

Leon County Schools

ROBERTS ELEMENTARY SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The Roberts Elementary School family will foster a safe, nurturing environment where students reach their fullest potential and become productive, responsible students.

Provide the school's vision statement

Roberts Elementary School will be an engaging, safe and respectful learning environment that embraces change and produces successful learners who value diversity and are conscientious contributors to our society.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Kim McFarland

mcfarlandk2@leonschools.net

Position Title

Principal

Job Duties and Responsibilities

Mrs. McFarland, as the Principal, provides leadership as it pertains to the use of data-based decision-making. She ensures that the mission and vision of the school is supported and endorsed.

Leadership Team Member #2

Employee's Name

Dr. Arecia Shelton-Martin

shelton-martina@leonschools.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Dr. Shelton-Martin provides leadership as it pertains to the use of databased decision-making. She ensures that the mission and vision of the school is supported and endorsed.

Leadership Team Member #3

Employee's Name

Krista McGrane

mcgranek@leonschools.net

Position Title

Kindergarten Team Leader

Job Duties and Responsibilities

Team Leaders are responsible for the dissemination of information to their team teachers from the school administrative team. Team leaders also present concerns to the administrative team from their grade level team teachers. Most importantly, team leaders help to build the capacity of their team teachers to deliver high-quality, effective instruction.

Leadership Team Member #4

Employee's Name

Kaitlyn Griffin

siskk@leonschools.net

Position Title

Second Grade Team Leader

Job Duties and Responsibilities

Team Leaders are responsible for the dissemination of information to their team teachers from the school administrative team. Team leaders also present concerns to the administrative team from their grade level team teachers. Most importantly, team leaders help to build the capacity of their team teachers to deliver high-quality, effective instruction.

Leadership Team Member #5

Employee's Name

Laurel Daniels

laurel.daniels@leonschools.net

Position Title

Third Grade Team Leader

Job Duties and Responsibilities

Team Leaders are responsible for the dissemination of information to their team teachers from the school administrative team. Team leaders also present concerns to the administrative team from their grade level team teachers. Most importantly, team leaders help to build the capacity of their team teachers to deliver high-quality, effective instruction.

Leadership Team Member #6

Employee's Name

Hannah Frady

hannah.frady@leonschools.net

Position Title

Fourth Grade Team Leader

Job Duties and Responsibilities

Team Leaders are responsible for the dissemination of information to their team teachers from the school administrative team. Team leaders also present concerns to the administrative team from their grade level team teachers. Most importantly, team leaders help to build the capacity of their team teachers to deliver high-quality, effective instruction.

Leadership Team Member #7

Employee's Name

Tara Lovern

lovernt@leonschools.net

Position Title

Fifth Grade Team

Job Duties and Responsibilities

Team Leaders are responsible for the dissemination of information to their team teachers from the school administrative team. Team leaders also present concerns to the administrative team from their grade level team teachers. Most importantly, team leaders help to build the capacity of their team teachers to deliver high-quality, effective instruction.

Leadership Team Member #8

Employee's Name

Candice Walker

candice.walker@leonschools.net

Position Title

ESE Team Leader

Job Duties and Responsibilities

Team Leaders are responsible for the dissemination of information to their team teachers from the school administrative team. Team leaders also present concerns to the administrative team from their grade level team teachers. Most importantly, team leaders help to build the capacity of their team teachers to deliver high-quality, effective instruction.

Leadership Team Member #9

Employee's Name

Kristie Stephens

stephensk2@leonschools.net

Position Title

Media Specialist & Special Area Team Leader

Job Duties and Responsibilities

Team Leaders are responsible for the dissemination of information to their team teachers from the school administrative team. Team leaders also present concerns to the administrative team from their grade level team teachers. Most importantly, team leaders help to build the capacity of their team teachers to deliver high-quality, effective instruction.

Leadership Team Member #10

Employee's Name

Kim Vinson

vinsonk@leonschools.net

Position Title

Literacy Coach

Job Duties and Responsibilities

Mrs. Vinson serves as the Reading Coach. She provides targeted instruction to Tier 3 students. Additionally, she provides support in the area of reading to instructional faculty members.

Leadership Team Member #11

Employee's Name

Ava Lee

leea@leonschools.net

Position Title

Math Coach

Job Duties and Responsibilities

Ms. Lee serves as the Math Coach. She provides targeted instruction to Tier 3 students. Additionally, she provides support in the area of mathematics to instructional faculty members.

Leadership Team Member #12

Employee's Name

Kelly Manu

manuk@leonschools.net

Position Title

Reading Interventionist

Job Duties and Responsibilities

Mrs. Manu serves as the Reading Interventionist. She provides targeted instruction to Tier 3 students. Additionally, she provides support in the area of reading to instructional faculty members.

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 draft School Improvement Plan is available to all stakeholders for review. Additionally, the SIP is reviewed and approved by the School Advisory Council (SAC). The SAC membership is comprised of teachers, school staff, parents, guardians and business leaders.

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 Advisory Council will review the SIP goals and progress during scheduled meetings. Additionally, the will be reviewed during team leaders meetings and data team meetings. The plan will be revised, as necessary, based on the data.

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	37.5%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
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 <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: A 2022-23: A 2021-22: A 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	111	134	134	138	146	134				797
Absent 10% or more school days	18	14	18	15	19	6				90
One or more suspensions	7	9	7	17	8	8				56
Course failure in English Language Arts (ELA)	0	0	8	10	15	0				33
Course failure in Math	0	0	9	16	11	3				39
Level 1 on statewide ELA assessment	14	16	16	13	20	12				91
Level 1 on statewide Math assessment	22	12	17	12	20	4				87
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	12	28	8	12	6	3				69
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	15	10	8	12	9	3				57

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	10	13	6	4	1	1				35
Students retained two or more times	0	0	0	0	1	1				2

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	2	22	15	21	10	24				94
One or more suspensions		6	4	5	5	11				31
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment				16	11	23				50
Level 1 on statewide Math assessment				15	5	18				38
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	7	24	16	22						69
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	10	22	21	7	2	9				71

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	5	5	3	7	2					22
Students retained two or more times				1	1					2

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	71	59	59	71	56	57	71	54	53
Grade 3 ELA Achievement	75	61	59	68	59	58	72	56	53
ELA Learning Gains	62	59	60	61	58	60			
ELA Lowest 25th Percentile	52	56	56	46	52	57			
Math Achievement*	80	64	64	72	60	62	70	56	59
Math Learning Gains	76	63	63	75	59	62			
Math Lowest 25th Percentile	60	53	51	62	47	52			
Science Achievement	76	55	58	76	54	57	69	52	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
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	69%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	552
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
69%	66%	71%	63%	62%		73%

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

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	47%	No		
Black/African American Students	54%	No		
Hispanic Students	63%	No		
Multiracial Students	65%	No		
White Students	73%	No		
Economically Disadvantaged Students	58%	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	71%	75%	62%	52%	80%	76%	60%	76%					
Students With Disabilities	36%	48%	46%	44%	54%	64%	54%	32%					
Black/African American Students	52%	57%	43%	42%	56%	73%	67%	43%					
Hispanic Students	60%	54%	62%	50%	79%	79%		59%					
Multiracial Students	71%		65%		58%	65%							
White Students	77%	81%	65%	57%	86%	76%	62%	82%					
Economically Disadvantaged Students	51%	47%	57%	56%	57%	67%	60%	70%					

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.
All Students	71%	68%	61%	46%	72%	75%	62%	76%		
Students With Disabilities	38%	39%	43%	33%	36%	61%	55%	50%		
Black/African American Students	41%	41%	44%	28%	43%	75%	71%	29%		
Hispanic Students	70%	80%	63%	62%	70%	67%		77%		
Multiracial Students	79%		73%		67%	73%				
White Students	76%	70%	62%	49%	78%	77%	63%	82%		
Economically Disadvantaged Students	52%	51%	58%	52%	46%	65%	64%	48%		

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	71%	72%			70%			69%					
Students With Disabilities	37%	33%			38%			33%					
Black/African American Students	37%	41%			33%			18%					
Hispanic Students	57%	46%			70%								
Multiracial Students	76%				68%			64%					
White Students	78%	80%			77%			80%					
Economically Disadvantaged Students	48%	44%			45%			39%					

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	75%	57%	18%	57%	18%
ELA	4	65%	55%	10%	56%	9%
ELA	5	75%	54%	21%	56%	19%
Math	3	75%	63%	12%	63%	12%
Math	4	70%	61%	9%	62%	8%
Math	5	94%	56%	38%	57%	37%
Science	5	78%	51%	27%	55%	23%

III. Planning for Improvement

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

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

Most Improvement

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

The area that showed the most improvement was 5th grade mathematics. The overall proficiency for the 2023-2024 school year was 65%. The current rate of proficiency (2024-2025 school year) is 94%. After a careful analysis of our performance data, we implemented a series of strategic actions that have led to a significant 29% gain in scores. The actions included a personnel change, the use of standards driven instruction and targeted tiered support. A review of the data for the previous year indicated that a personnel change was needed. We strategically hired a new instructor that would complement their partner teacher in the area of mathematics. Secondly, we shifted our focus to standards-driven instruction. This approach ensured that our teaching methods were aligned with the latest educational standards, providing our students with the most relevant and effective learning experiences. Lastly, we introduced targeted tiered support. We aligned our master schedule to provide more time for math support during a one-hour flex block that was implemented in addition to the math instructional block. This allowed us more time to provide personalized assistance to students based on their individual needs. These actions have not only resulted in improved scores but also fostered a more engaging and supportive learning environment for our students.

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 that showed the lowest performance was overall ELA proficiency. The proficiency rate is 72% in this area. We experienced a sharp decrease in 4th grade ELA scores that impacted our overall proficiency. We decreased by 13% in this area. Our proficiency rates in 3rd and 5th grade increased by 8%. However, the decrease in 4th grade lowered our overall proficiency. The scores decreased in 4th grade. However, they remained consistent for the performance shown by this group of students during the previous year. In an effort to ensure that this trend does not continue, we are reviewing the data for each student and will provide additional targeted assistance to them in 5th grade.

Greatest Decline

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

contributed to this decline.

The area that showed the greatest decline is 4th grade math. The proficiency rate for the 2023-2024 school year was 84% and the current proficiency rate is 70%. As they did with reading, the scores significantly decreased in 4th grade math. The performance of this particular group of students has demonstrated a consistent trend in their scores from the previous year. In order to prevent this pattern from persisting, we are meticulously analyzing the individual data for each student. Subsequently, we will be implementing additional targeted support for these students as they transition into the 5th grade.

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 area with the greatest gap when compared to the state average is 5th grade math. The state average in this area is 57% and the rate of proficiency for our school is 94%. As a result, we have a 37% gap between our performance and that state average. In all areas, our rate of proficiency exceeds the state average. The substantial 37-point positive differential can be attributed to several strategic initiatives. Firstly, the acquisition of new personnel, possessing specialized expertise in mathematics instruction, significantly enhanced the quality of teaching delivery. Secondly, the implementation of extended periods for tiered support allowed for more targeted and individualized interventions, directly addressing diverse student learning needs. Lastly, a concentrated focus on standards-based instruction ensured curricular alignment with state-mandated learning objectives, thereby optimizing instructional effectiveness and student mastery of key mathematical concepts.

EWS Areas of Concern

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

Based on the early warning system data, the two areas of concern are attendance and suspensions. Consistent student attendance in the learning environment is fundamental to academic progress. Each missed school day, regardless of the reason, constitutes a lost opportunity for students to engage with curriculum, participate in direct instruction, and benefit from collaborative learning experiences. A strong correlation exists between regular attendance and higher academic performance across all grade levels, with chronic absenteeism being a significant predictor of lower test scores and proficiency.

Highest Priorities

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

The highest priorities for the upcoming school year are:

1. math and reading proficiency for students with disabilities at all grade levels.
2. math and reading proficiency for minority students at all grade levels.

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

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

Benchmark-aligned instruction is paramount to fostering robust student achievement and ensuring educational efficacy. This pedagogical approach mandates that all instructional planning, delivery, and assessment are meticulously calibrated to specific learning benchmarks and academic standards. Benchmark-aligned instruction facilitates systematic monitoring of student progress against established criteria. This data-driven approach allows for ongoing evaluation of instructional effectiveness, enabling timely adjustments to teaching strategies and curricular resources to optimize student outcomes. The area that demonstrated the largest amount of growth was 5th grade math. During the previous school year, the instructors utilized a benchmark-aligned approach to delivering instruction versus instruction guided by curriculum. As a result of this data analysis, we are ensuring that this instructional approach is utilized across grade levels.

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 is for overall ELA and Math proficiency to increase by 3% in grades 3-5.

Monitoring

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

The area of focus will be monitored via district and state progress monitoring data (ex: FAST, Lexia, and STAR).

Person responsible for monitoring outcome

Dr. Arcia Shelton-Martin

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:

Standards-based professional development sessions will be offered for instructional personnel.

Rationale:

In order to effectively provide instruction that is standards-based, educators must first understand the standards and the benchmarks attached to them.

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

Standards-based professional development opportunities

Person Monitoring:

Dr. Arcia Shelton-Martin

By When/Frequency:

July 2025 - May 2026

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

Standards-based professional development opportunities will be offered to all faculty members. Additionally, faculty members will engage in weekly team-based development sessions.

Action Step #2

Post-professional development Assessments

Person Monitoring:

Dr. Arcia Shelton-Martin

By When/Frequency:

August 2025-2026

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

Dr. Martin will engage faculty members in post-professional development assessments to determine the efficacy of learned strategies. Furthermore, the analysis will be utilized to determine additional professional development needs.

Area of Focus #2

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each

relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Students with disabilities performed at the proficiency rate of 53% compared to an overall proficiency rate of 74% for non-minority students. It is imperative that demonstrable improvement is achieved in this area to effectively close the existing achievement gap and ensure that all students are afforded the opportunity to reach their full potential.

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 measurable outcome for this area is to increase student proficiency by 2%. Currently, the rate of proficiency is 53%. An increase of 2% will improve the rate to 55%.

Monitoring

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

The area of focus will be monitored via district and state progress monitoring data (ex: FAST, STAR and Lexia).

Person responsible for monitoring outcome

Dr. Arcia Shelton-Martin

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 following evidence-based interventions will be utilized: smaller group size and use of multiple learning methods. Additionally, our instructional coaches and resource teachers will utilize research-based intervention materials.

Rationale:

Smaller learning groups and differentiated instruction will provide opportunities for teachers to identify areas of need for each student and address them.

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

Progress Monitoring

Person Monitoring:

Kim McFarland

By When/Frequency:

quarterly

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

Quarterly progress monitoring will be conducted and data shared with teachers.

Action Step #2

Data Conversations

Person Monitoring:

Dr. Arcia Shelton-Martin

By When/Frequency:

August 2025-May 2026

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

Dr. Martin will meet with teams monthly and teachers individually throughout the school year.

IV. Positive Learning Environment

Area of Focus #1

Teacher Retention and Recruitment

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.

A retention program is utilized at Roberts called Freshman Foxes. All new teachers to Roberts, not just first year teachers, are members of this program. The group meets monthly with administration for information sharing and discussion. Additionally, group members have the opportunity to schedule consistent one-on-one meeting with the assistant principal and are assigned mentors. The goal of the program is to ensure that new member of our faculty become comfortable with our school environment and have a support system.

Measurable Outcome

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

We will have 5 members of the Freshman Foxes group during the 2025-2026 school year. The goal is

to rehire 80% of the group at the end of the 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.

Freshman Fox members complete pre and post surveys regarding the program. Additionally, administration will conduct quarterly check-ins to monitor the effectiveness of the program.

Person responsible for monitoring outcome

Dr. Arecia Shelton-Martin

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 program provides opportunities for stronger relationships to be built between the administrative team and new faculty members.

Rationale:

Research shows a strong positive correlation between administrative support and teacher retention.

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

Freshman Foxes Orientation

Person Monitoring:

Dr. Arecia Shelton-Martin

By When/Frequency:

July 2025-August 2025

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

The program will be developed and implemented at the beginning of the 2025-2026 school term.

Action Step #2

Monthly Meetings

Person Monitoring:

By When/Frequency:

Dr. Arecia Shelton-Martin

monthly from August 2025-May 2026

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

Monthly meetings will be held on the 2nd Tuesday of each month.

Action Step #3

Individual Meetings

Person Monitoring:

Dr. Arecia Shelton-Martin

By When/Frequency:

varying - weekly to quarterly from August 2025-May 2026

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

Individual meetings will be held with teachers at the frequency of their choosing. All Freshman Foxes members will meet with an administrator at a minimum frequency of quarterly.

Area of Focus #2

Multiple Early Warning Signs

Area of Focus Description and Rationale

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

The early warning system data reveals that 56 students received one or more suspension during the 2024-2025 school term. A reduction in student disciplinary referrals has a demonstrably positive impact on student achievement. A decrease in referrals directly correlates with an increase in instructional time. Each instance of a student being removed from the classroom for disciplinary reasons, whether through in-school or out-of-school suspension, represents lost opportunities for direct instruction, participation in lessons, and engagement with academic content. When referrals decline, students spend more time in learning environments, leading to greater exposure to curriculum and improved academic continuity.

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 number of students with multiple suspensions for the 2024-2025 school year was 56. The goal is to decrease the student multiple suspension rate by 10%.

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.

The focus area will be monitored using FOCUS discipline data.

Person responsible for monitoring outcome

Dr. Arecia Shelton-Martin

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:

A school-wide character skills program will be implemented via the House System.

Rationale:

The implementation of a house system yields a significant positive impact on student achievement through the cultivation of a robust and supportive school culture. This impact is multifaceted, stemming from enhanced student engagement, strengthened peer and adult relationships, and the promotion of a sense of belonging.

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

House System Presentations

Person Monitoring:

Dr. Arecia Shelton-Martin

By When/Frequency:

August 2025

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

House System Presentations will be made to faculty members during pre-planning, students via the school news and parents/guardians during Open House. Additionally, information regarding the House System will be available on our website (available Spring 2026).

Action Step #2

House Sorting

Person Monitoring:

Dr. Arecia Shelton-Martin

By When/Frequency:

October 2025

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

All new students in grades 1-5 and all kindergarten students will be sorted into houses by the end of

the first quarter.

Action Step #3

House Meetings

Person Monitoring:

Dr. Arecia Shelton-Martin

By When/Frequency:

Quarterly

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

We will hold quarterly house meetings and two house assemblies during the 2025-2026 school term.

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 ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

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

No

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