W T MOORE ELEMENTARY SCHOOL

2025-26 Schoolwide Improvement Plan

Table of Contents

School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of W.T. Moore is to prepare students to become responsible, respectful, independent learners equipped with the critical thinking skills necessary to compete in our global society.

Provide the school's vision statement

We prepare students to meet the challenges of world citizenship by cultivating confident, engaged, courteous, self-motivated, and service minded learners through meaningful planning, collaboration and the involvement of all stakeholders.

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
William Millard

william.millard@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

Elizabeth De Cardenas

decardenase@leonschools.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 with the Principal and the Instructional Coach to help make decisions that impact the school community and student achievement.

Leadership Team Member #3

Employee's Name

Ashley Rees

reesa@leonschools.net

Position Title

Instructional Coach

Job Duties and Responsibilities

The Instructional Coach provides instructional support to classroom teachers in order to ensure that rigorous standards based instruction is occurring daily. The Instructional Coach works closely with the leadership team to disaggregate and disseminate data.

2. Stakeholder Involvement

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

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

The school has academic committees that meet monthly and provide feedback in order to develop the SIP. Additionally, we have a School Advisory Council (SAC) that helps to develop the SIP based on school data. The SIP is presented to the public through our website and PTM. Feedback is

reviewed before finalizing and submitting the SIP.

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 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. The school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. This includes teachers, parents, staff, business partners, and PTM.

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	**NO**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**65.8%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)** **ASIAN STUDENTS (ASN)** **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: C** **2023-24: B** **2022-23: B** **2021-22: C** **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	59	87	79	87	90	91				493
Absent 10% or more school days	0	22	10	13	18	19				82
One or more suspensions	0	5	1	6	5	7				24
Course failure in English Language Arts (ELA)	0	0	0	0	0	0				0
Course failure in Math	0	0	0	0	0	0				0
Level 1 on statewide ELA assessment	0	20	15	14	13	16				78
Level 1 on statewide Math assessment	0	21	12	16	10	19				78
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	7	8	13	8	10				46
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0	0				0

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	21	`10	13	13	19				66

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	8	12	16	8	10	16				70
Students retained two or more times	0	0	0	0	0	0				0

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

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

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

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

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

The number of students retained:

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

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	62	59	59	60	56	57	58	54	53
Grade 3 ELA Achievement	65	61	59	69	59	58	61	56	53
ELA Learning Gains	61	59	60	59	58	60			
ELA Lowest 25th Percentile	44	56	56	54	52	57			
Math Achievement*	60	64	64	60	60	62	51	56	59
Math Learning Gains	44	63	63	63	59	62			
Math Lowest 25th Percentile	27	53	51	45	47	52			
Science Achievement	53	55	58	62	54	57	41	52	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	75	55	63		62	61	40	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)	ATSI
OVERALL FPPI – All Students	55%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the FPPI	491
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
55%	59%	48%	50%	50%		51%

* 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	35%	Yes	5	
English Language Learners	54%	No		
Asian Students	65%	No		
Black/African American Students	44%	No		
Hispanic Students	39%	Yes	1	
Multiracial Students	65%	No		
White Students	71%	No		
Economically Disadvantaged Students	37%	Yes	1	

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	62%	65%	61%	44%	60%	44%	27%	53%					75%
Students With Disabilities	34%	61%	31%	22%	37%	36%	35%	22%					
English Language Learners	43%				43%								75%
Asian Students	60%				70%								
Black/African American Students	50%	53%	54%	38%	43%	41%	29%	44%					
Hispanic Students	50%		41%		41%	24%							
Multiracial Students	61%		82%		72%	45%							
White Students	80%	79%	74%	60%	81%	52%		73%					
Economically Disadvantaged Students	44%	41%	54%	42%	36%	31%	19%	30%					

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	60%	69%	59%	54%	60%	63%	45%	62%					
Students With Disabilities	28%	46%	52%	47%	24%	43%	38%						
Black/African American Students	48%	53%	56%	52%	47%	58%	44%	49%					
Hispanic Students	60%		64%		65%	64%							
Multiracial Students	63%				53%	82%							
White Students	78%	82%	59%		78%	67%		85%					
Economically Disadvantaged Students	46%	57%	55%	58%	42%	48%	45%	41%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	58%	61%			51%			41%					40%
Students With Disabilities	24%	21%			32%			27%					
English Language Learners	50%				44%								27%
Asian Students	92%				85%								
Black/African American Students	42%	53%			29%			20%					
Hispanic Students	48%				48%			33%					
Multiracial Students	64%				48%			30%					
White Students	76%	70%			78%			71%					
Economically Disadvantaged Students	36%	36%			29%			20%					

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	64%	57%	7%	57%	7%
ELA	4	63%	55%	8%	56%	7%
ELA	5	58%	54%	4%	56%	2%
Math	3	69%	63%	6%	63%	6%
Math	4	52%	61%	-9%	62%	-10%
Math	5	57%	56%	1%	57%	0%
Science	5	53%	51%	2%	55%	-2%

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?

Reading proficiency showed the most improvement, from 59% to 61%. The action steps taken were: making instructional decisions based on data, teaching in small groups, standards based instruction, and having an instructional coach.

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 with the lowest performance was Math Learning Gains. We dropped from 63% to 44%. Contributing factors included no longer having a math coach, a lack of targeted small group instruction, and failure to target standards in Tier 3 math interventions.

Greatest Decline

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

The area with the greatest decline was Math Learning Gains. We dropped from 63% to 44%. Contributing factors included no longer having a math coach, a lack of targeted small group instruction, and failure to target standards in Tier 3 math interventions.

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.

The data with the greatest gap when compared to the state average was Math Learning Gains for the lowest quartile. The state average was 51% and the school average was 27%. A difference of 24 percentage points. Contributing factors included no longer having a math coach, a lack of targeted small group instruction, and failure to target standards in Tier 3 math interventions.

EWS Areas of Concern

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

Areas of concern are our students who are chronically absent and have had a level one in either math or reading on state assessments.

Highest Priorities

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

1. Targeting and increasing math learning gains.
2. Targeting and increasing the bottom quartile students in math.
3. Targeting and increasing science scores in fifth grade.
4. Targeting math proficiency overall.
5. Targeting and increasing reading, particularly for the students in the bottom quartile K-5.

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

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

Area of Focus #1

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

Students with disabilities fell below the 41% on the federal percent of points index. This is a crucial need since we have had five consecutive years with this subgroup below the 41%. We expect to have our students with disabilities (SWD) reaching an achievement level of 41% on the federal percent of points index. The goal will be monitored using weekly formative assessments and bi-monthly progress monitoring meetings with the leadership team. The data will then be used to revise and redirect instruction throughout the year.

Measurable Outcome

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

Our students with disabilities measured at 35% on the federal points index. Our goal is for them to meet the 41% goal. For each grade level we will use the following measurable outcomes: Kindergarten will use STAR EL and STAR Math, first and second grade will use STAR Reading and STAR Math, and for third, fourth and fifth our measurable outcomes will be drawn from FAST Math and reading. Our SWD should be attaining the 41% goal within each measure.

Monitoring

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

Monitoring will occur bi-weekly and at FAST PM 1 and PM 2.

Person responsible for monitoring outcome
Billy Millard

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:
Evidence based interventions will include: Tier 3 interventions for Math and Reading for SWDs, daily formative assessments to identify strengths or misconceptions, using Tier 3 curriculum that is different from the core, incorporating more hands on activities for math using math manipulatives, and providing a sustained time for independent reading practice.

Rationale:
We are in our fifth year of being below 41% with this subgroup and it requires specific and strategic intervention.

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
Instructional Coaching and Monitoring

Person Monitoring:	**By When/Frequency:**
Ashley Rees	weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Our instructional coach will meet with teams weekly to review formative assessment, adherence to the standards, and targeted interventions to ensure we are meeting the needs of our students with disabilities.

Area of Focus #2

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

Instructional Practice specifically relating to Intervention

Area of Focus Description and Rationale

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

While our proficiency data overall was above 60% for ELA and Math, our learning gains for students in the bottom 25th percentile were 44% for ELA and 27% for Math.

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.

50% of students in the lowest 25th percentile will make learning gains in ELA.

50% of students in the lowest 25th percentile will make learning gains in Math.

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

Monitoring will occur bi-monthly with administration and the leadership coach. We will also be tracking standards mastery.

Person responsible for monitoring outcome
Elizabeth De Cardenas

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 identified programs are evidenced based and meet Florida's definition of evidenced based materials. They also align with the districts K-12 Math and ELA plans and the BEST Standards

Rationale:
The current evidenced based programs address the identified needs of our students. For Math, the primary grades, the core need is stronger math fact knowledge and standards based curriculum. The intermediate grades require a focus on the ability to decompose and recompose numbers, strong math fact foundations, and benchmark mastery. For reading, intervention will focus on reading fluency in the primary grades and reading comprehension strategies in the intermediate grade levels.

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
Strengthen teacher understanding of grade level standards in Reading and Math.

Person Monitoring:	By When/Frequency:
Elizabeth De Cardenas	bi-monthly PD

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The action taken to monitor the impact of this step is bimonthly data chats, monitor classroom math and reading instruction, and grade level team planning with the instructional coach.

Area of Focus #3

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

Instructional Practice specifically relating to Collaborative Planning

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.

On the School's Best Practices for Inclusive Education Assessment completed in the Spring of 2025, the BPIE team identified the following indicator as an area of focus:

Indicator 18. Special, electives and career technical education (CTE) teachers have regularly scheduled opportunities to consult with special education teachers and related service providers to implement strategies that support the learning of all SWD in their classes.

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.

Special Area teachers will have a minimum of 2 planning sessions with ESE teachers each 9 weeks of the school year to discuss and plan for the specific needs of students included in their classes.

Monitoring

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

Principal will work with team leaders for Special Area and ESE to identify targeted dates and ensure that teachers are collaborating on those dates. Release time for planning may be included if necessary.

Person responsible for monitoring outcome
William Millard

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:
Teachers will be provided with a calendar of meeting dates and will be sent reminders about each meeting. Notes will be kept from the meeting and turned into administration.

Rationale:
Having regularly scheduled, strategic time for teachers to collaborate about students they share will increase the awareness of teachers and improve the outcomes for students.

Tier of Evidence-based Intervention:
Tier 3 – Promising 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
Meet with ESE and Special Area Team Leaders to identify dates for meetings.

Person Monitoring:	**By When/Frequency:**
William Millard	by August 11, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Principal will set a time during pre-planning to meet with team leaders to develop a schedule for collaborative meetings.

Action Step #2
Reminders about meetings

Person Monitoring:	**By When/Frequency:**
William Millard	quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Outlook calendar invitations will be sent to all ESE and Special Area team members prior to the meeting dates.

Action Step #3
Notes submitted to Administration

Person Monitoring:	**By When/Frequency:**
Team Leaders	quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Team leaders will send notes of the collaborative planning meetings to administration, highlighting strategies to be used, concerns, and areas of need.

Area of Focus #4

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 is an area of focus since we dropped significantly in this area from 62% to 53%. This measure is a fifth grade indicator, however, it also offers a schoolwide glimpse into science instruction K-4.

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.

Our prior year data shows we are at 53% achievement in science. Our science goal for 25-26 is 60%. We plan on achieving this goal through intensive monitoring of science standards mastery, explicit vocabulary instruction, and data meetings. We will focus on prerequisite science standards and science vocabulary. Science instruction and labs will also be part of the special area rotation.

Monitoring

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

Monitoring will occur bi-monthly with administration and the instructional coach.

Person responsible for monitoring outcome

Elizabeth De Cardenas

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:
Science will be taught in small groups and use evidence based strategies for teaching science vocabulary. Evidence-based vocabulary strategies include explicit teaching, using visuals and context, interactive games, and promoting reading. These methods aim to enhance word knowledge and retention by engaging students in active learning and providing multiple exposures to new words.

Rationale:
Evidence-based vocabulary strategies are crucial because they directly improve students' reading comprehension and overall science academic achievement. These strategies, grounded in research, offer more effective and lasting vocabulary learning than traditional methods. By focusing on explicit instruction, repeated exposure, and engaging activities, evidence-based approaches help students understand how words are used in context and build a robust vocabulary.

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

Increasing science proficiency and instruction

Person Monitoring:	**By When/Frequency:**
Elizabeth De Cardenas	Monthly

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

The school will monitor this action step through bi-weekly formative assessments and data collection.

Area of Focus #5

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.

Our school was identified as a RAISE (Reading Achievement Initiative for Scholastic Excellence) school. 51 percent of our students in Kindergarten, scored below proficient on progress monitoring data collected from the coordinated screening and progress monitoring system. Pursuant to s. 1008.25(9), F.S., shows that 51 percent of our Kindergarteners are not on track to pass the statewide, standardized grade 3 ELA assessment.

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

We will provide support to students with low reading scores, focusing on improving literacy outcomes for all students. In Kindergarten we will focus on the fundamentals of learning to read by developing foundational skills that pave the way for fluent reading and comprehension. These skills include phonological awareness, knowledge of letter names and sounds, print concepts, and the ability to recognize sight words. In first and second grade we will focus on foundational skills like phonemic awareness, phonics, and sight word recognition, with an emphasis on fluency and comprehension. Students will progress from decoding individual words to reading simple stories fluently, while also developing their ability to understand what they read.

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

Reading instruction in the upper elementary grades (3rd-5th) will build upon the foundational skills developed in earlier years, with a focus towards deeper comprehension, vocabulary acquisition, and

fluency.

Grades K-2: Measurable Outcome(s)

We will decrease the number of students who are not proficient in reading to less than 45% in Kindergarten, while reducing the percentages by 10% in grades 1-2.

Grades 3-5: Measurable Outcome(s)

We will reduce the number of students not proficient in reading by 10% in grades 3-5.

Monitoring

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

To effectively monitor reading proficiency, we will utilize a combination of formal and informal assessments, focusing on key areas like fluency, comprehension, and foundational skills. Regular progress monitoring, using tools like Aimsweb and STAR Reading, will help identify students needing support and inform differentiated instruction in the classroom. We will track student progress and discuss gains bi-weekly during data meetings.

Person responsible for monitoring outcome

Ashley Rees

Evidence-based Intervention:

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

Description of Intervention #1:

We will use evidenced based interventions in K-2, such as UFly which provides explicit and systematic phonics instruction. We will also use LexiaCore5, Reading Pals, and Ortho-Gillingham.

Rationale:

Reading intervention strategies for struggling readers focus on improving foundational reading skills like phonemic awareness, phonics, fluency, vocabulary, and comprehension. These strategies often involve explicit instruction, guided practice, and repeated reading, tailored to individual student needs. Effective strategies include phonemic awareness activities, phonics instruction, fluency-building activities, vocabulary development, and comprehension strategies.

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
Implement UFly in grades K-2

Person Monitoring:	**By When/Frequency:**
Ashley Rees	Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers in grades K-2 will utilize the UFly program daily during ELA instruction.

Action Step #2
LexiaCore5

Person Monitoring:	**By When/Frequency**
Ashley rees	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers in grades K-5 will use LexiaCore5 as part of their small group instruction. Students will also use it independently during computer lab time with teacher support.

Action Step #3
Reading Pals

Person Monitoring:	**By When/Frequency:**
Elizabeth De Cardenas	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Reading Pals will be implemented in our after school program to target students who need additional reading support.

Action Step #4
Implement the use of Ortho-Gilligham

Person Monitoring:	**By When/Frequency:**
Elizabeth De Cardenas	Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
We will implement the use of Ortho-Gillingham in Tier 3 reading intervention specifically for students when they are struggling with reading, writing, spelling, and comprehension, particularly those with dyslexia or other learning differences.

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.

Chronic absenteeism negatively affects the learning environment across all grade levels.

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.

Our prior year data indicates that 82 out of 493 students are absent 10% or more school days a year, which is 17% our students school wide. Our measurable outcome will be a significant reduction in absenteeism by half.

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.

We will focus on building strong relationships between students, staff, and families, creating a positive and engaging school environment, and addressing the root causes of absence through targeted interventions and community partnerships. Strategies include mentoring programs, positive behavior reinforcement, addressing basic needs, and leveraging community resources.

Person responsible for monitoring outcome

Elizabeth De Cardenas

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 improve attendance we will use a multiprong approach that includes a mentoring program. Mentoring programs for elementary school students pair young learners with older mentors (adults or older students) to provide support, guidance, and positive role models. The program aims to improve academic performance, social skills, and overall well-being. Mentoring will include regular meetings, academic assistance, and encouragement for students to build confidence and pursue their goals.

Rationale:
Mentors can provide encouragement and support to attend school, helping students develop a positive self-image and believe in their potential.

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
Increase Student Attendance through mentorship.

Person Monitoring:	**By When/Frequency:**
Elizabeth De Cardenas	Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Create a mentoring program that pairs mentors and students who demonstrate a need for additional support.

Action Step #2
Increase Student Attendance through weekly attendance meetings.

Person Monitoring:	**By When/Frequency:**
Elizabeth De Cardenas	Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
We will use various methods to track attendance, including implementing weekly attendance meetings with administration and the school registrar. Students and families with chronic absenteeism will be identified for further intervention and conferences with administration.

Action Step #3
Increase attendance through regular data analysis.

Person Monitoring:	**By When/Frequency:**
Elizabeth De Cardenas	Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Attendance data analysis will occur during attendance meetings in order to identify students who are chronically absent and in need of mentoring.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

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

List the school's webpage where the SIP is made publicly available.
No Answer Entered

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).
No Answer Entered

Plans to Strengthen the Academic Program
Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).
No Answer Entered

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

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

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

The process we engage in with our district to review the use of resources to meet the identified needs of students includes a systematic, data-driven approach. This includes conducting needs assessments, developing action plans, and continuously monitoring and evaluating the effectiveness of implemented strategies. The goal is to ensure resources are aligned with identified priorities and are being used effectively to improve student outcomes.

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).

To effectively address student needs, we will utilize a multi-faceted approach, including various data sources, targeted interventions, and ongoing progress monitoring. This strategy involves gathering data from multiple sources, including achievement data, demographic data, and attendance data, to identify specific areas of need for different student groups. Based on this data, the school can implement targeted interventions and track student progress using formative and summative assessments.

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