# SPRINGWOOD ELEMENTARY SCHOOL



**2025-26 Schoolwide Improvement Plan**

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# School Board Approval

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

# SIP Authority

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

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

The Department's SIP template meets:

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

# Purpose and Outline of the SIP

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

# I. School Information

## A. School Mission and Vision

### Provide the school's mission statement

At Springwood, our mission is to create a safe, inclusive, and encouraging learning environment where every student is seen, valued, and empowered to reach their full potential. With our motto, "Every Student Matters, Every Moment Counts", we are dedicated to providing high-quality instruction, developing strong relationships, and embracing every moment as an opportunity to grow, achieve, and thrive.

### Provide the school's vision statement

Our vision is to inspire a community of lifelong learners who are confident, compassionate, and prepared to lead and succeed in an ever-changing world.

## 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**
Sylvia Lynn

sylvia.lynn@leonschools.net

**Position Title**
Principal

**Job Duties and Responsibilities**

 The principal ensures that both the vision and mission of the school are communicated to all stakeholders and provides school wide leadership. The principal provides support to teachers and

staff by way of materials, professional development, classroom observations, and feedback. The principal works with all stakeholders to provide a positive learning environment that fulfills the academic goals of the school.

## Leadership Team Member #2

**Employee's Name**
Brian Wise

Brian.Wise@leonshcools.net

**Position Title**
Assistant Principal

### Job Duties and Responsibilities

 The assistant principal provides school wide leadership, coordinates collaborative planning efforts, and facilitates progress monitoring and professional development. The assistant principal works intricately with the principal and instructional coaches to help make decisions that impact the school community and student achievement.

## Leadership Team Member #3

**Employee's Name**
Lacacia Swan

Lacacia.Swan@leonschools.net

**Position Title**
Dean of Curriculum

### Job Duties and Responsibilities

 The dean assists the principal and assistant principal in providing school wide leadership, collaborative planning efforts, and progress monitoring and professional development.

## Leadership Team Member #4

**Employee's Name**
Susie Sanders

susie.sanders@leonschools.net

**Position Title**
Dean of Administration

### Job Duties and Responsibilities

 This dean assists the principal and assistant principal with providing school wide leadership,

monitoring attendance, and managing school-wide discipline.

## Leadership Team Member #5

**Employee's Name**
LeeAnn Hewett

leeann.hewett@leonschools.net

**Position Title**
Literacy Coach (K-2)

**Job Duties and Responsibilities**

The reading coach provides instructional support to classroom teachers (K-2) in order to ensure rigorous standards-based instruction is occurring. The reading coach works closely with the leadership team to disaggregate and disseminate data and make instructional decisions. The coach also works with administration to provide professional development, select supplemental programs, and monitor interventions.

## Leadership Team Member #6

**Employee's Name**
Ervin Johnson

ervin.johnson@loenchools.net

**Position Title**
Literacy Coach (3-5)

**Job Duties and Responsibilities**

The reading coach provides instructional support to classroom teachers (3-5) in order to ensure rigorous standards-based instruction is occurring. The reading coach works closely with the leadership team to disaggregate and disseminate data and make instructional decisions. The coach also works with administration to provide professional development, select supplemental programs, and monitor interventions.

## Leadership Team Member #7

**Employee's Name**
Danielle Vaughn

danielle.vaughn@leonschools.net

**Position Title**
Math Coach

**Job Duties and Responsibilities**

The math coach provides instructional support to classroom teachers in order to ensure rigorous standards based instruction is occurring. The math coach works closely with the leadership team to disaggregate and disseminate data and make instructional decisions. The coach also works with administration to provide professional development, select supplemental programs, and monitor interventions.

# 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.*

Springwood Elementary is committed to fostering a positive school culture and environment by engaging all stakeholders in meaningful ways. We believe in shared decision-making and strive to ensure that families, staff, and community members are involved at every level. To create this relationship, we have a dedicated parent liaison who will strengthen connections with families by offering educational opportunities and promoting open communication. We will continue to maintain a warm, welcoming, and inclusive atmosphere for all who enter our school. Our fully stocked Parent Resource Room is available to provide families with instructional materials, parenting resources, school supplies, books, community guides, pantry items, and educational videos. In addition, our volunteer coordinator will work to increase parent and community involvement through mentoring and volunteer opportunities. A key goal for the 2025-26 school year is to grow our volunteer hours and engagement. In addition, our business partner liaison continues to collaborate with local organizations to enhance our school culture through creative partnerships and community events. We are also building a more active and stronger PTO that will serve as a vital bridge between school and families. We are also committed to strengthening our School Advisory Council (SAC) by inviting larger participation from community members and stakeholders so that the council better reflects the diversity and voices of our school community.

## 3. SIP Monitoring

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

 The School Improvement Plan (SIP) will be monitored quarterly (August, October, January, and March) through structured data reviews focused on student progress toward meeting state academic standards, with particular attention to students demonstrating the greatest achievement gaps.  Based on the findings, the SIP will be adjusted as needed to ensure continuous improvement. Revisions may include modifying or enhancing instructional practices, identifying targeted professional development for teachers and staff, expanding opportunities for academic intervention and enrichment, and strengthening home-school connections by equipping families with strategies to support student learning.

# C. Demographic Data

| | |
|---|---|
| **2025-26 STATUS** (PER MSID FILE) | **ACTIVE** |
| **SCHOOL TYPE AND GRADES SERVED** (PER MSID FILE) | **ELEMENTARY** **PK-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)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **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: C** **2022-23: D** **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 | 67 | 57 | 75 | 77 | 63 | 66 | | | | 405 |
| Absent 10% or more school days | 1 | 3 | 3 | 2 | 1 | 2 | | | | 12 |
| One or more suspensions | 2 | 0 | 10 | 18 | 6 | 15 | | | | 51 |
| Course failure in English Language Arts (ELA) | | | | | | | | | | 0 |
| Course failure in Math | | | | | | | | | | 0 |
| Level 1 on statewide ELA assessment | 3 | 7 | 24 | 31 | 7 | 27 | | | | 99 |
| Level 1 on statewide Math assessment | 3 | 11 | 19 | 34 | 4 | 25 | | | | 96 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3) | 9 | 6 | 12 | 33 | 10 | 21 | | | | 91 |
| 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 | 1 | 1 | 6 | 19 | 1 | 7 | | | | 35 |

**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 | 3 | 3 | 5 | 12 | 0 | 2 | | | | 25 |
| Students retained two or more times | 0 | 0 | 0 | 1 | 0 | 2 | | | | 3 |

**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 | 17 | 10 | 16 | 14 | 10 | 15 | | | | 82 |
| One or more suspensions | | | 2 | 2 | 2 | 6 | | | | 12 |
| Course failure in English Language Arts (ELA) | | | | | | | | | | 0 |
| Course failure in Math | | | | | | | | | | 0 |
| Level 1 on statewide ELA assessment | 3 | 8 | 24 | 33 | 7 | 27 | | | | 102 |
| Level 1 on statewide Math assessment | 3 | 12 | 18 | 36 | 4 | 27 | | | | 100 |
| 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 | 1 | 1 | 9 | 11 | 2 | 8 | | | | 32 |

**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 | 3 | 3 | 5 | 13 | | 2 | | | | 26 |
| Students retained two or more times | | | | 1 | | 2 | | | | 3 |

## 2. Grades 9-12 (optional)

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

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

# A. ESSA School, District, State Comparison

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

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

| ACCOUNTABILITY COMPONENT | 2025 | | | 2024 | | | 2023** | | |
|---|---|---|---|---|---|---|---|---|---|
| | SCHOOL | DISTRICT† | STATE† | SCHOOL | DISTRICT† | STATE† | SCHOOL | DISTRICT† | STATE† |
| ELA Achievement* | 48 | 59 | 59 | 40 | 56 | 57 | 28 | 54 | 53 |
| Grade 3 ELA Achievement | 38 | 61 | 59 | 51 | 59 | 58 | 32 | 56 | 53 |
| ELA Learning Gains | 60 | 59 | 60 | 53 | 58 | 60 | | | |
| ELA Lowest 25th Percentile | 52 | 56 | 56 | 71 | 52 | 57 | | | |
| Math Achievement* | 64 | 64 | 64 | 56 | 60 | 62 | 42 | 56 | 59 |
| Math Learning Gains | 79 | 63 | 63 | 56 | 59 | 62 | | | |
| Math Lowest 25th Percentile | 81 | 53 | 51 | 52 | 47 | 52 | | | |
| Science Achievement | 31 | 55 | 58 | 28 | 54 | 57 | 24 | 52 | 54 |
| Social Studies Achievement* | | | 92 | | | | | | |
| Middle School Acceleration | | | | | | | | | |
| Graduation Rate | | | | | | | | | |
| College and Career Acceleration | | | | | | | | | |
| Progress of ELLs in Achieving English Language Proficiency (ELP) | | 55 | 63 | | 62 | 61 | | 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 | 57% |
| OVERALL FPPI Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 0 |
| Total Points Earned for the FPPI | 453 |
| 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 |
| 57% | 51% | 32% | 39% | 29% | | 48% |

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

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

# C. ESSA Subgroup Data Review (pre-populated)

| | 2024-25 ESSA SUBGROUP DATA SUMMARY | | | |
|---|---|---|---|---|
| ESSA SUBGROUP | FEDERAL PERCENT OF POINTS INDEX | SUBGROUP BELOW 41% | NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41% | NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32% |
| Students With Disabilities | 51% | No | | |
| Black/African American Students | 53% | No | | |
| Hispanic Students | 68% | No | | |
| Multiracial Students | 60% | No | | |
| White Students | 76% | No | | |
| Economically Disadvantaged Students | 57% | 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 | 48% | 38% | 60% | 52% | 64% | 79% | 81% | 31% | | | | | |
| Students With Disabilities | 34% | 30% | 47% | 43% | 46% | 84% | 87% | 38% | | | | | |
| Black/African American Students | 44% | 31% | 54% | 48% | 60% | 75% | 77% | 34% | | | | | |
| Hispanic Students | 64% | | | | 71% | | | | | | | | |
| Multiracial Students | 50% | | | | 70% | | | | | | | | |
| White Students | 62% | | 75% | | 76% | 92% | | | | | | | |
| Economically Disadvantaged Students | 46% | 32% | 59% | 57% | 61% | 79% | 85% | 33% | | | | | |

## 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 | 40% | 51% | 53% | 71% | 56% | 56% | 52% | 28% | | | | | |
| Students With Disabilities | 26% | 36% | 61% | 83% | 39% | 64% | 56% | 18% | | | | | |
| Black/African American Students | 38% | 50% | 53% | 73% | 56% | 59% | 52% | 29% | | | | | |
| Hispanic Students | 50% | | | | 50% | | | | | | | | |
| Multiracial Students | 50% | | | | 50% | | | | | | | | |
| White Students | 44% | | 64% | | 67% | 55% | | | | | | | |
| Economically Disadvantaged Students | 37% | 45% | 55% | 65% | 49% | 51% | 58% | 21% | | | | | |

## 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 | 28% | 32% | | | 42% | | | 24% | | | | | |
| Students With Disabilities | 22% | 15% | | | 24% | | | 29% | | | | | |
| Black/African American Students | 27% | 28% | | | 38% | | | 22% | | | | | |
| Multiracial Students | 40% | | | | | | | | | | | | |
| White Students | 26% | | | | 53% | | | | | | | | |
| Economically Disadvantaged Students | 26% | 33% | | | 39% | | | 22% | | | | | |

# 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 | 36% | 57% | -21% | 57% | -21% |
| ELA | 4 | 61% | 55% | 6% | 56% | 5% |
| ELA | 5 | 46% | 54% | -8% | 56% | -10% |
| Math | 3 | 53% | 63% | -10% | 63% | -10% |
| Math | 4 | 84% | 61% | 23% | 62% | 22% |
| Math | 5 | 52% | 56% | -4% | 57% | -5% |
| Science | 5 | 30% | 51% | -21% | 55% | -25% |

# 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 data component that showed the most improvement was Mathematics performance among the Lowest 25% of students, which increased by 29 percentage points, from 52% proficiency to 81%. Additionally, Math Gains for all students improved by 23 percentage points, rising from 56% to 79%. In Math this year, our school implemented several targeted actions:

- Focused Small-Group Instruction
- Dedicated Math Intervention Time
- Utilized slides for instruction, that included the collaborative structures and formative assessments
- Reflex, Frax, Acaletics, and McCarthy Math were used to supplement the core curriculum
- Extended Learning Opportunities
- Math Instructional Walkthroughs and Coaching

**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 data component showing the lowest performance was Reading achievement among the Lowest 25% of students, which decreased by 19%, from 71% to 52%. Additionally, 3rd Grade Reading Proficiency declined by 13%, dropping from 51% to 38%.
Several contributing factors impacted this decline:
- High Number of At-Risk 3rd Graders
- Implementing instructional slides with Confidence
- Attendance and Chronic Absenteeism

**Greatest Decline**

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

Based on 2024-25 FAST, the component that had the greatest decline is 3rd grade ELA proficiency . Factors that contributed to this performance were:

1. Foundational Reading Gaps
2. The need for additional support and experience with standards-based instruction impacted the consistency and effectiveness of early literacy instruction.
3. Chronic Absenteeism

## 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.

Based on 2024-25 FAST, our lowest performance were in the areas of 3rd Grade ELA (36%) and Science (30%).  The factors that contributed to this performance were:

- Science: Students lacked foundational content knowledge and academic vocabulary from prior years, impacting comprehension of science concepts.
- ELA: Increased absenteeism in 3rd grade and lack of reading stamina negatively impacted performance.

## EWS Areas of Concern

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

Reading proficiency is our school area of concern.

## Highest Priorities

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

The highest priorities for Springwood Elementary for the 25-26 school year are:

1. Reading Proficiency
2. Math Proficiency
3. 3rd Grade Reading Proficiency
4. Reading Lowest Quartile Gains
5. Science Proficiency

# 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.

Overall ELA Proficiency: 48% of our matched students grades 3-5 were proficient on the 2024-2025 FAST ELA assessment, which is a 8% increase in overall proficiency from the 2023-2024 FAST ELA, where 40% of Springwood's students scored at the proficient level.

3rd Grade ELA Proficiency: 38% of our matched students were proficient on the 2024-2025 Fast ELA assessment, which is a 13% decrease from the 2023-2024 FAST ELA, where 51% of the 3rd grade students scored at the proficient level.

Grade 3-5 ELA learning Gains: 60% of our matched students grades 3-5 had learning gains on the 2024-2025 FAST ELA assessment, which is a 7% increase  from the 2023-2024 FAST ELA, where 53% of Springwood's students showed learning gains.

ELA Lowest Quartile Learning Gains:  52 % of our matched lowest quartile students grades 3-5 made learning gains on the 2024-2025 FAST ELA assessment, which is a 19% increase in learning gains from the 2023-2024 FAST ELA, where 71% of Springwood's lowest quartile students made learning gains.

### 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.

- 55% of matched and qualified students in 3-5th grade will be proficient in reading according to the FAST ELA  PM3.

- 55% of matched and qualified students in 3rd grade will be proficient in reading according to

the FAST ELA  PM3.

- 65% of matched and qualified students in 4th and 5th grade, as well as students retained in 3rd will make a learning gain according to FAST ELA PM3.

-  75% of matched and qualified lowest quartile students in 4th and 5th grade, as well as students retained in 3rd will make a learning gain according to FAST ELA PM3.

**Monitoring**

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

- Instructional coaches and support staff will pull small groups and/or push into classrooms daily for tiered interventions. Goal setting for each student will take place once baseline progress monitoring assessments are administered.
- BEST Standards-based assessments will be used to monitor students' mastery.
-  Feedback will be provided to students weekly.
-  Data Chats  between teachers and instructional coaches will take place weekly during collaborative planning sessions, and new goals will be set for students as they progress.
- Data chats will be monitored by administration.
- Specific strategies will be shared with teachers during weekly professional development sessions, as well as during collaborative planning meetings in order to meet the needs of their classroom population. These strategies will be monitored through walkthroughs and observations by coaches and administration.

**Person responsible for monitoring outcome**
Sylvia Lynn(sylvia.lynn@leonschools.net)

**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 be formed utilizing end of year progress monitoring data and statewide assessment data to group students. All Students will receive 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:** | **By When/Frequency:** |
|---|---|
| Lee Ann Hewett (Literacy Coach K-2), Ervin Johnson (3-5), Sylvia Lynn (Principal ) | Weekly |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
Intervention teachers and coaches will assist with implementation of intervention groups.

# 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.

Overall Math Proficiency: 64% of our matched students grades 3-5 were proficient on the 2024-2025 FAST Math  assessment, which is a 8% increase in overall proficiency from the 2023-2024 FAST Math, where 56% of Springwood students scored at the proficient level.

Grade 3-5 Math learning Gains: 79% of our matched students grades 3-5 had learning gains on the 2024-2025 FAST Math assessment, which is a 23% increase  from the 2023-2024 FAST math , where 56% of Springwood students grades 3-5 showed learning gains.

Math Lowest Quartile Learning Gains:  :  81% of our matched lowest quartile students grades 3-5 made learning gains on the 2024-2025 FAST Math assessment, which is a 29% increase in learning gains  from the 2023-2024 FAST Math, where 52% of Springwood lowest quartile students made

learning gains.

## 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.

- 70% of matched and qualified students in 3-5th grade will be proficient in reading according to the FAST Math PM3.

- 80% of matched and qualified students in 4th and 5th grade, as well as students retained in 3rd will make a learning gain according to FAST Math PM3.

- 75% of matched and qualified lowest quartile students in 4th and 5th grade, as well as students retained in 3rd will make a learning gain according to FAST Math PM3.

## Monitoring

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

- Frequent walkthroughs with feedback during intervention/enrichment blocks. Tiered instruction based on student weaknesses and strengths as determined by PM and STAR data.
- Frequent walkthroughs with feedback during math blocks. Teachers will follow a flow of instruction. Teachers will also use formative assessments to form small groups, as well as use data to determine how they will spiral instruction.
- Tiered support for teachers.
- Formative assessment and benchmark tracking sheets will be used to inform the teachers, reading coach, and admin as to how instruction is impacting achievement and inform instruction as well.
- Weekly collaborative planning sessions with the teachers and the math coach to look at standards, plan instruction, determine appropriate assessment, and discuss data to strengthen instruction.
- Monthly progress monitoring meetings that review benchmark checklist, summative assessments, and district-wide progress monitoring assessments. Frequently reviewing data helps to make instructional decisions and to monitor the impact of instructional decisions.
- Half day and whole day planning sessions for teachers to plan for instruction.
- Professional development and monitoring of the implementation of professional development during walkthroughs and observations. All professional development will be geared towards helping teachers with instructional strategies that research has shown to improve math achievement.

**Person responsible for monitoring outcome**
Sylvia Lynn, Principal

**Evidence-based Intervention:**

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

**Description of Intervention #1:**
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 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 standards. Teachers will adjust instruction as needed for SWD.

**Rationale:**
Acaletics is backed by timely research conducted in diverse educational settings. 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/Collaborative Planning

| **Person Monitoring:** | **By When/Frequency:** |
| --- | --- |
| Danielle Vaughn, Math Coach / Sylvia Lynn, Principal | Weekly |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
The math coach and Principal 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.

# 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.

Science Proficiency: 31% of our matched students were proficient on the 2024-2025 FAST Science assessment, which is a 3% increase in overall proficiency from the 2023-2024 Science FSA, where 28% of Riley students scored at the proficient level.

## 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 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.

The Assistant Principal and Dean of Students will review students' science assessment data and progress monitoring assessments to ensure appropriate pacing and growth to meet the goal. Data chats will be held between teachers and students, monitored by administration, establishing goals based on student performance levels at various times throughout the year. Evidence-based strategies such as explicit vocabulary instruction will be utilized with all students.

## Person responsible for monitoring outcome

Brian Wise, Assistant Principal

## Evidence-based Intervention:

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

**Description of Intervention #1:**
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, Progress Monitoring

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Brian Wise, Assistant Principal / Susie Sanders, Dean of Students | 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. -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.

# 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.

The rationale for this area of focus is that ELA Instructional Practice is the area that will have the highest impact on student achievement as it impacts all other subject areas. This area was identified based on the Spring 2025 PM3 data reflecting that only 49% of students in kindergarten are proficient in ELA. First Grade has a 50% and 2nd Grade had a 53% proficiency rate. In grades 3-5, 3rd grade performed at 38%% proficiency followed by 4th grade at 61% and 5th grade at 46%

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

Instructional strategies in grades K–2 will incorporate UFLI Foundations and SAVVAS intervention reading programs as supplemental resources to the core ELA curriculum, specifically targeting gaps in phonics and phonemic awareness. Additionally, Lexia Core5 and teacher-led small group instruction will support students requiring Tier 2 and Tier 3 interventions, ensuring differentiated instruction aligned to individual learning needs.

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

Students in grades 3–5 will engage in literacy instruction supported by Magnetic Reading, SAVVAS materials, and Lexia. To address individual learning needs, Tier 2 interventions will be implemented in small groups, while Tier 3 supports will be provided daily, also in small group formats. Instructional approaches will emphasize the use of purposeful, text-based questioning and tasks both spoken and written that require students to apply critical thinking skills aligned with grade-level expectations. Lessons will be designed to ensure that all learners are meaningfully involved in the learning process, with a consistent focus on rich, complex texts or multiple sources that promote deeper comprehension and academic discourse.

**Grades K-2: Measurable Outcome(s)**

50% of Grades k-2 students will score at or above benchmark on the PM-3 Star Early Literacy and STAR Reading assessment.

**Grades 3-5: Measurable Outcome(s)**

- 55% of matched and qualified students in 3-5th grade will be proficient in reading according to the FAST ELA  PM3.

- 55% of matched and qualified students in 3rd grade will be proficient in reading according to the FAST ELA PM3.

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

Additional ELA interventions will be provided based on data gathered from baseline assessments conducted at the start of the school year. Leveled small group instruction will be delivered with support from the instructional coach, grade-level teachers, and resource staff, ensuring targeted support where needed. The leadership team and instructional staff will collaborate regularly to analyze weekly assessment results and monthly progress monitoring data, adjusting interventions, instructional strategies, and curriculum implementation as needed to promote continuous academic growth for all students throughout the 2025–2026 school year. Ongoing data chats between teachers and students will focus on individual performance, with clearly defined academic goals established and revisited at key checkpoints during the year. Evidence-based practices will be employed across all subgroups to ensure equitable access to instruction and that each student's unique learning needs are met effectively.

**Person responsible for monitoring outcome**
Sylvia Lynn, Principal

**Evidence-based Intervention:**

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

**Description of Intervention #1:**
The SAVVAS literacy program will be implemented in grades K–5 as part of the school's core instructional resources. Recognized by the state as an evidence-based program, SAVVAS is fully aligned with Florida's B.E.S.T. Standards and supports the district's K–12 Comprehensive Evidence-Based Reading Plan. This program offers a comprehensive and balanced literacy approach, integrating instruction in reading, writing, speaking, listening, and viewing through the use of authentic texts and structured writing workshops. In addition, UFLI Foundations will be implemented in grades K–2 to strengthen foundational skills in phonics and phonemic awareness.

**Rationale:**
Rationale: The SAAVAS literacy program will be utilized for grades K-5 for the 2024-2025 school year. SAVVAS is embedded with varied resources to meet the needs of Tier I, Tier II, and Tier III students. Due to many of our students lacking the foundational skills necessary to become proficient on the statewide ELA assessment, the UFLI program will address many areas of deficiencies such as phonemic awareness, phonics, fluency, vocabulary, and comprehension.

**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**
-Reading Plan -Progress Monitoring -walkthroughs

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Literacy Leadership Team | Weekly |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
The team will design and implement a comprehensive, schoolwide reading plan aimed at improving student achievement and tracking progress in reading proficiency. Ongoing professional development will be provided to support teacher understanding and effective implementation of the B.E.S.T. ELA Standards, with an emphasis on both reading and writing instruction. Grade-level teams will routinely analyze assessment data from the core curriculum and evaluate patterns observed during classroom walkthroughs to collaboratively identify instructional challenges and develop targeted solutions.

# IV. Positive Learning Environment

## Area of Focus #1

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.

It is our belief that setting clear expectations for students and determining ways to promote the behaviors that we want to see is essential to building a positive school culture. Students learn and thrive in environments where there is structure, a sense of community and responsibility, fun and where they feel safe. This area of focus impacts our entire school. This is a continuous effort to decrease the number of referrals, especially those resulting in in-school or out of school suspensions.

**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.

Last year we had 261 students receive referrals in grade levels K-5. We want to decrease our referrals this year by 25%. Our goal is to have less than 195 referrals in the 25-26 school year.

**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.

- Monthly reviews of referral and Focus documentation data.
- Owl buck and House Point monitoring.

Monitoring the amount of referrals and alerts, and using PBIS strategies and preventive behavior interventions will decrease classroom disruptions and individual students losing instructional time for behaviors to be addressed.

**Person responsible for monitoring outcome**

Brian Wise

**Evidence-based Intervention:**

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

**Description of Intervention #1:**

To address behavior challenges and support a positive school climate, our school is implementing Positive Behavioral Interventions and Supports (PBIS) across all grade levels. PBIS is an evidence-based, tiered framework that proactively teaches and reinforces expected behaviors to improve student social, emotional, and academic outcomes.

**Rationale:**

PBIS is a research and evidence based framework that aligns with our goals of reducing disruptions to learning, increasing time on task, and fostering positive relationships between students and staff. It provides a consistent approach across all classrooms and grade levels, which helps students clearly understand expectations and feel supported regardless of their background or behavioral history.

**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**
-Provide professional development on school-wide PBIS expectations, behavior matrix, reinforcement systems, and referral processes. -Implement Behavior Monitoring System -PBIS team will meet monthly to analyze discipline data, identify students needing additional support, and adjust strategies as needed to improve behavior outcomes school-wide.

**Person Monitoring:**                                     **By When/Frequency:**
Brian Wise                                                        Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
The school will provide initial and ongoing professional development for all staff on PBIS expectations, the behavior matrix, reinforcement systems (e.g., Hose Points, school-wide incentives), and the process for documenting and responding to behavioral incidents. Training.

# 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.

www.leonschools.net/springwood

**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)).

 Our school will organize monthly activities to promote parent and family engagement. These events will serve as a vital connection between home and school, while also equipping parents with strategies to support their child(ren)'s learning. In addition to academic resources, we will offer support and materials aimed at enhancing students' overall well-being at home. Planned activities include parent workshops on school-based interventions, writing support sessions, and additional workshops tailored to parent feedback and needs. Our Parent Resource Room will be stocked with books and school supplies for parents to use with their children at home. We will also host curriculum nights focused on reading, intervention, math, and science.

 https://www.leonschools.net/springwood

**Plans to Strengthen the Academic Program**
Describe how the school plans to strengthen the academic program in the school, increase the

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

We will utilize our Title I plan to supplement our staffing and reduce class sizes, allowing us to provide more targeted, multi-tiered academic support. Title I funds will also support parent engagement initiatives and be used for reading resources to address reading deficits. Based on our most recent progress monitoring data, fewer than 50% of our students are currently proficient in reading. Specifically, 38% of our 4th-grade students scored at Level 3,4, or 5 on the FAST PM3 assessment, highlighting a significant need for intervention. This makes 4th grade a critical focus area for the 2024–2025 school year. Title I resources will be allocated to address these key areas, including both reading and math performance. To identify students at risk of academic failure, we will regularly analyze progress monitoring results, grade failure reports from Focus each nine weeks, and track attendance and behavior patterns. Our Title I plan also includes funds for parental engagement, offering workshops designed to equip families with strategies to support their children at home. We believe that increasing support in the early grades will significantly improve our overall literacy outcomes. Engaging our families is a key part of achieving our school-wide academic goals.

**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)).

After looking at all of the available resources for the school, I create the Title I plan to supplement those resources. I also use data to make decisions are to how to best create a plan to maximize student achievement and increase parental involvement.

# 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)).

The school will monitor student behaviors and provide tiered supports when applicable. The team will provide anything from a check-in for a student with a preferred adult to group sessions with one of the two guidance counselors on staff. For students who do need to be handled with care, we will me as a threat assessment team, with teachers and staff to develop and monitor support plans. As well, as provide resources for parents to support their students emotional and mental health needs

### 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)).

Our fifth grade students will attend field trips to the four local universities and colleges. We will also host our 3rd annual career fair.

### 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)).

Tiered intervention supports for behavior for all students. Needs for support will be determined by teacher observation and documentation, as well as parent feedback. The is a MTSS team that will meet routinely to discuss how to best support the behavior needs of students at our school.

### 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)).

Each month, we will have staff development in lieu of a faculty meeting. During those meetings, we will provide professional development to support our instructional initiatives and school improvement goals. In addition to the required monthly staff development, teachers and paras will also have to opportunity to attend a Workshop Wednesday. These voluntary workshops will be based upon data collected during walkthroughs, student data, and teacher requests. This is also an opportunity for teachers to present to their colleagues in areas that they feel as though they are experts. There are weekly collaborative planning meetings, where teachers will collaborate with their team member and academic coaches to plan lessons and choose assessments aligned to the standards, and monitor formative assessments to help make instructional decisions. There will be meetings monthly with teachers to go over student data with administrators and coaches. Teachers will also be provided with two half day planning days and one whole day planning in the school year.

**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)).

Our school provides a quality preschool experience by setting high expectations and providing students with scaffolded support. Students coming from our PreK programs are demonstrating that they are more than prepared for kindergarten. Those teachers work along side of qualified paraprofessionals to plan, instruct, and use data to revise instruction or provide supplemental support. Our PreK students are also afforded the opportunity to attend afterschool tutoring support in the second semester of the school year.

# 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.

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 |