

Brevard Public Schools

COLUMBIA ELEMENTARY SCHOOL



2026-27 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

Mission Statement: Empowering our students to dream, believe and achieve

Provide the school's vision statement

Vision Statement: To inspire and cultivate a community of critical thinkers and accountable leaders

High Quality Instruction Vision Statement: To create a coherent learning environment in which students, staff and teachers work together to take ownership of the learning outcomes. Teams intentionally plan rigorous and engaging tasks aligned to the complexity of the standards using data to drive instruction.

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

Jennifer Julian

Julian.jennifer@brevardschools.org

Position Title

Principal

Job Duties and Responsibilities

Primary Role: Strategic Leader and Accountability Owner

- Establishes the **vision, priorities, and goals** aligned to the SIP

- Leads development, approval, and communication of the SIP
- Ensures **alignment of resources (staffing, scheduling, budget)** to target SIP priorities
- Monitors overall implementation through **data reviews, walkthroughs, and progress checks**
- Facilitates **leadership team meetings** focused on SIP goals and action steps
- Holds all team members accountable for **fidelity of implementation and outcomes**
- Communicates progress to **district leadership, staff, families, and stakeholders**
- Ensures a **continuous improvement cycle** (plan → implement → monitor → adjust)

Leadership Team Member #2

Employee's Name

Keltie Fernandez

Fernandez.keltie@brevardschools.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Primary Role: Operational Leader and Implementation Monitor

- Supports the principal in **daily execution of SIP action steps**
- Oversees **instructional practices, behavior systems, and interventions** aligned to SIP goals
- Conducts **classroom observations and walkthroughs** to monitor implementation fidelity
- Assists in analyzing **student performance and discipline data**
- Coordinates **MTSS processes, intervention scheduling, and progress monitoring**
- Leads professional learning communities (PLCs) or supports grade-level meetings
- Ensures **compliance and consistency** in instructional and behavioral expectations
- Provides **coaching and feedback** to teachers related to SIP strategies

Leadership Team Member #3

Employee's Name

Jennifer Butler

Butler.Jennifer@brevardschools.org

Position Title

Elementary Specialist - Title 1

Job Duties and Responsibilities

Primary Role: Instructional Systems Coordinator

- Supports teachers in **planning high-quality, standards-aligned instruction** tied to SIP goals

- Leads **data-driven instruction cycles** (assessment → planning → reteach/enrich)
- Facilitates **PLC meetings** focused on student data, pacing, and instructional adjustments
- Assists in developing and aligning **curriculum resources and pacing guides**
- Models effective instructional strategies and **co-teaches when needed**
- Monitors implementation of **core instruction and Tier 1 supports**
- Helps identify **instructional and behavioral gaps and trends across grade levels through IPST**
- Provides professional development aligned to SIP priorities

Leadership Team Member #4

Employee's Name

Yvette Henk

Henk.Yvette@brevardschools.org

Position Title

Literacy Coach

Job Duties and Responsibilities

Primary Role: Reading/Writing Instruction Expert

- Leads SIP initiatives related to **ELA, literacy achievement, and reading growth**
- Provides **job-embedded coaching** (modeling, co-teaching, feedback) in literacy instruction
- Supports implementation of **evidence-based literacy practices** (phonics, comprehension, writing)
- Analyzes **reading data (e.g., FAST, progress monitoring)** to guide instruction
- Facilitates **literacy-focused PLCs and data chats**
- Develops and supports **intervention strategies for struggling readers and acceleration for on/above grade level readers**
- Monitors fidelity of **core reading programs and interventions**
- Provides professional development on **literacy strategies and differentiation**

Leadership Team Member #5

Employee's Name

Natasha Fedor

Fedor.natasha@brevardschools.org

Position Title

Mathematics Coach - Title 1

Job Duties and Responsibilities

Primary Role: Mathematics Instruction Expert

- Leads SIP initiatives related to **math proficiency and problem-solving skills**
- Supports teachers in planning and delivering **standards-based math instruction**
- Uses **assessment data** to guide reteaching, enrichment, and intervention
- Provides **coaching cycles** (modeling, observation, feedback) focused on math practices
- Facilitates **math PLC meetings and data discussions**
- Supports development of **math interventions and small-group instruction**
- Monitors implementation of **math curriculum and instructional strategies**
- Provides professional learning on **math rigor, discourse, and conceptual understanding**

Leadership Team Member #6**Employee's Name**

Denise Dyal

Dyal.denise@brevardschools.org

Position Title

ESE Support Specialist

Job Duties and Responsibilities

Primary Role: SWD and Compliance Specialist

- Ensures SIP alignment with **ESE goals and subgroup performance targets**
- Supports implementation of **IEPs, accommodations, and modifications**
- Assists teachers with **differentiation and inclusive instructional practices**
- Monitors progress of **students with disabilities using data**
- Facilitates collaboration between **general education and ESE teachers**
- Supports **MTSS Tier 2 and Tier 3 interventions** for diverse learners
- Provides training on **legal compliance and best practices for ESE instruction**
- Helps ensure equitable access to **core instruction and interventions**

2. Stakeholder Involvement

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

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

The development of the School Improvement Plan (SIP) was a **collaborative, data-driven process** that engaged a broad range of stakeholders to ensure the plan reflects the needs, priorities, and perspectives of the entire school community. The process was designed to promote **shared ownership, transparency, and alignment** toward improving student achievement and closing performance gaps.

Stakeholder Groups Involved:

The following stakeholders were actively involved in the SIP development process:

- **School Leadership Team**
 - Principal and Assistant Principal
 - Elementary Specialist
 - Literacy Coach
 - Math Coach
 - ESE Support Specialist
 - School Counselor
- **Instructional Staff**
 - K–6 grade-level teacher representatives
 - Activity/special area team member
- **Families and Community**
 - Parents and family representatives
 - School Advisory Council (SAC) members
 - Business and community partners

Process for Gathering Stakeholder Input

1. Data Review and Needs Assessment

The SIP process began with a comprehensive needs assessment and review of multiple data sources, including:

- State assessment results and progress monitoring data (FAST)
- Subgroup performance (SWD, ELL, economically disadvantaged students)
- Attendance, behavior, and school climate data

The leadership team facilitated **collaborative data analysis sessions** with teachers and specialists to identify:

- Priority areas of need
- Achievement gaps among student subgroups
- Root causes impacting student performance

2. Collaborative Team Meetings

Input was gathered through structured meetings with key stakeholder groups:

- **Leadership Team Meetings**
 - Reviewed data trends and identified schoolwide priorities
- **Grade-Level (K–6) and Activity Team Meetings**
 - Teachers and activity staff provided insight into:
 - Instructional challenges
 - Student learning needs
 - Effectiveness of current strategies
 - Input informed the selection of **evidence-based instructional practices and supports**
 - Drafted initial SIP goals, strategies, and action steps
- **Specialized Staff Input**
 - **ESE Specialist** contributed strategies for supporting students with disabilities and ensured alignment with IEP requirements and grade level standards (Increase overall proficiency)
 - **School Counselor** provided input on student wellness, attendance, behavior and social-emotional supports
 - **Elementary Specialist and Instructional Coaches** identified professional learning needs and instructional priorities and contributed content-specific strategies aligned to student performance data

3. Family and Community Engagement

- Feedback from parents and families was collected through:
 - **Surveys and family engagement events**
 - **School Advisory Council (SAC) meetings**
- Stakeholders reviewed:
 - School performance data
 - Proposed SIP goals and strategies
- **Business and community partners** provided input on:
 - Resources to support student learning
 - Opportunities for community engagement and enrichment

Use of Stakeholder Input in SIP Development

Stakeholder input was used to directly shape the SIP in the following ways:

1. Identification of Priority Goals

- Data analysis and teacher feedback guided the selection of **academic focus areas** (ELA, Math, Science, RAISE, and Positive Learning Environment)
- Subgroup data informed targeted goals to **close achievement gaps**

2. Development of Action Steps and Strategies

- Teacher and coach input led to the selection of:
 - Evidence-based instructional strategies

- Intervention models and small-group instruction practices
- ESE and counseling input ensured inclusion of:
 - Differentiation strategies
 - Social-emotional and behavioral supports

3. Professional Development Planning

- Leadership team, specialists, and teachers identified **professional learning needs** aligned to SIP priorities. This PL will be teacher led.
- Coaching cycles and PLC structures were designed based on staff feedback

4. Resource Allocation

- Input from staff and community partners informed decisions regarding:
 - Instructional materials
 - Intervention resources
 - Family engagement initiatives

5. Strengthening Home–School Partnerships

- Parent and SAC input guided strategies to:
 - Improve communication with families
 - Increase family involvement in student learning
 - Provide resources that support learning beyond the classroom

Ongoing Stakeholder Involvement

Stakeholder engagement will continue throughout implementation of the SIP:

- **Teachers and staff** will participate in bi-weekly PLCs and data discussions
- **Families and SAC** will receive quarterly updates and provide feedback on progress
- **Leadership team and specialists** will monitor implementation and adjust strategies quarterly
- **Community partners** will support enrichment opportunities and resources

Conclusion

The SIP was developed through a **comprehensive and inclusive process** that leveraged the expertise and perspectives of administrators, instructional staff, support personnel, families, and community members. This collaborative approach ensures that the plan is **responsive to student needs, grounded in data, and supported by all stakeholders**, thereby increasing the likelihood of improved student outcomes and sustained school improvement.

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)).

Ongoing Monitoring for Effective Implementation and Impact

The School Improvement Plan (SIP) will be monitored through a **systematic, data-driven cycle** to ensure effective implementation and measurable impact on student achievement relative to state academic standards—especially for students demonstrating the greatest achievement gaps, including those in subgroups such as Students with Disabilities (SWD), English Language Learners (ELL), and economically disadvantaged students.

1. Data-Driven Monitoring Cycles

The school will implement a structured **continuous improvement cycle (Plan–Do–Study–Act)** to monitor progress:

- **Weekly**
 - Leadership team conducts **instructional walkthroughs** using the SIP monitoring tool to assess fidelity of implementation
 - Review of **formative assessment data**, small group instruction, and intervention effectiveness
 - Monitoring of subgroup performance and targeted supports
- **Biweekly**
 - **Professional Learning Communities (PLCs)** analyze student work and assessment data
 - Teachers adjust instruction based on **standards mastery and skill deficits**
 - Coaches and specialists track the effectiveness of instructional strategies and interventions
- **Monthly**
 - Leadership team conducts **formal data reviews**, including:
 - FAST/progress monitoring data
 - Intervention group progress (Tier 2 and Tier 3)
 - Subgroup performance trends
 - Identification of students not making adequate progress and adjustment of supports
- **Quarterly**
 - Comprehensive review of **state-aligned benchmark data**
 - Evaluation of SIP goal progress, particularly for targeted subgroups
 - Adjustment of resource allocation, instructional focus, and intervention structures

2. Monitoring for Fidelity of Implementation

To ensure SIP strategies are implemented as intended:

- Leadership team members conduct **regular walkthroughs and observations** aligned to SIP

priorities

- Use of a **standardized rubric/checklist** ensures consistency in monitoring instructional practices
- Coaches provide **job-embedded support (modeling, co-teaching, feedback)** to strengthen implementation
- MTSS processes are reviewed to ensure **appropriate placement, progress monitoring, and intervention integrity**

3. Focus on Students with the Greatest Achievement Gap

Specific attention will be given to closing achievement gaps through:

- Frequent analysis of **disaggregated data** (subgroup, grade level, skill level)
- Monitoring of **individual student progress** through MTSS and intervention/acceleration systems
- Development of **targeted action plans** for students not meeting benchmarks
- Ensuring **equitable access to grade-level standards and high-quality instruction**
- Alignment of ESE, intervention, and core instruction supports to maximize student outcomes

Use of Stakeholder Feedback and Plan Revision

1. Stakeholder Engagement

The school will actively seek input from all stakeholders to evaluate the effectiveness of the SIP:

- **Teachers and Staff**
 - Feedback collected through PLC discussions, surveys, and staff meetings
 - Input on instructional strategies, curriculum effectiveness, and student needs
- **Students**
 - Input gathered through student performance data, engagement indicators, and climate surveys
- **Families and Community**
 - Feedback obtained through parent surveys, family engagement events, and SAC (School Advisory Council) meetings
 - Communication of SIP progress and opportunities for input
- **District Support Staff**
 - Ongoing collaboration with district leaders to review progress, provide support, and ensure alignment

2. Plan Revision Process

The SIP will be treated as a **living document**, revised based on data and stakeholder feedback:

- Leadership team reviews **qualitative and quantitative data** alongside stakeholder input
- Identified gaps between expected and actual outcomes trigger **adjustments to strategies or**

action steps

- Revisions may include:
 - Modifying instructional approaches
 - Reallocating resources or personnel
 - Intensifying interventions or supports
 - Adjusting timelines or benchmarks
- All revisions will be:
 - Documented
 - Communicated clearly to staff and stakeholders
 - Integrated into ongoing monitoring cycles

3. Ensuring Continuous Improvement

To sustain improvement:

- Leadership fosters a **culture of accountability, collaboration, and data use**
- Staff engage in ongoing **professional development aligned to SIP priorities**
- Progress is regularly communicated to maintain **transparency and shared ownership**
- Successes are celebrated and used as models for replication

Conclusion: Through **structured monitoring, targeted support for high-need students, and continuous stakeholder-driven revision**, the school ensures that the SIP remains an effective tool for increasing student achievement and closing performance gaps. This intentional cycle of implementation, evaluation, and adjustment supports sustained progress toward meeting and exceeding state academic standards for all students.

C. Demographic Data

2026-27 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
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	98.5%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 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 <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: B 2024-25: B 2023-24: B 2022-23: C 2021-22: C

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	59	72	75	87	75	81	96			545
Absent 10% or more school days	20	21	18	15	14	19	23			130
One or more suspensions	2	4	6	6	6	10	13			47
Course failure in English Language Arts (ELA)	0	0	0	1	2	0	5			8
Course failure in Math	0	0	0	1	2	1	7			11
Level 1 on statewide ELA assessment	0	0	0	6	12	24	25			67
Level 1 on statewide Math assessment	0	0	0	5	13	24	30			72
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

Current Year 2026-27

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	2	2	3	3	9	13	20			52

Current Year 2026-27

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	4	8	5	5	1	0	1			24
Students retained two or more times	0	0	0	1	0	3	3			7

Prior Year (2025-26) 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	
School Enrollment	65	83	91	88	79	96	77			579
Absent 10% or more school days	16	19	23	14	10	16	20			118
One or more suspensions		3	12	6	7	11	9			48
Course failure in English Language Arts (ELA)				3	2		1			6
Course failure in Math				2	4	3	1			10
Level 1 on statewide ELA assessment	2	12	34	34	20	23	22			147
Level 1 on statewide Math assessment	2	15	31	38	17	26	25			154
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 (2025-26) 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	4	18	14	9	15	12			73

Prior Year (2025-26) 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	21		5	9	1		1			37
Students retained two or more times					2	3	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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	53	65	62	50	62	59	52	61	57
Grade 3 ELA Achievement	45	63	61	39	58	59	59	59	58
ELA Learning Gains	67	67	63	62	62	60	62	64	60
ELA Lowest 25th Percentile	70	61	58	62	57	56	59	60	57
Math Achievement*	50	66	66	50	63	64	46	62	62
Math Learning Gains	63	68	64	66	67	63	57	68	62
Math Lowest 25th Percentile	61	55	50	59	54	51	53	59	52
Science Achievement	41	66	62	42	62	58	57	60	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)				62		63		57	61

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	56%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	450
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
56%	54%	53%	47%	47%	60%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	37%	Yes	7	
English Language Learners	63%	No		
Black/African American Students	50%	No		
Hispanic Students	61%	No		
Multiracial Students	56%	No		
White Students	58%	No		
Economically Disadvantaged Students	51%	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.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	53%	45%	67%	70%	50%	63%	61%	41%					
Students With Disabilities	23%	19%	53%	62%	23%	45%	48%	26%					
English Language Learners	42%		69%	83%	58%	72%		55%					
Black/African American Students	51%	26%	67%	80%	44%	59%	46%	28%					
Hispanic Students	55%	53%	72%	76%	53%	67%	67%	45%					
Multiracial Students	56%		64%		44%	59%							
White Students	53%	54%	62%	56%	53%	64%	70%	48%					
Economically Disadvantaged Students	50%	33%	67%	67%	45%	60%	53%	35%					

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	50%	39%	62%	62%	50%	66%	59%	42%					56%
Students With Disabilities	21%	18%	54%	55%	24%	63%	61%	15%					
English Language Learners	42%		72%	64%	47%	59%	50%						56%
Black/African American Students	54%	52%	68%	69%	43%	65%	68%	50%					
Hispanic Students	47%	39%	61%	43%	48%	59%	53%	18%					56%
Multiracial Students	56%		67%		52%	56%							
White Students	48%	22%	55%	65%	56%	73%	53%	35%					
Economically Disadvantaged Students	45%	36%	61%	62%	45%	65%	60%	42%					47%

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	52%	59%	62%	59%	46%	57%	53%	57%					35%
Students With Disabilities	25%	41%	45%	43%	23%	52%	55%	19%					
English Language Learners	35%		57%	54%	26%	57%	54%						35%
Black/African American Students	54%	69%	64%	64%	37%	50%	54%	41%					
Hispanic Students	47%	47%	62%	65%	42%	52%	56%	59%					33%
Multiracial Students	67%		74%		54%	84%							
White Students	51%	54%	57%	50%	49%	57%	40%	65%					
Economically Disadvantaged Students	52%	57%	60%	57%	42%	54%	48%	57%					28%

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	46%	63%	-17%	60%	-14%
ELA	4	50%	61%	-11%	60%	-10%
ELA	5	53%	62%	-9%	61%	-8%
ELA	6	69%	74%	-5%	62%	7%
Math	3	49%	66%	-17%	66%	-17%
Math	4	40%	62%	-22%	65%	-25%
Math	5	39%	58%	-19%	62%	-23%
Math	6	74%	74%	0%	60%	14%
Science	5	40%	64%	-24%	60%	-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?

Columbia is proud of its academic improvement. The component that showed the most improvement is **ELA Lowest 25% Learning Gains**, which grew from **62% to 70% an 8 percentage gain**. This growth is due to identifying students performing in the lowest 25%, strategically planning standards aligned Tier 1 instruction and Tier 2 and 3 intervention based on assessment results. Teachers and students also received professional learning on learnings gains at each grade level - moving a bucket. The master schedule included a 90 minute ELA block with specified small group time to allow for interventionist (grade 3) and ESE and ELL teacher resource student support. There was also a scheduled 30-40 minute intervention block and an additional 30 minutes of phonics/fluency for Grade 3. The literacy coach instructed a 3rd grade intervention group and a highly-qualified, district reading expert instruted rotating small groups for 4th grade.

Lowest Performance

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

Columbia acknowledges that there are opportunities for improvement. The component that showed the least performance is **Grade 5 Science**, which declined from **42% to 41% (-1%)**. Contributing factors include increasing rigor of state science standards and assessments, gaps in students' foundational science knowledge, - specifically in the assessed Grade 3 and 4 standards, and the need for additional hands-on, inquiry-based learning experiences. Additionally, varying levels of science vocabulary and reading comprehension have impacted student performance.

Greatest Decline

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

The component that showed the greatest decline was **Math Learning Gains**, which decreased from **66% to 63%**, representing a **3% decline**. Contributing factors include gaps in foundational math skills, inconsistent student attendance, increased rigor of statewide assessments and standards, and challenges in differentiating instruction to meet the needs of all learners. Additionally, the need for more targeted interventions and enrichment opportunities impacted students' ability to demonstrate

growth. Walkthrough data indicates that while a 30 minute block was scheduled for math intervention, this was not planned or implemented consistently across grade levels.

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.

A review of school and state assessment data reveals that Columbia Elementary's largest achievement gaps exist in science and mathematics. In science, Columbia Elementary achieved a proficiency rate of 41%, compared to the state proficiency rate of 60%, resulting in a 20-percentage-point gap. Similarly, in mathematics, 4th grade students achieved a proficiency rate of 40% compared to the state rate of 65%, creating a 25-percentage-point gap. In 5th grade mathematics, Columbia Elementary achieved 39% proficiency compared to the state proficiency rate of 62%, resulting in a 23-percentage-point gap. Columbia has identified our SWD sub-group with a gap of an ESSA overall proficiency decrease from 39% to 37%, creating a 2 percentage-point decrease.

Several factors likely contributed to these achievement gaps. Analysis of student performance data indicates a need for stronger mastery of grade-level standards, increased opportunities for rigorous problem-solving and application of skills, and more consistent use of data-driven instructional practices. In mathematics, students demonstrated challenges with conceptual understanding, mathematical reasoning, and multi-step problem solving, particularly when required to apply skills in unfamiliar contexts. In science, students experienced difficulties with scientific reasoning, application of content knowledge, and interpreting information presented through investigations, data, and informational texts.

Additional contributing factors may include inconsistent implementation of tiered instructional supports, gaps in foundational skills that impact access to grade-level content, and the need for increased alignment between instructional planning, assessment, and intervention practices. Attendance concerns and the resulting loss of instructional time may have further impacted student learning and achievement. To address these gaps, the school will focus on strengthening Tier 1 instruction, increasing opportunities for collaborative planning, implementing targeted interventions, using frequent progress monitoring, and ensuring instructional adjustments are driven by student performance data.

Through these focused improvement efforts, Columbia Elementary will work to accelerate student learning, increase proficiency rates in science and mathematics, and reduce the achievement gap between school and state performance levels.

EWS Areas of Concern

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

Analysis of the school's Early Warning System (EWS) data identified attendance as an area of concern. During the **2025–2026 school year, 130 students had an attendance rate below 90%**, placing them at risk for academic difficulties and potential absenteeism concerns. Students with attendance rates below 90% miss significant instructional time, which can negatively impact academic performance, student engagement, and overall achievement. This data highlights the need for targeted attendance monitoring, early intervention strategies, family engagement efforts, and consistent communication to improve student attendance rates and ensure students have equitable access to instructional opportunities. The school will utilize EWS data throughout the year to identify at-risk students, implement supports, monitor attendance trends, and evaluate the effectiveness of intervention efforts aimed at reducing chronic absenteeism and increasing student success.

Highest Priorities

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

1. ELA - focus on increasing proficiency and learning gains
2. Science - focus on increasing proficiency
3. Math - focus on proficiency and learning gains
4. ESSA Subgroup - Students with Disabilities - focus on Grade 3 ELA proficiency and overall ELA / Math learning gains
5. Attendance - focus on chronic absenteeism

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 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.

Students in Grades K-5 are expected to meet the Every Student Succeeds Act (ESSA) criteria where **51% or more students achieve a Level 3** on the FAST PM3 Reading. Columbia is in **RAISE** status based on underperforming ELA student proficiency in . 50% or more students scored **below Level 3** on the 2026 Spring FAST PM3 Reading in Grades K, 2, 3, and 4. Grade 1 and 5 MET the ESSA requirement with 51% or more students achieving a Level 3 or above.

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

Primary grades will implement professional learning on UFLI, with a strong focus this year on improving Tier 1 small-group instruction. K–2 teachers will use the UFLI curriculum during small groups to build strong foundational reading skills, supported by Title I funds for substitutes, materials, and training costs. Teachers will also work closely with administrators and the literacy coach during planning to better understand standards, with extra support focused on 2nd grade to strengthen instruction, scaffolding, and small-group practices. Title I funds will also cover substitute time for full-day planning sessions so teachers can collaborate with the literacy coach to review data, refine lessons, and plan evidence-based instruction.

In comparison to the required 51% or more ELA proficiency, Columbia's K-2 achieved the following:
Kindergarten proficiency was 41% - Did not meet ESSA

1st Grade proficiency was 53% - **Met ESSA**

2nd grade proficiency was 47% - Did not meet ESSA

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

Teachers in grades 3–6 will take part in training on how to use Benchmark Advance lessons effectively. They'll

also get ongoing coaching, walkthrough feedback, and support to help keep instruction consistent and improve teaching

across classrooms. Title I funds will cover substitute time for full-day planning with the literacy coach to review data and

strengthen lessons, and ASP funds will support targeted intervention for SWD and at-risk students who need extra help to close learning gaps.

In comparison to the required 51% or more ELA proficiency, Columbia's Grades 3-5 achieved the following:

3rd Grade proficiency was 46% - Did not meet ESSA

4th Grade proficiency was 50% - Did not meet ESSA

5th grade proficiency was 53% - **Met ESSA**

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 comparison to the ESSA required 51% or more student ELA proficiency, Columbia's measureable outcomes are as follows on the Spring FAST 2027 PM#3 Reading:

K-2 Measurable Outcomes

- Kindergarten - 51% proficiency (baseline)
- 1st Grade - 51% proficiency (+10)
- 2nd Grade - 60% proficiency (+7)

Grades 3-5 Measurable Outcome

- 3rd Grade - 52% proficiency (+5)
- 4th Grade - 51% proficiency (+5)
- 5th Grade - 55% proficiency (+5)
- 6th Grade - 60% proficiency (+7) - Not ESSA Reported. This is a school goal.

Monitoring

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

- Data Analysis: Analyze student work and assessment data after collaborative planning cycles to determine whether instructional adjustments are improving student outcomes. (FAST ELA

progress monitoring (PM1, PM 2, PM 3), iReady Diagnostics, Common Formative Assessments)

- Quarterly Monitoring: Revisit data each quarter and adjust action steps as needed.
- Walkthrough Alignment: Conduct classroom walkthroughs in Tier 1 core classrooms and Tier 2 support to look for evidence of agreed-upon content and instructional practices from collaborative planning are visible in instruction.

Person responsible for monitoring outcome

Jennifer Julian

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:

Explicit instruction and Teacher Clarity: Explicit instruction with teacher clarity is a structured, intentional approach to teaching in which the teacher clearly defines learning goals, models thinking and processes, and guides students step-by-step toward mastery. In this approach, the teacher makes expectations, directions, and success criteria transparent so that all students understand what they are learning, why it matters, and how to be successful. Teacher clarity is demonstrated when educators communicate learning intentions and success criteria in student-friendly language, provide clear explanations and examples, and frequently check for understanding throughout the lesson. Lessons are carefully sequenced—from modeling and guided practice to independent application—ensuring that students build skills progressively with adequate support. This practice emphasizes: . Clear learning targets and purpose . Modeling and think-alouds to demonstrate processes . Structured guided practice with feedback . Frequent checks for understanding . Opportunities for independent practice and reflection

Rationale:

When explicit instruction and teacher clarity are effectively implemented, students are more engaged, confident, and able to take ownership of their learning because expectations and pathways to success are consistently visible and understood. This will help to improve comprehension, vocabulary acquisition and reading stamina.

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

1st Quarter: Establish Coherent Tier 1 Instruction

Person Monitoring:

Jennifer Julian/Yvette Henk

By When/Frequency:

Weekly

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

Leadership Actions:

- Define and Communicate Non-Negotiables for Tier 1 Instruction:
- Establish clear expectations for high-quality core instruction (e.g., aligned standards-based lessons, explicit instruction, use of formative assessment, differentiation).
- Develop a concise instructional framework or “look-for” document that all teachers understand.
- Consistently communicate expectations in meetings, professional learning, and written guidance.
- Reinforce shared language and expectations across the school.
- Celebrate effective instructional practices and student outcomes.
- Ensure consistency across classrooms, reducing variability in instruction quality.

Literacy Coach Actions:

Align Curriculum, Instruction, and Assessment:

- Ensure all grade levels use aligned, standards-based curriculum materials.
- Map pacing guides and unit plans to ensure consistency across classrooms.
- Align common formative assessments to priority standards.
- Deliver targeted professional development on effective Tier 1 practices (explicit instruction, scaffolding, student engagement, checks for understanding).
- Implement coaching cycles (modeling, co-teaching, observation, feedback).
- Use PLCs to build teacher capacity through collaborative lesson planning and data analysis.

Teacher Actions:

- Implements intentional, clear, and responsive instruction. Model learning, guide practice, check for understanding continuously, and ensure all students have access to rigorous, well-supported instruction.
- Develop collaborative planning resource binders (T) to reference and use during planning sessions.
- Collaboratively plan standards aligned learning intentions and success criteria using instructional guides.
- Participate in coaching cycles and apply feedback to instruction.

Action Step #2

2nd Quarter: Strengthen Collaborative Planning

Person Monitoring:

Jennifer Julian/Yvette Henk

By When/Frequency:

weekly

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

Leadership Actions:

- Establish and monitor a consistent collaborative planning protocol across all grade levels focused on standards, student data, and instructional decision-making.
- Participate in PLCs and planning meetings to provide support, ensure alignment to instructional non-negotiables, and monitor implementation fidelity.
- Develop a system for reviewing collaborative planning artifacts (lesson plans, learning intentions, success criteria, assessment plans) to ensure quality and consistency.
- Facilitate opportunities for grade levels to share effective planning practices and instructional successes across the school.
- Use classroom walkthrough data to identify trends and inform collaborative planning priorities.
- Celebrate teams demonstrating strong collaboration, implementation of planned instruction, and positive student outcomes.

Literacy Coach Actions:

- Lead collaborative planning sessions that focus on priority standards, instructional strategies, and anticipated student misconceptions.
- Support teams in using common assessment and progress monitoring data to adjust instruction and intervention plans.
- Facilitate data-driven PLC conversations that connect planning decisions to student achievement results.
- Continue coaching cycles with an emphasis on implementing collaboratively planned lessons and reflecting on instructional effectiveness.
- Provide planning tools, exemplars, and resources that support rigorous, standards-aligned instruction.
- Model collaborative lesson design that incorporates differentiation, engagement strategies, and checks for understanding.

Teacher Actions:

- Engage actively in weekly collaborative planning sessions and contribute to the development of standards-aligned lessons.
- Use student data to identify learning needs and collaboratively plan targeted instructional responses.
- Develop common learning intentions, success criteria, and formative assessments with grade-level teams.
- Implement agreed-upon instructional strategies and monitor their effectiveness through student work analysis and assessment results.
- Share instructional practices, resources, and student evidence during PLC meetings to support collective teacher efficacy.
- Reflect on the impact of collaboratively planned lessons and make adjustments based on student outcomes and team feedback.

Action Step #3

3rd Quarter: Use Data-Driven Instructional Adjustments to Increase Student Achievement

Person Monitoring:

Jennifer Julian/Yvette Henk

By When/Frequency:

Bimonthly

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

Building on the collaborative planning structures established in Quarter 2, Quarter 3 will focus on analyzing student performance data, monitoring implementation of instructional plans, and making timely instructional adjustments to accelerate student learning.

Leadership Actions:

- Facilitate data conversations during PLCs that focus on trends, strengths, achievement gaps, and instructional responses.
- Monitor the implementation of instructional adjustments identified through collaborative planning and data analysis.
- Utilize walkthrough and observation data to identify areas where additional support, coaching, or professional learning is needed.
- Ensure teams establish measurable student growth goals and regularly monitor progress toward those goals.
- Celebrate evidence of student growth and effective data-driven instructional practices across grade levels.

Literacy Coach Actions:

- Support teachers in analyzing common assessment, progress monitoring, and student work data to identify instructional next steps.

- Facilitate PLC discussions focused on root-cause analysis of student performance trends and barriers to mastery.
- Assist teams in planning targeted reteaching, enrichment, and differentiation based on identified student needs.
- Continue coaching cycles that focus on implementing instructional adjustments and measuring their effectiveness.
- Model strategies for using formative assessment data to make real-time instructional decisions.
- Support teams in evaluating the impact of instructional practices and refining approaches based on student outcomes.

Teacher Actions:

- Analyze assessment and student work data collaboratively to identify strengths, misconceptions, and learning gaps.
- Monthly student data chats.
- Use data to plan targeted reteaching, intervention, and enrichment opportunities for students.
- Implement instructional adjustments identified through PLC and collaborative planning discussions.
- Monitor student progress frequently through formative assessments and progress monitoring tools.
- Share evidence of student learning and instructional impact during PLC meetings to inform future planning decisions.
- Reflect on the effectiveness of instructional strategies and make continuous adjustments to improve student outcomes.

By the end of Quarter 3, all grade-level PLCs will use common assessment and progress monitoring data to identify instructional adjustments, implement targeted action plans, and monitor student growth, resulting in at least 70% of students demonstrating proficiency on priority standards and measurable growth toward schoolwide achievement goals.

Action Step #4

4th Quarter - Monitor, Evaluate, and Adjust Systems to Sustain Student Growth and Instructional Excellence

Person Monitoring:

Jennifer Julian/Yvette Henk

By When/Frequency:

Weekly

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

Building on Quarter 3's focus on data-driven instructional adjustments, Quarter 4 will emphasize monitoring the effectiveness of those adjustments, evaluating outcomes, and refining instructional and collaborative practices to ensure continuous improvement and sustainability.

Leadership Actions:

- Lead school-wide reviews of student achievement, intervention effectiveness, and instructional implementation data to determine the impact of Quarter 3 action plans.
- Monitor PLC effectiveness by reviewing data discussions, instructional decisions, and evidence of student growth.
- Facilitate reflective conversations with teams to identify successful practices, challenges, and priorities for the upcoming school year.
- Ensure instructional resources, interventions, and support systems are adjusted based on end-of-year student performance trends.
- Recognize and celebrate teams demonstrating strong implementation of data-driven decision-making and positive student outcomes.
- Collaborate with teacher leaders to develop recommendations for strengthening Tier 1 instruction and collaborative planning for the next school year.

Literacy Coach Actions:

- Support teams in analyzing end-of-year assessment data to evaluate the effectiveness of

instructional strategies and interventions.

- Facilitate PLC reflection protocols focused on identifying high-impact instructional practices that contributed to student success.
- Assist grade levels in documenting successful instructional approaches, resources, and planning processes for future implementation.
- Continue targeted coaching support to address remaining student needs and strengthen teacher capacity.
- Analyze coaching cycle outcomes and provide recommendations for future professional learning priorities.
- Support the development of transition plans that ensure continuity of instruction and intervention supports across grade levels.

Teacher Actions:

- Analyze student achievement data to determine the effectiveness of instructional adjustments made throughout the year.
- Reflect on instructional practices and identify strategies that had the greatest impact on student learning.
- Collaborate with PLC teams to document lessons learned, successful interventions, and best practices.
- Continue monitoring student progress and provide targeted support to students who have not yet demonstrated mastery.
- Share student data and evidence of growth to inform future instructional planning.
- Contribute to grade-level transition discussions to ensure instructional continuity and student support.

By the end of Quarter 4, all PLC teams will evaluate the effectiveness of instructional adjustments using student achievement, progress-monitoring, and classroom data, document successful practices, and develop action recommendations for the following school year, resulting in sustained implementation of high-quality Tier 1 instruction and increased student proficiency on priority standards.

Area of Focus #2

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

The Students with Disabilities (SWD) subgroup has been identified as a priority area for school improvement due to performance below the federal accountability target. During the 2025–2026 school year, the SWD subgroup achieved 37% proficiency, representing a 2-percentage-point decline from the previous year and falling below the Federal Index benchmark of 41%. This performance indicates a continued need to strengthen Tier 1 core instruction, differentiation, intervention practices, and progress-monitoring systems to ensure students with disabilities have equitable access to grade-level standards and opportunities for academic success.

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.

Increase the proficiency rate of the Students with Disabilities (SWD) subgroup from **37% to 42%** as measured by state assessment results, exceeding the Federal Index benchmark of 41%

Monitoring

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

To ensure the Students with Disabilities (SWD) subgroup increases proficiency from **37% to 42%**, the school will implement a comprehensive monitoring system focused on both the fidelity of instructional practices and student outcomes.

Implementation Monitoring

- Leadership, the literacy coach, and ESE support staff will conduct regular classroom walkthroughs and observations to monitor the implementation of high-quality Tier 1 instruction, accommodations, differentiation strategies, and evidence-based practices for students with disabilities.
- PLC and collaborative planning meeting agendas, minutes, and instructional artifacts will be reviewed to ensure teachers are using student data to plan targeted instruction and interventions.
- Coaching cycles will be utilized to provide teachers with ongoing feedback and support related to instructional practices that address the specific needs of SWD students.
- Intervention schedules, progress-monitoring records, and accommodation implementation will be reviewed regularly to ensure supports are delivered consistently and with fidelity.

Impact Monitoring

- Student progress will be monitored through district assessments, common formative assessments, FAST progress monitoring, classroom performance data, and individualized student goals.
- PLC teams will analyze SWD achievement data at least monthly to identify trends, monitor growth, and determine the effectiveness of instructional strategies and interventions.
- Data chats will be conducted with teachers to evaluate student progress toward proficiency targets and make timely instructional adjustments when growth is not evident.
- School leadership will review subgroup performance quarterly to assess progress toward the goal of 42% proficiency and identify additional supports or resources needed.

Person responsible for monitoring outcome

Jennifer Julian / Jennifer Butler

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:

Focus on strengthening Tier 1 instruction, providing targeted small-group intervention, and utilizing ongoing progress monitoring to support Students with Disabilities (SWD). Evidence-based instructional practices will include explicit instruction, systematic scaffolding, frequent opportunities for guided practice, checks for understanding, differentiated instruction, and the implementation of accommodations and specially designed instruction outlined in students' Individual Education Plans (IEPs). Students identified as performing below expectations will receive targeted intervention based on specific skill deficits, with progress monitored regularly to evaluate effectiveness and determine needed instructional adjustments.

Rationale:

Analysis of school achievement data indicates that the Students with Disabilities (SWD) subgroup achieved 37% proficiency, falling below the Federal Index benchmark of 41% and declining by 2 percentage points from the previous school year. This performance gap demonstrates the need for a systematic approach that strengthens both core instruction and intervention supports for students with disabilities. Research supports the use of explicit instruction, differentiated instructional practices, collaborative problem-solving, and frequent progress monitoring as effective strategies for improving academic outcomes for students with disabilities.

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

Quarter 1: Establish Systems and Expectations

Person Monitoring:

Jennifer Julian / Denise Dyal

By When/Frequency:

Weekly

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

Leadership Actions:

- Define and communicate non-negotiables for SWD instruction, accommodations, and intervention implementation.
- Establish clear expectations for general education and ESE collaboration during PLCs and planning meetings.
- Develop a schoolwide monitoring calendar for walkthroughs, data reviews, and progress monitoring checks.
- Ensure all teachers have access to student IEP information and accommodation requirements.
- Conduct baseline data reviews to identify achievement gaps, strengths, and priority standards for

SWD students.

Instructional Coach Actions:

- Provide professional development on evidence-based instructional practices for SWD, including explicit instruction, scaffolding, and checks for understanding.
- Support teachers in using assessment and progress-monitoring data to identify student needs.
- Facilitate collaborative planning focused on grade-level standards and differentiated instructional supports.
- Establish coaching cycles with teachers serving SWD students.
- Model instructional strategies designed to increase engagement and access to rigorous content.

Teacher Actions:

- Review SWD achievement, diagnostic, and progress-monitoring data to identify learning needs.
- Implement accommodations and specially designed instruction as outlined in IEPs.
- Collaboratively plan standards-based lessons that include differentiated supports.
- Participate in coaching cycles and apply feedback to instructional practice.
- Establish baseline progress-monitoring measures for all SWD students.

Action Step #2

Quarter 2: Strengthen Collaborative Planning and Instructional Practices

Person Monitoring:

Jennifer Julian / Keltie Fernandez

By When/Frequency:

Weekly

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

Leadership Actions:

- Monitor collaborative planning meetings for alignment to student needs and school expectations.
- Attend PLC meetings to support data discussions and instructional decision-making.
- Review lesson plans and planning artifacts to ensure accommodations and differentiation are embedded.
- Conduct classroom walkthroughs focused on implementation of evidence-based practices.
- Celebrate effective instructional practices and successful grade-level collaboration.

Instructional Coach Actions:

- Facilitate PLC discussions focused on analyzing student work and common assessment results.
- Support teachers in designing targeted reteaching and intervention opportunities.
- Continue coaching cycles focused on implementing collaboratively planned lessons.
- Model practices that promote access to grade-level content for SWD students.
- Provide resources and planning tools to strengthen differentiated instruction.

Teacher Actions:

- Participate actively in collaborative planning and PLC discussions.
- Analyze student work and assessment data to identify instructional adjustments.
- Implement common instructional strategies and agreed-upon interventions.
- Monitor student progress through formative assessments and classroom observations.
- Share successful instructional practices and intervention outcomes with colleagues.

Action Step #3

Quarter 3: Use Data to Adjust Instruction and Interventions

Person Monitoring:

Jennifer Julian / Keltie Fernandez

By When/Frequency:

Bimonthly

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

Leadership Actions:

- Facilitate regular data chats with grade levels and support staff focused on SWD performance.

- Monitor implementation of intervention plans and instructional adjustments.
- Review progress-monitoring data to determine the effectiveness of supports.
- Identify classrooms or grade levels needing additional coaching or resources.
- Ensure intervention decisions are based on current student performance data.

Instructional Coach Actions:

- Lead data-analysis sessions focused on identifying trends, strengths, and skill gaps.
- Support teachers in adjusting instruction based on student response to intervention.
- Continue coaching cycles emphasizing data-driven instructional practices.
- Assist teams in creating targeted reteaching plans for priority standards.
- Monitor intervention effectiveness and recommend instructional modifications.

Teacher Actions:

- Analyze formative, benchmark, and progress-monitoring data regularly.
- Implement reteaching, intervention, and enrichment based on student needs.
- Adjust instructional strategies when students are not demonstrating expected growth.
- Document student responses to interventions and instructional supports.
- Collaborate with PLC teams to review progress and refine action plans.

Action Step #4

Quarter 4: Monitor, Evaluate, and Refine for Continuous Improvement

Person Monitoring:

Jennifer Julian / Keltie Fernandez

By When/Frequency:

Weekly

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

Leadership Actions:

- Conduct end-of-year reviews of SWD achievement and growth data.
- Evaluate the effectiveness of instructional practices, interventions, and support systems.
- Facilitate reflection sessions with PLC teams to identify successful practices.
- Develop recommendations and priorities for the upcoming school year.
- Recognize staff contributions and growth in SWD achievement.

Literacy Coach Actions:

- Guide teachers through analysis of end-of-year assessment results.
- Facilitate reflection on instructional strategies that produced the strongest student outcomes.
- Document high-impact instructional practices and intervention approaches.
- Develop recommendations for future professional learning needs.
- Assist teams in creating transition plans to ensure continued support for SWD students.

Teacher Actions:

- Evaluate student growth and proficiency outcomes.
- Reflect on the effectiveness of instructional adjustments made throughout the year.
- Share successful interventions, strategies, and student work samples during PLCs.
- Document lessons learned and recommendations for future implementation.
- Collaborate with receiving teachers to support student transitions and continuity of services.

Area of Focus #3

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.

Overall Math proficiency was at 50% with the state and district average of.....

3rd grade proficiency was 49% with the state average of 66% and the district average of 66%.

4th grade proficiency was 40% with the state average of 65% and the district average of 62%.

5th grade proficiency was 39% with the state average of 62% and the district average of 58%.

6th grade proficiency was 74% with the state average of 60% and the district average of 74%.

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 Spring of 2027, increase math proficiency by 8% from 50% to 58%.

Monitoring

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

Implementation Monitoring:

To ensure that improvement efforts are implemented with fidelity, school leadership, instructional coaches, and teacher teams will regularly monitor instructional practices and collaborative planning processes.

- Conduct classroom walkthroughs and observations to monitor the implementation of math instructional non-negotiables, including standards alignment, mathematical discourse, problem-solving opportunities, formative assessment practices, and differentiated instruction.
- Review lesson plans, common planning documents, and PLC artifacts to ensure instruction is aligned to grade-level standards and focused on identified student needs.
- Monitor participation in collaborative planning and PLC meetings to ensure teams are analyzing data and developing instructional responses.
- Conduct coaching cycles focused on mathematics instruction, including modeling, observation, feedback, and reflection.
- Review intervention schedules and implementation logs to ensure targeted supports are provided consistently and as intended.
- Monitor the use of math manipulatives, instructional resources, and evidence-based strategies that support conceptual understanding and procedural fluency.

Impact Monitoring:

Student learning and growth will be monitored regularly to determine whether instructional practices and interventions are producing the desired outcomes.

- Analyze district assessments, benchmark assessments, common formative assessments, and

classroom assessment data during PLC meetings.

- Monitor student progress toward mastery of priority standards through ongoing formative assessments and progress-monitoring tools.
- Conduct monthly data reviews to identify trends, strengths, and areas requiring additional support.
- Track the effectiveness of interventions by examining student growth before and after targeted instructional support.
- Use student work samples to assess mathematical reasoning, problem-solving skills, and conceptual understanding.
- Facilitate data chats with teachers to evaluate progress and determine necessary instructional adjustments.
- Review subgroup performance data to ensure all student groups are making adequate growth toward proficiency goals.

Person responsible for monitoring outcome

Jennifer Julian / Natasha Fedor (T1)

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:

Implementation of framework in mathematics that emphasizes strong Tier 1 instruction, targeted small-group intervention, and ongoing progress monitoring. Instruction will focus on evidence-based practices, including explicit instruction, mathematical discourse, problem-solving opportunities, guided practice, differentiated instruction, and frequent formative assessment.

Rationale:

Analysis of assessment data suggests that students continue to experience challenges with mastering priority standards, applying mathematical concepts, and demonstrating proficiency in problem-solving and mathematical reasoning.

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

Quarter 1: Establish Expectations and Build Foundational Systems

Person Monitoring:

Jennifer Julian / Natasha Fedor

By When/Frequency:

weekly

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

- Define and communicate non-negotiables for mathematics instruction, including standards alignment, mathematical discourse, problem-solving, and formative assessment practices.
- Communicate a schoolwide mathematics instructional framework.
- Establish expectations for collaborative planning and PLCs focused on student achievement and priority standards.
- Conduct baseline data reviews to identify strengths, gaps, and priority student groups.
- Create a walkthrough schedule focused on monitoring mathematics instructional practices.

Math Coach Actions (T):

- Provide professional, in-depth paid learning on the B1G-M for mathematics for each grade level prior to pre-planning.
- Provide professional learning on effective mathematics instructional practices, including conceptual understanding, procedural fluency, and problem-solving.
- Support grade-level teams in unpacking standards and identifying learning progressions.
- Facilitate collaborative planning sessions focused on standards-aligned lessons.
- Establish coaching cycles that include modeling, co-teaching, observation, and feedback.
- Support teachers in analyzing beginning-of-year assessment data.

Teacher Actions:

- Analyze baseline assessment data to identify student strengths and areas of need.
- Develop standards-aligned learning intentions and success criteria.
- Implement mathematical discourse routines and opportunities for student reasoning.
- Participate in collaborative planning and PLC meetings.
- Implement formative assessment practices to monitor student understanding.

Action Step #2

Quarter 2: Strengthen Collaborative Planning and Instruction

Person Monitoring:

Jennifer Julian / Natasha Fedor (T)

By When/Frequency:

Weekly

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

- Monitor PLC meetings to ensure data analysis and instructional planning are occurring consistently.
- Conduct classroom walkthroughs focused on engagement, rigor, and implementation of instructional non-negotiables.
- Review lesson plans and planning documents for standards alignment and differentiation.
- Celebrate effective instructional practices and student growth.
- Provide resources and support based on identified instructional needs.

Math Coach Actions (T):

- Facilitate collaborative planning focused on priority standards and common misconceptions.
- Support teachers in designing rigorous tasks and problem-solving opportunities.
- Model effective questioning techniques and mathematical discourse strategies.
- Conduct coaching cycles focused on improving instructional delivery.
- Assist teams in developing common formative assessments.

Teacher Actions:

- Collaboratively plan standards-based lessons and assessments.

- Use formative assessment data to inform instructional decisions.
- Implement agreed-upon instructional strategies and best practices.
- Analyze student work to identify trends and misconceptions.
- Participate in coaching cycles and apply feedback to instruction.

Action Step #3

Quarter 3: Make Data-Drive Instructional Adjustments

Person Monitoring:

Jennifer Julian / Natasha Fedor (T)

By When/Frequency:

Bimonthly

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

Leadership Actions:

- Facilitate monthly data reviews focused on student growth and proficiency trends.
- Monitor implementation of intervention plans and instructional adjustments.
- Ensure grade-level teams use assessment data to drive instructional decisions.
- Identify areas requiring additional support, professional learning, or resources.
- Conduct instructional rounds to monitor effectiveness of mathematics instruction.

Math Coach Actions (T):

- Lead PLC data discussions focused on common assessment and benchmark results.
- Support teachers in identifying skill deficits and planning targeted reteaching.
- Assist teams in grouping students for intervention and enrichment.
- Continue coaching cycles focused on responsive mathematics instruction.
- Support implementation of intervention strategies aligned to student needs.

Teacher Actions:

- Analyze assessment data and student work to determine instructional next steps.
- Implement targeted interventions and reteaching based on identified needs.
- Differentiate instruction to address varying levels of student readiness.
- Monitor student progress regularly and adjust instruction as needed.
- Collaborate with colleagues to evaluate the impact of instructional practices.

Action Step #4

Quarter 4: Monitor, Evaluate, and Refine for Continuous Improvement

Person Monitoring:

Jennifer Julian / Natasha Fedor (T)

By When/Frequency:

Weekly

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

Leadership Actions:

- Conduct end-of-year reviews of mathematics achievement and growth data.
- Evaluate the effectiveness of instructional practices, interventions, and support systems.
- Facilitate reflection sessions with PLC teams to identify successful strategies.
- Develop recommendations and priorities for the upcoming school year.
- Recognize and celebrate staff and student accomplishments.

Math Coach Actions (T):

- Facilitate analysis of end-of-year assessment results and student growth data.
- Guide teams in identifying high-impact instructional practices.
- Document successful intervention and instructional strategies.
- Develop recommendations for future professional learning and coaching priorities.
- Support vertical articulation discussions to strengthen mathematics instruction across grade levels.

Teacher Actions:

- Analyze end-of-year data to evaluate student growth and achievement.

- Reflect on the effectiveness of instructional strategies and interventions.
- Share successful practices and student work samples with PLC teams.
- Document lessons learned and recommendations for future implementation.

Area of Focus #4

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

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

Overall Science proficiency was 41% with the state average of 60% and the district average of 64%.

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 Spring of 2027, increase Science proficiency by 10% from 41% to 51%.

Monitoring

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

Implementation Monitoring:

To ensure instructional practices are implemented with fidelity, school leadership, the science coach, and teacher teams will regularly monitor classroom instruction, collaborative planning, and intervention supports.

- Conduct classroom walkthroughs and observations focused on science instructional non-negotiables, including standards-based instruction, inquiry-based learning, hands-on investigations, academic discourse, and the integration of science vocabulary.
- Review lesson plans, unit plans, and collaborative planning artifacts to ensure alignment to grade-level benchmarks, state standards, and district curriculum resources.
- Monitor PLC meetings to ensure teams are analyzing student data, identifying misconceptions, and planning targeted instructional responses.
- Review the implementation of science labs, investigations, and performance-based learning opportunities to ensure students regularly engage in scientific thinking and problem-solving.
- Conduct coaching cycles to support teachers in implementing effective science instructional practices and improving student engagement.
- Monitor the use of instructional resources, science notebooks, and common assessments to ensure consistency across classrooms.

Impact Monitoring:

Student performance data will be reviewed regularly to determine the effectiveness of instructional practices and interventions and to guide adjustments throughout the school year.

- Analyze district assessments, benchmark assessments, common formative assessments, science unit assessments, and classroom data during PLC meetings.
- Monitor student mastery of science benchmarks and standards through ongoing formative assessments and performance tasks.
- Conduct monthly data reviews to identify trends, strengths, learning gaps, and areas requiring additional support.
- Review student work samples, science notebooks, and laboratory investigations to evaluate scientific reasoning, content understanding, and application of skills.
- Utilize data chats with teachers to discuss student progress and identify instructional adjustments needed to increase mastery.
- Monitor subgroup performance data to ensure equitable growth among all student groups and identify groups requiring additional intervention or support.
- Compare quarterly assessment data to proficiency targets to determine progress toward the annual goal.

Person responsible for monitoring outcome

Jennifer Julian / Keltie Fernandez

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:

Implementation of a comprehensive, evidence-based science intervention focused on standards-aligned Tier 1 instruction, inquiry-based learning, collaborative planning, and data-driven instructional decision-making. Teachers will engage students in hands-on investigations, scientific discourse, claim-evidence-reasoning activities, and real-world problem-solving tasks designed to deepen conceptual understanding and increase mastery of grade-level science standards.

Rationale:

Research supports inquiry-based science instruction, explicit vocabulary instruction, hands-on investigations, and frequent opportunities for scientific reasoning as effective practices for improving student achievement in science. Students learn science concepts more effectively when they actively engage in investigations, analyze evidence, communicate scientific thinking, and apply knowledge to authentic problems.

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

Quarter 1: Establish Foundations for High-Quality Science Instruction

Person Monitoring:

Jennifer Julian / Keltie Fernandez

By When/Frequency:

Weekly

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

- Define and communicate schoolwide expectations for science instruction, including inquiry-based learning, hands-on investigations, scientific discourse, and standards alignment.
- Establish a science instructional framework that outlines non-negotiables for classroom implementation.
- Analyze baseline science data to identify trends, strengths, and areas of need.
- Create a schedule for science walkthroughs, PLC meetings, and data reviews.
- Ensure grade-level teams have access to district science resources and instructional materials.
- Develop schedules to reflect STEM teacher pushing into 5th grade science blocks for targeted instruction.
- Partner with BPS Science Content Specialist to develop a year-long plan for science lesson planning sessions and data analysis support.

Instructional Coach Actions:

- Provide professional learning on effective science instructional practices and the integration of science standards.
- Support teachers in unpacking standards and identifying benchmark learning targets.
- Facilitate collaborative planning sessions focused on standards alignment and rigorous science instruction.
- Develop coaching cycles that include modeling, co-planning, observation, and feedback.
- Assist teachers in analyzing baseline assessment data and identifying instructional priorities.
- Plan STEM Fair Family Orientation (T) to support at-home learning for the scientific process, mathematics and engineering design.

Teacher Actions:

- Review baseline science data and identify priority standards and student needs.
- Develop standards-based learning targets and success criteria.
- Implement science notebooks and opportunities for student reflection and evidence-based thinking.
- Participate actively in PLC and collaborative planning meetings - to include STEM teacher.
- Establish routines for scientific inquiry, questioning, and student discourse.
- Front load science vocabulary for SWD

Action Step #2

Quarter 2: Strengthen Collaborative Planning and Student Engagement

Person Monitoring:

Jennifer Julian / Keltie Fernandez

By When/Frequency:

Weekly

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

Leadership Actions:

- Monitor implementation of science instructional expectations through classroom walkthroughs.
- Participate in PLC discussions to ensure planning is aligned to standards and student needs.
- Review lesson plans and instructional materials for rigor and standards alignment.
- Support the acquisition and utilization of science resources and materials.
- Recognize and celebrate effective science instructional practices.

Instructional Coach Actions:

- Facilitate collaborative planning focused on developing engaging investigations and performance tasks.
- Support teachers in implementing inquiry-based instructional strategies.
- Model lessons that emphasize scientific thinking, reasoning, and academic vocabulary.
- Guide teams in creating common formative assessments aligned to science standards.
- Continue coaching cycles focused on improving instructional delivery and student engagement.

Teacher Actions:

- Collaboratively plan and implement standards-based science lessons and investigations.
- Utilize hands-on learning experiences and opportunities for scientific inquiry.
- Implement common formative assessments to monitor student understanding.
- Analyze student work and identify misconceptions.
- Integrate academic vocabulary and science discourse into daily instruction.
- Front load science vocabulary for SWD
- Incorporate Florida Science Coach (T) into science instruction.

Action Step #3**Quarter 3: Data-Driven Instructional Adjustments****Person Monitoring:**

Jennifer Julian / Keltie Fernandez

By When/Frequency:

Bimonthly

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

- Conduct monthly science data reviews to monitor student growth and proficiency trends.
- Monitor the effectiveness of science interventions and enrichment opportunities.
- Ensure PLC teams use assessment data to make instructional decisions.
- Identify areas requiring additional instructional support or coaching.
- Conduct classroom observations focused on student engagement and scientific thinking.

Instructional Coach Actions:

- Lead PLC discussions focused on benchmark, formative assessment, and student work data.
- Support teachers in identifying gaps in student understanding and planning targeted reteaching.
- Assist in developing differentiated lessons and intervention plans.
- Continue coaching cycles focused on responsive and data-driven instruction.
- Support teachers in using assessment data to evaluate the effectiveness of instructional strategies.
- Plan Orlando Science Center (T) family event to promote home-school connection for hands-on science lessons.

Teacher Actions:

- Analyze assessment and student work data to identify strengths and instructional needs.
- Provide targeted reteaching and intervention based on identified misconceptions.
- Differentiate instruction to meet the needs of all learners.
- Monitor student progress through formative assessments and science investigations.
- Collaborate with peers to evaluate student growth and refine instructional practices.
- Front load science vocabulary for SWD

Action Step #4

Quarter 4: Monitor, Evaluate, and Sustain Effective Practices

Person Monitoring:

Jennifer Julian / Keltie Fernandez

By When/Frequency:

Weekly

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

Leadership Actions:

- Review end-of-year science achievement and growth data to evaluate goal attainment.
- Facilitate reflection sessions focused on identifying successful instructional practices.
- Evaluate the effectiveness of interventions, PLC processes, STEM teacher and coaching supports.
- Develop recommendations and priorities for science instruction for the following year.
- Celebrate teacher and student accomplishments in science achievement.

Instructional Coach Actions:

- Guide teams through analysis of end-of-year assessment results and growth data.
- Facilitate reflection on instructional strategies that resulted in the greatest student gains.
- Document high-impact science instructional practices and resources.
- Develop recommendations for future coaching and professional learning opportunities.
- Support vertical planning discussions to strengthen continuity across grade levels.

Teacher Actions:

- Analyze end-of-year student performance data and evaluate growth.
- Reflect on instructional practices and identify strategies that contributed to student success.
- Share successful lessons, investigations, and student work samples with PLC teams.
- Document effective intervention and instructional practices for future use.
- Participate in transition and vertical planning discussions to ensure continued student success.
- Front load science vocabulary for SWD

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 is the identified area of focus for a positive learning environment. This area is identified as a need for all grade levels (K-6) at Columbia Elementary. This area was identified as a area need though reviewing the prior years attendance data. School attendance was at 91% in May 2025. This was below the district's long-term attendance goal of 95% by 2030. The data that was reviewed showed indicators that improving attendance would positively impact student achievement, academic engagement, and overall success. After reviewing the data, Columbia established a goal to increase student attendance to 93% by May 2026.

Regular attendance is essential to the learning environment. Having regular attendance ensures

consistent access to instruction, interventions and social opportunities. Attendance affects student learning across all grade levels. In grades K-2 attendance affects the foundational literacy, math and social skills. In the intermediate grades, 3rd -6th, attendance affects their academic progress, their ability to master grade level standards, and reach proficiency on state assessments.

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.

Columbia Elementary's attendance rate was at 91% in May 2025. For the 2025-2026 school year Columbia had a goal for attendance, to reach 93% by May 2026. This goal was almost met with the end of year rate for attendance being at 92.4%. Based on this review of data , the school has established a measurable goal of increasing student attendance to **93% by May 2027**. Improvement efforts to increase student attendance rate will focus on all grade levels (K-6) to ensure consistent access to instructional and intervention services.

Specific Measurable Outcome:

- Increase the school wide Attendance rate to 93%.
- Reduce number of students who are chronically absent by using interventions and family support services.
- Increase the attendance rate through school-wide awareness and recognition programs.

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.

Columbia's Parent Liaison (T) will monitor attendance weekly by running attendance reports. The Liaison will collaborate with teachers, the Individual Problem Solving Team contact, administrators and families to provide support and resources to improve attendance.

Monitoring Activities will include:

- The schools Elementary Specialist (T) will run monthly attendance reports amd provide awards and house points to the students who had 0 tardies and 0 absences for that month.
- The Parent Liaison (T)will coordinate with the school social worker to help get resources for students and families who may need support in getting their child to school.
- Parent Liaison (T) will contact families regularly regarding attendance concerns and offer supports .
- Parent Liaison (T) will run weekly attendance reports.

Person responsible for monitoring outcome

Parent Liaison (T)

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:

Parent Liaison (T) and School Social Worker (T)

Rationale:

A parent liaison and school social worker play a crucial role in improving student attendance by serving as a bridge between the school and families. Here's how their impact can be both positive and powerful: 1. Building Trust and Relationships Parent to foster strong relationships with families, especially those who may feel disconnected from the school system. When families trust the school, they're more likely to prioritize attendance and communicate openly about challenges. 2. Identifying Barriers to Attendance They help uncover underlying issues affecting attendance, such as transportation problems, health concerns, or family crises. By understanding these barriers, they can connect families with resources or support services. 3. Promoting Awareness Parent liaisons and social workers educate families on the importance of regular attendance and its impact on academic success. They may organize workshops, send newsletters, or hold one-on-one meetings to reinforce this message and reduce barriers to daily school attendance. 4. Encouraging Engagement Increased parental involvement often leads to better student outcomes, including attendance. Liaisons and Social Workers encourage parents to participate in school events, volunteer opportunities, and decision-making processes. 5. Providing Personalized Support They offer individualized outreach to families of chronically absent students, helping to develop attendance improvement plans. This might include regular check-ins, home visits, or coordinating with school counselors and district social workers. 6. Celebrating Successful Parent liaisons and Social Workers help implement recognition programs for good or improved attendance, which motivates students and families.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Resiliency Education

Rationale:

Resiliency education supports improved student attendance by addressing many of the underlying factors that contribute to chronic absenteeism, including anxiety, low school connectedness, social-emotional challenges, and difficulty managing personal or academic stressors. Research demonstrates that students who possess strong resilience and social-emotional competencies are more likely to engage positively in school, maintain stronger peer and adult relationships, and demonstrate consistent attendance. By fostering a sense of belonging, confidence, and perseverance, resiliency education helps students overcome barriers to attendance and increases their motivation to attend school regularly. As a proactive and preventative strategy, resiliency education contributes to a positive school climate and supports long-term student engagement and success.

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

Weekly Attendance Reports and Connection

Person Monitoring:

Parent Liaison (T)

By When/Frequency:

Weekly

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

Run weekly attendance reports in Focus to track and monitor student attendance. This report will identify families to call and support/make a connection with to increase school attendance. If a parent shares a barrier to attendance, the Parent Liaison (T) will work with the school social worker (T) and school counselor for in-school and/or community resources.

Action Step #2

BPS Attendance Challenge

Person Monitoring:

Parent Liaison (T)

By When/Frequency:

Monthly

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

Parent Liaison will promote the BPS Attendance Challenge. She will use the Attendance Tool Kit to implement monthly themes, resources and incentives to positively increase student attendance.

Action Step #3

Resiliency Education

Person Monitoring:

Social Worker (T) and School Counselor

By When/Frequency:

Monthly

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

Columbia will implement resiliency education through monthly lessons and activities focused on specific resilience traits such as perseverance, responsibility, self-control, empathy, and problem-solving. Columbia's Social Worker (T) and Teachers will incorporate these concepts into classroom discussions, morning meetings, and schoolwide character-building activities. To reinforce positive behaviors, each classroom will recognize one student monthly who consistently demonstrates the featured resiliency trait. Recognized students will be celebrated through classroom acknowledgments, school announcements, certificates, or other positive incentives.

Monitoring Impact:

The school will monitor the effectiveness of this strategy by reviewing monthly attendance data, chronic absenteeism rates, and student behavior indicators. School Counselor will track participation in resiliency activities and recognition programs, while also monitoring trends in attendance among recognized students and the broader student population. Feedback from teachers, students, and families will be collected periodically to assess student engagement and school connectedness. Attendance and climate data will be reviewed quarterly to determine the impact of the initiative and guide any necessary adjustments.

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.

Columbia Elementary is committed to ensuring that the School Improvement Plan (SIP) is communicated transparently and collaboratively with all stakeholders, including students, families, school staff, and community members. In accordance with Title I requirements, the SIP and progress toward identified goals will be shared throughout the school year using multiple communication methods and in languages that parents and families can understand.

Initial Dissemination of the School Improvement Plan (August / September)

At the beginning of each school year, the SIP will be presented and reviewed with stakeholders through the following avenues:

- Presentation to the School Advisory Council (SAC) for input and approval.
- Review during faculty and staff meetings to ensure alignment of instructional practices and school improvement efforts.
- Distribution and discussion during the Annual Title I Meeting and Open House events.
- Posting of the SIP on the school's website and availability in the front office upon request.
- Communication to families through school newsletters, Blackboard/ParentSquare messages, social media platforms, and other school communication systems.
- Classroom discussions and student-friendly goal-setting activities to help students understand schoolwide achievement goals.

Ongoing Progress Monitoring and Communication (October, January and May)

Progress toward SIP goals will be shared regularly throughout the year to maintain transparency and stakeholder engagement. Communication methods will include:

- Quarterly updates at SAC meetings.
- Data reviews during faculty meetings and Professional Learning Community (PLC) meetings.

- School newsletters highlighting progress toward school improvement goals.
- Parent and family updates through electronic communication platforms, school websites, and social media.
- Student recognition events and classroom data chats that celebrate growth and achievement toward SIP goals.

Mid-Year School Improvement Plan Review (January)

Consistent with Title I family engagement expectations, Columbia Elementary will conduct a formal Mid-Year SIP Review with stakeholders. This review will:

- Present student achievement and progress-monitoring data.
- Highlight successes, challenges, and adjustments being made to improvement strategies.
- Be shared with families during a Title I family engagement event, SAC meeting, and through electronic communication.
- Provide opportunities for stakeholder feedback and recommendations regarding school improvement efforts.

End-of-Year School Improvement Plan Review (May)

At the conclusion of the school year, Columbia Elementary will conduct an End-of-Year SIP Review with students, families, staff, and community stakeholders. This review will:

- Summarize progress toward all SIP goals and measurable outcomes.
- Share student achievement data and growth results.
- Reflect on the effectiveness of implemented strategies and interventions.
- Gather stakeholder feedback to inform the development of the following year's School Improvement Plan.
- Be presented through SAC meetings, faculty meetings, Title I stakeholder meetings, and shared electronically with families.

Language Accessibility

To ensure equitable access to information, Columbia Elementary will provide SIP information and progress updates in a language parents and families can understand to the greatest extent practicable. Translation and interpretation services will be made available as needed. Key SIP documents, family communications, meeting notices, and presentations will be translated when appropriate, and bilingual staff or district-supported translation services will be utilized to support meaningful family engagement.

Through these ongoing communication efforts, Columbia Elementary will ensure that all stakeholders are informed, engaged, and active partners in supporting the school's continuous improvement and student success.

Columbia's webpage where the SIP is publicly available: <https://columbia.brevardschools.org/o/coes/page/sac>

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)).

Columbia Elementary recognizes that strong partnerships among the school, families, and community stakeholders are essential to fulfilling the school's mission and supporting student success. The school is committed to fostering a welcoming, collaborative environment where parents and community members are valued as partners in the educational process.

To build and maintain positive relationships, Columbia Elementary will offer multiple opportunities for meaningful family engagement throughout the school year. These opportunities include Open House, Curriculum Nights, Parent-Teacher Conferences, Family Engagement Events, Title I meetings, student performances, volunteer opportunities, and School Advisory Council (SAC) meetings. These events provide families with information about academic expectations, school initiatives, and ways to support learning at home while encouraging two-way communication between home and school. The school will maintain consistent and timely communication with families through multiple platforms, including newsletters, Focus messages, emails, phone calls, social media, the school website, and printed communications when needed. Communication will be provided in a language parents can understand to the greatest extent practicable, utilizing translation and interpretation services to ensure all families have access to important information.

To keep parents informed of their child's academic progress, Columbia Elementary will provide regular progress reports, report cards, assessment results, and updates on student achievement data. Teachers will communicate frequently with families regarding student performance, attendance, behavior, and academic goals through conferences, phone calls, emails, and family-teacher meetings. Families will also be encouraged to monitor student progress through available district and school-based platforms.

The school will strengthen partnerships with community organizations, local businesses, and civic groups to provide additional resources, mentoring opportunities, enrichment experiences, and support services that address the academic, social, emotional, and physical needs of students. Community stakeholders will be invited to participate in school events, recognition programs, and school improvement discussions to ensure a collaborative approach to meeting student needs.

Additionally, Columbia Elementary will actively seek stakeholder feedback through surveys, SAC meetings, Title I consultations, and family engagement events. Feedback from parents, students, staff, and community partners will be used to guide decision-making and continuous improvement efforts.

Through ongoing communication, meaningful engagement opportunities, and collaborative partnerships, Columbia Elementary will cultivate positive relationships with families and community stakeholders, support the needs of all students, and ensure that parents remain informed, involved, and empowered in their child's educational journey.

Website for Parent and Family Engagement: <https://columbia.brevardschools.org/o/coes/page/title-i>

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)).

Columbia will strengthen its academic program by implementing the BPS Elementary Instruction Agreements with fidelity.

1. Collaborative Planning and Tier 1 Instruction - Instructional planning weekly with administration / coach and instructional delivery of model, guided practice, and independent practice
2. Monitor Student Progress Toward Mastery - administrators / school-based teams conduct walks and analyze data and teachers

Columbia Elementary will increase the amount and quality of learning time by providing additional intervention and enrichment opportunities during the school day. Students who require additional support will receive targeted small-group instruction, intervention services, and progress monitoring based on their academic needs. Teachers will utilize flexible grouping, differentiated instruction, and evidence-based intervention programs to accelerate student learning and close achievement gaps. Columbia will have a school-wide "walk to" model for intervention / enrichment.

To provide an enriched and accelerated curriculum, the school will incorporate higher-order thinking tasks, daily writing across the content areas, and hands-on investigations in science. Students demonstrating academic proficiency will be challenged through enrichment activities, advanced learning opportunities, and differentiated assignments designed to extend learning beyond grade-level expectations. Achievement Level Descriptors (ALDs) will be used to reach the highest standard levels in reading and math.

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 SIP is a comprehensive plan that utilizes federal, state and local services, resources, and programs collaboratively to ensure all students can meet challenging state standards. Student Services and Florida Diagnostic and Learning Resources System (FDLRS) provide instructional support services to students, families, and teachers of students with exceptionalities (SWD). Title IX / McKinney Vento provides support and services like school supplies, tutoring, counseling, and transportation for our families in transition. Title III provides instructional support for our ELL students and translation opportunities for families. Through Title II professional development and training is provided for our staff to improve instructional practices. In collaboration with the Early Learning Coalition of Brevard, we host Voluntary PreKindergarten (VPK) Programs at our school. Our VPK Programs are a free early learning programs to prepare our four year olds for kindergarten and build the foundation for school success.

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 (T1) These professionals can assist students in addressing challenges, fostering resilience, managing emotions, and applying interpersonal skills in individual and group settings. Basic care needs are address. Resiliency education is built into our school environment through our daily morning meetings. Our resiliency program focuses on character development and mental health. Consultations are available for 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 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)).

Not applicatble

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)).

At Columbia, the Multi-Tiered System of Supports (MTSS) system is in place. This evidence based model uses data based problem solving to integrate academic and behavioral instruction and intervention, which are delivered to all students in varying intensities (tiers) based on student need. Needs driven decision-making ensures that support and resources reach the appropriate students at the level needed to accelerate student performance and reach proficiency. Columbia uses its Individual Problem Solving Team (IPST) tidentifies and provides tiered interventions for behavior and

early interventions.

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)).

Columbia Elementary is committed to providing high-quality professional learning and support for teachers, paraprofessionals, instructional coaches, and school leaders to improve instructional effectiveness, strengthen data-driven decision-making, and increase student achievement.

Professional learning opportunities will focus on the district's instructional framework, including **coherence, explicit instruction, standards-based planning, and the effective use of formative and summative assessment data**, with an emphasis on literacy, mathematics, and science achievement.

Strengthening Instruction Through Professional Learning

Teachers, paraprofessionals, and instructional coaches will participate in ongoing professional learning that promotes a coherent instructional approach across grade levels and content areas. Key areas of focus include:

- Implementation of the Florida B.E.S.T. Standards and district curriculum resources.
- Explicit instruction strategies that include clear learning intentions, modeling, guided practice, checks for understanding, and purposeful feedback.
- Literacy-focused instructional practices that support vocabulary development, reading comprehension, writing, and disciplinary literacy across content areas.
- Mathematics instructional practices that strengthen conceptual understanding, mathematical discourse, problem-solving, and procedural fluency. BIG-M
- Science instructional practices that incorporate inquiry-based learning, hands-on investigations, academic vocabulary development, and integration of literacy skills.
- Differentiated instruction and small-group teaching to meet the needs of diverse learners.
- Effective classroom management and student engagement strategies.

Data-Driven Decision Making

Columbia Elementary will build staff capacity to effectively analyze and use academic data to improve instruction and student outcomes. Professional learning and collaborative planning will include:

- Regular Professional Learning Community (PLC) meetings focused on reviewing assessment data and monitoring student progress.
- Training on the use of district and state assessment data, progress monitoring tools, and formative assessment practices.

- Data chats and collaborative planning sessions to identify instructional strengths, learning gaps, and intervention needs.
- Ongoing coaching support to assist teachers in adjusting instruction based on student performance data.
- Progress monitoring cycles that evaluate the effectiveness of instructional strategies and interventions.

Job-Embedded Coaching and Support

Instructional coaches, school administrators, and teacher leaders will provide continuous support through:

- Classroom walkthroughs and instructional feedback.
- Modeling and co-teaching of effective instructional practices.
- Peer observations and collaborative learning opportunities.
- Individualized coaching cycles based on teacher needs and student performance data.
- Mentoring programs for new and developing teachers.

Professional Learning for Paraprofessionals

Paraprofessionals will receive targeted training designed to support instructional effectiveness and student achievement, including:

- Small-group instructional strategies.
- Literacy and mathematics intervention practices.
- Student engagement and behavior support techniques.
- Effective collaboration with classroom teachers.
- Data collection and progress-monitoring procedures.

Recruitment and Retention of Effective Educators

Columbia Elementary recognizes the importance of recruiting and retaining highly qualified and effective teachers, particularly in high-need areas such as mathematics and science. To support these efforts, the school will:

- Provide structured mentoring and induction support for new teachers.
- Foster a collaborative and positive school culture that values professional growth and shared leadership.
- Offer job-embedded coaching, feedback, and professional development aligned to teacher needs.
- Recognize and celebrate teacher accomplishments and instructional excellence.
- Encourage participation in district leadership opportunities, professional learning communities, and teacher leadership roles.
- Support pathways for certification, endorsement programs, and professional advancement opportunities in mathematics, science, and other critical shortage areas.

- Utilize strategic hiring practices and district recruitment initiatives to attract highly qualified educators.

Through a comprehensive system of professional learning, coaching, collaboration, and support, Columbia Elementary will strengthen instructional practices, enhance the use of data to drive student achievement, and cultivate a highly effective workforce committed to ensuring success for all students.

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)).

Columbia Elementary recognizes that successful transitions from early childhood education programs to elementary school are critical to establishing a strong foundation for academic and social-emotional success. The school works collaboratively with families, preschool providers, and community partners to ensure that incoming kindergarten students experience a positive, welcoming, and supportive transition into the school environment.

One of Columbia Elementary's signature transition activities is "**Taste of Kindergarten**," a soft-start kindergarten transition program designed to familiarize students and families with the school community before the start of the school year. This engaging event provides incoming kindergarten students and their families with opportunities to explore the school, build relationships with staff, and become comfortable with kindergarten expectations in a fun and developmentally appropriate setting.

During **Taste of Kindergarten**, students participate in hands-on, age-appropriate activities and play-based learning experiences while families receive important information about kindergarten readiness, school procedures, and available supports. The event includes opportunities for children and families to interact with representatives from:

- Art
- Music
- Physical Education (PE)
- STEM
- Media Center Services

Students engage in exploratory activities that introduce them to the enrichment programs they will experience throughout the school year, helping to reduce anxiety and build excitement about starting school.

Additionally, families are provided with access to school and community resources that support student learning, health, wellness, and family engagement. Community agencies and school

personnel share information regarding academic supports, after-school opportunities, attendance expectations, transportation, nutrition services, and other resources available to families.

To further support the transition process, Columbia Elementary:

- Collaborates with local preschool and early childhood education providers to promote kindergarten readiness.
- Conducts kindergarten registration and orientation activities for families.
- Provides opportunities for families to meet school staff, administrators, and support personnel.
- Shares information regarding academic standards, social-emotional development, and school expectations.
- Maintains ongoing communication with families throughout the summer and the beginning of the school year.
- Creates welcoming classroom environments that foster a sense of belonging and safety for all students.
- Provide families with a "Meet & Greet" - meet the teacher and explore classroom in August.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, 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.

Columbia Elementary collaborates closely with district Exceptional Student Education (ESE) staff to review and evaluate the use of resources to ensure the needs of Students with Disabilities (SWD) are effectively addressed. This process includes ongoing data analysis, resource allocation reviews, and strategic planning to improve student outcomes.

1. Needs Assessment

The school and district conduct a comprehensive review of academic, behavioral, attendance, and progress-monitoring data for SWD. Information from IEP goals, state and district assessments, teacher feedback, and stakeholder input is used to identify student strengths, areas of need, and barriers to achievement.

2. Resource Evaluation

School and district teams evaluate the effectiveness of current resources, including instructional materials, intervention programs, staffing allocations, professional learning opportunities, assistive technology, and support services. This review ensures that resources are aligned to the identified needs of students and support access to the general education curriculum.

3. Gap Analysis

Using the data collected, Columbia Elementary and district personnel identify gaps between current student performance and desired outcomes. The analysis includes reviewing achievement trends, service delivery models, staffing needs, intervention effectiveness, and access to appropriate supports to determine areas requiring additional attention or resources.

4. Action Plan Development

Based on the findings, the school and district collaboratively develop an action plan to address identified needs. The plan may include adjustments to instructional practices, targeted interventions, professional development, resource reallocation, additional staffing supports, or enhanced family engagement strategies. Progress is monitored regularly, and the plan is revised as needed to ensure continuous improvement and increased achievement for students with disabilities.

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).

Columbia Elementary will implement a year-long plan to improve academic outcomes for Students with Disabilities (SWD) through collaboration, data-driven decision-making, professional learning,

targeted interventions, and ongoing support.

Pre-Planning (July–August): School leaders, the ESE Support Specialist, and District ESE Specialist will review SWD achievement data, identify needs, and establish goals. Staff will participate in professional learning focused on collaborative teaching, accommodations, differentiated instruction, and progress monitoring. Schedules and support systems will be designed to maximize inclusion and instructional effectiveness.

Quarter 1 (August–October): Teachers will implement collaborative teaching practices and targeted interventions in literacy and mathematics. The ESE Support Specialist and District ESE Specialist will provide coaching, classroom support, and monitoring. MTSS meetings will be conducted regularly to identify student needs and adjust supports.

Quarter 2 (October–December): Professional learning will continue with a focus on collaborative teaching, explicit instruction, and data analysis. PLCs, MTSS meetings, and Instructional Leadership Team (ILT) reviews will be used to analyze student performance data and refine interventions. Family communication regarding student progress will be strengthened.

Quarter 3 (January–March): A formal **Mid-Year Data Review** will be conducted by school and district teams, including the ESE Support Specialist, District ESE Specialist, and Instructional Leadership Team. Student data, intervention effectiveness, and IEP progress will be reviewed to identify students needing additional support and to adjust instructional plans accordingly.

Quarter 4 (March–May): As students prepare for PM3 and state assessments, the school will provide targeted tutoring, boot camps, and small-group acceleration opportunities focused on priority literacy and mathematics standards. Weekly data reviews and continued coaching support will ensure interventions are responsive to student needs.

End-of-Year Review (May–June): School and district teams will analyze assessment results, evaluate the effectiveness of interventions and professional learning efforts, and identify priorities for the following school year.

Expected Outcome: Through ongoing collaboration with district ESE staff, professional learning in collaborative teaching, regular MTSS meetings, mid-year data reviews, targeted tutoring, and PM3 boot camps, Columbia Elementary will increase proficiency, learning gains, and overall academic achievement for Students with Disabilities.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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