receive their tiered instruction from intervention teachers, instructional coaches, and support staff. Students will be grouped by readiness, allowing for acceleration and remediation at their levels. Teachers will have instructional support throughout the week, and additional paraprofessionals will be utilized for support across grade levels.

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

The SAVVAS reading program will be utilized for the 2025-2026 school year, with Magnetic Reading as a supplemental resource. Intervention groups will begin the first day of school, utilizing end of year progress monitoring data and statewide assessment data to group students. Students in the lowest 25% will receive their tiered instruction from intervention teachers, instructional coaches, and support staff. Students will be grouped by readiness, allowing for acceleration and remediation at their levels. Teachers will have instructional support throughout the week, and additional paraprofessionals will be utilized for support across grade levels.

Grades K-2: Measurable Outcome(s)

51% of students in grades K-2 will achieve at the proficient level or higher by the end of the 2025-2026 school year.

Grades 3-5: Measurable Outcome(s)

51% of students in grades 3-5 will achieve at the proficient level or higher by the end of the 2025-2026 school year.

Monitoring

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

To address this need, interventions will begin the first week of school in August. Student groupings will be based on end-of-year progress monitoring and state assessment data. Instructional coaches and support staff will provide daily tiered interventions through both pull-out small groups and push-in support within classrooms. After baseline progress monitoring assessments are administered, individualized goal-setting will take place for each student. Ongoing progress will be monitored using BEST Standards-based assessments, and students will receive weekly feedback to stay informed and motivated in their learning.

Weekly data chats between classroom teachers and instructional coaches will occur during collaborative planning sessions. These discussions will be used to track student progress, adjust goals, and refine intervention strategies. Administrative staff will monitor the fidelity of these data chats.

Additionally, instructional strategies tailored to meet the needs of each classroom population will be shared during weekly professional development sessions and collaborative planning meetings. These strategies will be reinforced and monitored through regular classroom walkthroughs and observations conducted by instructional coaches and administrators.

Person responsible for monitoring outcome

Maurice Stokes

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:

The UFLI and SAVVAS reading program will be utilized for the 2025-2026 school year, with Magnetic Reading as a supplemental resource. Intervention groups will begin the first day of school, utilizing end of year progress monitoring data and statewide assessment data to group students. Students in the lowest 25% will receive their tiered instruction from intervention teachers, instructional coaches, and support staff. Students will be grouped by readiness, allowing for acceleration and remediation at

their levels. Teachers will have instructional support throughout the week, and additional paraprofessionals will be utilized for support across grade levels.

Rationale:

These programs meet Florida's definition of evidence-based and are aligned with the district's K-12 Comprehensive Evidence-Based Reading Plan. These programs are also aligned with the BEST Standards.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Tiered Interventions

Person Monitoring:

Latonya Rollinson

By When/Frequency:

Weekly

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

Tiered interventions will begin the first week of school. Intervention teachers and coaches will assist with implementation of Tier 2 and Tier 3 intervention groups.

Action Step #2

Classroom Walkthroughs

Person Monitoring:

Candace Gautney & Gladys Robinson-Calloway

By When/Frequency:

Weekly

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

Classroom walkthroughs will be conducted by administration to ensure standards-based instruction is occurring as well as effective instructional strategies are being utilized.

Action Step #3

Collaborative Planning

Person Monitoring:

Candace Gautney & Gladys Robinson-Calloway

By When/Frequency:

Weekly

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

The literacy coach will plan collaboratively with all grade level teams to plan instruction and share current research-based best practices and resources to maximize student achievement. During collaborative planning sessions, teachers will review frameworks, identify misconceptions, align tasks to standards, and plan targeted small group instruction.

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.

During the 2024–2025 school year, 305 out of 643 students at Riley Elementary were identified as having attendance below 90%, representing 47% of the student population. While this indicates that nearly half of the students are missing critical instructional time, it also reflects a 12% improvement from the 2023–2024 school year, during which 59% of students had attendance below 90%.

Chronic absenteeism—defined as missing 10% or more of the school year—significantly impacts student learning, contributing to wider academic gaps and lower proficiency rates on assessments. Continued efforts to improve student attendance are essential to increasing instructional access, academic achievement, and overall school readiness.

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.

Following a 12% decrease in the percentage of students with attendance below 90% from the 2023–2024 to the 2024–2025 school year, Riley Elementary is committed to continuing this positive trend. For the 2025–2026 school year, our goal is to achieve a 15% decrease in the number of students identified with less than 90% attendance. This would result in 33% or fewer students falling into the chronic absenteeism category by the end of the school year. Targeted interventions, family engagement, and consistent monitoring will support our efforts to ensure students are present, engaged, and receiving essential instruction.

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.

To ensure progress toward our attendance goal for the 2025–2026 school year, the following strategies will be implemented:

- **Accurate Daily Attendance Tracking:** Teachers and staff will maintain accurate records of daily attendance, including absences, tardies, and early releases.
- **Daily Monitoring & Visibility:** Attendance data will be monitored daily, with a visual display updated regularly and placed at the front of the school to keep families informed and engaged.
- **Quarterly Reporting:** Attendance data will be shared with all stakeholders—staff, students, families, and district partners—on a quarterly basis to promote transparency and accountability.

- **Incentive Programs:** Attendance incentives will be provided at the grade, class, and individual student levels to encourage consistent attendance and recognize improvement.

These efforts aim to foster a schoolwide culture of attendance and ensure all students have consistent access to core instruction.

Person responsible for monitoring outcome

Candace Gautney & Gladys Robinson-Calloway

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:

Monitoring of attendance, home visits, and working with intervention services to identify and locate students with chronic attendance issues.

Rationale:

Attendance increased from 86.15% of students present each day in the 2023-2024 school year to 87.68% of students present each day in the 2024-2025 school year. Even though this is an increase of 1.5%, there is still much room for improvement.

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

Daily attendance monitoring

Person Monitoring:

Candace Gautney & Gladys Robinson-Calloway

By When/Frequency:

Daily

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

Run daily attendance reports. School based social worker will contact parents when students are missing school.

Action Step #2

Home visits

Person Monitoring:

Candace Gautney & Gladys Robinson-Calloway

By When/Frequency:

Weekly

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

step:

Home visits will be conducted by Intervention Services when students are chronically absent, and the school is unable to get in contact with the parent or guardian.

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.

During the 2024–2025 school year, 90 out of 640 students at Riley Elementary were identified as having one or more suspensions. This reflects a decrease from the 2023–2024 school year, when 120 out of 631 students had one or more suspensions. While this reduction is a positive step, student behavior that disrupts instruction still leads to classroom removals, resulting in in-school or out-of-school suspensions. These disciplinary actions cause students to miss valuable core instruction, increasing the risk of academic gaps. Continued focus on proactive behavior supports is essential to keeping students in class and engaged in meaningful learning.

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 2025–2026 school year, we plan to achieve a **20% decrease** in the number of students reported with one or more suspensions. This goal reflects our commitment to fostering a positive, supportive learning environment through proactive behavior interventions, restorative practices, and consistent communication with students and families. By focusing on prevention and early support, we aim to reduce the need for exclusionary discipline and ensure that all students remain engaged and supported in their learning.

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.

To support a continued decrease in student suspensions, Riley Elementary will implement a comprehensive monitoring system that focuses on prevention, consistency, and data-driven decision-making:

- **Weekly review of PBIS points** by the Behavior Interventionist to track positive student behavior and identify trends.
- **Daily review of discipline referrals** by school administration to respond promptly and consistently to behavior incidents.

- **Quarterly reporting of discipline data** to all stakeholders to ensure transparency and accountability.
- **Ongoing monitoring of individual behavior plans** and the effectiveness of interventions to support student needs.
- **Monthly updates to the MTSS team** on behavioral data to guide Tier 2 and Tier 3 supports.
- **Strengthened Tier 1 behavior systems**, implemented consistently by all staff to create a schoolwide culture of expectations and support.

These strategies will help ensure early intervention, reduce classroom disruptions, and keep students engaged in learning.

Person responsible for monitoring outcome

Candace Gautney & Gladys Robinson-Calloway

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:

Riley Elementary is committed to using an Integrated Preventive Systems Approach to support positive student behavior. This approach incorporates Positive Behavior Support (PBS), Character Education, and a Multi-Tiered System of Supports (MTSS) to both prevent and address behavioral challenges. At the core of this model is a strong Tier I behavior plan, implemented schoolwide to establish clear expectations, reinforce positive behaviors, and promote a safe, respectful learning environment. By combining these frameworks, we aim to proactively support all students, reduce behavioral incidents, and foster a positive school climate that supports academic and social success.

Rationale:

For the 2024–2025 school year, 90 out of 640 students at Riley Elementary received one or more suspensions, representing 14% of the student population. This data highlights the need for continued focus on addressing behaviors that lead to lost instructional time. By targeting these behaviors through a comprehensive approach that includes Positive Behavioral Interventions and Supports (PBIS), a strong Tier I behavior system, and a Multi-Tiered System of Supports (MTSS), the school aims to help students remain in class and engaged in learning. Increased instructional time directly contributes to improved academic outcomes and overall student achievement.

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

Classroom Behavior Specialist

Person Monitoring:

Candace Gautney & Gladys Robinson-Calloway

By When/Frequency:

Weekly

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

Riley Elementary will have a full-time Classroom Behavior Specialist dedicated to supporting positive student behavior and improving classroom environments. This specialist will work closely with teachers to provide behavior strategies, coaching, and support, while also monitoring the implementation of individual student behavior plans. Additionally, the Behavior Specialist will lead the implementation of the schoolwide PBIS (Positive Behavioral Interventions and Supports) framework, conduct informal observations, and collect and analyze minor and major behavior data. Based on this data, targeted interventions will be implemented for specific students and/or classrooms to address recurring issues and promote long-term behavioral success

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.

The School Improvement Plan (SIP) will be shared with families and community members through multiple platforms to ensure transparency and engagement. It will be presented during parent events, PTO meetings, and School Advisory Council (SAC) meetings. Additionally, the SIP will be posted on the school website at <https://www.leonschools.net/riley>, and a direct link to the document will be distributed to families via the school listserv. These efforts will help ensure all stakeholders are informed and have opportunities to stay involved in the school's continuous improvement process.

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)).

Riley Elementary is committed to building strong partnerships with families and ensuring open, consistent communication with all stakeholders. The Family Engagement Plan will be posted on the school website at <https://www.leonschools.net/riley>, and a link to the document will be shared via the school listserv. Details of the plan will also be discussed at parent events, PTO meetings, and School Advisory Council (SAC) meetings.

To keep families informed and engaged, Riley will communicate through multiple channels, including the Parent Portal, listserv, school website, social media, meetings, and events. Meetings will offer both in-person and virtual options, and conferences will be scheduled in person, by phone, or

virtually—before, during, and after school—to accommodate working families.

Planned family engagement events for the 2025–2026 school year include:

- Dads Take Your Child to School Day
- Curriculum, Assessments, and Standards Night
- JGR Talent Show
- Literacy Night
- STEAM Night
- Rocket Launch Night
- Clock It Math Night
- Show Me the Money Math Night

These events are designed to strengthen family involvement, support student learning, and celebrate our school community.

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 Acceleration Afterschool Program will begin in August 2025 and continue throughout the school year, providing additional instructional time for students in the lowest 25% of each grade level (K–5), as well as those nearing proficiency. This targeted support will help close learning gaps and accelerate academic growth. In addition, each grade level's daily schedule now includes a dedicated block for Tier 3 instruction, ensuring that intensive, small-group support is delivered consistently. During this same block, enrichment opportunities will be offered for higher-achieving students, providing academic challenges that promote continued growth and engagement for all learners.

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)).

Students receive counseling services through collaboration with school-based mental health providers, including school counselors, school-assigned social workers, and community-based providers. Specialized support services are offered through the school district in partnership with Licensed Mental Health Counselors (LMHCs) and private contractors approved by the district's mental health office. Additionally, parents receive assistance from the school's guidance department, which helps them navigate the health and human services systems. This support includes help with completing paperwork and scheduling appointments. Mental health data is collected each semester and reported to the district office.

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)).

NA

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)).

The leadership team, in collaboration with student services, faculty, staff, and parents, is committed to building a positive school culture that emphasizes strong, supportive relationships. This effort utilizes an Integrated Preventive Systems Approach to Behavior, which incorporates Positive Behavior Support (PBS), character education, and a Multi-Tiered System of Supports (MTSS) to proactively address and prevent behavioral issues.

Tier I – Schoolwide Universal Supports

- Consistent implementation and documentation of Positive Behavioral Interventions and Supports (PBIS) across all grade levels.
- Weekly celebrations of students' positive behaviors to reinforce a culture of recognition and encouragement.
- Character education lessons are provided weekly for students in Kindergarten through fifth grade, focusing on traits such as self-awareness, kindness, empathy, and respect.
- Trauma-informed training is provided to teachers to help them recognize the signs of trauma and effectively support affected students.

Tier II – Targeted Group Supports

- Students receive ongoing support through:
 - Social skills groups
 - The "Adopt a Bear Cub" mentor program
 - On-campus behavior support services
- The guidance department assists families by connecting them with appropriate community resources and referrals to meet their needs

Tier III – Intensive Individualized Supports

- A full-time, on-site behavioral specialist is employed to:
 - Work directly with teachers to develop and implement effective behavior strategies.
 - Monitor and support the implementation of individualized student behavior plans.
 - Lead the implementation of the school's PBIS plan.
 - Conduct informal observations and gather behavioral data.
- This early data collection helps identify students who may need Tier III interventions and ensures timely referral to the MTSS process, enabling students to receive the support necessary for success.

Professional Learning and Other Activities

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

Data meetings will focus on progress monitoring and addressing specific student needs. Weekly collaborative planning sessions for both ELA and Math will be led by members of the instructional leadership team, who will guide discussions and planning efforts. Paraprofessionals will participate in district-provided training opportunities to enhance their ability to effectively support small group and one-on-one instruction with students.

Strategies to Assist Preschool Children

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

To ensure a seamless transition from Pre-K to kindergarten and beyond, Riley will now offer a Pre-K program on campus. This initiative will allow children in our community to begin their educational journey at Riley, rather than at an off-site preschool or daycare. By starting at Riley, students will experience a more consistent and supportive transition into kindergarten. It also enables our staff to begin building foundational academic and social-emotional skills early, aligned with our school's curriculum goals. Additionally, having Pre-K students on campus allows us to identify those who may need extra support from the start and begin instilling school-wide expectations early in their educational experience.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

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

No

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