Brevard Public Schools

CAMBRIDGE ELEM MAGNET SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

This plan was approved by the Brevard County School Board on Brevard School Board approved Sept. 9, 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

Every student. Every day. Every minute matters.

Provide the school's vision statement

Preparing tomorrow's leaders today.

Academics (A): We will create a student-centered learning environment through intentional, collaborative planning and high-impact instructional practices. Using the gradual release model, teachers will provide clear modeling, explicit instruction, and guided practice that leads to successful independent work. We prioritize peer collaboration to deepen learning, along with frequent, meaningful feedback and differentiated support to meet the needs of all students.

Culture (C):We create a culture of success when our classrooms have strong systems and routines and we hold ourselves and our students accountable for being actively and appropriately engaged.

Leadership (L): As instructional Leaders, we are committed to fostering a culture of continuous growth and excellence. We prioritize teacher development through regular observation, actionable feedback, and opportunities for targeted feedback. By using data to set ambitious, measurable goals, we align our efforts to meet the needs of every learner. We establish consistent systems and routnies that empower teachers to thrive and create supportive, high impact classrooms where students can succeed.

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
Stacey Claridge

Claridge.stacey@brevardschools.org

Position Title
ESE Support Specialist

Job Duties and Responsibilities

As part of her duties, Mrs. Claridge will act as the ESE team lead and mentor, she will facilitate PLCs, professional development and be a part of our problem solving team to address ESE and BPIE areas for improvement. Mrs. Claridge will also participate in monitoring ESE achievement data.

Leadership Team Member #2

Employee's Name
Gina Tagye

tagye.gina@brevardschools.org

Position Title
Principal

Job Duties and Responsibilities

Serve as an instructional leader and coach to support staff, serve as co chair for the school based threat management team, provides meaningful feedback to teachers and students, monitor student data, meet with individual teachers regarding student data and to provide feedback on the teacher's plan for instructional moves after PM 1 and 2.

Leadership Team Member #3

Employee's Name
Ann Marie Caporelli

caporelli.annmarie@brevardschools.org

Position Title
Assistant Principal

Job Duties and Responsibilities

Serve as an instructional leader and coach to support staff, serve as co chair for the school based

threat management team, provides meaningful feedback to teachers and students, monitor student data, meet with individual teachers regarding student data and to provide feedback on the teacher's plan for instructional moves after PM 1 and 2.

Leadership Team Member #4

Employee's Name
Courtney Estes

estes.courtney@brevardschools.org

Position Title
Literacy Coach

Job Duties and Responsibilities

Facilitate ELA PLCs, work with individuals using the coaching cycle to improve/strenthen ELA instruction, provides professional development in the area of ELA, serves on our Literacy Leadership Team, and is one of our lead mentors for new teachers.

Leadership Team Member #5

Employee's Name
Evelyn Ziccardi

ziccardi.evelyn@brevardschools.org

Position Title
School Counselor

Job Duties and Responsibilities

Our school counselor serves as leader of MTSS team, school based threat management team chair, works with students, teachers, and families to problem solve concerns related to academic, behavioral, or social emotional well being of the child.

Leadership Team Member #6

Employee's Name
Christine McBride

mcbride.christine@brevardschools.org

Position Title
District Math Coach that serves and supports Cambridge

Job Duties and Responsibilities

Facilitate collaborative planning with grade levels, meet with teachers to analyze student data and

discuss instructional moves for upcoming lessons/units.
Participate in classroom walk throughs to provide feedback to teachers.
Meet with administration to discuss next steps.

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.

Cambridge welcomes stakeholder input in the development of the School Improvement Plan. Our faculty, staff, students parents, and community members are given multiple opportunities to provide feedback and input on the needs of our school and the improvement of student achievement. All faculty and staff, families, and community members had the opportunity to provide input on the needs of our school through multiple survey opportunities- including the District stakeholder surveys and the Title I program survey.

The school leadership team collaborated to create a draft School Improvement Plan based on the Comprehensive Needs Assessment meetings. This draft was shared with stakeholder groups for input: faculty and staff reviewed during the beginning of year faculty meeting, and families and community members reviewed during the first SAC. All input was reviewed, and revisions made to the SIP by the leadership team.

We had a group of staff members that met during the BPS Ascend Conference that reviewed disaggregated qualitative and quantitative data, used guided discussion to identify research based strategies, interventions and then created SIP action steps.

We then met with our Comprehensive Needs Assessment Team to review prior work begun and seek additional input. Parents were invited but no one attended. We had one community member that participated in discussion. We included our district Literacy Coach and District Math Coach. During CNA, stakeholder survey feedback was reviewed and discussed.

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 2025-2026 SIP will be monitored regularly for effective implementation and progress toward focus area achievement and attendance goals. Classroom walk throughs to monitor implementation will occur with trends reviewed during monthly leadership team meetings. We will revise the SIP based on the needs identified during these review meetings to ensure continuous school improvement.

The SIP will be monitored for impact on student achievement through student assessment data review. Staff will review achievement data, especially for subgroups with the greatest achievement gaps, through monthly data team and/or PLC meetings. The leadership team will meet quarterly to review student achievement data on state assessment. Additionally, after PM2, members of the leadership team will complete a Mid-Year Program review to assess progress towards goals and implementation trends. Results of this review will be shared with stakeholders (SAC) for input. We will revise the SIP based on the needs identified during these review meetings to ensure continuous school improvement.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-6**
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)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: B** **2023-24: C** **2022-23: C** **2021-22: C** **2020-21:**

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	70	72	56	76	55	56	67	0	0	452
Absent 10% or more school days	14	15	12	21	15	10	19	0	0	106
One or more suspensions	6	5	6	15	4	5	13	0	0	54
Course failure in English Language Arts (ELA)	0	0	0	1	4	0	0	0	0	5
Course failure in Math	0	0	0	5	2	0	0	0	0	7
Level 1 on statewide ELA assessment	24	33	26	29	17	14	14	0	0	157
Level 1 on statewide Math assessment	25	28	20	35	19	15	15	0	0	157
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	17	16	25	49	24	22	27	0	0	180
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	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	14	12	10	30	16	8	18	0	0	108

Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3	1	2	14	3	0	1	0	0	24
Students retained two or more times	0	0	0	1	2	1	2	0	0	6

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		9	16	16	15	14	7			77
One or more suspensions		2	2	2	5	6	7			24
Course failure in English Language Arts (ELA)					2	1	1			4
Course failure in Math						2				2
Level 1 on statewide ELA assessment		3	16	25	35	16	23			118
Level 1 on statewide Math assessment		2	21	10	36	18	21			108
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	2	7	15	5						29
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	2	11	10	5	7					35

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	2	10	11	14	10	10	13			70

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3	1		15	1		1			21
Students retained two or more times				3	1	1	2			7

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	49	62	59	36	61	57	37	58	53
Grade 3 ELA Achievement	34	58	59	26	59	58	26	57	53
ELA Learning Gains	65	62	60	54	64	60			
ELA Lowest 25th Percentile	67	57	56	48	60	57			
Math Achievement*	46	63	64	42	62	62	41	58	59
Math Learning Gains	61	67	63	58	68	62			
Math Lowest 25th Percentile	56	54	51	59	59	52			
Science Achievement	71	62	58	60	60	57	67	58	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	63	62	63	48	57	61	37	54	59

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	57%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	512
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
57%	48%	45%	52%	46%		56%

* 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	43%	No		
English Language Learners	49%	No		
Black/African American Students	53%	No		
Hispanic Students	54%	No		
Multiracial Students	68%	No		
White Students	60%	No		
Economically Disadvantaged Students	59%	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	49%	34%	65%	67%	46%	61%	56%	71%					63%
Students With Disabilities	9%		48%	62%	15%	48%	58%						62%
English Language Learners	38%	24%	54%	54%	38%	56%	57%	58%					63%
Black/African American Students	39%	33%	70%	92%	36%	53%	40%	62%					
Hispanic Students	49%	26%	60%	58%	46%	60%	58%	68%					63%
Multiracial Students	79%				57%								
White Students	50%	36%	61%		58%	74%		79%					
Economically Disadvantaged Students	52%	37%	68%	69%	47%	61%	54%	73%					68%

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	36%	26%	54%	48%	42%	58%	59%	60%					48%
Students With Disabilities	3%		27%	38%	14%	45%	47%	36%					33%
English Language Learners	23%	17%	46%	43%	42%	58%	44%	53%					48%
Black/African American Students	25%	8%	44%	58%	23%	58%	70%	53%					
Hispanic Students	35%	28%	55%	50%	46%	58%	47%	63%					49%
Multiracial Students	59%		53%		47%	53%							
White Students	43%	33%	66%		57%	60%							
Economically Disadvantaged Students	35%	30%	53%	48%	40%	57%	58%	65%					54%

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	37%	26%			41%			67%					37%
Students With Disabilities	14%				19%			36%					44%
English Language Learners	21%	6%			40%			64%					54%
Black/African American Students	33%	15%			33%			43%					
Hispanic Students	32%	17%			41%			69%					54%
Multiracial Students	60%				65%								
White Students	42%	44%			42%			83%					
Economically Disadvantaged Students	39%	23%			47%			65%					53%

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	29%	58%	-29%	57%	-28%
ELA	4	36%	58%	-22%	56%	-20%
ELA	5	54%	60%	-6%	56%	-2%
ELA	6	58%	70%	-12%	60%	-2%
Math	3	32%	59%	-27%	63%	-31%
Math	4	44%	60%	-16%	62%	-18%
Math	5	54%	57%	-3%	57%	-3%
Math	6	48%	72%	-24%	60%	-12%
Science	5	61%	60%	1%	55%	6%

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?

Our most improved area was ELA proficiency (from 36 % to 49%). We attribute the growth to the work we have been doing over the past few years in foundational skills in our primary grades. Many of our primary teachers have attended trainings (HIITS, Orton Gillingham). All of our K-3 teachers received ongoing school level trainings, coaching and feedback based on The Mighty Moves.
We worked collaboratively to intentionally plan for small group instruction and check for understanding tasks that meet the intention of the standards.

Lowest Performance

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

Third grade ELA was our lowest area of performance at 34% proficient. While this was an increase over the previous year (26%), we know this continues to be an area of focus.

Greatest Decline

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

Our greatest decline for 2025 was Math Lowest Quartile Learning Gains. We dropped from 59% to 56%. New teachers, new intervention materials and more of a focus on ELA for professional development and collaborative planning were contributing factors.

Greatest Gap

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

The greatest gaps compared to state average is 3rd grade ELA and Math. The state average for 3rd grade ELA was 57% proficient. Cambridge third grade ELA was 34% proficient. In Math, the state average for 3rd grade proficiency was 63%. At Cambridge, 3rd grade proficiency was 32%.
We had an entire new team of teachers in third grade last year and a challenging group of students. We devoted a lot of resources to supporting third grade. We have another new team of teachers for third grade this coming year.

EWS Areas of Concern

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

Attendance

Highest Priorities

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

ELA with a continued focus on 3rd grade ELA

Math

Attendance

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

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

Area of Focus #1

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

Forty-nine percent of students in grades 3-6 reached proficiency as measured by 2025 ELA FAST.

While this was a 13% increase over the previous year, we need to continue to increase the number/percent of students who reach ELA proficiency.

3rd grade proficiency increased 8% points, but is our lowest grade level.

Measurable Outcome

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

In 2026, 52% of students will be proficient (3+) on ELA Assessment.

Monitoring

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

This will be monitored by daily formative check for understanding assessments, unit assessments, iReady, and Lexia data will be monitored by the classroom teacher and instructional coach.

Data chats will be held with Administration, instructional Coach and grade level teams.

Students will monitor their data and set goals in their data binders.

The School Leadership Team will monitor data and discuss ways to adjust for improvement.

Classroom instruction will be monitored using walkthrough tool

Person responsible for monitoring outcome
Courtney Estes, Gina Tagye

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:
Mighty Moves (continue) for K-3 (Moves 1, 2, 3, 7) Foundational Skills are key to developing successful readers who comprehend what they read. Shifting the Balance gr 4-6 practices will be implemented. - Both Core5 Reading and Power Up Literacy (Lexia) have received a “strong” rating from evidence of ESSA. - Magnetic Reading received perfect scores in ELA foundational skills by EdReports in 2023 and has been rated strong according to the ESSA ratings. - iReady Reading - UFLI(1.4 effect size) OG are both explicit,systematic phonics instruction Each Quarter, we will have a focus for PLCs K-6: Quarter 1 Explicit Instruction (0.59 effect size) Quarter 2 Differentiated Instruction Quarter 3 Scaffolding (0.82 effect size) Quarter 3 Corrective Feedback (0.70 effect size)

Rationale:
These interventions will continue to strengthen our literacy programs.

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
Read, Repeat, Succeed

Person Monitoring:
Courtney Estes

By When/Frequency:
monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
We will continue our Read, Repeat, Succeed (fluency and prosody) campaign, encouraging families to listen to their Gr 1-6 students read a passage every night M-TH each week. We will also practice fluency in the 90 min reading block and monitor monthly. Teachers will track students who have an adult signature on their passage each night (M-TH).

Action Step #2
ELA PLCs

Person Monitoring:
Courtney Estes, Gina Tagye

By When/Frequency:
monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Lit Coach (T) and admin will facilitate PLCs with a focus on Mighty Moves K-3 and Shifting the Balance gr 4-6.

Action Step #3
Lexia Core 5

Person Monitoring:
Courtney Estes, classroom teachers

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Lexia Core 5 (T) will be utilized as a Tier 2 intervention. Teachers, Lit Coach and Admin will monitor and make intervention group adjustments as data indicates.

Action Step #4
Magnetic Reading

Person Monitoring:
Courtney Estes

By When/Frequency:
monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Magnetic Reading (T) will be utilized in gr 3 as an extra 30 min whole group ELA lesson. (Schedule made by admin Summer 2025)

Action Step #5
UFLI

Person Monitoring:
Courtney Estes

By When/Frequency:
monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
UFLI (T) will be used in grades K-2 as an extra 30 min ELA lesson. (Schedule made by admin Summer 2025)

Action Step #6
Daily Fluency practice during 90 min block

Person Monitoring:
Gina Tagye Ann Marie Caporelli

By When/Frequency:
monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Classroom teachers will implement fluency practice in their daily ELA block, prepare weekly passages for at- home practice and monitor fluency progress monthly. Teachers will collaboratively plan for BEST aligned lessons that include modeling, explicit instruction, guided practice, peer collaboration, check for understanding including independent work, and frequent teacher feedback.

Action Step #7
30-30-30 ELA Block

Person Monitoring:
Gina Tagye

By When/Frequency:
ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
We have developed a schedule for the 90 min ELA block to maximize our resources and provide students with more small group teacher table time. (Rotating 30 min small group, whole group, and foundations/writing blocks) ESE resource teacher will push in during the small group time. In second and third grades, TBA Interventionists will also push in during the small group time. With each teacher pulling 4-5 students at a time, all students will receive more Tier 1 scaffolded/differentiated instruction.

Action Step #8
Sept 2025: Phonics Boot Camp

Person Monitoring:
classroom teacher, Estes

By When/Frequency:
weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
After iReady ELA D1, students in gr 3-5 who did not master Phonics, will be enrolled in Phonics Boot Camp. (Other domains will be turned off). When students complete and pass 20 lessons with at least 70% accuracy, they will earn a coupon for a snack in the cafeteria. For students who tested out of Phonics on iReady Reading D1 (or as they complete Phonics Boot Camp), but are below grade level in vocabulary, they will be enrolled in Vocabulary Boot Camp (other domains turned off until they reach grade level.

Action Step #9
After School or Saturday Tutoring

Person Monitoring:
AnnMarie Caporelli

By When/Frequency:
monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
We will use Title I funds (T) to pay teachers additional time to provide tutoring for "bubble" students in ELA in. This will begin in Oct 2025. We will use district provided ASP to pay teachers additional time to provide tutoring to below grade level students in gr 3-5 in ELA. This will begin in January 2026.

Area of Focus #2

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

Instructional practice has a tremendous impact on student learning. If mathematics instruction is rigorous, data driven, aligned to a curriculum which is evidence based (Reveal K-5 and EdGEMS in 6th), standards based and include daily opportunities for student discourse (Effect size .82), students will be able to master grade level standards. This was identified as a critical need based on 2025

FAST data. Our performance level on the 2025 FAST PM 3 was 46%.

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 2026, at least 50% of students will be proficient (+3%) on Math Assessment as measured by STAR Math and FAST PM3.

Monitoring

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

Walk Through Tool, Collaborative Planning
This will be monitored by daily formative assessments (Exit tickets, etc) by the classroom teacher, unit assessments, and iReady data. Data chats will be held with Administration and grade level teams. Students will monitor their data and set goals in their data binders.

Person responsible for monitoring outcome

Gina Tagye, AnnMarie Caporelli, Chris McBride

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:

iReady, Kickstart and Corrective Math for intervention Direct Instruction (0.60 effect size) using Reveal, EdGems, Kickstart, and Corrective Math (T).

Rationale:

Strong Tier 1 instruction and intervention will lead to higher student achievement.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

iReady Math instructional path, Tier 2 intervention, Fluency Flight Gr 2-5 and Standards Mastery Gr 2-5.

Rationale:

We will continue to use these iReady programs/materials to support all learners. Strong Tier 1 instruction is the rationale.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #3:
We will continue to have a 30 min Tier 2/3 intervention block in our schedule for all grades K-6.

Rationale:
Small group instruction to scaffold learners in order to help them reach proficiency.

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
Professional Learning Communities and Grade Level Planning for Math

Person Monitoring:
Gina Tagye/ AnnMarie Caporelli/Chris McBride

By When/Frequency:
monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
A calendar of scheduled PLCs and grade level planning will be created for the first quarter. Two days of substitutes will be secured so each grade level can plan for instruction and manipulative use to support Tier 1 Math instruction. (Sept 2025)

Action Step #2
July additional preplanning days (T)

Person Monitoring:
Gina Tagye/AnnMartie Caporelli

By When/Frequency:
July 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
We will use Title I funds (FY26) to pay teachers to come in July 29-31 for additional professional development and collaborative planning time.

Action Step #3
Math Fluency Practice

Person Monitoring:
classroom teachers, admin

By When/Frequency:
ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Similar to our Read, Repeat, Succeed (ELA Fluency) campaign, we will have a Math Fluency campaign for families to practice basic facts to improve automaticity and fluency. (100 chart K-1, addition gr 2-3, multiplication 3-6) For Quarter 2, 3rd grade will move from addition to multiplication chart.

Action Step #4
At the beginning of Math class in grades 4-6 (first quarter), students will complete a multiplication chart in a timed session.

Person Monitoring:
Classroom Teacher

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will give students 5 minutes in August. In Sept, students will have 4 minutes. In Oct, students will have 3 minutes. Teachers will monitor, track, and celebrate when students master the 2s, 3s, 4s, 5s, 6s, 7s, 8s, 9s, 10s, 11s, 12s.

Action Step #5
Gr 3-6 Math notebook

Person Monitoring:
teachers

By When/Frequency:
daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Gr 3-6 Math students will keep a math notebook that includes vocabulary, strategies, examples, notes, drawings. The teacher also keeps a notebook as an example and for absent students to use as reference when they return. Quarter 2 update: Teachers are finding this to be an effective tool and resource for students. It is teaching independence and accountability for students as well.

Action Step #6
iReady individual instructional pathway

Person Monitoring:
classroom teacher

By When/Frequency:
weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Each student will have a iReady Math folder with a printout of the upcoming 20 lessons and estimated time for completion. Students will work on iReady for 45 minutes weekly. The targeted pass rate is 70%. Teachers will display and track throughout the week which students have reached 45 minutes AND 70% pass rate. When students have completed their weekly lessons and passed with at least 70%, they may work on fluency games (iReady or Reveal Redbird) Update: Students instructional path was altered to match what we know to be true about their math ability (if they tested lower than expected). We started an iReady Math Boot Camp for many students-turning off domains except NSO and Algebraic Thinking

Area of Focus #3

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

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

In 2025, 71% of fifth grade students scored at or above Level 3 on the State Science 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.

For 2026, at least 74% of fifth graders will reach proficiency on the FL Science Assessment. (+3%)

Monitoring

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

We will use Penda, district provided program, to monitor student achievement/progress toward mastery of benchmarks.

Person responsible for monitoring outcome

Ann Marie Caporelli

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:

Direct instruction, vocabulary instruction will take place in the classroom. We have a STEM teacher on our activity wheel that will provide opportunities for weekly hands on instruction that correlated to the instruction taking place in each grade level.

Rationale:

Direct instruction and vocabulary instruction are highly effective strategies.

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

Penda lessons and assessments will be assigned to students. Their progress will be monitored both at the school and district levels.

Person Monitoring:

Ann Marie Caporelli

By When/Frequency:

monthly

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.

Student attendance has an impact on student learning and academic gains.
Our school average daily attendance for 2024-25 was 92.49%.

Measurable Outcome

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

Our daily average attendance for 2025-26 will be at least 95%.

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 school counselor and Head Start Family Advocate will monitor attendance data.

Person responsible for monitoring outcome

Evelyn Ziccardi

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:

Early Warning Systems

Rationale:

The Early Warning Systems model is intended to help schools efficiently use data to both identify the at-risk population and provide targeted support, strengthening student persistence and progress in school and ultimately improving on-time graduation rates.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Classroom incentives

Person Monitoring:
Classroom Teacher

By When/Frequency:
Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Individual classroom teacher will have incentives for when the class spells A-T-T-E-N-D-A-N-C-E (everyone in the classroom wearing a uniform shirt at 8:00). The principal will celebrate the class on the school news. Classes will decide on reward.

Action Step #2
Teacher phone calls

Person Monitoring:
Evelyn Ziccardi

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will monitor their homeroom students' attendance. When a student has missed 3 days of unexcused absences in a nine week period, the teacher will call home and document in Focus.

Action Step #3
Problem Solving Team Meeting: Attendance

Person Monitoring:
Evelyn Ziccardi

By When/Frequency:
As needed/ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Our school counselor, social worker, and Head Start Family Advocate will work together with teachers and families to increase student attendance, including being on time for school and remaining for the full day. (Attendance contracts)

Action Step #4
Parent Powered

Person Monitoring:
Tagye

By When/Frequency:
monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
We will purchase, using Title I funds, a subscription to Parent Powered. This program delivers weekly messages through text to families on a variety of topics. (T) We will purchase this in quarter 2.

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.

Our School Improvement plan will be available on our school website once approved. We will also review it with our SAC team which includes community partners.

We will inform families via FOCUS and Facebook when the SIP is available. We will also include a copy in our Title I notebook in the front office. We share with faculty during faculty meetings and email.

Progress toward SIP goals is reviewed after each progress monitoring assessment window (PM 2 and PM 3) and is shared with stakeholders via our State of the School report. It will be published on our website, shared in faculty and SAC meetings as well.

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)).

We know and believe that our partnership with families and community members is imperative to our students' success. We plan to continue to develop positive relationships through communication, through family engagement events, and beginning this school year, through our introduction to Leader in Me. We believe when students have a voice and are developing their leadership skills as well as

areas of interest, they feel empowered to take charge of their learning.

During our Annual Title I meeting and Open House, we will seek input from families. In SAC, we will seek input from team members. During staff meetings, we will seek input from staff members.
Our PFEP will be available on our school website once complete. A hard copy will be available in the front office. This plan is translated into family's home languages based on our home language report (Spanish). This includes hosting family engagement events with a focus on strategies to support learning at home and methods of keeping families informed of student progress throughout the school year.

We will host Family Engagement Nights focusing on ELA, Math, and Science (T). Things like fees for Orlando Science Center programs, take home STEM kits, math and reading materials to support at home learning.
We will pay for Leader in Me student membership, materials, coaching, and professional development/training(T) to continue our implementation. This will include stakeholder surveys to give us feedback.

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

We plan to strengthen our academic program by using a targeted interventionist in 2nd and 3rd grades. These teachers will support small group instruction in Tier 1 reading instruction and Tier 2/3 intervention. In second grade, the interventionist will also support with math intervention.

Our K-2 ELA classrooms will implement UFLI in a 30 min block outside the 90 min reading block. In grade 3, classrooms will implement Magnetic Reading in a 30 min block outside the 90 min ELA block. The interventionist will support a small group during those 30 min blocks as well.(T)

We use Title I funds to provide after school/Saturday school opportunities for additional academic support for ELA and Math.

We will use Title I funds to pay for 5th graders to attend Zoo school to support Science instruction. (this includes transportation and the cost of the program)

We will use funds to pay for other student field trip admission and transportation (T).

Our Literacy Coach (50% paid by Title I) will utilized coaching cycles to support teachers in strengthening Tier 1 instruction, small group instruction.

In grades 3-6 we will strengthen our math by incorporating a Math notebook that includes vocabulary, math strategies, sample problems that are then solved. This resource will be used daily and will help students during independent work. The teacher will also use a notebook that will be available for students who were absent to add to their notebook. Our fifth grade math teacher has used this method for years and has consistently seen good results from students' assessment scores. She credits the notebook as an essential piece of her success. That teacher will model for other teachers how to set up and use the notebooks during pre planning in July/August 2025.

We will use Title I funds to pay for substitutes to allow for collaborative planning (T).

Summer 2026 work will include paying teachers to participate in CNA (T).If funds allow, we will begin with teacher trainings in July 2026 and pay teachers and AP to participate.(T) We will also use this funding to pay for registration and travel expenses for administrators and teachers to attend the Summer Literacy Institute, Exceeding Expectations Conference, STEM Conference.

Professional Development (T) and Dues and Fees (T) funds will be spent on books, supplies such as chart paper and markers, Teach Like a Champion online subscription, professional affiliation/ organizations for administrators and media specialist (FAME), media specialist attending annual conference.

Technology: We will pay for a subscription for Glowforge for 2 teachers (T) This software works with our laser printers and offers students with STEAM opportunities. We will also dedicate funds for supporting student classroom computers and tech related supplies (T).

Materials and Supplies (T) will be purchased to support the work of our SIP. SSYRA books (T) will be purchased to provide our media center with copies of suggested grade level appropriate and vetted books. We will purchase postage (T) to support communication with families.

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)).

Our school improvement plan utilizes federal, state, and local services, resources, and programs collaboratively to ensure all students can meet challenging state standards. Student Services and FLDRS provide instructional support services to students, families, and teachers of students with exceptionalities. Title IX.McKinney Vento provides support and services to families like school supplies, tutoring, counseling, and transportation for our families in transition. Title II provides instructional support for our ELL students and translation opportunities for families. Through Title II, professional development and training is provides to our staff to improve instructional practices. IN collaboration with the Early Learning Coalition of Brevard, we host Head Start VPK at our school for three and four year olds. This is a free program to prepare students for Kindergarten and build the foundation for school success.

(Head Start, Free and Reduced Lunch, Title I, Title III, Eckerd Prevention Services, After School Programs)

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)).

Our school has a variety of services designed to help students, parents, and teachers develop positive learning experiences. Students have access to a school counselor and social worker. These professionals can assist students in addressing challenges, fostering resilience, managing emotions, and applying interpersonal skills in both individual and group settings. Basic care needs are also addressed. Leadership development/character education is built into our school environment through DEAL (Drop Everything and Lead) time. Consultations are available to parents and teachers to include information on referral services in the community with the goal that families have the resources and support needed to address the overall mental wellness of our students.

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)).

We use the MTSS problem solving model to address behavior concerns. This evidence based model uses data based problem solving to integrate academic and behavioral instruction and intervention.

After a Tier 1 review of the classroom, a Tier 2 Behavior plan will be developed with input of teacher, parent, student, counselor. A PMP will be developed to monitor interventions. If needed, a Tier 3 Behavior Plan will be developed. We have a school based Registered Behavior Tech who can help

monitor and collect data along with the teachers.

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)).

Teacher retention increases when they have access to professional learning opportunities and support that are aligned with their needs, interests, and goals. Teachers will participate in monthly professional learning communities (PLCs). During these meetings, job-embedded professional learning will be provided that is focused on data analysis and instructional strategies. New teachers will participate in the New Teacher Academy) and be supported by a mentor. Struggling teachers will also have the opportunity to work with a school or district mentor.
Teachers will have opportunities to plan collaboratively supported by instructional coaches.
Paraprofessionals will work under the supervision and guidance of certified teachers.
We have a calendar of professional development (T) opportunities (school/district/online)for teachers that address the areas we have identified to continue to improve both the classroom environment and instructional practices, with opportunities for practice and feedback from coaches and administrators. We also have a monthly mentor/mentee professional development session for new teachers. We believe that ongoing support of new teachers will help us retain them.
We will use Title I funds to pay for teachers and administrators to attend conferences such as the Summer Literacy Institute (T), Exceeding Expectations, STEM conferences, UFLI etc. If funding allows, we will have an early start for preplanning and bring teachers in for additional training in June 2026 (T).

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)).

Last school year was a solid one for our preK students as far as proficiency on the STAR. (81%) We know that when we have a strong PreK program, it will make a difference for our primary and intermediate students results in the long run. We have a Kindergarten Signing/Orientation event for rising Kindergarten students and their families. (T) During this orientation, families can experience some of the learning activities that occur in Kindergarten and ideas to prepare their children before coming to Kindergarten.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply. **No**

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