

Leon County Schools

GILCHRIST 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 Gilchrist Family of Lifelong Learners" - students, teachers, staff, parents, and community members - is committed to an on-going planning process that will ensure a quality learning environment, state-of-the-art facility, and a curriculum that will be the foundation for this lifelong learning.

Provide the school's vision statement

Gilchrist Elementary will be the foundation for lifelong learning by teaching individual skills in communicating ideas, making decisions, acting with integrity, and celebrating diversity. We will seek to inspire a love of learning, a healthy self-esteem, community participation, and individual responsibility in each of our students.

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

Lisa Mehr

lisa.mehr@leonschools.net

Position Title

Principal

Job Duties and Responsibilities

The principal leads the school community in developing, communicating, and implementing the school's vision.

The principal assesses teaching methods, monitors student achievement, encourages parent involvement, revises policies and procedures, administers the budgets, hires and evaluates staff and oversees facilities.

The leadership team sets high expectations for teaching and learning. The leadership team will support initiatives which foster leadership, shared decision making and a continuous improvement model. The leadership team will identify resources to increase data-driven decision making to support high quality instruction. School personnel share leadership responsibilities and participate in decision making that advances the school's mission.

Leadership Team Member #2

Employee's Name

Dawn Wilder

dawn.wilder@leonschools.net

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal supports the Principal in promoting the vision and implementing the mission of the school.

The leadership team sets high expectations for teaching and learning. The leadership team will support initiatives which foster leadership, shared decision making and a continuous improvement model. The leadership team will identify resources to increase data-driven decision making to support high quality instruction. School personnel share leadership responsibilities and participate in decision making that advances the school's mission.

Leadership Team Member #3

Employee's Name

LaToya Montgomery

Latoya.montgomery@leonschools.net

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal supports the Principal in promoting the vision and implementing the mission of the school.

The leadership team sets high expectations for teaching and learning. The leadership team will support initiatives which foster leadership, shared decision making and a continuous improvement model. The leadership team will identify resources to increase data-driven decision making to support high quality instruction. School personnel share leadership responsibilities and participate in decision making that advances the school's mission.

Leadership Team Member #4

Employee's Name

Heather Pearce

heather.pearce@leonschools.net

Position Title

Guidance Counselor

Job Duties and Responsibilities

The Guidance Counselor supports the Principal in promoting the vision and implementing the mission of the school.

The leadership team sets high expectations for teaching and learning. The leadership team will support initiatives which foster leadership, shared decision making and a continuous improvement model. The leadership team will identify resources to increase data-driven decision making to support high quality instruction. School personnel share leadership responsibilities and participate in decision making that advances the school's mission.

Leadership Team Member #5

Employee's Name

Leeanne Bower

leeanne.bower@leonschools.net

Position Title

Instructional Coach

Job Duties and Responsibilities

The Instructional (Reading) Coach supports the Principal in promoting the vision and implementing the mission of the school.

The leadership team sets high expectations for teaching and learning. The leadership team will support initiatives which foster leadership, shared decision making and a continuous improvement

model. The leadership team will identify resources to increase data-driven decision making to support high quality instruction. School personnel share leadership responsibilities and participate in decision making that advances the school's mission.

In conjunction with the admin team, the Instructional (Reading) Coach will implement data driven intervention programs, attend/present at grade level meetings, offer onsite professional development, and visit classrooms to observe instruction and provide feedback.

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.

Gilchrist's school leadership team will meet regularly to review and inspect progress towards goals in the School Improvement Plan. Teachers are given opportunities to provide input through monthly meetings, SIP committees, and SITE. Parents, families, and business partners express input through the Gilchrist SAC meetings.

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)).

Gilchrist leadership teams and administration will meet with the teachers monthly for data chats and monthly committee meetings. SAC will meet quarterly during the 25-26 school year.

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	34.4%
CHARTER SCHOOL	NO
RAISE SCHOOL	
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) ASIAN STUDENTS (ASN) 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	113	145	135	151	135	150				829
Absent 10% or more school days	10	14	8	13	10	21				76
One or more suspensions	1	1	2	2	12	12				30
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	10	15	11	9	12	17				74
Level 1 on statewide Math assessment	16	15	8	10	7	12				68
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	4	8	3	8	2	9				34
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0	0				0

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators										0

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		1								1
Students retained two or more times										0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		5	14	7	9	7				42
One or more suspensions			2	1		2				5
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment		15	10	5	14	11				55
Level 1 on statewide Math assessment			23	6	3	11				43
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators			8	1	2					11

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		2	3	3	1					9
Students retained two or more times										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	80	59	59	80	56	57	78	54	53
Grade 3 ELA Achievement	86	61	59	89	59	58	82	56	53
ELA Learning Gains	64	59	60	60	58	60			
ELA Lowest 25th Percentile	55	56	56	45	52	57			
Math Achievement*	81	64	64	82	60	62	79	56	59
Math Learning Gains	66	63	63	64	59	62			
Math Lowest 25th Percentile	44	53	51	49	47	52			
Science Achievement	80	55	58	85	54	57	82	52	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	80	55	63	74	62	61	66	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	71%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	636
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
71%	70%	72%	70%	70%		70%

* 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	53%	No		
English Language Learners	65%	No		
Asian Students	89%	No		
Black/African American Students	53%	No		
Hispanic Students	68%	No		
Multiracial Students	72%	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	80%	86%	64%	55%	81%	66%	44%	80%					80%
Students With Disabilities	55%	70%	44%	29%	57%	56%	50%	64%					
English Language Learners	58%		73%	50%	65%	71%		56%					80%
Asian Students	90%		79%		97%	79%		100%					
Black/African American Students	61%		53%	44%	61%	57%	38%	60%					
Hispanic Students	75%	79%	48%		75%	70%		65%					67%
Multiracial Students	76%	93%	45%		79%	65%							
White Students	83%	87%	69%	67%	85%	66%	49%	81%					
Economically Disadvantaged Students	65%	80%	51%	42%	68%	58%	41%	58%					
31/2025													

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	80%	89%	60%	45%	82%	64%	49%	85%					74%
Students With Disabilities	51%	67%	41%	28%	55%	26%	33%	46%					
English Language Learners	63%		62%	44%	76%	71%	55%						74%
Asian Students	87%		70%		97%	89%		90%					83%
Black/African American Students	64%	73%	41%	38%	55%	59%	67%	65%					
Hispanic Students	67%	87%	56%	47%	71%	54%	29%	69%					67%
Multiracial Students	74%	83%	50%		74%	56%		90%					
White Students	85%	93%	64%	52%	88%	64%	47%	91%					
Economically Disadvantaged Students	64%	79%	53%	48%	64%	55%	53%	69%					

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	78%	82%			79%			82%					66%
Students With Disabilities	43%	50%			49%			64%					
English Language Learners	68%	80%			73%								41%
Asian Students	93%	100%			93%								
Black/African American Students	48%	64%			40%			38%					
Hispanic Students	64%	70%			76%			80%					
Multiracial Students	74%				83%								
White Students	87%	86%			87%			93%					
Economically Disadvantaged Students	59%	60%			55%			57%					

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	85%	57%	28%	57%	28%
ELA	4	81%	55%	26%	56%	25%
ELA	5	70%	54%	16%	56%	14%
Math	3	89%	63%	26%	63%	26%
Math	4	77%	61%	16%	62%	15%
Math	5	77%	56%	21%	57%	20%
Science	5	79%	51%	28%	55%	24%

III. Planning for Improvement

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

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

Most Improvement

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

The data component that showed the most improvement was learning gains in reading with the bottom quartile. In 23-24, 45% of the L25 students made learning gains. In 24-25, 55% of the L25 students made learning gains. Reading interventionists worked closely with this group of students to track progress and make adjustments to interventions as needed during the school year.

Lowest Performance

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

L25 math learning gains dropped 5%. In 23-24, schools were given a math interventionist and that was taken from staffing for the 24-25 school year.

Greatest Decline

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

L25 math learning gains dropped 5% which was the greatest decline. In 23-24, schools were given a math interventionist and that was taken from staffing for the 24-25 school year.

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.

L25 math learning gains for Gilchrist were 44% while the district 53% and the state was 51%. As stated above, the math interventionist position was not in the staffing for the 24-25 school year and that impacted the interventions provided to this group of students.

EWS Areas of Concern

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

In 24-25, there were 76 students that were absent from school 10% or more. We would like to decrease this number for the 25-26 school year.

Highest Priorities

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

- 1) Focus on L25 math learning gains - providing effective interventions with this group of students.
- 2) Focus on L25 ELA learning gains - providing effective interventions with this group of students.
- 3) Monitor student attendance to decrease the number of students with 10% or more days absent.
- 4) Increase/maintain science scores.

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 Intervention

Area of Focus Description and Rationale

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

We will focus on our L25 students in both math and reading. We will review the data of these students during progress monitoring meeting and invite them to our afterschool tutoring program.

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.

In 24-25, the L25 for reading (55%) made gains, but the L25 in math (44%) dropped. Through intentional interventions, data discussions and afterschool tutoring, we will increase the L25 gains for the 25-26 school year.

Monitoring

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

We will review data for the L25 math students with teachers each month during the progress monitoring meetings. Observations during math instruction will be done to ensure interventions are occurring with these students in the classroom.

Person responsible for monitoring outcome

Dawn Willder

Evidence-based Intervention:

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

Description of Intervention #1:

Teachers will utilize math data from iReady, Go Math assessments, and FAST PM data to review progress for these students.

Rationale:**Tier of Evidence-based Intervention:**

Tier 2 – Moderate 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**Person Monitoring:****By When/Frequency:**

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

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.

For 25-26, we will focus on reducing the number of students with 10% or more absences. In 24-25, we had 76 students absent 10% or more days. Poor attendance has a direct correlation to decreased student achievement, so we will focus on improving student attendance this year.

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.

In 24-25, we had 76 students absent 10% or more days. The goal for the 25-26 year will be to reduce this number.

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 members of the attendance committee will focus on which students are having attendance issues. The committee members will make every effort to assist the families of these students to help ensure their children are coming to school each day.

Person responsible for monitoring outcome

Dawn Wilder - Assistant Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

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

Person Monitoring:

By When/Frequency:

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

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