

Leon County Schools

BOND ELEMENTARY SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Bond Elementary School is to provide learning opportunities that meet the unique needs of our students in a safe, nurturing environment to produce responsible citizens who respect all people.

Provide the school's vision statement

The vision of Bond Elementary School is to provide a positive environment that will enhance students' academic performance utilizing evidence-based curricula and strategies. Bond Elementary School will develop master teachers while providing pragmatic professional development that will ultimately lead to students and teachers taking accountability of their personal and professional growth.

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

Jackson, Delshuana

delshuana.jackson@leonschools.net

Position Title

Principal

Job Duties and Responsibilities

The Principal serves as the instructional and operational leader of the school, responsible for fostering a culture of academic excellence, equity, and continuous improvement. The Principal oversees the implementation of curriculum and instructional strategies aligned with state standards, monitors student achievement data, and guides staff in using data to inform teaching practices. Key

responsibilities include supervising and evaluating staff, facilitating professional development, managing school operations and resources, and ensuring a safe and inclusive learning environment. The Principal collaborates with families, community partners, and district leadership to support student success and drive school-wide initiatives. Through visionary leadership and strategic planning, the Principal ensures that the school meets its improvement goals and prepares all students for future academic and personal success.

Leadership Team Member #2

Employee's Name

Mitchell, Cheryl

cheryl.mitchell@leonschools.net

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal plays a critical leadership role in supporting the academic, behavioral, and operational goals of the school. Working in partnership with the Principal, the Assistant Principal helps foster a safe, inclusive, and high-performing learning environment. Key responsibilities include supervising instructional practices, supporting teacher development through coaching and evaluation, and assisting with curriculum implementation aligned to district and state standards. The Assistant Principal also oversees student discipline, attendance, and behavior interventions, ensuring consistent enforcement of school policies and promoting positive student outcomes. Additionally, the Assistant Principal collaborates with families, staff, and community stakeholders to strengthen school-home connections and support student success. This role is essential in driving continuous school improvement and maintaining a culture of excellence.

Leadership Team Member #3

Employee's Name

Sailor, Jasmine

jasmine.sailor@leonschools.net

Position Title

Literacy Coach

Job Duties and Responsibilities

The Instructional Literacy Coach will serve as a key support for enhancing literacy instruction across

all grade levels. This role focuses on building teacher capacity through job-embedded professional development, coaching cycles, and collaborative planning. The coach will model evidence-based literacy strategies, assist in the development of standards-aligned lesson plans, and support the implementation of diagnostic, formative, and summative assessments. By analyzing student data and guiding instructional adjustments, the coach will help ensure that literacy instruction meets the diverse needs of all learners. Additionally, the coach will lead professional learning communities, facilitate workshops, and contribute to school-wide literacy initiatives aimed at improving reading and writing outcomes.

Leadership Team Member #4

Employee's Name

Williams, Ryan

ryan.williams@leonschools.net

Position Title

Mathematics Coach

Job Duties and Responsibilities

The Mathematics Coach will collaborate with teachers to design and implement standards-aligned lessons, model effective instructional strategies, and provide targeted professional development. Through classroom observations, coaching cycles, and analysis of student performance data, the Mathematics Coach will help identify instructional gaps and support interventions that address diverse learner needs. This role is essential in fostering a culture of continuous improvement and ensuring equitable access to high-quality mathematics instruction.

Leadership Team Member #5

Employee's Name

Carter, Ewell

ewell.carter@leonschools.net

Position Title

Dean of Students

Job Duties and Responsibilities

The Dean of Students plays a pivotal role in fostering a safe, inclusive, and supportive school environment that promotes academic and social success. This position is responsible for overseeing student behavior, discipline, and attendance, while working collaboratively with teachers, families, and administrators to support student well-being. The Dean will implement proactive behavior

management strategies, lead restorative practices, and ensure consistent enforcement of school policies. Additionally, the Dean will support school-wide initiatives related to social-emotional learning, equity, and student engagement, and will serve as a liaison between the school and community agencies to address student needs. Through data-informed decision-making and a commitment to positive school culture, the Dean of Students will contribute to the overall improvement of student outcomes and school climate.

Leadership Team Member #6

Employee's Name

Jennifer Williams

jennifer.williams1@leonschools.net

Position Title

Grade Level Chair

Job Duties and Responsibilities

Grade Level Chairs serve as instructional and organizational leaders within their assigned grade level, supporting the implementation of school-wide goals and fostering collaboration among teachers. They facilitate regular grade-level meetings to align instructional practices, analyze student data, and plan differentiated instruction. Grade Level Chairs act as liaisons between teachers and school leadership, ensuring clear communication and consistent implementation of academic and behavioral expectations. They help establish team norms, coordinate parent communication, and lead grade-wide initiatives that support student achievement. Additionally, they model effective teaching strategies, mentor peers, and contribute to professional development efforts. Through their leadership, Grade Level Chairs promote a cohesive and data-informed approach to improving student outcomes.

Leadership Team Member #7

Employee's Name

Javonna Ferguson Williams

javonna.ferguson@leonschools.net

Position Title

Grade Level Chair

Job Duties and Responsibilities

Grade Level Chairs serve as instructional and organizational leaders within their assigned grade level, supporting the implementation of school-wide goals and fostering collaboration among

teachers. They facilitate regular grade-level meetings to align instructional practices, analyze student data, and plan differentiated instruction. Grade Level Chairs act as liaisons between teachers and school leadership, ensuring clear communication and consistent implementation of academic and behavioral expectations. They help establish team norms, coordinate parent communication, and lead grade-wide initiatives that support student achievement. Additionally, they model effective teaching strategies, mentor peers, and contribute to professional development efforts. Through their leadership, Grade Level Chairs promote a cohesive and data-informed approach to improving student outcomes.

Leadership Team Member #8

Employee's Name

Position Title

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #9

Employee's Name

Hillary Jay

hilary.jay@leonschools.net

Position Title

Grade Level Chair

Job Duties and Responsibilities

Grade Level Chairs serve as instructional and organizational leaders within their assigned grade level, supporting the implementation of school-wide goals and fostering collaboration among teachers. They facilitate regular grade-level meetings to align instructional practices, analyze student data, and plan differentiated instruction. Grade Level Chairs act as liaisons between teachers and school leadership, ensuring clear communication and consistent implementation of academic and behavioral expectations. They help establish team norms, coordinate parent communication, and lead grade-wide initiatives that support student achievement. Additionally, they model effective teaching strategies, mentor peers, and contribute to professional development efforts. Through their leadership, Grade Level Chairs promote a cohesive and data-informed approach to improving student outcomes.

Leadership Team Member #10

Employee's Name

Anita Gurley

anita.gurley@leonschools.net

Position Title

Grade Level Chair

Job Duties and Responsibilities

Grade Level Chairs serve as instructional and organizational leaders within their assigned grade level, supporting the implementation of school-wide goals and fostering collaboration among teachers. They facilitate regular grade-level meetings to align instructional practices, analyze student data, and plan differentiated instruction. Grade Level Chairs act as liaisons between teachers and school leadership, ensuring clear communication and consistent implementation of academic and behavioral expectations. They help establish team norms, coordinate parent communication, and lead grade-wide initiatives that support student achievement. Additionally, they model effective teaching strategies, mentor peers, and contribute to professional development efforts. Through their leadership, Grade Level Chairs promote a cohesive and data-informed approach to improving student outcomes.

Leadership Team Member #11

Employee's Name

Alaina Davis

alaina.davis@leonschools.net

Position Title

Grade Level Chair

Job Duties and Responsibilities

Grade Level Chairs serve as instructional and organizational leaders within their assigned grade level, supporting the implementation of school-wide goals and fostering collaboration among teachers. They facilitate regular grade-level meetings to align instructional practices, analyze student data, and plan differentiated instruction. Grade Level Chairs act as liaisons between teachers and school leadership, ensuring clear communication and consistent implementation of academic and behavioral expectations. They help establish team norms, coordinate parent communication, and lead grade-wide initiatives that support student achievement. Additionally, they model effective teaching strategies, mentor peers, and contribute to professional development efforts. Through their leadership, Grade Level Chairs promote a cohesive and data-informed approach to improving student outcomes.

Leadership Team Member #12

Employee's Name

Melissa Dantzler

melissa.dantzler@leonschools.net

Position Title

Grade Level Chair

Job Duties and Responsibilities

Grade Level Chairs serve as instructional and organizational leaders within their assigned grade level, supporting the implementation of school-wide goals and fostering collaboration among teachers. They facilitate regular grade-level meetings to align instructional practices, analyze student data, and plan differentiated instruction. Grade Level Chairs act as liaisons between teachers and school leadership, ensuring clear communication and consistent implementation of academic and behavioral expectations. They help establish team norms, coordinate parent communication, and lead grade-wide initiatives that support student achievement. Additionally, they model effective teaching strategies, mentor peers, and contribute to professional development efforts. Through their leadership, Grade Level Chairs promote a cohesive and data-informed approach to improving student outcomes.

Leadership Team Member #13

Employee's Name

Myioshi Walker-Brinson

myioshi.walker-brinson@leonschools.net

Position Title

Grade Level Chair

Job Duties and Responsibilities

Grade Level Chairs serve as instructional and organizational leaders within their assigned grade level, supporting the implementation of school-wide goals and fostering collaboration among teachers. They facilitate regular grade-level meetings to align instructional practices, analyze student data, and plan differentiated instruction. Grade Level Chairs act as liaisons between teachers and school leadership, ensuring clear communication and consistent implementation of academic and behavioral expectations. They help establish team norms, coordinate parent communication, and lead grade-wide initiatives that support student achievement. Additionally, they model effective teaching strategies, mentor peers, and contribute to professional development efforts. Through their leadership, Grade Level Chairs promote a cohesive and data-informed approach to improving student outcomes.

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.

To develop the School Improvement Plan (SIP), the school involved key stakeholders including the leadership team, teachers, staff, parents, families, and community or business leaders. These groups participated through surveys, meetings, and focus groups to review school data and share their perspectives. Their input helped identify priority areas, shape goals, and guide strategies. A draft of the plan was shared for feedback, and revisions were made based on their suggestions. This collaborative process ensured the SIP reflected the needs and ideas of the entire school community.

3. SIP Monitoring

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

The School Improvement Plan (SIP) will be regularly monitored by reviewing student performance data, classroom practices, and progress toward goals throughout the year. Special attention will be given to students with the greatest achievement gaps by tracking subgroup data and adjusting supports as needed. The leadership team, along with teachers and other stakeholders, will meet regularly to assess the effectiveness of strategies and make changes if necessary. Feedback from families, students, staff, and community members will be collected through surveys and meetings, and used to revise the SIP to ensure continuous improvement and better outcomes for all students.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: B 2023-24: B 2022-23: B 2021-22: B 2020-21: C

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	104	89	104	123	86	86				592
Absent 10% or more school days	22	21	22	19	24	18				126
One or more suspensions	0	0	0	0	0	0				0
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	8	22	40	52	20	24				166
Level 1 on statewide Math assessment	8	14	36	43	15	14				130
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	0	0	0	0	0				0
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	4	6	12	8	8	4				42

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	11	9	11	15	3	0					49
Students retained two or more times	0	1	4	9	5	1					20

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	6	20	13	5	6	10					60
One or more suspensions	8	9	11	19	20	20					87
Course failure in English Language Arts (ELA)						1					1
Course failure in Math						1					1
Level 1 on statewide ELA assessment				3	24	31					58
Level 1 on statewide Math assessment				1	18	18					37
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	11	23	32	29							95
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)											0

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

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	8	17	12	2	12				52

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	11	9	5	10	2						37
Students retained two or more times		1		6	1	8					16

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	55	59	59	56	56	57	50	54	53
Grade 3 ELA Achievement	64	61	59	63	59	58	56	56	53
ELA Learning Gains	49	59	60	60	58	60			
ELA Lowest 25th Percentile	55	56	56	67	52	57			
Math Achievement*	69	64	64	68	60	62	71	56	59
Math Learning Gains	68	63	63	66	59	62			
Math Lowest 25th Percentile	76	53	51	53	47	52			
Science Achievement	46	55	58	53	54	57	38	52	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	71	55	63	60	62	61	52	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	61%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	553
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY

2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
61%	61%	54%	63%	39%		40%

* 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	54%	No		
English Language Learners	62%	No		
Black/African American Students	60%	No		
Hispanic Students	67%	No		
Multiracial Students	79%	No		
Economically Disadvantaged Students	62%	No		

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.

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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	56%	63%	60%	67%	68%	66%	53%	53%					60%
Students With Disabilities	42%	45%	65%	64%	52%	62%							
English Language Learners	60%		58%		64%	62%							60%
Black/African American Students	56%	63%	58%	67%	69%	64%	46%	45%					
Hispanic Students					70%								50%
Economically Disadvantaged Students	59%	70%	58%	68%	68%	63%	48%	42%					75%

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	50%	56%			71%			38%					52%
Students With Disabilities	44%	43%			64%			20%					
English Language Learners	27%				73%								55%
Black/African American Students	49%	58%			70%			36%					64%
Hispanic Students	45%				82%								45%
Economically Disadvantaged Students	51%	56%			71%			37%					54%

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	54%	57%	-3%	57%	-3%
ELA	4	43%	55%	-12%	56%	-13%
ELA	5	32%	54%	-22%	56%	-24%
Math	3	64%	63%	1%	63%	1%
Math	4	64%	61%	3%	62%	2%
Math	5	44%	56%	-12%	57%	-13%
Science	5	35%	51%	-16%	55%	-20%

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?

Students in the lowest 25% demonstrated the most substantial gains in mathematics achievement. To improve mathematics learning gains among students performing in the lowest 25%, our school implemented a comprehensive strategy focused on targeted instruction and collaborative support systems. This approach was based on data that showed significant growth in this subgroup, which was attributed to extended learning opportunities, standards-based instruction, small group teaching, ongoing professional development, and consistent data chats. We provided extended learning through tutoring, Saturday academies, and summer enrichment programs that reinforced foundational math skills. Instruction was aligned to grade-level standards and supported by high-yield strategies and scaffolding to meet diverse learner needs. Small group instruction allowed for personalized learning experiences based on formative assessment data. Teachers participated in continuous professional development focused on data analysis, differentiation, and effective math practices, supported by coaching and peer collaboration. Regular student-teacher data chats were conducted to set goals, monitor progress, and foster a culture of accountability. Progress was monitored through interim assessments and data dashboards, which enabled timely adjustments to instruction and interventions. This strategy reflected our commitment to equity and excellence, ensuring that all students—especially those most in need—received the support necessary to succeed in mathematics.

Lowest Performance

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

In the area of science achievement, current data indicates a performance level of 46%, identifying it as the lowest academic indicator. Several contributing factors have been identified, including a lack of foundational science knowledge among students, persistent behavior challenges that disrupt instructional time, and a general lack of student interest in science content. Additionally, the data does not fully reflect the efforts made with students who did not meet Full-Time Equivalent (FTE) requirements, as well as English Language Learners (ELLs), who were excluded from the accountability metrics despite receiving instruction. These challenges suggest a need for targeted interventions such as foundational skill-building, behavior support systems, and strategies to increase

student engagement in science.

Greatest Decline

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

English Language Arts (ELA) learning gains declined significantly from 60% to 49%, indicating a critical area of concern for school improvement. A primary contributing factor to this decline is the limited capacity of teachers to effectively intervene with students, particularly English Language Learners (ELLs) and Students with Disabilities (SWDs). Many teachers lack the necessary instructional strategies and knowledge to support these populations in accessing grade-level content. Additionally, a substantial number of ELL students are not fluent in English, which impedes their ability to read and comprehend grade-level texts. This language barrier directly affects their academic performance in ELA. To address these challenges, there is an urgent need to provide targeted professional development that enhances teachers' ability to implement differentiated instruction, scaffold learning, and utilize culturally responsive teaching practices. Strengthening teacher capacity in these areas will be essential to improving ELA outcomes and ensuring equitable access to rigorous instruction for all students.

Greatest Gap

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

Science achievement at our school demonstrated the largest gap when compared to the state average, with a 12 percentage point deficit. This gap can be attributed to several key factors, including a lack of foundational science knowledge among students, ongoing behavior challenges that interfere with instructional time, and a general lack of student interest in science content. Furthermore, the current data does not fully capture the instructional efforts provided to students who did not meet Full-Time Equivalent (FTE) requirements, nor does it reflect the progress of English Language Learners (ELLs), who were excluded from accountability metrics despite receiving instruction. These challenges underscore the need for targeted interventions, including foundational skill-building in science, the implementation of behavior support systems to reduce disruptions, and strategies aimed at increasing student engagement and enthusiasm for science learning. Addressing these areas will be essential to closing the achievement gap and improving science outcomes across all student groups.

EWS Areas of Concern

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

Early Warning Systems (EWS) data has identified two key areas of concern: student attendance below 90% and a high percentage of students scoring at Level 1 on the statewide English Language

Arts (ELA) assessment. These indicators highlight the need for focused attention and monitoring to support student success.

Highest Priorities

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

The highest priorities for the 2025–2026 school year include increasing science proficiency, improving learning gains in English Language Arts (ELA) with a focus on students in the lowest quartile, improving overall student attendance, and maintaining or exceeding previous years' achievement levels in both mathematics and ELA.

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 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.

According to the May 2025 data, 46% of students scored at a level 3 or higher on the statewide assessment.

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.

By May 2026, the percentage of Grade 5 students scoring at or above Level 3 on the statewide science assessment will increase from 46% to 55%.

Monitoring

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

To ensure successful implementation and measurable impact of the targeted instructional strategies aimed at increasing the percentage of Grade 5 students scoring at or above Level 3 on the statewide science assessment, a comprehensive monitoring plan will be employed. Implementation will be tracked through regular instructional walkthroughs, lesson plan reviews for standards alignment and hands-on learning integration, and documentation from professional learning communities (PLCs) that reflect data-driven discussions and instructional planning. Participation in professional development sessions will also be monitored to ensure teachers are equipped with effective science teaching practices. To assess impact, student progress will be evaluated through formative assessments aligned to state standards, analysis of student work samples, and ongoing data chats between teachers and students to identify growth and address misconceptions. Benchmark assessments and small group intervention logs will provide additional data points to measure student achievement and guide instructional adjustments. All monitoring components will be compiled into a science data dashboard to support continuous reflection and strategic decision-making throughout the school year.

Person responsible for monitoring outcome

Delshuana Jackson, Cheryl Mitchell, Ryan Williams

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:

Small group instruction in science involves teaching 4–6 students at a time to focus on their specific learning needs. It uses hands-on activities and guided discussions to help students better understand science concepts. This approach gives students more attention, encourages participation, and helps build confidence—especially for those close to reaching grade-level expectations.

Rationale:

Small group instruction enables differentiated teaching tailored to students' specific misconceptions and learning gaps. Incorporating hands-on and inquiry-based activities aligns with Florida's science standards and promotes deeper conceptual understanding, which is critical for success on the statewide assessment.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Progress monitoring in science is the ongoing process of assessing student understanding and growth in science concepts over time. It involves using short, frequent assessments—such as quizzes, exit tickets, student work samples, or performance tasks—that are aligned to grade-level standards. Teachers use this data to identify learning gaps, adjust instruction, and provide targeted support. In Grade 5, progress monitoring helps ensure students are on track to meet expectations on the statewide science assessment by tracking mastery of key benchmarks and scientific thinking skills.

Rationale:

Frequent formative assessments provide timely data to inform instruction and ensure students are making progress toward mastery. Monitoring growth by standard helps teachers adjust strategies and focus on areas that need reinforcement.

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

Analyze students data

Person Monitoring:

Delshuana Jackson, Cheryl Mitchell, and Ryan Williams

By When/Frequency:

Weekly

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

The principal will monitor student science data weekly by reviewing results from standards-aligned assessments such as exit tickets, quizzes, and performance tasks submitted by teachers. These assessments will reflect mastery of grade-level science benchmarks and provide insight into student progress. In addition, the principal will conduct regular classroom walkthroughs to observe science instruction and ensure alignment between teaching practices and assessment outcomes. This dual approach will allow the principal to identify instructional strengths and areas for improvement, ensuring that students receive targeted support to improve performance on the statewide science assessment.

Action Step #2

Small group instruction

Person Monitoring:

Delshuana Jackson, Cheryl Mitchell, and Ryan Williams

By When/Frequency:

Daily

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

Small group instruction will be monitored by conducting regular classroom walkthroughs to observe how small groups are being used to support science learning. They will look for evidence of hands-on activities, student engagement, and alignment to grade-level science standards. In addition, the team will review assessment results from quizzes, exit tickets, and other tasks to check if students in small groups are making progress. This helps ensure small group instruction is effective and supports student achievement in science.

Area of Focus #2

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

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

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

The identified area of focus for our school is enhancing reading proficiency across grades Kindergarten through Grade 5 through the implementation of evidence-based reading instruction. This includes explicit, systematic, and scaffolded teaching of foundational literacy components such as phonological awareness, phonics, fluency, vocabulary, and comprehension. Instruction is differentiated based on student needs, informed by screening, diagnostic, progress monitoring, and

summative assessment data. This focus was selected in response to prior year data indicating that more than 50% of students scored below Level 3 on the statewide standardized English Language Arts (ELA) assessment, and progress monitoring results revealed that a significant number of students in grade 2 were not on track to meet expectations. As a RAISE-designated school, we are committed to addressing these gaps through targeted instructional strategies and professional development aligned with the science of reading. This approach is expected to accelerate student learning, improve reading outcomes, and ensure all students are equipped with the literacy skills necessary for academic success.

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

Our school uses a set of targeted instructional strategies to build strong reading skills in all students. Teachers provide explicit instruction by clearly modeling and explaining reading skills such as phonological awareness, phonics, fluency, vocabulary, and comprehension. Lessons follow a systematic sequence, starting with basic skills and gradually increasing in complexity to ensure students build a solid foundation. Instruction is also scaffolded, meaning students receive support through guided practice, visual aids, and step-by-step feedback until they can apply skills independently. To meet individual student needs, teachers use data from screening, diagnostic, progress monitoring, and summative assessments to form small groups, adjust pacing, and provide targeted interventions. This approach ensures that every student receives the right level of support to grow as a confident and capable reader.

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

Our school uses a set of targeted instructional strategies to build strong reading skills in all students. Teachers provide explicit instruction by clearly modeling and explaining reading skills such as phonological awareness, phonics, fluency, vocabulary, and comprehension. Lessons follow a systematic sequence, starting with basic skills and gradually increasing in complexity to ensure students build a solid foundation. Instruction is also scaffolded, meaning students receive support through guided practice, visual aids, and step-by-step feedback until they can apply skills independently. To meet individual student needs, teachers use data from screening, diagnostic, progress monitoring, and summative assessments to form small groups, adjust pacing, and provide targeted interventions. This approach ensures that every student receives the right level of support to grow as a confident and capable reader.

Grades K-2: Measurable Outcome(s)

By May 2026, 55% of students at each grade level will score at level 3 on the statewide reading assessment.

Grades 3-5: Measurable Outcome(s)

By May 2026, 55% of students at each grade level will score at level 3 on the statewide reading assessment.

Monitoring

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

To monitor the RAISE area of focus, students' reading data will be monitored often to see how students are improving. They will visit classrooms to make sure strong reading instruction is happening and meet with teachers to talk about student progress. Extra help will be given to students who need it, and training will be provided to teachers to support good reading practices. Progress will be shared with families and staff, and the principal will review results regularly to make changes if needed.

Person responsible for monitoring outcome

Delshuana Jackson, Cheryl Mitchell, Jasmine Sailor

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 reading outcomes, our school is using evidence-based interventions that focus on key reading skills like phonemic awareness, phonics, fluency, vocabulary, and comprehension. These strategies are taught using clear, step-by-step lessons supported by tools such as decodable texts, sound boxes, and small group instruction. Students who need extra help receive targeted support based on assessment data. To monitor progress, we use regular screenings, diagnostic tests, and progress checks. Teachers review this data to adjust instruction and track student growth. Staff also receive training to ensure these practices are used consistently and effectively across classrooms.

Rationale:

We are using evidence-based reading strategies because many students are not meeting reading expectations. These strategies are proven to help students build important reading skills like sounding out words, reading smoothly, understanding vocabulary, and making sense of what they read. By using clear, step-by-step lessons and tools like small group instruction and decodable books, we can better support students who need help.

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

Teachers will deliver daily, step-by-step reading lessons focused on phonics, fluency, vocabulary, and comprehension using tools like decodable texts, small group instruction, and MagicSchool AI. Students needing extra help will be identified through assessments and given targeted support. Progress will be checked regularly using screening and monitoring tools. Teachers will meet to review data and adjust instruction. Staff will receive training to make sure strategies are used correctly and consistently.

Person Monitoring:

Delshuana Jackson, Cheryl Mitchell, Jasmine Sailor

By When/Frequency:

Daily

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

Student progress will be monitored using regular assessments like screeners, diagnostic tests, and progress checks. This data will help identify which students need extra support and guide changes in instruction. All stakeholders will meet to review results, track growth, and adjust lessons as needed. The impact of these steps is expected to be improved reading skills for all students, especially those who are currently below grade level. By using proven strategies and checking progress often, we aim to help more students meet reading standards and become confident readers.

Action Step #2

Professional development will be provided monthly, with a focus on evidence-based reading strategies via MagicSchool AI.

Person Monitoring:

Delshuana Jackson, Cheryl Mitchell, Jasmine Sailor

By When/Frequency:

Daily, Monthly

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

To ensure the effectiveness of monthly professional development sessions provided, the school will implement a structured monitoring plan. Attendance will be tracked through sign-in sheets, and teachers will complete feedback forms after each session to assess the relevance and impact of the training. Instructional coaches and administrators will conduct monthly classroom walkthroughs to identify evidence of implementation, such as explicit reading strategies. Grade level teams will reflect on PD content during weekly collaborative times, and these reflections will be shared via SharePoint and face-to-face with administrators when needed. Student progress will be monitored through weekly and interim assessments as it relates to ELA achievement and mastery of the benchmarks. This comprehensive monitoring approach will ensure that professional learning is translating into improved instructional practices and student outcomes, supporting the school's goal of exiting the RAISE Universal list.

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.

Improving schoolwide attendance is a huge focus at our school. Students must be in school to learn. Last year, many students missed too many days, in all grades. This made it harder for them to keep up with reading, math, and other subjects. When students come to school every day, they have a better chance to learn and do well. We chose attendance as a focus because we saw that students who were absent a lot had lower grades and test scores.

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.

By May 2026, the percentage of students who are absent for 10% or more of school days will decrease by 1+ percentage points, as measured by schoolwide attendance records in FOCUS.

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.

Attendance will be checked daily to see which students are missing too many days based on the district's CSAP protocol. Administrative staff as well as teachers will send letters home to families and give support to encourage students to attend school regularly.

Person responsible for monitoring outcome

Delshuana Jackson, Cheryl Mitchell, Ewell Carter, Hilda Jackson, Alva Bowen

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 student attendance and reduce chronic absenteeism, the school will implement a multi-tiered system of evidence-based interventions. Strategies will include Positive Behavioral Interventions and Supports (PBIS) to promote a positive school climate and recognize students with consistent attendance. Attendance incentive programs will be established to celebrate individual and class-wide attendance milestones. The school will strengthen family engagement through regular communication, including attendance letters, phone calls, and home visits for students with frequent absences. An early warning system will be used to monitor attendance data weekly and identify students in need of targeted support. Lastly, mentoring programs such as Check-In/Check-Out will be implemented to provide students with daily encouragement and accountability.

Rationale:

Improving student attendance is critical because students need to be present to learn and succeed. When students miss school often, they fall behind in their learning and may struggle to catch up. Research shows that schools can improve attendance by using proven strategies like recognizing good attendance, building strong relationships with families, and providing extra support for students who miss school often. These interventions help create a positive school environment where students feel supported and motivated to come to school every day.

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

To improve student attendance, the school will take clear and consistent actions. Students with strong or improved attendance will be recognized through monthly rewards and celebrations. Staff will contact families when attendance becomes a concern and offer support to help students return to school regularly. Attendance will be reviewed weekly to identify students who need extra help. These students will receive daily check-ins with a trusted adult. The school will also work with families to address challenges such as transportation or health issues. A positive school climate will be promoted through PBIS strategies to help all students feel welcome and motivated to attend.

Person Monitoring:

Delshuana Jackson, Cheryl Mitchell, Ewell Carter, Daily
Hilda Jackson, Alva Bowen

By When/Frequency:**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The school will take steps to improve attendance by recognizing students with good or improved attendance, contacting families when students miss multiple days, and providing daily check-ins for students who are often absent. Staff will also work with families to solve problems that may be keeping students from coming to school, such as transportation or health issues. A positive school climate will be supported through PBIS strategies. The school will monitor the impact of these actions by reviewing attendance data weekly, tracking the number of students with chronic absences each month, and keeping records of family communication and student support.

Action Step #2

To improve student attendance, the school will implement a daily visual strategy to increase awareness and accountability among all stakeholders.

Person Monitoring:

Delshuana Jackson, Cheryl Mitchell, Johnnie
Beamon, Hilda Jackson

By When/Frequency:

Daily

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

To ensure the effectiveness and consistency of the daily attendance display strategy, the principal or a designated staff member will conduct weekly checks to verify that the sandwich board is being updated each morning with accurate attendance data from the prior day. The front desk secretary will

be responsible for retrieving the data from the student information system (FOCUS). Additionally, periodic walkthroughs by school leadership will include a review of the board's visibility and stakeholder engagement.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

The School Improvement Plan (SIP) will be shared with families, staff, students, and community members in ways that are easy to access and understand. The plans will be posted on the school website and available in the front office. They will also be shared at SAC meetings, parent nights, and through newsletters and flyers. Translations and interpreters will be provided when needed. Progress will be shared every quarter to keep everyone updated and involved.

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)).

The school will build strong relationships with parents, families, and community members by keeping communication open and welcoming. Families will receive regular updates through newsletters, phone calls, emails, and social media. Teachers will share student progress through report cards, parent conferences, and online tools. The school will host family nights, SAC meetings, and workshops to help families stay involved and support learning at home. Community partners will be invited to support school events and programs. Whenever possible, information will be shared in the language families understand best to make sure everyone feels included and informed.

Plans to Strengthen the Academic Program

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

The school will improve academics by focusing on strong, standards-based teaching, offering more learning time through tutoring and small groups, and enriching lessons with hands-on activities and technology. Teachers will use data to guide instruction and receive ongoing training.

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)).

N/A

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)).

To support students beyond academics, the school ensures access to counseling, mental health services, mentoring, and other specialized supports. These services are integrated into the School Improvement Plan and are designed to help students develop social-emotional skills, improve behavior, and build resilience. The school partners with internal staff and external providers to deliver these supports, especially for students who are at risk or face challenges outside the classroom. These strategies are reviewed regularly and adjusted based on student needs and stakeholder feedback to ensure they effectively contribute to student growth and success.

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)).

The school helps students become aware of future opportunities by building foundational skills that support long-term success. Through classroom guidance lessons, counseling services, and enrichment activities, students learn about goal setting, teamwork, problem-solving, and the importance of education. Staff introduce basic concepts about college and careers in age-appropriate ways, such as career days, guest speakers, and community helper visits. These experiences help students begin thinking about their futures and build the confidence and skills they'll need as they grow.

Addressing Problem Behavior and Early Intervening Services

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

The school uses a schoolwide tiered support system to promote positive behavior and address challenges early. This includes universal strategies for all students, such as clear expectations,

social-emotional learning, and consistent routines (Tier 1). For students needing additional help, small group interventions and behavior plans are provided (Tier 2). Students with more intensive needs receive individualized support coordinated with services under the Individuals with Disabilities Education Act (IDEA) (Tier 3). School counselors, teachers, and support staff work together to monitor progress and adjust interventions as needed, ensuring all students receive the support necessary to succeed both behaviorally and academically.

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)).

To strengthen instruction and student achievement, our school will provide ongoing professional development for teachers, paraprofessionals, and staff focused on effective teaching strategies and the use of academic assessment data to guide instruction. Training will include collaborative planning, data analysis, and differentiated instruction to meet diverse student needs. We will also implement mentoring and support programs to recruit and retain highly qualified teachers, especially in high-need areas such as reading, math, and special education. These efforts are part of our schoolwide improvement plan and will be regularly reviewed to ensure they align with student learning goals and staff development needs.

Strategies to Assist Preschool Children

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

Our elementary school supports a smooth transition for preschool children into kindergarten by implementing intentional strategies that connect early childhood education programs with our school community. These include hosting orientation events for families, providing classroom visits for preschoolers, and sharing student readiness information between preschool and kindergarten teachers. We also collaborate with local early learning providers to align instructional practices and expectations, ensuring children are socially, emotionally, and academically prepared for elementary school. These efforts help build strong relationships with families and set the foundation for successful early learning experiences.

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.

N/A

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).

N/A

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