

Brevard Public Schools

LONGLEAF ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

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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

Serving every student with excellence and professionalism that fosters well-rounded and confident individuals by implementing our schoolwide PAWS expectations (Positive Attitude, Acting Responsibly and Respectfully, Wise Choices, Safety First).

Provide the school's vision statement

Our vision is to create engaging, student-centered classrooms where prepared teachers provide clear procedures, explicit instruction, visible learning targets, and meaningful supports. Through collaboration, student accountability, and differentiated support, all students are empowered to learn, grow, and achieve success.

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

Jason Sherburne

Sherburne.Jason@brevardschools.org

Position Title

Principal

Job Duties and Responsibilities

Oversees all aspects of the school focused on achievement, safety, and development in collaboration with all stakeholders. Lead and administer the overall instructional program at the assigned school. Lead and administer the overall activities of assessing and developing the instructional program at the assigned school. Lead and administer the selection of textbooks, material, and equipment

needed at the assigned schools. Lead and administer the instructional program so as to ensure all students have the opportunity to learn. Lead and administer the accreditation program for the assigned school. Participate in the development of District guides related to instruction and personnel.

Participate as requested in the development and adoption of the District's testing program; manage and administer the testing program for the assigned school. Lead and administer the instructional program as instructed by District guidelines. Lead and supervise the wise use of personnel resources. Lead, supervise, and evaluate personnel. Actively participate, as requested, in the development and adoption of District tests, textbooks, and curriculum of programs. Lead the implementation and administration of negotiated employee contracts at the school.

Leadership Team Member #2

Employee's Name

Rick Dillon

Dillon.Rick@brevardschools.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Supports school and district initiatives for school improvement and student achievement. Coordinate all aspects of elementary curriculum. Coordinate faculty, year level and individual teacher's planning. Assist teachers in interpreting and implementing the district's curriculum. Coordinate, as assigned, research related to curriculum development. Recommend curriculum adjustments to meet the special learning needs of individual children. Assist teachers in organizing classrooms for effective learning. Implement and schedule all standardized testing. Establish and maintain a system of school-wide textbook accountability. Schedule and plan in-service programs and prepare required reports. Work with the media specialist in adapting and improving the use of media in the school. Participate in proposed and on-going curriculum development projects. Serve at the direction of the principal as an advisor and special consultant to probationary teachers. Coordinate the grade placement and grouping of children. Assist the principal in planning and carrying out staff and parent curriculum meetings.

Leadership Team Member #3

Employee's Name

Nicole Vannorsdall

Vannorsdall.Nicole@brevardschools.org

Position Title

Literacy Coach

Job Duties and Responsibilities

Literacy / Instructional Coach supports student and staff learning through collaboration, professional development, and monitoring of school wide data for action. Plan and implement professional development opportunities that address both current research and future instructional needs. Provide direct, classroom-based, professional development for teachers through regular modeling of research-based literacy instruction. Maintain an awareness of current research and curricular trends and disseminate information to personnel in the school. Facilitate professional learning communities. Use appropriate techniques and strategies that promote and enhance critical, creative and evaluative thinking with students through modeling lessons in classrooms. Provide model lessons which incorporate appropriate instructional strategies and materials reflecting each student's culture, learning style, special needs and socioeconomic background. Work frequently with students in whole and small group instruction in the context of modeling and coaching in other teachers' classrooms. Work with all teachers (including ESE, content area, and elective areas) in the school they serve, prioritizing coaching and mentoring time with those teachers, activities, and roles that will have the greatest impact on student achievement. Help to increase instructional density to meet the needs of all students.

Leadership Team Member #4

Employee's Name

Eddy Lynn Kledzik

Kledzik.Eddy@brevardschools.org

Position Title

Media Specialist

Job Duties and Responsibilities

Media Center Specialist supports school wide literacy and overall school improvement. Administer and organize a media center that meets the needs of the students and teachers. Plan media program activities that are integrated with other programs and needs of the school. Provide in-service which stimulates effective utilization of the media center and media equipment. Provide instructional or consultative services to teachers as needed for teaching media/reference skills or selection of media support materials for an integrated curriculum. Provide a well-chosen collection of media for different levels of maturity, ability, and interest. Oversee the organization of books and media equipment for easy accessibility by students and teachers. Recommend budget needs and be responsible for the selection of new materials for the media center, based on current trends, research, and interdisciplinary curriculum needs. Gather information to provide effective evaluations of books,

software, current and futuristic technology trends, and other related materials. Provide for accountability of media materials. Maintain inventory and maintenance records of all media materials. Supervise and effectively utilize the services of the library clerk. Provide guidance in selection, location, utilization, and evaluation of materials to meet individual needs and interests of students and teachers. Meet and plan with teachers to provide up-to-date curriculum needs.

Leadership Team Member #5

Employee's Name

Skylar Adams

Skylar.Adams@brevardschools.org

Position Title

S.T.E.M. Coach

Job Duties and Responsibilities

Monitor science data and progress. Plan and implement school wide S.T.E.M. activities based on standards. Possess communication skills of listening, oral communication, and oral presentation; interpersonal skills and abilities; extensive knowledge of teaching techniques, curriculum, and professional development. Skilled in facilitating teams supporting results-oriented goals. Demonstrated knowledge of standards aligned instruction.

Leadership Team Member #6

Employee's Name

Tynan Pruett

Pruett.Tynan@brevardschools.org

Position Title

Support Specialist

Job Duties and Responsibilities

Knowledge of federal guidelines and legislation as it relates to exceptional education and Americans with Disabilities Act (ADA)/Section 504. Understanding of child development and adaptation of program needs for exceptional students. Ability to develop problem-solving strategies. Knowledge of the Americans with Disabilities Act (ADA) and Individual Disabilities Education Act (IDEA). Ability to travel to various school and district sites. Possess and demonstrate effective written communication skills, as well as strong record-keeping and writing skills. Knowledge of School Board regulations, federal guidelines, and state board rules with affect eligibility and programming of exceptional education students. Ability to display effective time management skills. Knowledge of transition planning and employment services through community agencies for exceptional students. Knowledge

of compliance monitoring processes and district program and procedures requirements. Ability to work with diverse groups.

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 School Leadership Team shared the 2025-2026 FAST ELA and Math scores as well as the SSA (Statewide Science Assessment) scores with all stakeholders during the beginning of the year faculty meeting, SAC meeting, and PTO meeting. Input from stakeholders was gathered from surveys including parents, staff and student feedback and used in the School Improvement Plan. We also met with our BPIE team. Input included to continue focusing on ELA, Math and Science as well as ensuring all ESE students are assigned to a General Education home room class and teacher.

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)).

SIP will be monitored for effective implementation with walk-throughs and a calendar of school-wide scheduled visits with specific focus on small group in ELA and Math. The impact on increasing the achievement of students in meeting the State's academic standards, particularly for students with the greatest achievement gap is being monitored through CPT (Collaborative Planning Team) meetings and grade level data tracking sheets. Through weekly CPT (Collaborative Planning Team) meetings using data tracking sheets the plan will be revised as needed to ensure continued student growth and achievement. The School Leadership Team will meet monthly to monitor implementation and impact of the SIP and the principal will reflect quarterly on the SIP goals with his director. Results will be shared out to all stakeholders through monthly faculty meetings, SAC meetings, and PTO meetings which include families, businesses, and other community members. We will continue to monitor our i Ready Diagnostic and state FAST PM growth and proficiency rates.

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	25.7%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
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) 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: 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	51	52	77	86	72	92	74			504
Absent 10% or more school days	8	3	6	7	5	5	8			42
One or more suspensions	0	0	0	3	2	0	1			6
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	1			1
Course failure in Math	0	0	0	0	0	0	1			1
Level 1 on statewide ELA assessment	2	5	3	6	9	6	4			35
Level 1 on statewide Math assessment	2	3	4	5	8	10	4			36
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	5	4	8	1	7	10			36
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	1	0	1	3	3	2	3			13

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	2	1	0	1	0	0	0			4
Students retained two or more times	0	0	0	0	0	0	0			0

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	55	78	80	75	99	83	88			558
Absent 10% or more school days	1	4	6	5	9	9	7			41
One or more suspensions	1	1			1	2	1			6
Course failure in English Language Arts (ELA)				1		2				3
Course failure in Math				1		2				3
Level 1 on statewide ELA assessment	3	11	9	10	6	13	6			58
Level 1 on statewide Math assessment	1	7	12	3	5	8	2			38
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	2	10	5	13						30
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	2	3	1	7	6	3			24

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	1	1	1	1						4
Students retained two or more times							1			1

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*	79	65	62	74	62	59	73	61	57
Grade 3 ELA Achievement	84	63	61	73	58	59	72	59	58
ELA Learning Gains	66	67	63	65	62	60	67	64	60
ELA Lowest 25th Percentile	59	61	58	65	57	56	63	60	57
Math Achievement*	77	66	66	79	63	64	80	62	62
Math Learning Gains	64	68	64	71	67	63	79	68	62
Math Lowest 25th Percentile	59	55	50	59	54	51	68	59	52
Science Achievement	84	66	62	72	62	58	78	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	72%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	572
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*
72%	70%	73%	68%	69%	77%	

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	54%	No		
Asian Students	82%	No		
Black/African American Students	80%	No		
Hispanic Students	72%	No		
Multiracial Students	83%	No		
White Students	70%	No		
Economically Disadvantaged Students	71%	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	79%	84%	66%	59%	77%	64%	59%	84%					
Students With Disabilities	53%	65%	59%	48%	49%	50%	48%	63%					
Asian Students	82%				82%								
Black/African American Students	77%		70%		92%	80%							
Hispanic Students	77%	62%	70%	70%	77%	60%	64%	94%					
Multiracial Students	86%		86%		82%	79%							
White Students	78%	91%	63%	50%	75%	64%	55%	80%					
Economically Disadvantaged Students	74%	77%	66%	71%	65%	66%	69%	80%					

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	74%	73%	65%	65%	79%	71%	59%	72%					
Students With Disabilities	46%	58%	62%	58%	56%	66%	57%	35%					
Black/African American Students	100%				80%								
Hispanic Students	67%		66%		67%	69%							
Multiracial Students	88%		68%		92%	79%							
White Students	73%	74%	65%	65%	80%	71%	62%	75%					
Economically Disadvantaged Students	64%	56%	65%	65%	68%	61%	52%	57%					

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2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	73%	72%	67%	63%	80%	79%	68%	78%					
Students With Disabilities	31%	27%	58%	64%	47%	67%	65%	25%					
Black/African American Students	79%				86%								
Hispanic Students	79%	78%	68%		83%	86%							
Multiracial Students	72%		83%		88%	83%							
White Students	72%	69%	64%	56%	78%	76%	64%	76%					
Economically Disadvantaged Students	62%	67%	72%	67%	75%	85%	75%	67%					

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	85%	63%	22%	60%	25%
ELA	4	69%	61%	8%	60%	9%
ELA	5	73%	62%	11%	61%	12%
ELA	6	83%	74%	9%	62%	21%
Math	3	84%	66%	18%	66%	18%
Math	4	69%	62%	7%	65%	4%
Math	5	62%	58%	4%	62%	0%
Math	6	91%	74%	17%	60%	31%
Science	5	85%	64%	21%	60%	25%

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?

During the 2025–2026 school year, we saw a significant increase in the percentage of students scoring at Level 3 or above on the SSA (Statewide Science Assessment). Science proficiency rose from 72% in 2025 to 84% in 2026, reflecting substantial growth in student achievement.

Several strategic actions contributed to this success. The school increased collaborative planning opportunities for teachers, enhanced monitoring of 5th-grade science instruction through regular observations and targeted feedback, implemented focused small-group instruction with our STEM teacher, and restructured pacing guides to ensure stronger alignment with state standards. Additionally, students benefited from the use of PENDA and other engaging challenges and enrichment activities designed to strengthen science knowledge and skills.

To sustain and build upon these gains during the 2026–2027 school year, we will continue to prioritize collaborative planning and instructional monitoring, refine pacing guides based on student performance data, expand the use of PENDA and other high-engagement learning opportunities, and strengthen data-driven instructional practices to ensure continued growth in science proficiency.

Lowest Performance

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

Mathematics proficiency in grades 4 and 5 was the lowest-performing data component. In 2025, 4th grade was at 74% proficient, while 5th grade was at 71% proficiency. In 2026, 4th grade went down to 69% proficiency, while 5th grade dropped to 63% proficiency. Several

factors contributed to last year's lower performance, including significant staffing changes. Grade 5 had multiple new teachers who were learning curriculum expectations, instructional routines, and assessment practices while building classroom systems. In Grade 4, one teacher was absent for the majority of the school year, resulting in disruptions to instructional continuity and consistency. These factors impacted students' access to stable, high-quality mathematics instruction. Data trends indicate that while growth occurred throughout the year, proficiency levels remained below desired targets, particularly in problem-solving, mathematical reasoning, and application of grade-level standards.

To improve mathematics performance in 2026–2027, we will implement strategies similar to those that supported growth in Science. These include strengthening standards-based planning through collaborative teacher data meetings, increasing the use of common formative assessments to monitor student progress, providing targeted small-group intervention and enrichment based on data, and inquiry-based learning experiences that promote deeper conceptual understanding. We will also provide additional instructional coaching and support for newer teachers, ensure consistent implementation of curriculum resources, and focus on vertical alignment of mathematics standards across grade levels. These adjustments are expected to increase instructional consistency, strengthen student engagement, and improve overall mathematics proficiency in grades 4 and 5.

Greatest Decline

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

Mathematics learning gains were the lowest-performing data component, declining from 71% in 2024–2025 to 64% in 2025–2026. Several factors contributed to this decrease. Not implementing consistent collaborative planning among grade-level teachers and ESE resource teachers, experienced staffing changes, including multiple new teachers in Grade 5 who were developing familiarity with curriculum expectations, instructional practices, and assessment systems. Additionally, one Grade 4 teacher was absent for the majority of the school year, creating challenges with instructional continuity. These factors impacted the consistency of mathematics instruction across the school. While students demonstrated growth throughout the year, overall learning gains did not meet previous performance levels, particularly in areas requiring mathematical reasoning, problem-solving, and application of grade-level standards.

To improve mathematics learning gains in 2026–2027, we will implement strategies similar to those that contributed to success in Science. These include strengthening collaborative planning and data analysis meetings, utilizing frequent common formative assessments to monitor student progress and guide instructional decisions, and providing targeted interventions based on student needs. We will also provide ongoing instructional coaching and support to ensure consistent implementation of high-quality mathematics instruction and curriculum resources across all grade levels. Additionally, we will focus on alignment of standards, data-driven instruction, and monitoring student progress throughout the year to increase mathematics learning gains schoolwide and improve overall student achievement.

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.

Our data indicates that our average scores are above the state averages in ELA, Math and grade 5 science.

EWS Areas of Concern

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

Math proficiency in grades 4 and 5. Will monitor instruction with walk-throughs and feedback, and utilize collaborative planning opportunities to make an impact.

Highest Priorities

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

Math proficiency

ELA proficiency

Science proficiency

PBIS- reduce referrals (specifically in area of physical aggression)

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

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

Area of Focus #1

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

In the 2025-2026 school year, we saw an increase in students scoring at 3 or above on FAST ELA. This continues to be an intentional area of focus because schools with similar demographics are demonstrating slightly higher scores, and we continue to strive for improvement. The focus in the area of ELA is to increase overall proficiency in grades 3-6. Grades 3-6 ELA proficiency increased 3% points from 74% in 2025 to 79% in 2026.

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.

ELA proficiency in grades 3 - 6 will increase from 79% in 2026 to 82% in 2027.

Monitoring

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

As a school, we will be monitoring data using iReady and statewide progress monitoring/ F.A.S.T. ELA assessments to identify student proficiency levels and to guide the direction of intervention. Teachers will use formative and summative assessments to determine small group instruction during the core ELA block. ELA instruction will be monitored through classroom observations, grade-level collaborative planning, and analysis of all data points. Data will also be revisited quarterly to adjust action steps as needed.

Person responsible for monitoring outcome

Nicole Vannorsdall - Literacy Coach

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:

Facilitated Collaborative Planning Team Meetings, explicit and coherent instruction, Data chats, Job Embedded Coaching, PST, MTSS, targeted intervention, High Yield Instructional Strategies, Progress Monitoring, Data Analysis, and Specific Instructional Feedback.

Rationale:

When planning ELA instruction, teachers will focus on providing high yield instructional strategies during both small and whole group instruction. Schoolwide, we will focus on analyzing data and progress monitoring to ensure ELA instruction is scaffolded for student readiness. Continued focus on the quality and appropriateness of interventions, collaborative planning practice for Tier 1 instruction, and implementation of a quality, standards-aligned ELA curriculum will allow us to accelerate learning through rigorous instruction and grade-level learning opportunities while also addressing gaps in student performance through intervention and focused scaffolding techniques.

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

Qt. 1- Establish Coherent Tier 1 Instruction

Person Monitoring:

Nicole Vannorsdall

By When/Frequency:

Quarterly

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, benchmark-aligned instruction (105 min. ELA block for grades K-2) using district-provided materials, including UFLI, Benchmark Advance 2026, and SAVVAS.

- Gradual Release (I do, we do, you do)
- Clear modeling and think-alouds
- Guided practice with immediate feedback
- Checks for Understanding with timely instructional responses
- Structured student discourse tied to learning targets/intentions.

Develop norms for collaborative planning structure with coach/leadership:

- Designated weekly planning time
- Agenda & Roles
- Aligned standard pacing across grade-level team
- Planning for explicit instruction strategies
- Data-driven decision making

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

- Calendar for walkthroughs
- Calendar for collaborative planning
- Coaching cycles
- Schedule and utilize the walkthrough tool with the leadership team.

BPIE Indicators:

BPIE Indicator 8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.

BPIE Indicator 15. School leaders provide job- embedded professional learning for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWD.

BPIE Indicator 17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.

Literacy Coach Actions:

Support teachers in using explicit instruction and gradual release in daily lessons

- Help K–2 teachers implement 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 instructionally aligned materials.

Teacher Actions:

Use Benchmark Advance, UFLI (K–2), and SAVAS 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)/exit tickets 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.

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

Qt. 2- Strengthen Structured Planning Time

Person Monitoring:

Nicole Vannorsdall

By When/Frequency:

Quarterly

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

Leadership Actions:

Plan with Literacy Coach to strengthen the gradual release model, focusing on the I Do, and We Do components.

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 provide feedback on the I Do, and We Do.

Continue w/BPIE Indicators:

BPIE Indicator 8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.

BPIE Indicator 15. School leaders provide job- embedded professional learning for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWD.

BPIE Indicator 17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.

Literacy Coach Actions:

Lead data discussions that connect Tier 1 instruction, intervention, and student outcomes.

-Support Tier 1 and intervention teachers plan lessons using the 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:

Continue implementing standards-aligned curriculum materials consistently in both Tier 1 and intervention settings.

-Collaboratively plan explicit instruction lessons using Benchmark Advance and SAVVAS 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

Qt. 3- Data Driven Adjustments

Person Monitoring:

Nicole Vannorsdall

By When/Frequency:

Quarterly

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

Continue w/BPIE Indicators:

BPIE Indicator 8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.

BPIE Indicator 15. School leaders provide job- embedded professional learning for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWD.

BPIE Indicator 17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.

Literacy Coach Actions:

Model strong explicit instruction in both whole group and small group settings (clear modeling, think-alouds, 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:

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

Qt.4- Monitor and Adjust

Person Monitoring:

Nicole Vannorsdall

By When/Frequency:

Quarterly

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.

Continue w/BPIE Indicators:

BPIE Indicator 8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.

BPIE Indicator 15. School leaders provide job- embedded professional learning for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWD.

BPIE Indicator 17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.

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:

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.

FAST state assessment data indicates the need for improvement in the area of math in grades 3-6. Math proficiency in grades 3-6 decreased from 79% in 2025 to 77% in 2026.

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.

Math proficiency in grades 3-6 will increase from 77% in 2026 to 81% in 2027.

Monitoring

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

Data will be reviewed and will be used to drive small groups during tier 1 instruction. Teachers will provide scaffolded support and use standards-aligned materials to provide quality math instruction as well as math intervention four days a week. Teachers will use formative assessments, including exit tickets from the district math curriculum, to track and monitor student achievement outcomes. Following PM1, Math students scoring a level 1 in grades 3-5 will be invited to Math ASP.

Person responsible for monitoring outcome

Rick Dillon - Assistant Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Facilitative Collaborative Planning Teams, Explicit instruction (I do, We do, You do), Data chats, Job Embedded Coaching, MTSS, intervention, PST, High Yield Instructional Strategies, Progress Monitoring, Data Analysis, Specific Instructional Feedback

Rationale:

We will focus on analyzing data and progress monitoring to ensure Math instruction is scaffolded for student readiness. Teachers will focus on providing high yield instructional strategies during both small and whole group instruction when planning for Math. Continued focus on the quality and appropriateness of interventions, collaborative planning practice for Tier 1 instruction will allow us to accelerate learning through rigorous instruction and grade-level learning opportunities while also addressing gaps in student performance through intervention and focused scaffolding techniques.

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

Qt. 1- Establish Coherent Tier 1 Instruction

Person Monitoring:

Rick Dillon

By When/Frequency:

Quarterly

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

Leadership Actions:

- Establish a structured math planning time for each grade level that includes general education, ESE, and

member of leadership team to collaboratively plan: standards-based instruction, math tasks, strategies, manipulatives/visual representations, academic language, and small group instruction (Teacher Table, math learning stations).

Provide professional learning/non-negotiables on strong Tier 1 elementary math instruction, including: Explicit

instruction / Gradual Release, use of manipulatives, math discourse, and visual models.

- Launch coaching cycles based on need, focused on: Explicit teaching, Modeling, and guided practice ("We Do"),

Effective use of Teacher Table small groups

- Conduct walkthroughs using the Brevard Walkthrough Tool to monitor implementation of benchmark-aligned

instruction and planning coherence.

- Implement systems to use iReady diagnostic data, FAST, and classroom data to form flexible small groups and

identify student needs.

BPIE Indicators:

BPIE Indicator 8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.

BPIE Indicator 15. School leaders provide job- embedded professional learning for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWD.

BPiE Indicator 17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.

Teacher Actions:

- Participate in collaborative planning to effectively deliver lessons with standards-aligned instruction, aligned math tasks, strategies, manipulatives/visual representations, academic language, and small group instruction (Teacher Table, math learning stations).
- Participate in professional learning/non-negotiables and implement strong Tier 1 math instruction.
- Engage in coaching cycles by implementing explicit teaching, modeling, guided practice ("We Do"), and effective use of Teacher Table small groups, while applying feedback to improve instruction.
- K-2 Teachers: Implement Daily Number Routines
- 2nd – 6th Teachers: Implement iReady Fluency Flight
- Administer baseline formative assessments to identify skill gaps
- Collaborate with ESE teachers to plan and provide targeted small-group instruction aligned to core lessons.

Action Step #2

Qt. 2- Strengthen Structured Planning Time

Person Monitoring:

Rick Dillon

By When/Frequency:

Quarterly

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

Leadership Actions:

- Strengthen team planning by requiring rehearsal of explicit instruction (modeling, think-alouds, guided practice) and aligned lesson plans with planned checks for understanding for whole and small group. ESE Teacher participates in team planning.
- Calibrate observations and feedback among the leadership team to ensure consistent expectations for high-quality Tier 1 instruction,
- Coaching cycles will be shorter (weekly touch points) based on needs identified related to explicit instruction with follow-up observation to see evidence of change in practice.
- Document, using the Brevard Walkthrough Tool, evidence of high-quality implementation of explicit instruction and facilitate peer observations of strong Tier 1 instruction.
- Use iReady and formative assessment data to monitor implementation and ensure alignment across Tier 1 and intervention instruction.

Continue w/BPiE Indicators:

BPiE Indicator 8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.

BPiE Indicator 15. School leaders provide job- embedded professional learning for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWD.

BPiE Indicator 17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.

Teacher Actions:

- Rehearse explicit instruction (modeling, think-alouds, guided practice) during team planning and produce aligned lesson plans with intentional checks for understanding for whole and small group.
- Consistently implement strong Tier 1 (and Big M) math practices with increased precision, using explicit instruction (modeling, think-alouds, gradual release, and checks for understanding) to ensure all student's access grade-level standards and demonstrate understanding.
- Participate in peer observations of high-quality Tier 1 instruction and implement observed best practices to strengthen instruction.
- Apply feedback from coaching cycles to refine instruction, strengthening modeling, guided practice ("We Do"), and differentiation, with a clear focus on improving the effectiveness of Teacher Table small group instruction aligned to Tier 1 content.
- Regularly analyze i-Ready, FAST, and formative data to refine flexible grouping, adjust instruction, and provide targeted re-teaching and enrichment aligned to identified student needs.

Action Step #3

Qt. 3- Data Driven Adjustments

Person Monitoring:

Rick Dillon

By When/Frequency:

Quarterly

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

Leadership Actions:

- Use mid-year data to evaluate instructional effectiveness by analyzing proficiency, learning gains, and subgroup progress to identify strengths and gaps in Tier 1 instruction.
- Prioritize and align resources available to support students to get Learning Gain/Proficiency.
- Ensure team planning includes adjustment of instructional pacing and priorities based on data, and that instruction incorporates targeted scaffolds and aligns interventions for students not yet mastering priority benchmarks.
- Provide targeted professional learning refreshers focused on refining explicit instruction (modeling, think-alouds, gradual release, CFUs) to improve instructional precision and student understanding.
- Conduct focused walkthroughs to monitor impact by observing not only implementation of explicit instruction but also, evidence of student engagement, discourse, and understanding; provide timely, actionable face-to-face feedback with follow-up.

Continue w/BPIE Indicators:

BPIE Indicator 8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.

BPIE Indicator 15. School leaders provide job- embedded professional learning for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWD.

BPIE Indicator 17. School administrators ensure that collaborative planning time is used productively

and reflected in general and special education staff schedules and instructional plans.

Teacher Actions:

- Use student work and formative data to evaluate and adjust instruction by refining modeling, checks for understanding, and task selection to address misconceptions and deepen understanding.
- Engage students in high-quality discourse during guided practice through structured math talk, collaborative problem solving, and peer explanations to strengthen reasoning and understanding.
- Participate in peer observations and provide feedback to refine instructional practices and improve the effectiveness of explicit instruction.

Action Step #4

Qt. 4- Monitor and Adjust

Person Monitoring:

Rick Dillon

By When/Frequency:

Quarterly

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

Leadership Actions:

- Conduct end-of-year review of math proficiency, learning gains, and subgroup student progress.
- Evaluate the effectiveness of the planning system, professional learning, coaching, and walkthrough structures, and support student reflection opportunities (e.g., student-led conferences) to inform next year's math plan.
- Facilitate staff reflection and planning by engaging teams in analyzing student work and instructional practices to identify non-negotiables and priorities for the upcoming school year.
- Celebrate teacher and student successes.

-Evaluate Effectiveness of BPIE Indicators:

BPIE Indicator 8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.

BPIE Indicator 15. School leaders provide job- embedded professional learning for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWD.

BPIE Indicator 17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.

Teacher Actions:

- Sustain strong implementation of explicit instruction, gradual release, and collaborative learning through the end of the year.
- Use end-of-year data and student work to evaluate effectiveness of instruction and identify instructional practices that led to student gains.
- Continue targeted small-group instruction and differentiated support based on data and student need.
- Conduct end-of-year review of math proficiency, learning gains, and subgroup student progress.

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.

We saw an increase in students scoring at 3 or above in Statewide Science scores in the 2025-2026 school year. Science proficiency levels increased from 72% in 2025 to 85% in 2026. This continues to be an intentional area of focus because schools with similar demographics are demonstrating slightly higher scores, and we continue to strive for improvement.

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.

Grade 5 science proficiency will increase from 85% in 2026 to 89% in 2027.

Monitoring

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

During CPT meetings and meetings with the STEM coach, grade-level teams will analyze science assessment and PENDA data to drive instruction, and teachers will monitor student usage and mastery of PENDA science lessons. Mrs. Adams, STEM coach, will complete 3rd-6th grade competitions/contests, rewarding classroom usage, overall class mastery, and highest student mastery per grade level.

Person responsible for monitoring outcome

Skylar Adams - STEM Coach

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:

5E instructional model for science, data driven decision making, STEM 5th grade small group instruction, PENDA science, progress monitoring, job imbedded coaching, and science ASP.

Rationale:

Student engagement with inquiry will lead to great understanding of scientific concepts. Students

need more involvement using hands-on experiences with science concepts and within the contexts of the units of inquiry to make connections. In addition, differentiation will be offered through the PENDA application with students in grades 3-6.

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

Qt. 1- Establish Coherent Tier 1 Instruction

Person Monitoring:

Skylar Adams

By When/Frequency:

Quarterly

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 following the 5E model for core instruction using Stemscores 2.0.

Grade-level teams will meet with the admin team and STEM coach to plan pacing coherence.

Develop norms for collaborative planning structure with coach/leadership:

- Designated weekly planning time

- Agenda & Roles

- Aligned standard pacing across grade-level team

- Planning for explicit instruction strategies

- Data-driven decision making

Set up collaborative planning time where grade-level teams work with the STEM Teacher to connect Tier 1 instruction to weekly STEM time.

Plan and communicate a system of monitoring

- Calendar for walkthroughs

- Calendar for collaborative planning

- Coaching cycles

- Schedule and utilize the walkthrough tool with the leadership team.

BPIE Indicators:

BPIE Indicator 8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.

BPIE Indicator 15. School leaders provide job- embedded professional learning for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWD.

BPIE Indicator 17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.

STEM Coach Actions:

Support teachers in using explicit instruction, 5E, and gradual release in daily lessons.

- Help 3-5 teachers implement Stemscores 2.0 with fidelity.

- Lead collaborative planning conversations on aligning Tier 1 instruction and supporting ESE students in general education classrooms

- Communicate unit "STEM Look-Aheads" to establish coherence between core classroom tier 1 instruction and STEM weekly hands-on labs.

-Track PENDA BOY and MOY assessments, statewide practice assessments, weekly PENDA lessons, formative district assessments, and classroom data.

-Use analyzed data to check student progress and guide next steps.

Teacher Actions.

Teacher Actions:

Use Stemscores 2.0 as the primary instructional resource to teach Florida State Standards.

- Implement explicit instruction aligning to the 5E model 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)/exit tickets 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.

Action Step #2

Qt. 2- Strengthen Structured Planning Time

Person Monitoring:

Skylar Adams

By When/Frequency:

Quarterly

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

Leadership Actions:

Plan with the Admin team and STEM coach to strengthen the gradual release model, focusing on the I Do, and We Do components.

Facilitate structured data meetings to analyze student performance and remediate during independent time as needed.

- Monitor implementation of tier 1 instruction expectations.

- Use PENDA BOY and MOY assessments, statewide practice assessments, weekly PENDA lessons, formative district assessments, and classroom data to check student progress and guide next steps.

Conduct walkthroughs to monitor expectations for explicit instruction established in Q1 and provide feedback on the I Do, and We Do.

Continue BPIE Indicators:

BPIE Indicator 8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.

BPIE Indicator 15. School leaders provide job- embedded professional learning for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWD.

BPIE Indicator 17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.

STEM Coach Actions:

Lead data discussions that connect Tier 1 instruction, intervention, and student outcomes.

-Continue to track PENDA BOY and MOY assessments, statewide practice assessments, weekly PENDA lessons, formative district assessments, and classroom data.

-Continue to use analyzed data to check student progress and guide next steps.

Teacher Actions.

-Continue unit "STEM Look-Aheads" to establish coherence between core classroom tier 1 instruction and STEM weekly hands-on labs.

Continue implementing standards-aligned curriculum materials consistently in both Tier 1 settings.

Action Step #3

Qt. 3- Data Driven Adjustments

Person Monitoring:

Skylar Adams

By When/Frequency:

Quarterly

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

Plan with the Admin team and STEM coach to strengthen the gradual release model, focusing on the I Do, and We Do components.

Facilitate structured data meetings to analyze student performance and remediate during independent time as needed.

- Monitor implementation of tier 1 instruction expectations.

- Use PENDA BOY and MOY assessments, statewide practice assessments, weekly PENDA lessons, formative district assessments, and classroom data to check student progress and guide next steps.

Conduct walkthroughs to monitor expectations for explicit instruction established in Q1 and provide feedback on the I Do, and We Do.

Continue with BPIE Indicators:

BPIE Indicator 8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.

BPIE Indicator 15. School leaders provide job- embedded professional learning for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWD.

BPIE Indicator 17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.

STEM Coach Actions:

Lead data discussions that connect Tier 1 instruction, intervention, and student outcomes.

- Continue to track PENDA BOY and MOY assessments, statewide practice assessments, weekly PENDA lessons, formative district assessments, and classroom data.

- Continue to use analyzed data to check student progress and guide next steps.

Teacher Actions.

- Continue unit "STEM Look-Aheads" to establish coherence between core classroom tier 1 instruction and STEM weekly hands-on labs.

Adjust the 5th grade's district-suggested instructional pacing based on school needs to provide an opportunity to review science benchmarks and standards based on school data.

Review data to identify tier 2 students and provide a daily small group opportunity.

Tier 2 students are offered a science ASP support opportunity.

Teacher Actions:

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 remediate instruction.

Action Step #4

Qt. 4- Monitor and Adjust

Person Monitoring:

Skylar Adams

By When/Frequency:

Quarterly

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. Plan with the Admin team and STEM coach to strengthen the gradual release model, focusing on the I Do, and We Do components.
- Monitor implementation of tier 1 instruction expectations.
- Use PENDA BOY and MOY assessments, statewide practice assessments, weekly PENDA lessons, formative district assessments, and classroom data to check student progress and guide next steps.

Evaluate Effectiveness of BPIE Indicators:

BPIE Indicator 8. School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWD.

BPIE Indicator 15. School leaders provide job- embedded professional learning for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWD.

BPIE Indicator 17. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.

STEM Coach Actions:

Lead data discussions that connect Tier 1 instruction, intervention, and student outcomes.

-Continue to track PENDA BOY and MOY assessments, statewide practice assessments, weekly PENDA lessons, formative district assessments, and classroom data.

-Continue to use analyzed data to check student progress and guide next steps.

Teacher Actions:

-Continue unit "STEM Look-Aheads" to establish coherence between core classroom tier 1 instruction and STEM weekly hands-on labs.

-Follow the team-chosen review pacing, implementing weekly review labs.

-Continue tier 2 daily small group.

-Continue tier 2 science ASP.

Teacher Actions:

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 remediate instruction.

IV. Positive Learning Environment**Area of Focus #1**

Positive Behavior and Intervention System (PBIS)

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.

School wide behavior in the 2025-2026 school year at Longleaf indicated a total of 42 referrals which although was a decrease from the 2024-2025 school year is still an area of focus. This negatively affects student learning by loss of academic time in the classroom and is a distraction to other students during learning time. Our highest discipline incident rate was in the category of, "physical aggression".

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 the 2026-2027 school year with the implementation of PBIS, we will see a decrease in the amount of referrals processed by 10% overall and a decrease of 5% in the category of physical aggression.

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.

Teachers will provide PBIS tier 1 to all students. Behavioral/Referral data will be reviewed at monthly tailgate/PDD meetings as well as positive behavior referral data. Based on this data, action plans will be developed and implemented.

Person responsible for monitoring outcome

Jason Sherburne- 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:

By implementing a strong PBIS System into the school, along with teaching Resiliency

Characteristics (Specifically Responsibility, Self-Management & Self-Awareness Relationship Skills, Responsible Decision-Making, and Empathy) we will create a behavioral system that teaches and reinforces positive behaviors while at the same time discouraging negative behaviors that are not aligned with our PAWS expectations (Positive attitude, Acting responsibly and respectfully, Making wise choices and Safety first).

Rationale:

Strengthening the PBIS program and teaching Resiliency Characteristics allows for increased academic performance by keeping students in class, keeping them on task and motivating them to do their best. PBIS will help with student engagement as research has shown that students that have clear instructional expectations perform better on student achievement tests.

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

Qt. 1- Establish Expectations and Systems

Person Monitoring:

Eddy Kledzik

By When/Frequency:

Quartley

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

Leadership Actions:

- * Maintain consistent use of schoolwide PBIS/PAWS expectations, incentives (Buddy Bucks, Positive Referrals) and language
- * Review student behavior data monthly to identify trends and at-risk students
- * Establish PBIS Behavior tracking system
- * Implement BCTV morning announcements reinforcing PAWS expectations and school culture
- * Assign Behavior Tech to support character and resiliency instruction
- * Data-Driven Reflection and Targeted Interventions: Utilize Power BI dashboards and reflection templates in data meetings to guide decisions
- * Maintain consistent use of schoolwide PBIS/PAWS expectations, incentives (Leader Loot) and language with staff
- * Review Monthly Resiliency Characteristic and place in Bobcat Newsletters

Teacher Actions:

- * Greet students at the door daily and implement Morning Meetings to build relationships and classroom community
- * Model/Review PAWS expectations and Reflection Opportunities with students and parents
- * Monitor homeroom students behaviors and bring students to MTSS for behavior problem solving strategies
- * Model/Review Resiliency Characteristic with students and parents monthly

Action Step #2

Qt. 2- Planning/Monitor PBIS Interventions

Person Monitoring:

By When/Frequency:

Eddy Kledzik

Quarterly

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

Leadership Actions:

- * Monitor behavior trends and evaluate effectiveness of PBIS supports and incentives
- * Continue communication systems with BCTV and PAWS expectations videos
- * Implement targeted PBIS interventions (Check & Connect, mentoring, small groups) at MTSS
- * Launch and support a mentor-based attendance (Check and Connect) program with the counselor and/or social worker, providing targeted interventions for students not responding to initial supports.
- * Continue consistent use of schoolwide PBIS/PAWS expectations, incentives (Leader Loot) and language with staff
- * Continue to review Monthly Resiliency Characteristic and place in Bobcat Newsletters

Teacher Actions:

- * Continue door greetings, and relationship-building routines
- * Continue to Model/Review PAWS expectations and Reflection Opportunities with students and parents
- * Maintain consistent use of schoolwide expectations and language
- * Strengthen family communication regarding behavior concerns and document in FOCUS
- * Conduct parent meetings for students with 2+ referrals
- * Support PAWS incentives and reinforce recognition systems in the classroom through the use of Buddy Bucks and Positive Referrals
- * Model/Review PAWS expectations and Reflection Opportunities with students and parents
- * Continue to Model/Review Resiliency Characteristic with students and parents monthly

Action Step #3

Qt. 3- Data Driven Adjustments

Person Monitoring:

Eddy Kledzik

By When/Frequency:

Quartley

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
- * Continue use of schoolwide PBIS/PAWS expectations, incentives (Leader Loot) and language with staff
- * Continue to review Monthly Resiliency Characteristic and place in Bobcat Newsletters

Teacher Actions:

- * Reteach PAWS expectations at start of new year
- * Increase outreach to families of students with ongoing behavior concerns and maintain required documentation and communication as well as document in FOCUS
- * Continue consistent classroom culture and engagement strategies while reinforcing PAWS expectations and celebrating student progress
- * Support, monitor, and participate in individualized student intervention plans
- * Continue to Model/Review Resiliency Characteristic with students and parents monthly

Action Step #4

Qt.4- Monitor and Evaluate

Person Monitoring:

Eddy Kledzik

By When/Frequency:

Quarterly

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

Leadership Actions:

- * Evaluate behavior trends and effectiveness of interventions
- * Keep support systems in place for students still struggling with behavior
- * Celebrate behavior growth and use the data to plan improvements for next year, including transition planning for at-risk students
- * Review impact of PBIS interventions strategies and plan for next year
- * Review impact of schoolwide PBIS/PAWS expectations, incentives (Leader Loot) and language with staff
- * Review impact of Monthly Resiliency Characteristic being placed in Bobcat Newsletters

Teacher Actions:

- * Keep strong classroom routines and engagement strategies going through the end of the year
- * Encourage positive behavior 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