Brevard Public Schools

LEWIS CARROLL ELEMENTARY SCHL



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2

C. Demographic Data 6

D. Early Warning Systems 7

II. Needs Assessment/Data Review 11

A. ESSA School, District, State Comparison 12

B. ESSA School-Level Data Review 13

C. ESSA Subgroup Data Review 14

D. Accountability Components by Subgroup 15

E. Grade Level Data Review 18

III. Planning for Improvement 19

IV. Positive Learning Environment 35

V. Title I Requirements (optional) 40

VI. ATSI, TSI and CSI Resource Review 43

VII. Budget to Support Areas of Focus 44

School Board Approval

This plan was approved by the Brevard County School Board on Approved by School Board on Sept. 10, 2026. .

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

Together, we collaborate, create intentional opportunities, and empower every learner to achieve their highest potential. (Re. 2026).

Provide the school's vision statement

Together we will achieve greatness! (Re. 2026)

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

Jami Miner

miner.jami@brevardschools.org

Position Title

Principal

Job Duties and Responsibilities

- Oversee all focus areas, action steps, and monitoring of the overall School Improvement Plan.
- Establish monitoring schedule to ensure the implementation of the SIP.
- Conduct regular classroom walkthroughs to identify evidence of plan alignment.
- Hold monthly data meetings to inspect data trends and brainstorm action steps with leadership team.
- Collect evidence of alignment and showcase when possible (teachers observing others, etc.)
- Provide teachers will actionable feedback to better align practices to those outlined in the SIP.
- Use evidence and artifacts to make adjustments if appropriate to SIP with stakeholder

feedback.
- Communicate with appropriate stakeholders about our goals and milestones.
- Provide regularly scheduled Professional Learning Team (PLT) sessions for teachers to engage in professional learning and planning.
- Conduct regular walkthroughs to ensure the implementation of the adopted curriculum in ELA, Math, and Science, as well as intervention materials for ELA/Math.
- Provide regularly scheduled data meetings to discuss student progression and identify trends.- Schedule Professional Development Opportunities focused around ELA, Math, MTSS, and SWD as needed.

Leadership Team Member #2

Employee's Name
Nicole Parks

parks.nicole@brevardschools.org

Position Title
Assistant Principal

Job Duties and Responsibilities

- Master Schedule management.
- Provide teachers access to adopted curriculum and inventory management.
- Provide access and training on district pacing guide.
- Secure required district assessments for teachers.
- Conduct walkthroughs and feedback to teachers.
- Secure intervention materials needed (from the decision tree) and provide accessibility to teachers.
- Conduct regular walkthroughs to ensure the implementation of the adopted curriculum in ELA, Math, and Science.
- Provide regularly scheduled data meetings to discuss student progression and identify trends.
- Monitor the use of PENDA Science in Grades 3-6.

Leadership Team Member #3

Employee's Name
Brittany Gault

gault.brittany@brevardschools.org

Position Title
Literacy Coach

Job Duties and Responsibilities

- Collaborative Planning for Quality Tier 1 instruction and ensure access to curriculum for all students.
- Participate in regularly scheduled MTSS/Data meetings.
- Support teachers with the implementation of ELA interventions.
- Conduct regular walkthroughs to observe the implementation of interventions.
- Provide professional development opportunities for intervention materials and processes.
- Participate in coaching cycles with teachers.
- Collaboratively plan for instruction with teachers.
- Provide professional learning grounded in the Science of Reading.

Leadership Team Member #4

Employee's Name
Theresa Perrette

perrette.theresa@brevardschools.org

Position Title
ESE Support Specialist

Job Duties and Responsibilities

- Participate is data chats.
- Monitor ESE compliance.
- Support teachers with ESE compliance.
- Provide professional development to teachers to allow for best practices in serving ESE students.

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.

A core team that attended the ASCEND conference played a key role in analyzing data, identifying priorities, and drafting improvement strategies. The draft SIP will be presented to both school staff and the School Advisory Council (SAC) for additional feedback and refinement, ensuring the plan

reflects shared priorities and supports continuous improvement for all students.

3. SIP Monitoring

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

The School Improvement Plan (SIP) will be regularly monitored through data analysis of student performance on formative and summative assessments, with particular attention to students in identified achievement gap groups. In addition, instructional walkthroughs will be conducted regularly to ensure implementation of strategies outlined in the SIP, providing real-time insight into instructional practices and areas for support. Grade-level teams and leadership will review data and observation trends quarterly to assess progress and make necessary adjustments. Stakeholder feedback—including input from families, staff, and community partners—will be collected through conversations, meetings, and advisory groups. Based on this feedback and student performance data, the SIP will be revised annually to ensure targeted support and continuous improvement aligned to state academic standards.

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	**40.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**N/A**
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)** **ASIAN STUDENTS (ASN)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2025-26: A** **2024-25: A** **2023-24: A** **2022-23: A** **2021-22: A**

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	44	70	71	85	100	97	96			563
Absent 10% or more school days	4	5	11	18	7	15	15			75
One or more suspensions	0	4	6	5	7	3	3			28
Course failure in English Language Arts (ELA)	0	0	0	1	0	1	0			2
Course failure in Math	0	0	0	0	2	1	1			4
Level 1 on statewide ELA assessment	1	14	23	14	5	12	4			73
Level 1 on statewide Math assessment	2	6	12	11	5	12	14			62
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	0	0	0	0	0	0			0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0	0	0			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	0	6	9	8	4	6	8			41

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	11	8	3	0	0	1			27
Students retained two or more times	0	0	0	0	0	1	1			2

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	45	73	87	110	90	91	77			573
Absent 10% or more school days	3	9	10	11	8	13	8			62
One or more suspensions		9	6	8	3	6	1			33
Course failure in English Language Arts (ELA)				1	1	2				4
Course failure in Math					4	2				6
Level 1 on statewide ELA assessment	5	17	26	18	4	16	2			88
Level 1 on statewide Math assessment	5	8	10	21	5	10	4			63
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		1								1
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	2	6	8	5	2	8	1			32

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	7	7	5	1						20
Students retained two or more times				1	1	1	2			5

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 CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	77	65	62	80	62	59	74	61	57
Grade 3 ELA Achievement	78	63	61	80	58	59	77	59	58
ELA Learning Gains	67	67	63	73	62	60	72	64	60
ELA Lowest 25th Percentile	65	61	58	63	57	56	64	60	57
Math Achievement*	74	66	66	80	63	64	76	62	62
Math Learning Gains	65	68	64	84	67	63	74	68	62
Math Lowest 25th Percentile	55	55	50	71	54	51	61	59	52
Science Achievement	75	66	62	82	62	58	73	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)	N/A
OVERALL FPPI – All Students	70%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	556
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
70%	77%	71%	69%	64%	59%	

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	55%	No		
Asian Students	80%	No		
Hispanic Students	60%	No		
Multiracial Students	72%	No		
White Students	71%	No		
Economically Disadvantaged Students	63%	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	77%	78%	67%	65%	74%	65%	55%	75%					
Students With Disabilities	56%	54%	60%	54%	59%	51%	52%	50%					
Asian Students	80%				80%								
Hispanic Students	65%		59%	58%	65%	52%							
Multiracial Students	72%		67%		72%	78%							
White Students	78%	79%	68%	67%	76%	65%	55%	76%					
Economically Disadvantaged Students	68%	75%	60%	62%	67%	57%	47%	68%					

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	80%	80%	73%	63%	80%	84%	71%	82%					
Students With Disabilities	50%	47%	59%	52%	59%	70%	63%	67%					
Hispanic Students	71%	70%	68%		74%	80%							
Multiracial Students	92%		89%		84%	78%							
White Students	79%	79%	72%	61%	80%	84%	79%	83%					
Economically Disadvantaged Students	69%	79%	68%	66%	65%	77%	63%	64%					

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	74%	77%	72%	64%	76%	74%	61%	73%					
Students With Disabilities	50%	48%	68%	59%	60%	65%	56%	43%					
Hispanic Students	68%		61%	60%	70%	82%							
Multiracial Students	86%		85%		86%	69%							
White Students	75%	80%	73%	65%	76%	73%	57%	72%					
Economically Disadvantaged Students	67%	71%	70%	68%	65%	70%	62%	70%					

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	77%	63%	14%	60%	17%
ELA	4	67%	61%	6%	60%	7%
ELA	5	71%	62%	9%	61%	10%
ELA	6	91%	74%	17%	62%	29%
Math	3	82%	66%	16%	66%	16%
Math	4	66%	62%	4%	65%	1%
Math	5	54%	58%	-4%	62%	-8%
Math	6	91%	74%	17%	60%	31%
Science	5	73%	64%	9%	60%	13%

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?

Gr. K Proficiency ELA improved from 58% (24-25) to 80% (25-26). (+22)
Gr. K Proficiency Math improved from 44% (24-25) to 75% (25-26). (+31)
The utilization of adopted curriculum and routines with fidelity.

Overall K-2 ELA Proficiency improved from 51% (24-25) to 58% (25-26). (+7)
Overall K-2 Math Proficiency improved from 57% (24-25) to 70% (25-26). (+13)
The utilization of adopted curriculum and routines with fidelity.

SWD Overall ELA improved from 50% (24-25) to 56% (25-26). (+6)
SWD Grade 3 ELA improved from 47% (24-5) to 54% (25-26). (+7)
Adjusted collaborative teaching structures.

Lowest Performance

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

Gr. 1 ELA Proficiency (43%)
Grade 1 ELA Proficiency continues to be the lowest performing indicator.
The cohort declined from 58% (24-25) to 43% (25-26).

Gr. 2 ELA Proficiency (52%)
Grade 2 continues to show growth trends each year, however, struggle to reach higher proficiency when students rolling from Gr. 1 to Gr. 2 are entering the gradelevel below expected profiiency.
The cohort improved from 41% (24-25) to 52% (25-26).

Gr. 4 ELA Proficiency (70%)
Grade 4 ELA continues to make a predicatble dip in overall proficiency from Gr. 3 to Gr. 4.
The cohort declined from 80% (24-25) to 70% (25-26).

Gr. 5 Math (57%)
This is an uncommon trend for Gr. 5. This could be due to a teacher vacancy in the Math position.
The cohort declined from 67% (24-25) to 57% (25-26).
School scored 54%, 4% below the district average, 8% below the state average.

Overall Gr. 3-6 Math Learning Gains (65%)
This is a significant drop from the year prior. This could be due to staffing vacancies and teacher turnover.
The percentage dropped from 84% (24-25) to 65% (25-26). (-19)

Overall Gr. 3-6 Math L25 Learning Gains (55%)
This is a significant drop from the year prior. This could be due to staffing vacancies and teacher turnover.
The percentage dropped from 71% (24-25) to 55% (25-26). (-16)

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

Gr. 4 Math Proficiency (66%)
The cohort declined from 80% (24-25) to 66% (25-26). (-14)

Gr. 5 Math Proficiency (54%)
The cohort declined from 67% (24-25) to 54% (25-26). (-13)

Overall Gr. 3-6 Math Learning Gains (65%)
This is a significant drop from the year prior. This could be due to staffing vacancies and teacher turnover.
The percentage dropped from 84% (24-25) to 65% (25-26). (-19)

Overall Gr. 3-6 Math L25 Learning Gains (55%)
This is a significant drop from the year prior. This could be due to staffing vacancies and teacher turnover.
The percentage dropped from 71% (24-25) to 55% (25-26). (-16)

The inconsistent focus on Math planning and instructional walkthroughs to provide meaningful feedback to teachers during Math instruction may have contributed to the dip in math performance, as well as the inconsistent use of adopted intervention materials for math interventions.

Gr. 5 Science (75%)
Science proficiency declined from 82% (24-25) to 75% (25-26).

The dip in science proficiency could be due to a teacher vacancy in the Science position.

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.

Gr. 5 Math (57%)
This is an uncommon trend for Gr. 5. This could be due to a teacher vacancy in the Math position.
The cohort declined from 67% (24-25) to 57% (25-26).
School scored 54%, 4% below the district average, 8% below the state average.

EWS Areas of Concern

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

75 Students have an attendance indicator below 90%.

Highest Priorities

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

Gr. 1 ELA Proficiency
Gr. 4 ELA Proficiency
Gr. 4 Math Proficiency
Gr. 5 Math Proficiency
Gr. 5 Science Proficiency

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.

ELA Proficiency Gr. K-2 in 2025-2026 is 58% has improved from 51% in 2024-2025.
ELA Proficiency Gr. 3-6 in 2025-2026 is 77% has dropped 3% from 80% in 2024-2025.

These data points indicate the need to continue to refine and strengthen our instructional practices in ELA to improve our current performance and increase overall student proficiency.

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

No Answer Entered

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

No Answer Entered

Grades K-2: Measurable Outcome(s)

No Answer Entered

Grades 3-5: Measurable Outcome(s)

No Answer Entered

Monitoring

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

- Assessment Data: After collaborative planning is in place, monitor i-Ready and statewide progress monitoring/F.A.S.T. ELA assessments, including fluency data to identify student proficiency levels and guide Tier 1 (core and small group) and Tier 2 adjustments.
- Targeted Instruction: Use formative assessments and checks for understanding to determine and adjust small-group instruction during the core ELA block.
- Walkthrough Alignment: Conduct weekly classroom walkthroughs in Tier 1 core classrooms

and Tier 2 support to look for evidence that agreed-upon content and instructional practices from collaborative planning are visible in instruction.

Person responsible for monitoring outcome
Jami Miner, Principal

Evidence-based Intervention:

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

Description of Intervention #1:
Explicit instruction is the primary instructional lever used by leadership, literacy coaches, and teachers to implement the district-adopted curriculum. As defined by the Bureau of School Improvement (BSI), it is intentional teaching with clear, direct presentation of content, concepts, and skills that does not rely on student inferencing. Instruction follows a structured, evidence-based approach—modeling, guided practice, and gradual release (I Do, We Do, You Do)—with intentional sequencing, frequent checks for understanding, and ongoing feedback to ensure mastery.

Rationale:
Although the school is high performing, reading proficiency has remained underperforming in Gr. K-2 when compared to the district and state, as well as when compared to the achievement in Gr. 3-6, indicating a need to strengthen core instruction to accelerate growth. Gr. 3-6 also showed a drop in performance when compared to the 2024-2025 school year (-2pts). Implementation of Florida's state standards through the district-adopted curricula—Benchmark Advance 2026, UFLI, and SAVVAS myPerspectives 2026—provides the foundation for high-quality literacy instruction. Consistent, explicit, and systematic instruction is ensured through intentional planning, modeling, and ongoing coaching by school-based teams, who support teachers in effectively using the curriculum. This includes a focus on clear modeling, guided practice, targeted feedback, and gradual release to close skill gaps and increase student proficiency.

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 Coherent Tier 1 Instruction

Person Monitoring:
Jami Miner, Principal

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 communicate clear expectations for Tier 1 ELA explicit, standards-aligned instruction

(new 105 minute reading block in Gr. K-2) using Benchmark Advance 2026 and UFLI (K-2), Benchmark Advance 2026 (Gr.3-5), and SAVAAS (Gr. 6) as the first source for instruction. [Expectations based on FDOE Literacy Instruction Practice Profiles].
o Gradual Release (I do, we do, you do)
- Clear modeling and think alouds
- Guided practice with in the moment feedback
- Checks for Understanding (CFU's) with immediate instructional response
- Structured student discourse tied to learning targets/intentions.
• Develop norms for collaborative planning structure with coach/leadership:
o Planning for I Do, We Do, You Do (gradual release instruction) - with fluidity.
o Identifying CFUs in advance
o Anticipating student errors and misconceptions.
• Set up collaborative planning time where grade-level teams work with the ESE Support Facilitator to connect Tier 1 instruction and interventions.
• Establish expectations for UFLI implementation in K–2, including daily structured phonics lessons and routine fluency checks
• Plan and communicate a system of monitoring
o Calendar for walkthroughs
o Calendar for collaborative planning
o Coaching cycles
o Implement the BPS walkthrough tool with leadership team.
• Scheduling teacher observations (teachers visiting other teachers in/out of school).
Literacy Coach Actions: * Support teachers with using explicit instruction and gradual release in daily lessons.
• Support and monitor K–2 teacher implementation of UFLI with fidelity, including phonics routines and fluency practice
• Lead collaborative planning conversations on aligning Tier 1 instruction and supporting ESE students in general education classrooms
• Model gradual release in collaborative planning and during professional learning using instructional aligned materials.
• Coaching Cycles
• Scheduling teacher observations (teachers visiting other teachers in/out of school).
Teacher Actions (Gen Ed, ESE, ELL):
• Use Benchmark Advance, UFLI (K–2), Benchmark Advance (3-5) and SAVAAS (6) as the primary instructional resources to teach Florida State Standards.
• Implement explicit instruction using the gradual release model tied to clear learning intentions:
o I Do: Model skills and thinking through clear think-alouds.
o We Do: Guide students through scaffolded practice with teacher support.
o You Do: Provide independent practice with immediate feedback.
• Use checks for understanding (CFUs) throughout instruction to monitor student understanding and adjust support.
• Collaborate with grade-level teams, ESE support facilitators, and ELL staff during planning to support all learners to include expectations for small group instruction during ESE push-in service / collaborative teaching.
• K–2 teachers implement consistent daily UFLI lessons, weekly assessments and fluency checks to monitor foundational reading skills and form small groups.

Action Step #2
Quarter 2: Strengthen Structured Planning Time

Person Monitoring: **By When/Frequency:**

Jami Miner, Principal Weekly

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

Leadership Actions:
• Plan with Lit Coach professional learning on I Do and We Do or other appropriate learning.
• Facilitate structured data meetings to analyze student performance and align Tier 1 instruction with Tier 2 and Tier 3 supports.
• Monitor K–2 UFLI implementation and make sure fluency checks are happening consistently
• Use FAST, i-Ready, and classroom data to check student progress and guide next steps.
• Make sure Tier 2 and Tier 3 interventions connect back to what students are learning in Tier 1.
• Conduct walkthroughs to monitor expectations for explicit instruction established in Q1 and provides feedback on the I Do and We Do.
• Identify trends/patterns in teacher pedagogy to determine areas of support needed and/or areas of strength to support and/or model for others.
Literacy Coach Actions:
• Lead data discussions that connect Tier 1 instruction, intervention, and student outcomes.
• Support Tier 1 and intervention teachers plan lessons using district curriculum and explicit instruction strategies (Gradual Release etc).
• Model explicit instruction focusing on I Do and We Do (clear modeling, think-alouds, guided practice,) during small-group and whole-group lessons.
• Coach teachers on using Checks for Understanding - CFUs (checks for understanding) and adjusting explicit instruction based on student data.
Teacher Actions (Gen Ed, ESE, ELL):

• Continue implementing standards-aligned curriculum materials consistently in both Tier 1 and intervention settings.
• Collaboratively plan explicit instruction lessons using Benchmark Advance and SAVAAS to strengthen alignment between Tier 1 and Tier 2 instruction.
• Implement explicit instruction daily in whole-group and small-group settings using modeling, guided practice, independent practice, and targeted scaffolds.
• Use CFUs, formative assessments, and student data to adjust instruction and intervention supports.
• Maintain consistent instructional routines, academic language, and scaffolds across Tier 1 and Tier 2 settings to improve instructional coherence.
• Continue daily UFLI implementation [K-2] and use regular fluency checks to monitor and respond to student growth.

Action Step #3

Quarter 3: Data-Driven Adjustments (Adapt, Adjust, Abandon)

Person Monitoring: **By When/Frequency:**
Jami Miner, Principal Weekly

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

Leadership Actions:
• Identify instructional gaps using walkthrough and data trends.
• Inspect intervention for connections directly to what students are learning in Tier 1
• Highlight and scale high-impact instructional practices. Spot strong classrooms using explicit instruction well and share those practices.
*Check that UFLI and fluency routines in K–2 are improving student reading skills
Literacy Coach Actions:

• Model strong explicit instruction in both whole group and small group settings (clear modeling, thinkalouds, guided practice).
• Help teachers improve lesson delivery—especially pacing, modeling, and guided practice.
• Coach teachers on using student data during lessons to adjust instruction in the moment.
• Lead collaborative planning conversations on how explicit instruction is impacting student learning.
Teacher Actions (Gen Ed, ESE, ELL):
• Strengthen explicit instruction practices by increasing opportunities for student discourse, collaborative practice, and higher-order questioning during guided instruction.
• Use exit tickets, quick checks, and quizzes to identify specific skill gaps, then adjust next lesson (Tier 1, reteach, or enrichment) to target those needs. Implement consistent feedback practices that provide students with immediate corrective feedback and opportunities to explain their thinking.
• Increase opportunities for student discourse, collaborative learning, and higher-order questioning during guided instruction.
• Provide immediate corrective feedback and opportunities for students to explain their thinking.
• Use formative assessment data to regroup students and align Tier 1 and Tier 2 supports to student needs.
• Collaborate regularly across Gen Ed, ESE, and ELL teams to ensure consistent instructional routines, pacing, expectations, and support across learning environments.

Action Step #4
4th Quarter: Monitor & Adjust

Person Monitoring:
Jami Miner

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 FAST, i-Ready, fluency data (K–2), and classroom assessments to see overall growth and how well Tier 1 and intervention are working together.
• When data shows students are not making expected gains, put extra supports in place (reteach blocks, added intervention time, “all hands on deck” scheduling, focused small groups).
• Focus support on bubble students and students close to proficiency to maximize learning gains.
Literacy Coach Actions:
• Help teams analyze data to identify students not yet making progress and specific skill gaps.
• Support planning for reteach, enrichment, and small-group intervention based on student needs.
• Model and support “all hands on deck” response strategies (targeted groups, flexible grouping, intensive reteach cycles).
• Share strong examples of effective Tier 1 and intervention instruction tied to student growth.
Teacher Actions (Gen Ed, ESE, ELL):

• Consistently implement explicit instruction routines with strong alignment between Tier 1 instruction and intervention supports.
• Increase opportunities for student discourse, collaborative learning, and higher-order questioning during guided instruction.
• Provide immediate corrective feedback and opportunities for students to explain their thinking.
• Use formative assessment data to regroup students and align Tier 1 and Tier 2 supports to student needs.
• Collaborate across Gen Ed, ESE, and ELL teams to maintain consistent instructional routines, pacing, expectations, and supports across learning environments.

Area of Focus #2

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

Math Proficiency Gr. K-2 in 2025-2026 is 70% has improved from 57% in 2024-2025.
Math Proficiency Gr. 3-6 in 2025-2026 is 74% has dropped 6% from 80% in 2024-2025.

These data points indicate the need to continue to refine and strengthen our instructional practices in Math to improve our current performance and increase overall student proficiency.

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 2027, the percent of students (Gr. K-2) proficient (3+) on the Math Assessment will increase from 70% to 74%. (+4)
In 2027, the percent of students (Gr. 3-6) proficient (3+) on the Math Assessment will increase from 74% to 78%. (+4)

Monitoring

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

- Assessment Data: After collaborative planning is in place, monitor i-Ready and statewide progress monitoring/F.A.S.T. Math assessments, including fluency data to identify student proficiency levels and guide Tier 1 (core and small group) and Tier 2 adjustments.
- Targeted Instruction: Use formative assessments and checks for understanding to determine and adjust small-group instruction during the core Math block.
- Walkthrough Alignment: Conduct weekly classroom walkthroughs in Tier 1 core classrooms and Tier 2 support to look for evidence that agreed-upon content and instructional practices from collaborative planning are visible in instruction.

Person responsible for monitoring outcome

Jami Miner, Principal

Evidence-based Intervention:

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

Description of Intervention #1:
Explicit instruction is the primary instructional lever used by leadership, coaches, and teachers to implement the district-adopted curriculum. As defined by the Bureau of School Improvement (BSI), it is intentional teaching with clear, direct presentation of content, concepts, and skills that does not rely on student inferencing. Instruction follows a structured, evidence-based approach—modeling, guided practice, and gradual release (I Do, We Do, You Do)—with intentional sequencing, frequent checks for understanding, and ongoing feedback to ensure mastery.

Rationale:
Although the school is high performing, math proficiency has remained underperforming in Gr. K-2 when compared to the district and state, as well as when compared to the achievement in Gr. 3-6, indicating a need to strengthen core instruction to accelerate growth. Gr. 3-6 also showed a drop in performance when compared to the 2024-2025 school year (-5pts). Implementation of Florida's state standards through the district-adopted curricula— Reveal Math, and EdGems—provides the foundation for high-quality literacy instruction. Consistent, explicit, and systematic instruction is ensured through intentional planning, modeling, and ongoing coaching by school-based teams, who support teachers in effectively using the curriculum. This includes a focus on clear modeling, guided practice, targeted feedback, and gradual release to close skill gaps and increase student proficiency.

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 Coherent Tier 1 Instruction

Person Monitoring:
Jami Miner

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 communicate clear expectations for Tier 1 Math explicit, standards-aligned instruction using Reveal Math and EdGems as the first source for instruction.
o Gradual Release (I do, we do, you do)
- Clear modeling and think alouds
- Guided practice with in the moment feedback
- Checks for Understanding (CFU's) with immediate instructional response
- Structured student discourse tied to learning targets/intentions.
• Develop norms for collaborative planning structure with coach/leadership:
o Planning for I Do, We Do, You Do
o Identifying CFUs in advance

o Anticipating student errors and misconceptions.
• Set up collaborative planning time where grade-level teams work with the ESE Support Facilitator to connect Tier 1 instruction and interventions.
• Plan and communicate a system of monitoring
o Calendar for walkthroughs
o Calendar for collaborative planning
o Coaching cycles
o Create and Calibrate walkthrough tool with leadership team.
• Lead collaborative planning conversations on aligning Tier 1 instruction and supporting ESE students in general education classrooms
• Model gradual release in collaborative planning and during professional learning using instructional aligned materials.
● Plan common problem-solving tasks and assessments
● Misconceptions/errors
● Plan for student discourse
Teacher Actions (Gen Ed, ESE, ELL):
• Use Reveal and EdGems as the primary instructional resources to teach Florida State Standards.
• Implement explicit instruction using the gradual release model:
o I Do: Model skills and thinking through clear think-alouds.
o We Do: Guide students through scaffolded practice with teacher support.
o You Do: Provide independent practice with immediate feedback.
• Use checks for understanding (CFUs) throughout instruction to monitor student understanding and adjust support.
• Collaborate with grade-level teams, ESE support facilitators, and ELL staff during planning to support all learners.
● Model step-by-step problem solving (I Do, We Do, You Do) with think-alouds
● Explicit teaching of “Big M” strategies (models, diagrams, representations)
● Emphasis on reasoning and justification of answers
● Student discourse focused on explaining thinking and strategies
● Multiple representations (tables, graphs, number lines, equations)

Action Step #2
Quarter 2: Strengthen Structured Planning Time

Person Monitoring:
Jami Miner, Principal

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
• Plan professional learning on I Do and We Do
• Facilitate structured data meetings to analyze student performance and align Tier 1 instruction with Tier 2 and Tier 3 supports.
• Use FAST, i-Ready, and classroom data to check student progress and guide next steps.
• Make sure Tier 2 and Tier 3 interventions connect back to what students are learning in Tier 1.
• Conduct walkthroughs to monitor expectations for explicit instruction established in Q1 and provides feedback on the I Do and We Do.
• Lead data discussions that connect Tier 1 instruction, intervention, and student outcomes.
• Support Tier 1 and intervention teachers plan lessons using district curriculum and explicit instruction strategies (Gradual Release etc).
• Model explicit instruction focusing on I Do and We Do (clear modeling, think-alouds, guided practice,) during small-group and whole-group lessons.

• Coach teachers on using Checks for Understanding - CFUs (checks for understanding) and adjusting explicit instruction based on student data.
● Plan common problem-solving tasks and assessments
● Misconceptions/errors
● Plan for student discourse
Teacher Actions (Gen Ed, ESE, ELL):

• Continue implementing standards-aligned curriculum materials consistently in both Tier 1 and intervention settings.
• Collaboratively plan explicit instruction lessons using Reveal and EdGems to strengthen alignment between Tier 1 and Tier 2 instruction.
• Implement explicit instruction daily in whole-group and small-group settings using modeling, guided practice, independent practice, and targeted scaffolds.
• Use CFUs, formative assessments, and student data to adjust instruction and intervention supports.
• Maintain consistent instructional routines, academic language, and scaffolds across Tier 1 and Tier 2 settings to improve instructional coherence.

Action Step #3
Quarter 3: Data-Driven Adjustments

Person Monitoring:
Jami Miner, Principal

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
• Identify instructional gaps using walkthrough and data trends.
• Inspect intervention for connections directly to what students are learning in Tier 1
• Highlight and scale high-impact instructional practices. Spot strong classrooms using explicit instruction well and share those practices.
• Model strong explicit instruction in both whole group and small group settings (clear modeling, thinkalouds, guided practice).
• Help teachers improve lesson delivery—especially pacing, modeling, and guided practice.
• Coach teachers on using student data during lessons to adjust instruction in the moment.
• Lead collaborative planning conversations on how explicit instruction is impacting student learning.
Teacher Actions (Gen Ed, ESE, ELL):
• Strengthen explicit instruction practices by increasing opportunities for student discourse, collaborative practice, and higher-order questioning during guided instruction.
• Use exit tickets, quick checks, and quizzes to identify specific skill gaps, then adjust next lesson (Tier 1, reteach, or enrichment) to target those needs. Implement consistent feedback practices that provide students with immediate corrective feedback and opportunities to explain their thinking.
• Increase opportunities for student discourse, collaborative learning, and higher-order questioning during guided instruction.
• Provide immediate corrective feedback and opportunities for students to explain their thinking.
• Use formative assessment data to regroup students and align Tier 1 and Tier 2 supports to student needs.
• Collaborate regularly across Gen Ed, ESE, and ELL teams to ensure consistent instructional routines, pacing, expectations, and support across learning environments.

Action Step #4
4th Quarter: Monitor & Adjust

Person Monitoring:

By When/Frequency:

Jami Miner, Principal Weekly

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

Leadership Actions:
• Review FAST, i-Ready, and classroom assessments to see overall growth and how well Tier 1 and intervention are working together.
• When data shows students are not making expected gains, put extra supports in place (reteach blocks, added intervention time, “all hands-on deck” scheduling, focused small groups).
• Focus support on bubble students and students close to proficiency to maximize learning gains.
• Help teams analyze data to identify students not yet making progress and specific skill gaps.
• Support planning for reteach, enrichment, and small-group intervention based on student needs.
• Model and support “all hands-on deck” response strategies (targeted groups, flexible grouping, intensive reteach cycles).
• Share strong examples of effective Tier 1 and intervention instruction tied to student growth.
Teacher Actions (Gen Ed, ESE, ELL):

• Consistently implement explicit instruction routines with strong alignment between Tier 1 instruction and intervention supports.
• Increase opportunities for student discourse, collaborative learning, and higher-order questioning during guided instruction.
• Provide immediate corrective feedback and opportunities for students to explain their thinking.
• Use formative assessment data to regroup students and align Tier 1 and Tier 2 supports to student needs.
• Collaborate across Gen Ed, ESE, and ELL teams to maintain consistent instructional routines, pacing, expectations, and supports across learning environments.

Area of Focus #3

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

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

Science Proficiency Gr. 5 in 2025-2026 is 75% has dropped 7% from 82% in 2024-2025.

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 2027, the percent of students (Gr. 5) proficient (3+) on the Science Assessment will increase from 75% to 78%. (+3)

Monitoring

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

- Assessment Data: After collaborative planning is in place, monitor PENDA and district progress monitoring to identify student proficiency levels and guide Tier 1.
- Targeted Instruction: Use formative assessments and checks for understanding to determine and adjust small-group instruction during the core Science block.
- Walkthrough Alignment: Conduct weekly classroom walkthroughs in Tier 1 core classrooms support to look for evidence that agreed-upon content and instructional practices from collaborative planning are visible in instruction.

Person responsible for monitoring outcome
Jami Miner, Principal

Evidence-based Intervention:

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

Description of Intervention #1:
Explicit instruction is the primary instructional lever used by leadership and teachers to implement the district-adopted curriculum. As defined by the Bureau of School Improvement (BSI), it is intentional teaching with clear, direct presentation of content, concepts, and skills that does not rely on student inferencing. Instruction follows a structured, evidence-based approach—modeling, guided practice, and gradual release (I Do, We Do, You Do)—with intentional sequencing, frequent checks for understanding, and ongoing feedback to ensure mastery.

Rationale:
Although the school is high performing, Science proficiency has dropped 7% from the prior year, indicating a need to strengthen core instruction to accelerate growth. Implementation of Florida's state standards through the district-adopted curricula—STEMSCOPES and PENDA Science—provides the foundation for high-quality science instruction. Consistent, explicit, and systematic instruction is ensured through intentional planning, modeling, and ongoing coaching by school-based teams, who support teachers in effectively using the curriculum. This includes a focus on clear modeling, guided practice, targeted feedback, and gradual release to close skill gaps and increase student proficiency. This also shows a need to monitor Science instruction K-4.

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 Coherent Tier 1 Instruction

Person Monitoring:
Jami Miner

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 communicate clear expectations for Tier 1 ELA explicit, standards-aligned instruction using STEMSCOPES and PENDA as the first source for instruction.
- Clear modeling and think alouds
- Guided practice with in the moment feedback
- Checks for Understanding (CFU's) with immediate instructional response
- Structured student discourse tied to learning targets/intentions.
• Develop norms for collaborative planning structure with coach/leadership:
o Planning for I Do, We Do, You Do
o Identifying CFUs in advance
o Anticipating student errors and misconceptions.
• Set up collaborative planning time where grade-level teams work with the ESE Support Facilitator to connect Tier 1 instruction and interventions.
• Plan and communicate a system of monitoring
o Calendar for walkthroughs
o Calendar for collaborative planning
o Coaching cycles
o Create and Calibrate walkthrough tool with leadership team.
• Lead collaborative planning conversations on aligning Tier 1 instruction and supporting ESE students in general education classrooms
• Model gradual release in collaborative planning and during professional learning using instructional aligned materials.
-Ensure that teachers have understanding of the following:
● 5E Model
● Explicit modeling of investigation process and lab procedures
● Structured investigations and lab write-ups
● Claim-Evidence-Reasoning (CER) framework
● Student discourse to explain observations and conclusions
● Use checks for understanding, science notebooks, and lab reflections to identify misconceptions and guide reteaching.
● Support facilitators for vocabulary and language scaffolding
STEM Teacher Actions:
● design hands-on investigations where students gather evidence, analyze data, and communicate claims.
Teacher Actions (Gen Ed, ESE, ELL):
• Use STEMSCOPES and PENDA as the primary instructional resources to teach Florida State Standards.
• Implement explicit instruction using the gradual release model:
o I Do: Model skills and thinking through clear think-alouds.
o We Do: Guide students through scaffolded practice with teacher support.
o You Do: Provide independent practice with immediate feedback.
• Use checks for understanding (CFUs) throughout instruction to monitor student understanding and adjust support.

• Collaborate with grade-level teams, ESE support facilitators, and ELL staff during planning to support all learners.
• Plan shared investigations and science performance tasks
• Pre-plan vocabulary and language support for investigations

Action Step #2
Quarter 2: Strengthen Structured Planning Time

Person Monitoring:
Jami Miner, Principal

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
• Plan professional learning on I Do and We Do
• Facilitate structured data meetings to analyze student performance and align Tier 1 instruction with reteach supports.
• Monitor PENDA implementation and make sure lesson completion is happening consistently
• Use PENDA data and classroom data to check student progress and guide next steps.
• Conduct walkthroughs to monitor expectations for explicit instruction established in Q1 and provides feedback on the I Do and We Do.
STEM Teacher Actions:
• design hands-on investigations where students gather evidence, analyze data, and communicate claims.
Teacher Actions (Gen Ed, ESE, ELL):

• Continue implementing standards-aligned curriculum materials consistently in both Tier 1 and reteach.
• Collaboratively plan explicit instruction lessons using STEMSCOPES and PENDA to strengthen alignment.
• Implement explicit instruction daily in whole-group and small-group settings using modeling, guided practice, independent practice, and targeted scaffolds.
• Use CFUs, formative assessments, and student data to adjust instruction and reteach.
• Maintain consistent instructional routines, academic language, and scaffolds across Tier 1 and reteach settings to improve instructional coherence.
• Plan shared investigations and science performance tasks
• Pre-plan vocabulary and language support for investigations

Action Step #3
Quarter 3: Data-Driven Adjustments

Person Monitoring:
Jami Miner,

By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
• Identify instructional gaps using walkthrough and data trends.
• Inspect PENDA data for connections directly to what students are learning in Tier 1
• Highlight and scale high-impact instructional practices. Spot strong classrooms using explicit instruction well and share those practices.
• Model strong explicit instruction in both whole group and small group settings (clear modeling, thinkalouds, guided practice).
• Help teachers improve lesson delivery—especially pacing, modeling, and guided practice.

• Coach teachers on using student data during lessons to adjust instruction in the moment.
• Lead collaborative planning conversations on how explicit instruction is impacting student learning.
Teacher Actions (Gen Ed, ESE, ELL):
• Strengthen explicit instruction practices by increasing opportunities for student discourse, collaborative practice, and higher-order questioning during guided instruction.
• Use exit tickets, quick checks, and quizzes to identify specific skill gaps, then adjust next lesson (Tier 1, reteach, or enrichment) to target those needs. Implement consistent feedback practices that provide students with immediate corrective feedback and opportunities to explain their thinking.
• Increase opportunities for student discourse, collaborative learning, and higher-order questioning during guided instruction.
• Provide immediate corrective feedback and opportunities for students to explain their thinking.
• Use formative assessment data to regroup students and align Tier 1 and reteach supports to student needs.
• Collaborate regularly across Gen Ed, ESE, and ELL teams to ensure consistent instructional routines, pacing, expectations, and support across learning environments.

Action Step #4
4th Quarter: Monitor & Adjust

Person Monitoring:
Jami Miner, Principal

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 PENDA and classroom assessments to see overall growth and how well Tier 1 and reteach opportunities are working together.
• When data shows students are not making expected gains, put extra supports in place (reteach blocks, added intervention time, “all hands on deck” scheduling, focused small groups).
• Focus support on bubble students and students close to proficiency to maximize overall proficiency scores.
• Plan for Science tutoring if funds available.
• Help teams analyze data to identify students not yet making progress and specific skill gaps.
• Support planning for reteach, enrichment, and small-group reteach based on student needs.
• Model and support “all hands on deck” response strategies (targeted groups, flexible grouping, intensive reteach cycles).
• Share strong examples of effective Tier 1 and intervention instruction tied to student growth.
Teacher Actions (Gen Ed, ESE, ELL):

• Consistently implement explicit instruction routines with strong alignment between Tier 1 instruction and reteach supports.
• Increase opportunities for student discourse, collaborative learning, and higher-order questioning during guided instruction.
• Provide immediate corrective feedback and opportunities for students to explain their thinking.
• Use formative assessment data to regroup students and align Tier 1 and reteach supports to student needs.
• Collaborate across Gen Ed, ESE, and ELL teams to maintain consistent instructional routines, pacing, expectations, and supports across learning environments.

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.

Lewis Carroll's Elementary's average daily attendance shows a slight upward trend, increasing from 93.71% in 2024–25 to 93.98% in 2025–26.
However, we did see an increase in the percentage of students chronically absent. 14.53% of students were chronically absent in 2025-26, which is an increase from 12.25% in the 2024-25 school year. This pattern negatively impacts academic achievement, school connectedness, and long-term outcomes, while limiting skill development. This data point indicates the need to continue to refine our attendance practices and improve our overall student attendance.

Measurable Outcome

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

The average daily attendance for 2026-2027 will increase from 93.98% to 96%. The percentage of students chronically absent will reduce from 14.53% to 10%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The school counselor, social worker, and attendance team will monitor attendance data weekly, contact families after each absence,
develop attendance improvement plans for at-risk students and collaborate with district attendance officers as needed.

Person responsible for monitoring outcome

Jami Miner, Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Average daily attendance will improve and chronic absenteeism will decrease through: • Proactive monitoring • Family engagement • Positive school culture • Targeted interventions for students with

chronic absenteeism • Teach and reinforce resiliency traits (self-management, responsibility, perseverance) through Xello, classroom instruction, and PBIS (T2/T3 interventions).

Rationale:
These strategies help identify concerns early, address barriers to attendance, and build stronger connections between students, families, and the school to reduce chronic absenteeism.

Tier of Evidence-based Intervention:

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

Action Steps to Implement:

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

Action Step #1
1st Quarter: Establish Expectations & Systems

Person Monitoring:
Jami Miner, Principal

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Team (School Counselor, Social Worker, Principal, Asst. Principal) Actions:
• Review student attendance data monthly to identify trends and at-risk students.
• Establish attendance tracking system and early warning list (5+ absences flag).
• Initiate daily absence calls, attendance postcards, and individualized attendance plans. Parents will receive an attendance postcard
with number of absences and hours of instruction missed. This will be followed up by a student attendance individual (as
appropriate per student age) and family attendance plan
• Launch resiliency instruction (self-management, responsibility) through Xello lessons, classroom routines, and PBIS
• Implement daily morning announcements reinforcing expectations and school culture.
• Develop and launch attendance incentive system for classrooms and individual students with perfect attendance (monthly and
quarterly recognition).
• Plan family engagement nights to strengthen school-home connection.
• Assign Certified School Counselor to activity wheel to support character and resiliency instruction.
• Data-Driven Reflection and Targeted Interventions1: Utilize PowerBI dashboards and reflection templates in data meetings to guide
decisions. Develop individualized behavior plans for students with five or more referrals through collaboration between teachers,
administration, and the Teacher on Assignment.
• Staff Recognition and Culture Building: Celebrate staff regularly with “Fill My Reward Bucket” shout-outs and host social events
each nine weeks to build a positive school culture.
Teacher Actions:
• Greet students at the door daily and implement Morning Meetings to build relationships and classroom community.
• Co-create classroom expectations with students.
• Teach and reinforce resiliency traits during lessons, discussions, and daily routines

• Begin proactive family communication using planners (3–6) and communication folders (K–3).
• Monitor homeroom students' attendance. When a student has missed 3 days of unexcused absences in a nine week period, the
teacher will call home and document in Focus.

Action Step #2
Quater 2: Early Intervention & Family Engagement

Person Monitoring:
Jami Miner, Principal

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
• Monitor attendance trends and evaluate effectiveness of supports and incentives.
• Continue communication systems (calls, postcards, attendance plans).
• Conduct parent meetings for students with 5+ absences.
• Implement targeted interventions (Check & Connect, mentoring, small groups).
• Reinforce perseverance and responsibility through small groups, mentoring, and classroom discussions.
• Launch and support a mentor-based attendance (Check and Connect) program with the counselor and social worker, providing
targeted interventions for students not responding to initial supports.
Teacher Actions:
• Continue door greetings, and relationship-building routines.
• Maintain consistent use of schoolwide expectations and language.
• Strengthen family communication regarding attendance and behavior concerns and document in FOCUS.
• Continue monitoring attendance and completing required family contacts after 3 unexcused absences.
• Support attendance incentives and reinforce recognition systems in the classroom.

Action Step #3
Quarter 3: Data-Driven Adjustments and Reinforcement

Person Monitoring:
Jami Miner

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
• Intensify interventions for students with 5+ absences through targeted attendance plans and family conferences.
• Adjust instruction based on data and reteach self-management and perseverance
• Expand individualized behavior and attendance support plans for students not responding to initial interventions.
• Adjust incentive systems to re-engage students showing declining attendance.
Teacher Actions:
• Reteach behavior/attendance expectations at start of new year.
• Increase outreach to families of students with ongoing attendance concerns and maintain required documentation and
communication.
• Continue consistent classroom culture and engagement strategies while reinforcing attendance goals and celebrating student

progress.
• Support, monitor, and participate in individualized student intervention plans.

Action Step #4
Quarter 4: Evaluate and Plan for Next Year

Person Monitoring:
Jami Miner

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Team Actions:
• Evaluate attendance trends and effectiveness of interventions.
• Keep support systems in place for students still struggling with attendance.
• Celebrate attendance growth and use the data to plan improvements for next year, including transition planning for at-risk
students.
• Review impact of resiliency instruction and plan for next year
Teacher Actions:
• Keep strong classroom routines and engagement strategies going through the end of the year.
• Encourage attendance and support final incentive and celebration efforts.
• Take part in discussions about student progress and planning for students who still need support next year.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply. **No**

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