Brevard Public Schools

OAK PARK ELEMENTARY SCHOOL



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 7

D. Early Warning Systems 8

II. Needs Assessment/Data Review 12

A. ESSA School, District, State Comparison 13

B. ESSA School-Level Data Review 14

C. ESSA Subgroup Data Review 15

D. Accountability Components by Subgroup 16

E. Grade Level Data Review 19

III. Planning for Improvement 20

IV. Positive Learning Environment 44

V. Title I Requirements (optional) 50

VI. ATSI, TSI and CSI Resource Review 73

VII. Budget to Support Areas of Focus 74

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

At Oak Park Elementary, our mission is to empower every student to reach their full potential through high-quality instruction, meaningful relationships, and a safe, inclusive environment. We are committed to fostering a love of learning, cultivating character, and preparing students to thrive as compassionate, confident, and capable citizens in a diverse and ever-changing world.

Provide the school's vision statement

At Oak Park Elementary, we believe that every moment matters. Guided by our theme — “If you’re going to be, be here” — we envision a school where students, staff, and families are fully present, deeply engaged, and committed to growing together. Through purposeful learning, strong relationships, and a culture of belonging, we strive to create a school community where every child is empowered to succeed and every voice is valued.

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

Kelly Rouse

rouse.kelly@brevardschools.org

Position Title

Principal

Job Duties and Responsibilities

• Lead high-quality instruction and use data to support student growth.
• Implement interventions and support programs like UFLI, and i-Ready.

• Promote equity and ensure effective use of Title I funds.
• Foster a positive, inclusive school culture with clear behavior expectations.
• Build strong family and community partnerships to support learning.
• Supervise staff, manage operations, and maintain a safe learning environment.
• Communicate a clear vision focused on student success and continuous improvement.

Leadership Team Member #2

Employee's Name
Karen Berkowitz

Berkowitz.Karen@brevardschools.org

Position Title
Assistant Principal

Job Duties and Responsibilities

Support instructional leadership by coaching teachers and monitoring student progress.
• Help implement intervention programs and ensure fidelity to Tier 2 and Tier 3 supports.
• Promote a safe, respectful, and inclusive school culture aligned with school-wide expectations.
• Lead behavior management systems (e.g., PBIS, CHAMPS) and respond to student discipline needs.
• Support family engagement and communication, especially for at-risk students.
• Assist in overseeing Title I compliance, including data collection and documentation.
• Manage daily operations, including schedules, supervision, and staff support.
• Serve as a key member of the leadership team in driving school improvement.

Leadership Team Member #3

Employee's Name
Tonja Mayo

Mayo.Tonja@brevardschools.org

Position Title
Teacher on Assignment

Job Duties and Responsibilities

The Teacher on Assignment (TOA) supports school-wide academic, behavioral, and operational goals by working alongside administrators, teachers, and support staff. The TOA provides coaching, models best practices, and assists with intervention, data analysis, and student support systems to improve overall student achievement—especially for those in need of additional support.

Leadership Team Member #4

Employee's Name
Liana Coulson

Coulson.Liana@brevardschools.org

Position Title
Literacy Coach

Job Duties and Responsibilities

The Literacy Coach supports improved literacy instruction and student achievement across all grade levels. This role focuses on building teacher capacity through coaching, modeling, and data-driven collaboration, with an emphasis on foundational reading skills, intervention strategies, and alignment
to evidence-based practices such as UFLI and structured literacy. The Literacy Coach plays a key role in meeting the literacy goals outlined in the school's Title I plan.

Leadership Team Member #5

Employee's Name
Kathy Comer

Comer.Kathy@brevardschools.org

Position Title
Elementary Specialist

Job Duties and Responsibilities

• Support school administrators and teachers in implementing district initiatives and school improvement goals.
• Provide instructional support and professional learning to strengthen teaching and student achievement.
• Facilitate collaborative planning, data meetings, and professional learning communities (PLCs).
• Assist teachers in analyzing student data to inform instruction, interventions, and progress monitoring.
• Monitor the implementation of standards-aligned curriculum and evidence-based instructional practices.
• Model effective instructional strategies and provide coaching and feedback to teachers.
• Support the implementation of MTSS, including intervention planning and progress monitoring.
• Conduct classroom walkthroughs and assist with monitoring instructional effectiveness.
• Support the development, implementation, and monitoring of school improvement initiatives.
• Monitor attendance data, assist with identifying students with attendance concerns, and support the

implementation of attendance interventions and family engagement strategies to reduce chronic absenteeism.
• Collaborate with school staff, families, and community partners to support student academic success, attendance, and overall well-being.
• Perform other duties as assigned by school or district administration.

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.

At Oak Park Elementary, we work together with staff, families, and community members to develop our School Improvement Plan (SIP). The School Leadership Team, which includes teachers and administrators, meets regularly to look at student data and decide on goals and next steps. Teachers share ideas during team meetings and staff discussions. Parents and families give feedback through surveys, the School Advisory Council (SAC), and our annual Title I meeting. Community members and partners are also invited to share ideas to help support student success. All of this input helps shape our goals, choose programs, and decide how we use our Title I funds. We believe that when everyone is involved, our school becomes stronger and more successful for 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)).

At Oak Park Elementary, the School Improvement Plan (SIP) is regularly monitored to ensure it effectively supports all students, especially those with the greatest achievement gaps, in meeting state academic standards. The School Leadership Team meets monthly to review student data—including test scores, attendance, and behavior—and assess progress toward our nine-week goals. These shorter-term goals help us track growth and adjust instruction frequently. Teachers and staff provide ongoing feedback about what strategies are working and where challenges exist.

Families and community members also contribute input through meetings and surveys, and the collection of walk through tool.

Based on data and stakeholder feedback, the SIP is revised as needed to improve outcomes. This ongoing process of monitoring, goal-setting, and revision ensures continuous improvement and that every student receives the support they need to succeed.

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	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	
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)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2025-26: B** **2024-25: B** **2023-24: C** **2022-23: C** **2021-22: C**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	69	62	57	63	76	58	48			433
Absent 10% or more school days	26	19	17	22	20	11	17			132
One or more suspensions	3	9	7	13	18	21	11			82
Course failure in English Language Arts (ELA)				1			1			2
Course failure in Math					5	1				6
Level 1 on statewide ELA assessment				19	13	11	5			48
Level 1 on statewide Math assessment				17	25	18	5			65
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	3	10	15	28						56
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	5	7	6	16						34

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	6	8	16	21	14	11			78

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								3
Students retained two or more times					2	1	2			5

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	68	67	57	86	65	49	46			438
Absent 10% or more school days	20	16	20	14	14	12	14			110
One or more suspensions	14	9	13	13	18	11	6			84
Course failure in English Language Arts (ELA)				4		1				5
Course failure in Math				15	3	3				21
Level 1 on statewide ELA assessment	10	12	6	21	18	6	7			80
Level 1 on statewide Math assessment	14	18	20	19	14	9	5			99
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	13	25	40						80
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	2	3	16	40	30					91

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	7	9	14	8	7	5			52

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	3			4						7
Students retained two or more times				1	5	4	3			13

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*	50	65	62	50	62	59	41	61	57
Grade 3 ELA Achievement	44	63	61	50	58	59	34	59	58
ELA Learning Gains	64	67	63	58	62	60	56	64	60
ELA Lowest 25th Percentile	64	61	58	63	57	56	55	60	57
Math Achievement*	47	66	66	55	63	64	39	62	62
Math Learning Gains	59	68	64	69	67	63	68	68	62
Math Lowest 25th Percentile	50	55	50	62	54	51	74	59	52
Science Achievement	72	66	62	48	62	58	57	60	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)				91	62	63	50	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	56%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	450
Total Components for the FPPI	8
Percent Tested	96%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
56%	61%	53%	36%	40%	33%	

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	42%	No		
Black/African American Students	43%	No		
Hispanic Students	56%	No		
Multiracial Students	60%	No		
White Students	59%	No		
Economically Disadvantaged Students	54%	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	50%	44%	64%	64%	47%	59%	50%	72%					
Students With Disabilities	33%	13%	51%	46%	40%	63%	46%						
Black/African American Students	35%	19%	59%		25%	53%		64%					
Hispanic Students	50%		67%		54%	53%							
Multiracial Students	57%		77%		50%	54%							
White Students	56%	52%	63%	59%	56%	63%	53%	72%					
Economically Disadvantaged Students	44%	36%	64%	69%	40%	60%	48%	70%					

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	50%	50%	58%	63%	55%	69%	62%	48%					91%
Students With Disabilities	46%	47%	69%	67%	50%	62%		42%					
English Language Learners	30%				40%								91%
Black/African American Students	43%	53%	59%		32%	57%	40%						
Hispanic Students	46%		80%		46%	93%							
Multiracial Students	53%		50%		63%	80%							
White Students	54%	58%	56%	71%	64%	69%	67%	62%					
Economically Disadvantaged Students	43%	46%	55%	61%	48%	65%	54%	39%					

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	41%	34%	56%	55%	39%	68%	74%	57%					50%
Students With Disabilities	19%	25%	43%	48%	13%	77%	73%						
English Language Learners	10%		30%		0%	60%							50%
Black/African American Students	31%	29%	66%		18%	66%							
Hispanic Students	17%		33%		30%	67%							45%
Multiracial Students	29%		43%		12%	57%							
White Students	50%	38%	61%	63%	54%	73%	71%	71%					
Economically Disadvantaged Students	41%	37%	59%	56%	39%	71%	83%	47%					

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	44%	63%	-19%	60%	-16%
ELA	4	45%	61%	-16%	60%	-15%
ELA	5	55%	62%	-7%	61%	-6%
ELA	6	64%	74%	-10%	62%	2%
Math	3	39%	66%	-27%	66%	-27%
Math	4	49%	62%	-13%	65%	-16%
Math	5	38%	58%	-20%	62%	-24%
Math	6	60%	74%	-14%	60%	0%
Science	5	68%	64%	4%	60%	8%

III. Planning for Improvement

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

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

Most Improvement

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

The Science data component showed the most improvement, increasing from 47% to 73%.
To support this growth, the school conducted a data breakdown of SSA results in January and March. Teachers analyzed student performance by standard and skill area to identify specific gaps and trends. Based on this analysis, staff pulled targeted intervention groups focused on the most needed science benchmarks.
These actions led to more intentional instruction, including:

- Small-group intervention sessions based on SSA data from January and March
- Focused reteaching of weak standards identified through the data breakdown
- Ongoing progress monitoring to track student growth between assessment cycles
- Adjustments to instruction based on shifting student needs
- Increased collaboration among teachers to review SSA data and plan interventions

As a result, the school was able to provide more precise support, which contributed to the increase in Science performance from 47% to 73%.

Lowest Performance

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

The 3rd Grade ELA component showed the lowest performance.
Several contributing factors impacted this outcome. A significant factor was that the cohort of students entered second grade as a lower-performing group, with many students already below grade level in foundational literacy skills such as phonics, decoding, fluency, and comprehension. These early skill gaps carried over into third grade and affected overall reading performance.
In addition, many students required ongoing intensive intervention, which limited the amount of time available for on-grade-level instruction and independent application of skills. Teachers had to focus heavily on remediation to address unfinished learning from prior years.
Trends observed:

- Students demonstrated continued difficulty with reading comprehension and text-based analysis
- Foundational skill deficits in phonics and fluency remained a barrier for many learners

- Students receiving consistent small-group intervention showed more growth than those with less consistent support
- Performance gaps were more pronounced among students who entered below benchmark in earlier grades

Overall, the data indicates that the lower performance in 3rd Grade ELA is largely tied to incoming student readiness levels and persistent foundational skill gaps, highlighting the need for sustained early intervention and continued structured literacy support.

Greatest Decline

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

The Math Learning Gains component showed the greatest decline from the prior year.

Several factors contributed to this decrease in performance. Instructional time was primarily focused on introducing new grade-level standards, which reduced opportunities for consistent review and reinforcement of previously taught skills. As a result, students did not receive enough spiraled practice to support long-term retention and application of mathematical concepts.

Additionally, gaps in foundational math skills impacted student progress, particularly in areas such as number sense, computation, and problem-solving strategies. This made it more difficult for students to demonstrate expected growth over time.

Another significant contributing factor was inconsistency in the use of formative assessment data to guide instruction and regroup students for targeted intervention. Without a fully established system for ongoing data-driven instruction, student needs were not always addressed quickly or consistently enough.

In addition, limited teacher content knowledge in mathematics also played a role in the decline. This sometimes affected the depth of instruction, the variety of strategies used to teach concepts, and the ability to effectively address student misconceptions in real time.

Overall, the decline reflects a combination of gaps in foundational skills, inconsistent data use, limited spiraling of instruction, and the need to strengthen teacher mathematical content knowledge to better support student growth.

Greatest Gap

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

The largest proficiency gaps in Mathematics compared to the state average were observed in Grades

3 and 5. Oak Park's proficiency rate was 38%, while the state average was 66%, resulting in a 28-percentage-point gap. Grade 5 also demonstrated a significant gap, with Oak Park's proficiency rate at 33% compared to the state average of 62%, a difference of approximately 29 percentage points.

Several factors may have contributed to these proficiency gaps. Teacher content knowledge may have impacted the depth and effectiveness of mathematics instruction. Additionally, instruction was not always aligned to the rigor and complexity of the state standards, which may have limited students' preparedness for assessments. Student attendance challenges reduced instructional time and opportunities for consistent learning. Behavior referrals and classroom management challenges also affected instructional continuity and student engagement, resulting in lost learning opportunities throughout the school year.

EWS Areas of Concern

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

Based on the EWS data, two key areas of concern at Oak Park Elementary are discipline and attendance.

• Discipline: While behavior incidents have decreased, this remains an area that requires continued support to maintain positive school climate and minimize disruptions to learning.

• Attendance: Chronic absenteeism continues to affect student achievement and engagement. Improving attendance is essential to ensure students are present and ready to learn every day.

Focusing on these areas will be important for supporting student success and a positive learning environment.

Highest Priorities

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

- Maintain current science proficiency levels across all grade levels.
- Increase ELA and Math proficiency for all students.
- Improve student attendance to support consistent learning.
- Reduce disciplinary incidents and promote positive behavior.
- Continue to raise achievement for all student subgroups.

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.

ELA proficiency remained at 50% in SY25–26, unchanged from SY24–25 and continuing to fall below both district and state averages. While proficiency improved from 40.5% in SY23–24 to 50% in SY24–25, no additional growth was observed in SY25–26, indicating that student performance has plateaued.

This trend suggests that, although previous efforts resulted in initial gains, additional refinement and strengthening of ELA instructional practices are needed to accelerate student achievement. Focused attention on instructional effectiveness, standards-aligned teaching, and targeted interventions will be essential to move beyond the current proficiency level and increase overall student performance.

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 proficient (3+) on ELA Assessment will increase from 50% to 53%.

Monitoring

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

- **Assessment Data & Academic Monitoring:** Following collaborative planning, teachers and instructional leaders will regularly monitor i-Ready diagnostics, statewide progress monitoring/ F.A.S.T. ELA assessment data, fluency measures, and ongoing formative assessment results to identify student proficiency levels and instructional needs. Data will be used to provide academic monitoring, adjust Tier 1 core instruction, and refine Tier 2 interventions through targeted scaffolds and differentiated support.
- **Targeted Instruction & Scaffolds:** Teachers will use explicit instruction, frequent checks for understanding, and formative assessment data to guide flexible small-group instruction within the core ELA block. Instructional scaffolds will be strategically implemented and adjusted to

support student mastery of grade-level standards and address identified skill gaps.

- **Walkthrough Alignment & Monitoring:** Weekly classroom walkthroughs will be conducted in both Tier 1 core classrooms and Tier 2 intervention settings to monitor implementation of collaboratively planned instruction. Walkthroughs will focus on evidence of explicit instruction, appropriate scaffolds, student engagement, academic monitoring practices, and alignment to agreed-upon content and instructional strategies.

Person responsible for monitoring outcome
Kelly Rouse, 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: Explicit instruction will serve as the primary instructional framework across all grade levels. Teachers will provide clear, direct instruction aligned to grade-level standards using a structured gradual release model (I Do, We Do, You Do). Lessons will include modeling, think-alouds, guided practice, independent application, frequent checks for understanding, and immediate corrective feedback to ensure students master targeted skills and concepts. Instructional delivery will be intentionally sequenced to build knowledge and skills while minimizing student reliance on inference. Scaffolding and Differentiated Support: Teachers will implement evidence-based scaffolds to ensure all students can access rigorous grade-level content. Scaffolds may include teacher modeling, guided practice, visual supports, sentence stems, graphic organizers, chunking of complex tasks and texts, vocabulary supports, and flexible small-group instruction. Data from formative assessments, i-Ready diagnostics, fluency measures, and statewide progress monitoring assessments will be used to adjust scaffolds and provide differentiated support within Tier 1 instruction and targeted Tier 2 interventions. Academic Monitoring: Academic monitoring will occur through ongoing analysis of student performance data, including classroom formative assessments, checks for understanding, i-Ready data, fluency assessments, and F.A.S.T. progress monitoring results. Teachers, instructional coaches, and school leaders will engage in collaborative data discussions to identify student strengths and areas of need, monitor intervention effectiveness, and make timely instructional adjustments. Student progress will be reviewed regularly to ensure interventions are accelerating achievement toward grade-level proficiency. Implementation Monitoring: Fidelity of implementation will be monitored through weekly classroom walkthroughs, lesson plan reviews, collaborative planning sessions, and data meetings. School leaders and instructional coaches will look for evidence of explicit instruction, effective scaffolding practices, student engagement, academic monitoring, and alignment to collaboratively planned instructional strategies. Feedback and coaching will be provided to support continuous improvement and ensure the consistent implementation of evidence-based practices across classrooms.

Rationale:
Reading achievement data indicates a need to strengthen core literacy instruction and accelerate student growth toward grade-level proficiency. Implementation of Florida’s B.E.S.T. Standards through the district-adopted curricula provides the foundation for rigorous, standards-aligned literacy instruction. Oak Park's instructional focus centers on explicit instruction, strategic scaffolding, and

academic monitoring to ensure all students have access to high-quality learning experiences. Teachers will deliver instruction through clear modeling, guided practice, purposeful questioning, frequent checks for understanding, and gradual release of responsibility. Instructional scaffolds, including visual supports, graphic organizers, sentence stems, vocabulary development, and differentiated small-group instruction, will be intentionally planned and adjusted based on student needs. Ongoing academic monitoring through formative assessments, i-Ready diagnostics, fluency measures, and F.A.S.T. progress monitoring data will be used to identify learning gaps, inform instructional decisions, and provide timely interventions. School leaders, instructional coaches, and teacher teams will support implementation through collaborative planning, data analysis, classroom walkthroughs, and feedback cycles to ensure consistent use of evidence-based instructional practices and improved student outcomes.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

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

Action Steps to Implement:

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

Action Step #1
1st Quarter: Establish Coherent Tier 1 instruction

Person Monitoring:
Liana Coulson, Literacy Coach

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
Develop and implement a master schedule that guarantees weekly collaborative planning time for content-area teachers and support facilitators, ensuring planning conversations focus on standards alignment, scaffolding, aggressive monitoring, and the Gradual Release of Responsibility framework (I Do, We Do, You Do).
Establish clear expectations and a participation schedule for support facilitators to actively engage in Tier 1 planning, instructional delivery, student support, and data review, with a focus on supporting scaffolds and monitoring student learning during each phase of instruction.
Communicate expectations for the consistent use of standards-aligned, district-adopted curriculum materials as the primary instructional resource across Tier 1 core instruction and intervention settings.
Partner with the Literacy Coach to provide professional learning focused on explicit, standards-aligned instruction, emphasizing lesson planning and delivery that incorporates clear modeling (I Do), guided and collaborative practice (We Do), independent practice (You Do), scaffolding, aggressive monitoring, timely feedback, and checks for understanding (CFUs).
Develop and implement instructional non-negotiables that promote teacher clarity and high-quality instruction, including posted learning intentions and success criteria, explicit modeling, purposeful scaffolding, guided practice, aggressive monitoring, frequent CFUs, student discourse, collaborative learning opportunities, and independent application of learning.
Establish and communicate a system for monitoring implementation, including:
Classroom walkthrough calendar
Collaborative planning observation calendar
Instructional coaching cycle calendar

Calibrate and implement a walkthrough tool with the leadership team to monitor fidelity to instructional non-negotiables, curriculum implementation, evidence of gradual release, use of scaffolds, and aggressive monitoring practices.
Review walkthrough and student performance data regularly to identify trends, determine next steps, and provide targeted support for teachers and support facilitators.
Literacy Coach Actions
Facilitate professional learning on explicit instruction and standards-aligned implementation of the curriculum, emphasizing effective lesson delivery through the Gradual Release of Responsibility framework (I Do, We Do, You Do), purposeful scaffolding, aggressive monitoring, and checks for understanding.
Model lessons that demonstrate instructional non-negotiables, including clear learning intentions and success criteria, explicit teacher modeling, scaffolded guided practice, collaborative student engagement, aggressive monitoring of student responses, and independent application aligned to grade-level standards.
Support teachers during collaborative planning to design standards-aligned lessons that intentionally incorporate scaffolds, opportunities for student discourse, aggressive monitoring strategies, and clear transitions through each phase of gradual release.
Conduct coaching cycles focused on strengthening standards alignment, lesson internalization, scaffolding strategies, gradual release structures, student engagement, aggressive monitoring, and effective use of CFUs to inform instructional adjustments.
Analyze instructional and student performance data to provide targeted feedback and differentiated support aligned to identified teacher and student needs.
Teacher Actions (General Education, ESE, and ELL)
Collaboratively plan standards-aligned lessons using curriculum resources, district instructional guides, and student data, ensuring lessons include appropriate scaffolds, opportunities for aggressive monitoring, and all phases of the Gradual Release of Responsibility framework.
Develop and communicate clear learning intentions and success criteria aligned to grade-level standards.
Consistently implement instructional non-negotiables, including explicit modeling (I Do), scaffolded guided practice with feedback and collaborative learning (We Do), independent practice (You Do), aggressive monitoring, timely feedback, checks for understanding, and purposeful student discourse.
Implement scaffolding strategies that provide access to grade-level content while maintaining rigorous expectations for all learners, including ESE and ELL students.
Use aggressive monitoring techniques throughout instruction to gather evidence of student understanding, provide immediate feedback, adjust instruction, and determine when students are ready to move through the phases of gradual release.
Use standards-aligned curriculum materials as the primary source for Tier 1 instruction and intervention.
Participate actively in coaching cycles, collaborative planning, and professional learning, applying feedback to strengthen instructional effectiveness.
Use formative assessment data, CFUs, and evidence gathered through aggressive monitoring to adjust instruction, strengthen scaffolds, and increase student mastery of grade-level standards.

Action Step #2
2nd Quarter: Strengthen and Monitor the Implementation of Coherent Tier 1 Instruction Through Explicit Instruction, Strategic Scaffolding, and Academic Monitoring

Person Monitoring:
Liana Coulson, Literacy Coach

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 Literacy Coach and facilitate professional learning focused on strengthening explicit instruction, strategic scaffolding, and effective academic monitoring practices.
• Facilitate structured data meetings to analyze student performance, monitor progress, and identify instructional adjustments needed to support student achievement.
• Monitor K–2 UFLI implementation and ensure fluency checks are conducted consistently to inform instructional decision-making.
• Use FAST, i-Ready, fluency, and classroom assessment data to monitor student growth, identify learning gaps, and guide instructional next steps.
• Ensure instructional scaffolds are aligned to student needs and consistently implemented across Tier 1, Tier 2, and Tier 3 settings.
• Conduct walkthroughs to monitor the implementation of explicit instruction, purposeful scaffolding, and academic monitoring practices, and provide actionable feedback to teachers.
Literacy Coach Actions:
• Lead data discussions that connect student performance data to instructional planning, scaffolding decisions, and intervention supports.
• Support Tier 1 and intervention teachers in planning standards-aligned lessons that incorporate explicit instruction, strategic scaffolds, and academic monitoring.
• Model explicit instruction practices, including clear learning targets, teacher think-alouds, guided practice, and frequent checks for understanding during whole-group and small-group instruction.
• Coach teachers on implementing and adjusting scaffolds based on student performance and formative assessment data.
• Support teachers in using checks for understanding, progress-monitoring tools, and student data to make instructional adjustments and accelerate learning.
Teacher Actions (Gen Ed, ESE, ELL):
• Continue implementing standards-aligned curriculum materials consistently across Tier 1 and intervention settings.
• Collaboratively plan lessons that incorporate explicit instruction, targeted scaffolds, and academic monitoring aligned to grade-level standards and student needs.
• Implement explicit instruction daily through modeling, guided practice, independent practice, and gradual release of responsibility in whole-group and small-group settings.
• Utilize strategic scaffolds, including visual supports, graphic organizers, sentence stems, vocabulary supports, and differentiated small-group instruction to increase access to grade-level content.
• Use checks for understanding, formative assessments, fluency data, and student work to monitor progress and adjust instruction in real time.
• Maintain consistent instructional routines, academic language, and scaffolding practices across Tier 1 and intervention settings to strengthen instructional coherence.
• Continue daily UFLI implementation (K–2) and use ongoing fluency monitoring data to inform instruction and support student growth.

Action Step #3
3rd Quarter: Data-driven Adjustments

Person Monitoring:
Liana Coulson, Literacy Coach

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
• Analyze walkthrough data, student achievement data, and progress-monitoring trends to identify strengths, instructional gaps, and opportunities for improvement in explicit instruction, scaffolding, and academic monitoring.

• Monitor the alignment between Tier 1 instruction and Tier 2/Tier 3 interventions to ensure targeted supports address identified student needs and reinforce grade-level learning.
• Identify, highlight, and scale effective instructional practices that demonstrate strong implementation of explicit instruction, strategic scaffolding, and academic monitoring.
• Monitor K–2 UFLI implementation and fluency routines to ensure instructional practices are accelerating student reading growth and proficiency.
• Conduct focused walkthroughs to monitor the quality and consistency of explicit instruction, scaffolding, and data-driven instructional decision-making and provide timely feedback to teachers.
Literacy Coach Actions:
• Model high-quality explicit instruction in whole-group and small-group settings, emphasizing teacher modeling, think-alouds, guided practice, strategic scaffolds, and gradual release of responsibility.
• Support teachers in refining lesson delivery, including pacing, questioning techniques, checks for understanding, and scaffold implementation to maximize student engagement and learning.
• Coach teachers on using formative assessment data and academic monitoring practices to make real-time instructional adjustments and respond to student needs.
• Facilitate collaborative planning and data discussions focused on the impact of explicit instruction, scaffolding, and academic monitoring on student achievement.
• Support teachers in analyzing student work and assessment data to determine appropriate scaffolds, interventions, and enrichment opportunities.
Teacher Actions (Gen Ed, ESE, ELL):
• Strengthen explicit instruction by incorporating clear learning targets, teacher modeling, guided practice, collaborative learning opportunities, and purposeful student discourse.
• Implement and adjust instructional scaffolds based on student performance data to ensure access to grade-level content and support mastery of standards.
• Use checks for understanding, exit tickets, formative assessments, fluency data, and student work samples to monitor learning and identify specific skill gaps.
• Provide timely, specific corrective feedback and multiple opportunities for students to explain their thinking, apply learning, and demonstrate understanding.
• Use academic monitoring data to regroup students, differentiate instruction, and align Tier 1, Tier 2, and Tier 3 supports to student needs.
• Collaborate regularly across General Education, ESE, and ELL teams to ensure consistency in instructional routines, scaffolding practices, pacing, expectations, and intervention supports across learning environments.
• Continue implementing UFLI (K–2) and utilize fluency-monitoring data to adjust instruction and support ongoing student growth.

Action Step #4
4th Quarter: Monitor and Adjust

Person Monitoring:
Liana Coulson, Literacy Coach

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 (K–2), classroom assessment, and progress-monitoring data to evaluate student growth and the effectiveness of explicit instruction, scaffolding, and intervention supports.
• Use academic monitoring data to identify students requiring additional support and implement targeted action plans, including reteach opportunities, flexible grouping, intervention adjustments, and increased instructional support.
• Prioritize support for students approaching proficiency and those demonstrating potential for

accelerated growth to maximize learning gains and achievement outcomes.
• Monitor the alignment and effectiveness of Tier 1, Tier 2, and Tier 3 supports to ensure instructional coherence and responsiveness to student needs.
• Conduct classroom walkthroughs focused on the implementation of explicit instruction, strategic scaffolding, and academic monitoring practices, providing feedback and support to strengthen instructional impact.
Literacy Coach Actions:
• Facilitate collaborative data analysis to identify students who require additional support and determine specific instructional priorities based on identified skill gaps.
• Support teachers in planning targeted reteach opportunities, scaffolded instruction, enrichment activities, and intervention supports aligned to student needs.
• Model and support responsive instructional practices, including flexible grouping, targeted small-group instruction, intensive reteach cycles, and differentiated scaffolds.
• Coach teachers on using academic monitoring data to adjust instruction, provide timely interventions, and accelerate student learning.
• Share effective instructional practices and success stories that demonstrate the impact of explicit instruction, scaffolding, and academic monitoring on student achievement.
Teacher Actions (Gen Ed, ESE, ELL):
• Consistently implement explicit instruction through clear learning targets, teacher modeling, guided practice, checks for understanding, and gradual release of responsibility.
• Utilize strategic scaffolds to support student access to grade-level content and address individual learning needs across Tier 1 and intervention settings.
• Increase opportunities for meaningful student discourse, collaborative learning, and higher-order thinking tasks to deepen understanding and application of skills.
• Provide immediate, specific feedback and opportunities for students to explain their thinking, revise responses, and demonstrate mastery.
• Use formative assessments, progress-monitoring data, fluency measures, and student work samples to continuously monitor learning and adjust instruction.
• Regroup students based on academic monitoring data and align Tier 1, Tier 2, and Tier 3 supports to address identified needs.
• Collaborate regularly across General Education, ESE, and ELL teams to maintain consistent instructional routines, scaffolding practices, expectations, and intervention supports across learning environments.
• Continue implementing UFLI (K–2) and utilize fluency-monitoring data to provide targeted instructional support and promote continued reading growth.

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.

Mathematics proficiency decreased from 55% in SY24–25 to 47% in SY25–26, following an increase from 39% in SY23–24 to 55% in SY24–25. Although substantial gains were made between SY23–24

and SY24–25, the decline in SY25–26 indicates that student performance was not sustained and remains an area of concern.
This trend suggests that, while previous instructional efforts resulted in significant improvement, additional refinement and strengthening of mathematics instructional practices are needed to ensure consistent growth and sustained achievement. Focused attention on high-quality, standards-aligned mathematics instruction, explicit teaching of mathematical concepts and problem-solving strategies, ongoing progress monitoring, and targeted interventions will be essential to increase student proficiency and improve overall mathematics performance.

Measurable Outcome

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

"By 2027, the percentage of students scoring proficient (Level 3 or higher) on the Math assessment will increase from 47% to 50%."

Monitoring

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

Assessment Data & Academic Monitoring:
Following collaborative planning, teachers and instructional leaders will regularly monitor i-Ready Diagnostics, statewide progress monitoring/F.A.S.T. Mathematics assessment data, standards-based assessments, and ongoing formative assessment results to identify student proficiency levels and instructional needs. Data will be used to provide academic monitoring, adjust Tier 1 core mathematics instruction, and refine Tier 2 interventions through targeted supports, differentiated instruction, and strategic problem-solving opportunities.
Targeted Instruction & Scaffolds:
Teachers will use explicit mathematics instruction, mathematical discourse, frequent checks for understanding, and formative assessment data to guide flexible small-group instruction within the core mathematics block. Instructional scaffolds will be strategically implemented and adjusted to support student mastery of grade-level mathematical standards, strengthen conceptual understanding, and address identified skill gaps.
Walkthrough Alignment & Monitoring:
Weekly classroom walkthroughs will be conducted in both Tier 1 core mathematics classrooms and Tier 2 intervention settings to monitor implementation of collaboratively planned instruction. Walkthroughs will focus on evidence of explicit mathematics instruction, appropriate scaffolds, student engagement, academic monitoring practices, mathematical reasoning and discourse, and alignment to agreed-upon standards, content, and instructional strategies.

Person responsible for monitoring outcome

Kelly Rouse, 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: Explicit instruction will serve as the primary instructional framework across all mathematics grade levels. Teachers will provide clear, direct instruction aligned to grade-level mathematics standards using a structured gradual release model (I Do, We Do, You Do). Lessons will include teacher modeling of mathematical concepts and procedures, think-alouds to demonstrate problem-solving processes, guided practice, independent application, frequent checks for understanding, and immediate corrective feedback to ensure students develop conceptual understanding, procedural fluency, and mathematical reasoning. Instruction will be intentionally sequenced to build mathematical knowledge and skills while reducing student reliance on inference. Scaffolding and Differentiated Support: Teachers will implement evidence-based scaffolds to ensure all students can access rigorous grade-level mathematics content. Scaffolds may include teacher modeling, guided practice, visual representations and manipulatives, mathematical discourse supports, graphic organizers, chunking of complex problems and tasks, vocabulary supports, and flexible small-group instruction. Data from formative assessments, i-Ready diagnostics, fluency measures, and statewide progress monitoring assessments will be used to adjust scaffolds and provide differentiated support within Tier 1 instruction and targeted Tier 2 interventions. Academic Monitoring: Academic monitoring will occur through ongoing analysis of student performance data, including classroom formative assessments, checks for understanding, i-Ready data, fluency assessments, and F.A.S.T. progress monitoring results. Teachers, instructional coaches, and school leaders will engage in collaborative data discussions to identify student strengths and areas of need, monitor intervention effectiveness, and make timely instructional adjustments. Student progress will be reviewed regularly to ensure interventions are accelerating student growth and proficiency in grade-level mathematics standards. Implementation Monitoring: Fidelity of implementation will be monitored through weekly classroom walkthroughs, lesson plan reviews, collaborative planning sessions, and data meetings. School leaders and instructional coaches will look for evidence of explicit mathematics instruction, effective scaffolding practices, student engagement in mathematical thinking and discourse, ongoing academic monitoring, and alignment to collaboratively planned instructional strategies. Feedback and coaching will be provided to support continuous improvement and ensure the consistent implementation of evidence-based mathematics practices across classrooms.

Rationale:

Mathematics achievement data indicates a need to strengthen core mathematics instruction and accelerate student growth toward grade-level proficiency. Implementation of Florida’s B.E.S.T. Standards through the district-adopted mathematics curriculum provides the foundation for rigorous, standards-aligned instruction. Oak Park's instructional focus centers on explicit instruction, strategic scaffolding, and ongoing academic monitoring to ensure all students have access to high-quality mathematics learning experiences. Teachers will deliver mathematics instruction through clear modeling of concepts and problem-solving strategies, guided practice, purposeful questioning, frequent checks for understanding, and a gradual release of responsibility. Instructional scaffolds, including visual representations, manipulatives, graphic organizers, mathematical discourse supports, vocabulary development, and differentiated small-group instruction, will be intentionally planned and

adjusted based on student needs. Ongoing academic monitoring through formative assessments, i-Ready diagnostics, fluency measures, and F.A.S.T. progress monitoring data will be used to identify skill gaps, inform instructional decisions, and provide timely interventions. School leaders, instructional coaches, and teacher teams will support implementation through collaborative planning, data analysis, classroom walkthroughs, and feedback cycles to ensure the consistent use of evidence-based mathematics instructional practices and improved student outcomes.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

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

Action Steps to Implement:

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

Action Step #1
1st Quarter: Establish Coherent Tier 1 instruction

Person Monitoring:
Tonja Mayo

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
Develop and implement a master schedule that guarantees weekly collaborative planning time for mathematics teachers and support facilitators, ensuring planning conversations focus on standards alignment, mathematical rigor, scaffolding, aggressive monitoring, and the Gradual Release of Responsibility framework (I Do, We Do, You Do).
Establish clear expectations and a participation schedule for support facilitators to actively engage in Tier 1 planning, instructional delivery, student support, and data review, with a focus on supporting access to grade-level mathematics content and monitoring student learning during each phase of instruction.
Communicate expectations for the consistent use of standards-aligned, district-adopted mathematics curriculum materials as the primary instructional resource across Tier 1 core instruction and intervention settings.
Partner with the Math Coach to provide professional learning focused on explicit, standards-aligned mathematics instruction, emphasizing lesson planning and delivery that incorporates mathematical modeling, guided and collaborative practice, productive struggle, scaffolding, aggressive monitoring, timely feedback, mathematical discourse, and checks for understanding (CFUs).
Develop and implement instructional non-negotiables that promote teacher clarity and high-quality mathematics instruction, including posted learning intentions and success criteria, explicit modeling of mathematical thinking, purposeful scaffolding, guided practice, aggressive monitoring, frequent CFUs, mathematical discourse, collaborative problem-solving opportunities, and independent application of mathematical concepts.
Establish and communicate a system for monitoring implementation, including:
Classroom walkthrough calendar
Collaborative planning observation calendar
Instructional coaching cycle calendar
Calibrate and implement a walkthrough tool with the leadership team to monitor fidelity to instructional non-negotiables, mathematics curriculum implementation, evidence of gradual release, use of

scaffolds, mathematical discourse, and aggressive monitoring practices.
Review walkthrough, common assessment, and student performance data regularly to identify trends, determine next steps, and provide targeted support for teachers and support facilitators.
Math Coach Actions
Facilitate professional learning on explicit mathematics instruction and standards-aligned implementation of the curriculum, emphasizing effective lesson delivery through the Gradual Release of Responsibility framework (I Do, We Do, You Do), purposeful scaffolding, aggressive monitoring, mathematical discourse, and checks for understanding.
Model mathematics lessons that demonstrate instructional non-negotiables, including clear learning intentions and success criteria, explicit teacher modeling of mathematical reasoning, scaffolded guided practice, collaborative problem-solving, aggressive monitoring of student thinking, and independent application aligned to grade-level standards.
Support teachers during collaborative planning to design standards-aligned mathematics lessons that intentionally incorporate scaffolds, mathematical discourse structures, opportunities for productive struggle, aggressive monitoring strategies, and clear transitions through each phase of gradual release.
Conduct coaching cycles focused on strengthening standards alignment, lesson internalization, mathematical task implementation, scaffolding strategies, gradual release structures, student engagement, aggressive monitoring, mathematical discourse, and effective use of CFUs to inform instructional adjustments.
Analyze instructional and student performance data to provide targeted feedback and differentiated support aligned to identified teacher and student needs.
Teacher Actions (General Education, ESE, and ELL)
Collaboratively plan standards-aligned mathematics lessons using curriculum resources, district instructional guides, and student data, ensuring lessons include appropriate scaffolds, opportunities for aggressive monitoring, mathematical discourse, and all phases of the Gradual Release of Responsibility framework.
Develop and communicate clear learning intentions and success criteria aligned to grade-level mathematics standards.
Consistently implement instructional non-negotiables, including explicit modeling of mathematical concepts and reasoning (I Do), scaffolded guided practice with feedback and collaborative problem-solving and discourse (We Do), independent application and practice (You Do), aggressive monitoring, timely feedback, and checks for understanding.
Implement scaffolding strategies that provide access to grade-level mathematics content while maintaining rigorous expectations for all learners, including ESE and ELL students.
Facilitate mathematical discourse through purposeful questioning, student explanation of reasoning, use of multiple solution strategies, and peer-to-peer discussions that deepen conceptual understanding.
Use aggressive monitoring techniques throughout instruction to gather evidence of student understanding, identify misconceptions, provide immediate feedback, adjust instruction, and determine when students are ready to move through the phases of gradual release.
Use standards-aligned curriculum materials as the primary source for Tier 1 instruction and intervention.
Participate actively in coaching cycles, collaborative planning, and professional learning, applying feedback to strengthen instructional effectiveness and mathematics content delivery.
Use formative assessment data, CFUs, and evidence gathered through aggressive monitoring to adjust instruction, strengthen scaffolds, address misconceptions, and increase student mastery of grade-level mathematics standards.

Action Step #2
2nd Quarter: Strengthen and Monitor the Implementation of Coherent Tier 1 Instruction Through

Explicit Instruction, Strategic Scaffolding, and Academic Monitoring

Person Monitoring:
Tonja Mayo

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 Mathematics Coach and facilitate professional learning focused on strengthening explicit mathematics instruction, strategic scaffolding, and effective academic monitoring practices.
• Facilitate structured data meetings to analyze student performance, monitor progress, and identify instructional adjustments needed to support mathematics achievement.
• Monitor implementation of district-adopted mathematics resources and ensure mathematical fluency checks are conducted consistently to inform instructional decision-making.
• Use FAST, i-Ready, fluency, and classroom assessment data to monitor student growth, identify skill gaps, and guide instructional next steps.
• Ensure instructional scaffolds are aligned to student needs and consistently implemented across Tier 1, Tier 2, and Tier 3 settings.
• Conduct walkthroughs to monitor the implementation of explicit mathematics instruction, purposeful scaffolding, and academic monitoring practices, and provide actionable feedback to teachers.
Mathematics Coach Actions:
• Lead data discussions that connect student performance data to instructional planning, scaffolding decisions, and intervention supports.
• Support Tier 1 and intervention teachers in planning standards-aligned mathematics lessons that incorporate explicit instruction, strategic scaffolds, and academic monitoring.
• Model explicit mathematics instruction practices, including clear learning targets, teacher think-alouds, guided practice, mathematical discourse, and frequent checks for understanding during whole-group and small-group instruction.
• Coach teachers on implementing and adjusting scaffolds based on student performance and formative assessment data.
• Support teachers in using checks for understanding, progress-monitoring tools, and student data to make instructional adjustments and accelerate mathematics learning.
Teacher Actions (Gen Ed, ESE, ELL):
• Continue implementing standards-aligned mathematics curriculum materials consistently across Tier 1 and intervention settings.
• Collaboratively plan lessons that incorporate explicit instruction, targeted scaffolds, and academic monitoring aligned to grade-level mathematics standards and student needs.
• Implement explicit mathematics instruction daily through modeling, guided practice, independent practice, and gradual release of responsibility in whole-group and small-group settings.
• Utilize strategic scaffolds, including visual representations, manipulatives, graphic organizers, mathematical discourse supports, vocabulary supports, and differentiated small-group instruction to increase access to grade-level mathematics content.
• Use checks for understanding, formative assessments, fluency data, and student work to monitor progress and adjust instruction in real time.
• Maintain consistent instructional routines, academic language, and scaffolding practices across Tier 1 and intervention settings to strengthen instructional coherence.
• Implement regular mathematical fluency practice and use ongoing progress-monitoring data to inform instruction and support student growth.

Action Step #3
3rd Quarter: Data-driven Adjustments

Person Monitoring:
Tonja Mayo

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
• Analyze walkthrough data, student achievement data, and progress-monitoring trends to identify strengths, instructional gaps, and opportunities for improvement in explicit mathematics instruction, scaffolding, and academic monitoring.
• Monitor the alignment between Tier 1 mathematics instruction and Tier 2/Tier 3 interventions to ensure targeted supports address identified student needs and reinforce grade-level mathematical concepts and skills.
• Identify, highlight, and scale effective instructional practices that demonstrate strong implementation of explicit mathematics instruction, strategic scaffolding, and academic monitoring.
• Monitor implementation of mathematical fluency routines and district-adopted mathematics resources to ensure instructional practices are accelerating student growth and proficiency in mathematics.
• Conduct focused walkthroughs to monitor the quality and consistency of explicit mathematics instruction, scaffolding, and data-driven instructional decision-making and provide timely feedback to teachers.
Mathematics Coach Actions:
• Model high-quality explicit mathematics instruction in whole-group and small-group settings, emphasizing teacher modeling, think-alouds, guided practice, strategic scaffolds, mathematical discourse, and gradual release of responsibility.
• Support teachers in refining lesson delivery, including pacing, questioning techniques, checks for understanding, and scaffold implementation to maximize student engagement and mathematical learning.
• Coach teachers on using formative assessment data and academic monitoring practices to make real-time instructional adjustments and respond to student needs.
• Facilitate collaborative planning and data discussions focused on the impact of explicit instruction, scaffolding, and academic monitoring on student achievement in mathematics.
• Support teachers in analyzing student work and assessment data to determine appropriate scaffolds, interventions, and enrichment opportunities.
Teacher Actions (Gen Ed, ESE, ELL):
• Strengthen explicit mathematics instruction by incorporating clear learning targets, teacher modeling, guided practice, collaborative learning opportunities, purposeful mathematical discourse, and problem-solving experiences.
• Implement and adjust instructional scaffolds based on student performance data to ensure access to grade-level mathematics content and support mastery of standards.
• Use checks for understanding, exit tickets, formative assessments, fluency data, and student work samples to monitor learning and identify specific skill gaps.
• Provide timely, specific corrective feedback and multiple opportunities for students to explain their mathematical thinking, apply learning, and demonstrate understanding.
• Use academic monitoring data to regroup students, differentiate instruction, and align Tier 1, Tier 2, and Tier 3 supports to student needs.
• Collaborate regularly across General Education, ESE, and ELL teams to ensure consistency in instructional routines, scaffolding practices, pacing, expectations, and intervention supports across learning environments.
• Implement regular mathematical fluency practice and utilize progress-monitoring data to adjust instruction and support ongoing student growth.

Action Step #4
4th Quarter: Monitor and Adjust

Person Monitoring:
Tonja Mayo

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, mathematics fluency, classroom assessment, and progress-monitoring data to evaluate student growth and the effectiveness of explicit mathematics instruction, scaffolding, and intervention supports.
• Use academic monitoring data to identify students requiring additional support and implement targeted action plans, including reteach opportunities, flexible grouping, intervention adjustments, and increased instructional support.
• Prioritize support for students approaching proficiency and those demonstrating potential for accelerated growth to maximize mathematics learning gains and achievement outcomes.
• Monitor the alignment and effectiveness of Tier 1, Tier 2, and Tier 3 supports to ensure instructional coherence and responsiveness to student needs.
• Conduct classroom walkthroughs focused on the implementation of explicit mathematics instruction, strategic scaffolding, and academic monitoring practices, providing feedback and support to strengthen instructional impact.
Mathematics Coach Actions:
• Facilitate collaborative data analysis to identify students who require additional support and determine specific instructional priorities based on identified mathematical skill gaps.
• Support teachers in planning targeted reteach opportunities, scaffolded instruction, enrichment activities, and intervention supports aligned to student needs.
• Model and support responsive instructional practices, including flexible grouping, targeted small-group instruction, intensive reteach cycles, and differentiated scaffolds.
• Coach teachers on using academic monitoring data to adjust instruction, provide timely interventions, and accelerate student learning in mathematics.
• Share effective instructional practices and success stories that demonstrate the impact of explicit instruction, scaffolding, and academic monitoring on student achievement in mathematics.
Teacher Actions (Gen Ed, ESE, ELL):
• Consistently implement explicit mathematics instruction through clear learning targets, teacher modeling, guided practice, checks for understanding, and gradual release of responsibility.
• Utilize strategic scaffolds to support student access to grade-level mathematics content and address individual learning needs across Tier 1 and intervention settings.
• Increase opportunities for meaningful mathematical discourse, collaborative learning, problem solving, and higher-order thinking tasks to deepen conceptual understanding and application of skills.
• Provide immediate, specific feedback and opportunities for students to explain their mathematical reasoning, revise responses, and demonstrate mastery.
• Use formative assessments, progress-monitoring data, mathematics fluency measures, and student work samples to continuously monitor learning and adjust instruction.
• Regroup students based on academic monitoring data and align Tier 1, Tier 2, and Tier 3 supports to address identified needs.
• Collaborate regularly across General Education, ESE, and ELL teams to maintain consistent instructional routines, scaffolding practices, expectations, and intervention supports across learning environments.
• Implement ongoing mathematics fluency routines and utilize progress-monitoring data to provide targeted instructional support and promote continued student growth and proficiency.

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 increased significantly to 73% in SY25–26, up from 48% in SY24–25 and exceeding the previous proficiency rate of 57% in SY23–24. After a decline between SY23–24 and SY24–25, student performance rebounded substantially in SY25–26, demonstrating strong growth in science achievement.

This trend suggests that recent instructional efforts have had a positive impact on student learning and achievement in science. Continued refinement and strengthening of science instructional practices will be essential to sustain and build upon these gains. Focused attention on high-quality, standards-aligned science instruction, hands-on and inquiry-based learning experiences, explicit teaching of scientific concepts and vocabulary, and ongoing use of data to inform instruction will support continued growth and further increase overall student performance.

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 percentage of students scoring proficient (Level 3 or above) on the Science Assessment will increase from 73% to 74%

Monitoring

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

Assessment Data & Academic Monitoring: Following collaborative planning, teachers and instructional leaders will regularly monitor classroom formative assessment results, district and state science assessment data, benchmark assessments, and ongoing progress-monitoring data to identify student proficiency levels and instructional needs. Data will be used to provide academic monitoring, adjust Tier 1 core science instruction, and refine intervention and enrichment opportunities through targeted scaffolds and differentiated support.

Targeted Instruction & Scaffolds: Teachers will use explicit science instruction, frequent checks for understanding, and formative assessment data to guide flexible small-group instruction within the core science block. Instructional scaffolds, including hands-on investigations, visual models, scientific vocabulary supports, graphic organizers, and structured discourse opportunities, will be strategically

implemented and adjusted to support student mastery of grade-level benchmarks and address identified skill gaps.

Walkthrough Alignment & Monitoring: Weekly classroom walkthroughs will be conducted in core science classrooms and intervention settings to monitor implementation of collaboratively planned instruction. Walkthroughs will focus on evidence of explicit science instruction, appropriate scaffolds, student engagement in scientific inquiry and discourse, academic monitoring practices, and alignment to agreed-upon content, benchmarks, and instructional strategies

Person responsible for monitoring outcome

Kelly Rouse, 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: Explicit instruction will serve as the primary instructional framework across all grade levels. Teachers will provide clear, direct instruction aligned to grade-level standards using a structured gradual release model (I Do, We Do, You Do). Lessons will include modeling, think-alouds, guided practice, independent application, frequent checks for understanding, and immediate corrective feedback to ensure students master targeted skills and concepts. Instructional delivery will be intentionally sequenced to build knowledge and skills while minimizing student reliance on inference. Scaffolding and Differentiated Support: Teachers will implement evidence-based scaffolds to ensure all students can access rigorous grade-level content. Scaffolds may include teacher modeling, guided practice, visual supports, sentence stems, graphic organizers, chunking of complex tasks and texts, vocabulary supports, and flexible small-group instruction. Data from formative assessments, i-Ready diagnostics, fluency measures, and statewide progress monitoring assessments will be used to adjust scaffolds and provide differentiated support within Tier 1 instruction and targeted Tier 2 interventions. Academic Monitoring: Academic monitoring will occur through ongoing analysis of student performance data, including classroom formative assessments, checks for understanding, i-Ready data, fluency assessments, and F.A.S.T. progress monitoring results. Teachers, instructional coaches, and school leaders will engage in collaborative data discussions to identify student strengths and areas of need, monitor intervention effectiveness, and make timely instructional adjustments. Student progress will be reviewed regularly to ensure interventions are accelerating achievement toward grade-level proficiency. Implementation Monitoring: Fidelity of implementation will be monitored through weekly classroom walkthroughs, lesson plan reviews, collaborative planning sessions, and data meetings. School leaders and instructional coaches will look for evidence of explicit instruction, effective scaffolding practices, student engagement, academic monitoring, and alignment to collaboratively planned instructional strategies. Feedback and coaching will be provided to support continuous improvement and ensure the consistent implementation of evidence-based practices across classrooms.

Rationale:

Science achievement data indicates a need to maintain and build upon recent gains in student performance while continuing to accelerate growth toward grade-level proficiency. Implementation of Florida's B.E.S.T. Standards through the district-adopted science curriculum provides the foundation

for rigorous, standards-aligned science instruction. Oak Park's instructional focus centers on explicit instruction, strategic scaffolding, and academic monitoring to ensure all students have access to high-quality science learning experiences. Teachers will deliver science instruction through clear modeling of scientific concepts and processes, guided practice, purposeful questioning, frequent checks for understanding, and gradual release of responsibility. Instructional scaffolds, including visual models, graphic organizers, scientific vocabulary development, hands-on investigations, structured scientific discourse, and differentiated small-group instruction, will be intentionally planned and adjusted based on student needs. Ongoing academic monitoring through formative assessments, benchmark assessments, classroom performance tasks, and district and state science assessment data will be used to identify learning gaps, inform instructional decisions, and provide timely interventions and enrichment opportunities. School leaders, instructional coaches, and teacher teams will support implementation through collaborative planning, data analysis, classroom walkthroughs, and feedback cycles to ensure the consistent use of evidence-based science instructional practices, sustain positive achievement trends, and improve student outcomes.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

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

Action Steps to Implement:

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

Action Step #1
1st Quarter: Establish Coherent Tier 1 instruction

Person Monitoring:
Karen Berkowitz, AP

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
Develop and implement a master schedule that guarantees weekly collaborative planning time for science teachers and support facilitators, ensuring planning conversations focus on standards alignment, scaffolding, academic monitoring, scientific inquiry, and the Gradual Release of Responsibility framework (I Do, We Do, You Do).
Establish clear expectations and a participation schedule for support facilitators to actively engage in Tier 1 planning, instructional delivery, student support, and data review, with a focus on supporting scaffolds and monitoring student learning during each phase of science instruction.
Communicate expectations for the consistent use of standards-aligned, district-adopted science curriculum materials as the primary instructional resource across Tier 1 core instruction and intervention settings.
Partner with the Science Coach/Instructional Coach to provide professional learning focused on explicit, standards-aligned science instruction, emphasizing lesson planning and delivery that incorporates clear modeling (I Do), guided and collaborative practice (We Do), independent practice (You Do), scaffolding, academic monitoring, timely feedback, scientific discourse, and checks for understanding (CFUs).
Develop and implement instructional non-negotiables that promote teacher clarity and high-quality science instruction, including posted learning intentions and success criteria, explicit modeling of scientific concepts and processes, purposeful scaffolding, guided practice, academic monitoring,

frequent CFUs, student discourse, collaborative learning opportunities, hands-on investigations, and independent application of learning.
Establish and communicate a system for monitoring implementation, including:
Classroom walkthrough calendar
Collaborative planning observation calendar
Instructional coaching cycle calendar
Calibrate and implement a walkthrough tool with the leadership team to monitor fidelity to instructional non-negotiables, curriculum implementation, evidence of gradual release, use of scaffolds, scientific inquiry practices, and academic monitoring.
Review walkthrough and student performance data regularly to identify trends, determine next steps, and provide targeted support for teachers and support facilitators.
Science Coach/Instructional Coach Actions
Facilitate professional learning on explicit instruction and standards-aligned implementation of the science curriculum, emphasizing effective lesson delivery through the Gradual Release of Responsibility framework (I Do, We Do, You Do), purposeful scaffolding, academic monitoring, scientific inquiry, and checks for understanding.
Model lessons that demonstrate instructional non-negotiables, including clear learning intentions and success criteria, explicit teacher modeling, scaffolded guided practice, collaborative student engagement, academic monitoring of student responses, hands-on investigations, and independent application aligned to grade-level standards.
Support teachers during collaborative planning to design standards-aligned science lessons that intentionally incorporate scaffolds, opportunities for scientific discourse, academic monitoring strategies, inquiry-based experiences, and clear transitions through each phase of gradual release.
Conduct coaching cycles focused on strengthening standards alignment, lesson internalization, scaffolding strategies, gradual release structures, student engagement, academic monitoring, scientific inquiry, and effective use of CFUs to inform instructional adjustments.
Analyze instructional and student performance data to provide targeted feedback and differentiated support aligned to identified teacher and student needs.
Teacher Actions (General Education, ESE, and ELL)
Collaboratively plan standards-aligned science lessons using curriculum resources, district instructional guides, and student data, ensuring lessons include appropriate scaffolds, opportunities for academic monitoring, scientific inquiry experiences, and all phases of the Gradual Release of Responsibility framework.
Develop and communicate clear learning intentions and success criteria aligned to grade-level science standards.
Consistently implement instructional non-negotiables, including explicit modeling (I Do), scaffolded guided practice with feedback and collaborative learning (We Do), independent practice (You Do), academic monitoring, timely feedback, checks for understanding, purposeful scientific discourse, and hands-on learning experiences.
Implement scaffolding strategies that provide access to grade-level science content while maintaining rigorous expectations for all learners, including ESE and ELL students.
Use academic monitoring techniques throughout instruction to gather evidence of student understanding, provide immediate feedback, adjust instruction, and determine when students are ready to move through the phases of gradual release.
Use standards-aligned science curriculum materials as the primary source for Tier 1 instruction and intervention.
Participate actively in coaching cycles, collaborative planning, and professional learning, applying feedback to strengthen instructional effectiveness.
Use formative assessment data, CFUs, and evidence gathered through academic monitoring to adjust instruction, strengthen scaffolds, and increase student mastery of grade-level science

standards while maintaining and accelerating science achievement growth.

Action Step #2
2nd Quarter: Strengthen and Monitor the Implementation of Coherent Tier 1 Instruction Through Explicit Instruction, Strategic Scaffolding, and Academic Monitoring

Person Monitoring:
Karen Berkowitz, AP

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 Science Coach/Instructional Coach and facilitate professional learning focused on strengthening explicit science instruction, strategic scaffolding, and effective academic monitoring practices.
• Facilitate structured data meetings to analyze student performance, monitor progress, and identify instructional adjustments needed to support science achievement.
• Monitor implementation of district-adopted science curriculum resources and ensure formative assessment practices are conducted consistently to inform instructional decision-making.
• Use benchmark assessments, classroom assessment data, district and state science assessment results, and formative assessment data to monitor student growth, identify learning gaps, and guide instructional next steps.
• Ensure instructional scaffolds are aligned to student needs and consistently implemented across Tier 1, Tier 2, and Tier 3 settings.
• Conduct walkthroughs to monitor the implementation of explicit science instruction, purposeful scaffolding, scientific inquiry, and academic monitoring practices, and provide actionable feedback to teachers.
Science Coach/Instructional Coach Actions:
• Lead data discussions that connect student performance data to instructional planning, scaffolding decisions, and intervention or enrichment supports.
• Support Tier 1 and intervention teachers in planning standards-aligned science lessons that incorporate explicit instruction, strategic scaffolds, scientific inquiry, and academic monitoring.
• Model explicit science instruction practices, including clear learning targets, teacher think-alouds, guided practice, hands-on investigations, and frequent checks for understanding during whole-group and small-group instruction.
• Coach teachers on implementing and adjusting scaffolds based on student performance and formative assessment data.
• Support teachers in using checks for understanding, progress-monitoring tools, and student data to make instructional adjustments and accelerate science learning.
Teacher Actions (Gen Ed, ESE, ELL):
• Continue implementing standards-aligned science curriculum materials consistently across Tier 1 and intervention settings.
• Collaboratively plan lessons that incorporate explicit instruction, targeted scaffolds, scientific inquiry experiences, and academic monitoring aligned to grade-level standards and student needs.
• Implement explicit science instruction daily through modeling, guided practice, independent practice, and gradual release of responsibility in whole-group and small-group settings.
• Utilize strategic scaffolds, including visual models, graphic organizers, scientific vocabulary supports, hands-on investigations, structured scientific discourse, and differentiated small-group instruction to increase access to grade-level science content.
• Use checks for understanding, formative assessments, benchmark data, and student work to monitor progress and adjust instruction in real time.
• Maintain consistent instructional routines, academic language, and scaffolding practices across Tier

1 and intervention settings to strengthen instructional coherence.
• Provide students with ongoing opportunities to engage in scientific inquiry, collaborative learning, and application of scientific concepts to support continued growth and achievement in science.

Action Step #3
3rd Quarter: Data-driven Adjustments

Person Monitoring:
Karen Berkowitz, AP

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
• Analyze walkthrough data, student achievement data, and assessment trends to identify strengths, instructional gaps, and opportunities for improvement in explicit science instruction, scaffolding, scientific inquiry, and academic monitoring.
• Monitor the alignment between Tier 1 science instruction and Tier 2/Tier 3 interventions to ensure targeted supports address identified student needs and reinforce grade-level science standards and concepts.
• Identify, highlight, and scale effective instructional practices that demonstrate strong implementation of explicit science instruction, strategic scaffolding, scientific inquiry, and academic monitoring.
• Monitor the implementation of district-adopted science curriculum resources and formative assessment routines to ensure instructional practices are sustaining and accelerating student growth and proficiency in science.
• Conduct focused walkthroughs to monitor the quality and consistency of explicit science instruction, scaffolding, scientific inquiry, and data-driven instructional decision-making and provide timely feedback to teachers.
Science Coach/Instructional Coach Actions:
• Model high-quality explicit science instruction in whole-group and small-group settings, emphasizing teacher modeling, think-alouds, guided practice, hands-on investigations, strategic scaffolds, and gradual release of responsibility.
• Support teachers in refining lesson delivery, including pacing, questioning techniques, checks for understanding, and scaffold implementation to maximize student engagement and science learning.
• Coach teachers on using formative assessment data and academic monitoring practices to make real-time instructional adjustments and respond to student needs.
• Facilitate collaborative planning and data discussions focused on the impact of explicit instruction, scaffolding, scientific inquiry, and academic monitoring on student achievement in science.
• Support teachers in analyzing student work and assessment data to determine appropriate scaffolds, interventions, and enrichment opportunities.
Teacher Actions (Gen Ed, ESE, ELL):
• Strengthen explicit science instruction by incorporating clear learning targets, teacher modeling, guided practice, collaborative learning opportunities, purposeful scientific discourse, and hands-on inquiry experiences.
• Implement and adjust instructional scaffolds based on student performance data to ensure access to grade-level science content and support mastery of standards.
• Use checks for understanding, exit tickets, formative assessments, benchmark assessments, and student work samples to monitor learning and identify specific skill gaps.
• Provide timely, specific corrective feedback and multiple opportunities for students to explain scientific reasoning, apply learning, and demonstrate understanding.
• Use academic monitoring data to regroup students, differentiate instruction, and align Tier 1, Tier 2, and Tier 3 supports to student needs.
• Collaborate regularly across General Education, ESE, and ELL teams to ensure consistency in

instructional routines, scaffolding practices, pacing, expectations, and intervention supports across learning environments.
• Continue providing students with opportunities to engage in scientific inquiry, hands-on investigations, and collaborative learning experiences to support ongoing growth and sustained achievement in science.

Action Step #4
4th Quarter: Monitor and Adjust

Person Monitoring:
Karen Berkowitz

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 classroom assessment, benchmark assessment, district and state science assessment, and progress-monitoring data to evaluate student growth and the effectiveness of explicit science instruction, scaffolding, and intervention supports.
• Use academic monitoring data to identify students requiring additional support and implement targeted action plans, including reteach opportunities, flexible grouping, intervention adjustments, enrichment opportunities, and increased instructional support.
• Prioritize support for students approaching proficiency and those demonstrating potential for accelerated growth to maximize science learning gains and achievement outcomes.
• Monitor the alignment and effectiveness of Tier 1, Tier 2, and Tier 3 supports to ensure instructional coherence and responsiveness to student needs.
• Conduct classroom walkthroughs focused on the implementation of explicit science instruction, strategic scaffolding, scientific inquiry, and academic monitoring practices, providing feedback and support to strengthen instructional impact.
Science Coach/Instructional Coach Actions:
• Facilitate collaborative data analysis to identify students who require additional support and determine specific instructional priorities based on identified science skill gaps and benchmark data.
• Support teachers in planning targeted reteach opportunities, scaffolded instruction, enrichment activities, and intervention supports aligned to student needs.
• Model and support responsive instructional practices, including flexible grouping, targeted small-group instruction, intensive reteach cycles, inquiry-based learning experiences, and differentiated scaffolds.
• Coach teachers on using academic monitoring data to adjust instruction, provide timely interventions, and accelerate student learning in science.
• Share effective instructional practices and success stories that demonstrate the impact of explicit science instruction, scaffolding, scientific inquiry, and academic monitoring on student achievement.
Teacher Actions (Gen Ed, ESE, ELL):
• Consistently implement explicit science instruction through clear learning targets, teacher modeling, guided practice, checks for understanding, and gradual release of responsibility.
• Utilize strategic scaffolds to support student access to grade-level science content and address individual learning needs across Tier 1 and intervention settings.
• Increase opportunities for meaningful scientific discourse, collaborative learning, inquiry-based investigations, and higher-order thinking tasks to deepen conceptual understanding and application of scientific concepts.
• Provide immediate, specific feedback and opportunities for students to explain their scientific reasoning, revise responses, and demonstrate mastery.
• Use formative assessments, progress-monitoring data, benchmark assessments, and student work samples to continuously monitor learning and adjust instruction.

• Regroup students based on academic monitoring data and align Tier 1, Tier 2, and Tier 3 supports to address identified needs.
• Collaborate regularly across General Education, ESE, and ELL teams to maintain consistent instructional routines, scaffolding practices, expectations, and intervention supports across learning environments.
• Continue providing students with opportunities to engage in hands-on investigations and scientific inquiry while utilizing assessment data to provide targeted instructional support and sustain continued growth and achievement in science.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

Student attendance has been identified as a critical area of focus across all grade levels (K–6). During the 2025–2026 school year, approximately 30% of students were chronically absent, missing more than 10% of the school year. Chronic absenteeism significantly impacts students' access to high-quality instruction and limits opportunities to participate in grade-level learning experiences, intervention supports, collaborative learning, and academic enrichment.

Attendance directly influences student achievement by reducing instructional time and increasing the likelihood of gaps in foundational skills and content knowledge. Students who are frequently absent often experience difficulty mastering grade-level standards, maintaining academic progress, and demonstrating proficiency on district and state assessments. Inconsistent attendance may also negatively affect students' social-emotional development, classroom engagement, and overall connection to school.

This area of focus was identified through a review of prior-year attendance and achievement data, which revealed that a significant percentage of students met the criteria for chronic absenteeism. Further analysis indicated a strong relationship between chronic absenteeism and lower academic performance across content areas. As a result, improving student attendance has been identified as a critical need to increase instructional access, strengthen student engagement, and improve overall student outcomes. Schoolwide efforts will include ongoing monitoring of attendance trends, implementation of early intervention strategies, strengthened family and community partnerships, and targeted supports designed to reduce chronic absenteeism and ensure students are consistently present, engaged, and successful in school.

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.

Reduce the percentage of students identified as chronically absent (missing 10% or more of enrolled school days) from 30% in SY2025–2026 to 20% in SY2026–2027.

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.

Student attendance will be monitored through a comprehensive, ongoing process designed to identify attendance concerns early and provide timely interventions. School leaders, teachers, counselors, and support staff will review attendance data on a weekly and monthly basis to identify patterns of chronic absenteeism, excessive absences, and students at risk of becoming chronically absent. Attendance reports will be analyzed regularly by grade level, classroom, and student subgroup to monitor progress toward the schoolwide goal of reducing chronic absenteeism from 30% to 20%. The school will utilize an early warning system to identify students who begin to demonstrate attendance concerns and implement targeted interventions, including parent communication, attendance conferences, problem-solving meetings, mentoring, counseling support, and referrals to community resources when appropriate.

The leadership team will review attendance trends during data meetings to evaluate the effectiveness of attendance interventions and make necessary adjustments to support improved student attendance. Teachers will maintain regular communication with families regarding attendance expectations and student progress, while school staff will recognize and celebrate improved and exemplary attendance to promote positive attendance habits.

Ongoing monitoring of attendance is expected to positively impact student achievement by increasing students' access to high-quality Tier 1 instruction, interventions, enrichment opportunities, and collaborative learning experiences. As students attend school more consistently, they will have increased opportunities to master grade-level standards, engage in classroom instruction, and demonstrate academic growth. Improved attendance will support stronger academic outcomes, increased student engagement, and higher levels of proficiency across all content areas.

Person responsible for monitoring outcome

Kelly Rouse, 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:

Evidence-Based Interventions: Student Attendance (Grades K–6) To achieve the measurable

outcome of reducing chronic absenteeism from 30% to 20% in grades K–6, the school will implement a comprehensive, multi-tiered system of evidence-based attendance interventions focused on prevention, early identification, family engagement, and targeted student supports. Evidence-Based Interventions/Practices: • Multi-Tiered System of Supports (MTSS) for Attendance: The school will implement a tiered attendance support system to identify and address attendance concerns early. Universal (Tier 1) strategies will include schoolwide attendance expectations, positive attendance messaging, and regular communication with families regarding attendance. Targeted (Tier 2) interventions will include attendance contracts, small-group supports, mentoring, and individualized attendance improvement plans. Intensive (Tier 3) interventions will include problem-solving meetings, individualized case management, home visits, and referrals to community agencies as needed. • Root Cause Analysis (RCA): The school will utilize a Root Cause Analysis process to identify underlying factors contributing to chronic absenteeism. Through attendance team meetings, staff will analyze attendance data, family feedback, and student-specific information to determine barriers such as transportation, health concerns, family circumstances, school connectedness, or academic challenges. Findings from the RCA process will be used to develop targeted interventions and individualized support plans that address the specific needs of students and families. • Early Warning System (EWS): Attendance data will be reviewed weekly to identify students demonstrating early signs of attendance concerns. Students approaching chronic absenteeism thresholds will be identified promptly, allowing school staff to implement interventions before attendance patterns become more severe. • Family and Community Engagement: The school will strengthen partnerships with families by conducting regular communication regarding attendance expectations, celebrating positive attendance, hosting attendance conferences, and connecting families with available school and community resources to address barriers to attendance. • Positive Behavior and Attendance Recognition Systems: The school will implement student and classroom attendance incentives, recognition programs, and celebrations designed to reinforce positive attendance habits and increase student engagement and connectedness to school. • Mentoring and Student Support Services: School counselors, mentors, and support personnel will provide targeted social-emotional and attendance supports for students identified as at risk for chronic absenteeism. Monitoring of Implementation and Effectiveness: Implementation and effectiveness of attendance interventions will be monitored through ongoing review of attendance data, intervention logs, Root Cause Analysis documentation, and student attendance plans. The leadership team, MTSS team, counselors, and teachers will review attendance data weekly and monthly to monitor progress toward the schoolwide goal. The following data sources will be used to monitor implementation and outcomes: Weekly and monthly attendance reports Chronic absenteeism reports Early Warning System reports MTSS documentation and intervention logs Root Cause Analysis (RCA) documentation and action plans Parent contact logs and attendance conference documentation Student attendance improvement plans Classroom and schoolwide attendance recognition data

Rationale:
School leaders will conduct regular attendance review meetings to analyze trends, evaluate intervention effectiveness, and adjust supports based on student needs. Progress toward reducing chronic absenteeism from 30% to 20% will be monitored throughout the school year, and interventions will be intensified or modified when students do not demonstrate improved attendance. Ongoing monitoring, Root Cause Analysis, and timely intervention are expected to increase student attendance, improve access to instruction, strengthen student engagement, and positively impact academic achievement across all grade levels.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

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

Action Steps to Implement:

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

Action Step #1
1st Quarter: Establish a Coherent Schoolwide Attendance System

Person Monitoring:
Kathy Comer, Elementary Specialist

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 schoolwide attendance expectations, procedures, and goals to staff, students, and families, emphasizing the importance of daily attendance.
• Develop an attendance monitoring calendar and establish an Attendance Team to review attendance data weekly.
• Conduct Root Cause Analysis (RCA) for students identified as chronically absent or at risk for chronic absenteeism to determine barriers impacting attendance.
• Facilitate monthly attendance data meetings to analyze attendance trends by grade level, subgroup, and individual student.
• Implement an Early Warning System (EWS) to identify students approaching chronic absenteeism thresholds and initiate interventions promptly.
• Establish schoolwide attendance incentives and recognition systems to promote positive attendance habits.
Attendance Coordinator/MTSS Team Actions:
• Lead RCA meetings for students demonstrating attendance concerns and develop individualized attendance support plans.
• Conduct attendance conferences with families of identified students and connect families with school and community resources.
• Monitor intervention implementation and document student progress through MTSS processes.
• Coordinate mentoring and check-in/check-out supports for identified students.
Teacher Actions (Gen Ed, ESE, ELL):
• Communicate attendance expectations and the importance of daily attendance to students and families.
• Monitor daily attendance and notify school personnel when attendance concerns emerge.
• Maintain regular communication with families regarding attendance patterns and missed instructional opportunities.
• Recognize and celebrate positive attendance and improved attendance among students.
• Participate in attendance problem-solving meetings and implement classroom-based supports for identified students.

Action Step #2
2nd Quarter: Strengthen and Monitor the Implementation of a Coherent Schoolwide Attendance System Through Early Identification, Targeted Supports, and Ongoing Attendance Monitoring

Person Monitoring:
Kathy Comer, Elementary Specialist

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 Quarter 1 attendance data to evaluate progress toward reducing chronic absenteeism and

identify trends requiring additional support.
• Conduct ongoing RCA reviews to determine the effectiveness of interventions and revise support plans as needed.
• Facilitate structured attendance data meetings to monitor student progress and identify additional interventions for students demonstrating persistent attendance concerns.
• Monitor implementation fidelity of attendance interventions, mentoring supports, and attendance improvement plans.
• Continue schoolwide attendance recognition initiatives and family engagement activities.
Attendance Coordinator/MTSS Team Actions:
• Analyze attendance and intervention data to identify students requiring intensified Tier 2 or Tier 3 supports.
• Conduct follow-up attendance conferences and home visits, when appropriate, for students with continued attendance concerns.
• Adjust intervention plans based on RCA findings, attendance trends, and family input.
• Collaborate with community agencies to address barriers related to transportation, health, and social-emotional needs.
Teacher Actions (Gen Ed, ESE, ELL):
• Continue monitoring and documenting student attendance and communicating concerns to families and support staff.
• Implement classroom engagement strategies that promote student connectedness and increase motivation to attend school.
• Participate in attendance data discussions and collaborate to implement targeted supports for identified students.
• Recognize student attendance improvements and encourage positive attendance behaviors.
• Support students returning from extended absences by providing academic and social-emotional supports.

Action Step #3
3rd Quarter: Implement Data-Driven Attendance Adjustments and Intensify Targeted Supports

Person Monitoring:	**By When/Frequency:**
Kathy Comer, Elementary Specialist	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
• Analyze midyear attendance data to determine progress toward the school goal of reducing chronic absenteeism from 30% to 20%.
• Review and update RCA documentation for students who continue to demonstrate attendance concerns.
• Identify effective attendance interventions and scale successful practices across grade levels.
• Prioritize intensive supports for students nearing chronic absenteeism thresholds and students demonstrating significant attendance challenges.
• Conduct attendance audits and monitor implementation of intervention plans through regular data reviews.
Attendance Coordinator /MTSS Team Actions:
• Facilitate problem-solving meetings for students demonstrating limited response to interventions.
• Intensify Tier 3 supports, including individualized case management, mentoring, and referrals to community agencies as appropriate.
• Monitor intervention effectiveness and adjust support plans based on ongoing attendance data and RCA findings.
• Continue family outreach efforts and strengthen home-school partnerships to support improved

attendance.
Teacher Actions (Gen Ed, ESE, ELL):
• Continue proactive communication with families regarding attendance concerns and improvements.
• Provide academic recovery opportunities and targeted support for students with significant absences.
• Collaborate with support staff to monitor student engagement and address barriers impacting attendance.
• Foster positive classroom environments that strengthen student belonging, engagement, and connectedness to school.

Action Step #4
4th Quarter: Evaluate Attendance Outcomes, Sustain Effective Practices, and Plan for Continuous Improvement

Person Monitoring:
Kathy Comer, Elementary Specialist

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 a comprehensive review of attendance data to evaluate progress toward achieving the school goal of reducing chronic absenteeism from 30% to 20%.
• Analyze attendance intervention outcomes and RCA findings to determine the effectiveness of schoolwide attendance initiatives.
• Identify successful attendance practices and develop recommendations for continuous improvement for the upcoming school year.
• Recognize students, families, and staff who contributed to improved attendance outcomes.
• Develop transition plans and summer outreach supports for students with persistent attendance concerns.
Counselor/MTSS Team Actions:
• Evaluate attendance intervention effectiveness and document outcomes within the MTSS framework.
• Review RCA data to identify common barriers contributing to absenteeism and recommend system-level improvements.
• Provide families with resources and strategies to support continued student attendance and engagement.
• Collaborate with school teams to ensure attendance supports are sustained into the following school year.
Teacher Actions (Gen Ed, ESE, ELL):
• Continue implementing attendance supports and maintaining communication with families through the end of the school year.
• Celebrate student attendance successes and recognize growth in attendance habits.
• Review student attendance data to identify students requiring continued support during the following school year.
• Participate in end-of-year reflection activities to evaluate the effectiveness of attendance practices and recommend improvements for future implementation.

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.

Website link: https://oakpark.brevardschools.org/

School Staff and Leadership

- SIP and SWP goals, strategies, and progress will be reviewed during faculty meetings, professional learning community (PLC) meetings, leadership team meetings, and professional development sessions.
- Monthly progress updates will be shared with teachers and staff through email, staff newsletters, and data review meetings.
- School leadership will monitor implementation and communicate updates throughout the school year.

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)).

Families

- The SIP and summary of the SWP will be shared during Open House, Curriculum Nights,

School Advisory Council (SAC) meetings, family engagement events, and parent-teacher conferences.
- Documents and summaries will be posted on the school's website and shared through newsletters, email communications, social media platforms, and school messaging systems.
- Updates on progress toward goals will be provided quarterly through family newsletters, school reports, and SAC meetings.
- Materials will be written in language that parents can easily understand and translated into additional languages when practical and requested to ensure meaningful access for all families.

School Advisory Council (SAC) and Community Stakeholders

- The SIP will be reviewed and discussed during regularly scheduled SAC meetings.
- Progress monitoring data and implementation updates will be shared throughout the year to gather stakeholder feedback and recommendations.
- Meeting agendas, minutes, and presentations will be made available to stakeholders through the school website (Website link: https://oakpark.brevardschools.org/) and other communication channels.

Local Businesses and Community Organizations

- School improvement goals and partnership opportunities will be communicated through community partnership meetings, newsletters, social media, and direct outreach.
- Community partners will receive updates on school progress and be encouraged to participate in mentoring programs, recognition events, family engagement activities, and school improvement initiatives.

Ongoing Progress Monitoring and Communication

The school will provide regular updates regarding implementation and outcomes through:

- Quarterly SAC meetings
- Monthly leadership team reviews
- Faculty and staff meetings
- School newsletters
- School website updates
- Parent communication platforms
- Family engagement events

Stakeholder feedback will be collected through surveys, SAC discussions, family engagement events, and community meetings. Feedback will be used to evaluate the effectiveness of implementation

efforts and inform revisions to the SIP throughout the year.

This comprehensive communication plan ensures that all stakeholders remain informed, engaged, and actively involved in supporting the school's continuous improvement efforts.

Building Positive Relationships with Parents, Families, and Community Stakeholders

Website link: https://oakpark.brevardschools.org/

Our school is committed to building strong partnerships with parents, families, and community stakeholders to support student achievement, promote positive school culture, and fulfill the school's mission of ensuring success for every student. We recognize that meaningful family and community engagement is essential to student growth and academic success.

Family and Parent Engagement

The school will foster positive relationships with families by creating multiple opportunities for communication, collaboration, and involvement throughout the school year. Families will be welcomed as valued partners in the educational process through:

- Open House, Curriculum Nights, family engagement events, and parent workshops.
- Parent-teacher conferences focused on academic progress, behavioral growth, and goal setting.
- School Advisory Council (SAC) meetings that encourage family participation in school decision-making.
- Volunteer opportunities, classroom activities, and school-wide celebrations.
- PBIS events and student recognition programs that celebrate student success and encourage family participation.

Ongoing Communication

The school will maintain regular, two-way communication with families through:

- School newsletters and flyers.
- Phone calls, emails, text messaging systems (FOCUS).
- School website (Website link: https://oakpark.brevardschools.org/) and social media platforms.
- Progress reports and report cards.
- Parent-teacher conferences and individual student meetings.

- Updates regarding school programs, academic expectations, and school improvement initiatives.

Teachers and administrators will proactively communicate with families regarding student accomplishments, academic progress, attendance, behavior, and interventions to ensure parents remain informed and engaged in their child's education.

Supporting Student Success

The school will provide families with resources and information to support learning at home, including:

- Academic strategies and learning activities.
- Literacy and mathematics resources.
- Information about school programs and student services.
- Guidance on attendance, behavior expectations, and student wellness.

Families will be encouraged to participate in goal-setting discussions and collaborate with teachers to address individual student needs.

Partnerships with Community Stakeholders

The school will strengthen relationships with local businesses, community organizations, faith-based partners, and service agencies to provide additional support for students and families. Community partnerships will help expand opportunities through:

- Mentoring and tutoring programs.
- Career awareness and guest speakers.
- Business partnerships and sponsorships.
- Family resource events and community outreach activities.
- Student incentives, recognition programs, and school-wide celebrations.

Monitoring and Sharing Student Progress

Parents will be informed of their child's progress through:

- Regular progress monitoring reports.
- Classroom assessments and data conferences.
- Report cards and interim reports.
- Parent conferences and meetings.

- Communication from teachers regarding academic and behavioral growth.

Information will be shared in clear, family-friendly language and translated when practicable to ensure all families have meaningful access to school information and can actively participate in supporting their child's success.

By maintaining open communication, fostering family involvement, and building strong community partnerships, the school will create a collaborative environment that supports student achievement, strengthens relationships, and advances the school's mission of success for all students.

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)).

Strengthening the Academic Program, Increasing Learning Time, and Providing an Enriched and Accelerated Curriculum

The school will strengthen its academic program through evidence-based instruction, targeted interventions, data-driven decision-making, and enrichment opportunities designed to meet the diverse needs of all learners. Through a comprehensive approach focused on **Reading, Mathematics, Science, and Behavior**, the school will increase both the amount and quality of learning time while providing rigorous, engaging, and accelerated learning experiences for students.

Reading

The school will strengthen reading achievement by implementing high-quality, standards-aligned instruction focused on foundational literacy skills, vocabulary development, reading comprehension, and written response.

Strategies include:

- Providing daily uninterrupted reading instruction aligned to grade-level standards.
- Utilizing small-group differentiated instruction based on student data and identified needs.
- Implementing Explicit Instruction, Scaffolding, and Academic Monitoring

- Implementing intervention and progress-monitoring programs for students performing below grade level.
- Providing enrichment opportunities for students who have mastered grade-level standards.
- Conducting regular data chats and collaborative planning sessions to monitor student growth and adjust instruction.
- Integrating literacy across all content areas to increase reading stamina, comprehension, and critical thinking skills.

Additional learning opportunities will include tutoring, intervention blocks, and extended learning opportunities to accelerate student achievement and close learning gaps.

Mathematics

The school will increase mathematics achievement by providing rigorous, standards-based instruction that emphasizes conceptual understanding, mathematical reasoning, problem-solving, and real-world application.

Strategies include:

- Daily mathematics instruction aligned to state standards.
- Data-driven differentiated small-group instruction.
- Targeted intervention and acceleration based on student performance data.
- Frequent formative assessments to identify learning needs and adjust instruction.
- Conducting regular data chats and Collaborative planning sessions focused on effective instructional strategies and common assessments.
- Use of technology-based resources and hands-on learning experiences to increase engagement and mastery.
- Implementing Explicit Instruction, Scaffolding, and Academic Monitoring

Students will receive additional support through intervention groups, targeted skill remediation, and enrichment opportunities designed to challenge advanced learners and promote mathematical growth.

Science

The school will enhance science instruction through inquiry-based learning, hands-on investigations, and the integration of science standards across the curriculum.

Strategies include:

- Providing standards-based science instruction that promotes critical thinking and problem-solving.
- Implementing hands-on laboratory experiences and STEM activities.
- Integrating literacy and mathematics skills into science instruction.
- Utilizing science investigations, projects, and collaborative learning opportunities.
- Monitoring student progress through common assessments and data analysis.
- Providing enrichment opportunities that encourage exploration, innovation, and scientific reasoning.
- Implementing Explicit Instruction, Scaffolding, and Academic Monitoring

The school will increase instructional opportunities for science by incorporating science concepts across content areas and providing additional exposure to STEM-related activities and experiences.

Behavior

The school recognizes that positive student behavior is essential to academic success and will continue to strengthen school climate through a comprehensive Positive Behavioral Interventions and Supports (PBIS) framework.

Strategies include:

- Teaching, modeling, and reinforcing school-wide behavior expectations.
- Providing consistent behavior supports and interventions across all grade levels.
- Implementing monthly referral-free incentive programs and student recognition events.
- Utilizing restorative practices and positive relationship-building strategies.
- Conducting ongoing behavior data reviews to identify trends and implement targeted supports.
- Providing social-emotional learning opportunities that promote self-management, responsible decision-making, and positive peer interactions.

By fostering a safe, respectful, and supportive learning environment, the school will maximize instructional time and increase student engagement.

Increasing Learning Time and Enrichment Opportunities

The school will increase both the quality and quantity of instructional time by:

- Protecting uninterrupted core instructional blocks.
- Providing intervention and enrichment periods during the school day.
- Offering tutoring and targeted academic support based on student need.
- Utilizing data-driven flexible grouping for remediation and acceleration.

- Providing opportunities for project-based learning, STEM activities, literacy enrichment, and academic competitions.
- Enhancing teacher collaboration through Professional Learning Communities (PLCs) focused on student achievement and instructional effectiveness.

Through these efforts, the school will ensure that all students have access to rigorous instruction, meaningful learning experiences, targeted supports, and enrichment opportunities that prepare them for continued academic success and future college and career readiness.

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)).

Coordination and Integration with Federal, State, and Local Programs and Services

The schoolwide program has been developed through collaboration with district leadership, school staff, families, and community stakeholders to ensure coordination and integration of available federal, state, and local resources. This coordinated approach is designed to maximize support for the academic, behavioral, social-emotional, health, and family needs of students while eliminating duplication of services and increasing access to available resources.

Integration with Federal, State, and Local Education Programs

The school aligns its School Improvement Plan (SIP) initiatives with programs supported under the Elementary and Secondary Education Act (ESEA) and other state and local educational initiatives. Resources from Title I, professional learning opportunities, evidence-based instructional practices, and intervention programs are coordinated to strengthen academic achievement in Reading, Mathematics, Science, and Behavior.

School leadership regularly reviews student performance data to align resources and interventions with identified needs and district strategic goals. Professional learning, instructional coaching, progress monitoring, and multi-tiered systems of support (MTSS) are coordinated to ensure consistent implementation across all grade levels.

Violence Prevention and Social-Emotional Supports

The school collaborates with district support services, school counselors, mental health professionals, and community agencies to provide violence prevention, bullying prevention, and social-emotional learning programs. Through Positive Behavioral Interventions and Supports (PBIS), restorative practices, character education initiatives, and social-emotional learning opportunities, students develop positive behaviors, conflict-resolution skills, and responsible decision-making.

Behavioral and mental health supports are coordinated through school-based teams that identify student needs and connect families with appropriate services and community resources.

Nutrition and Health Programs

The school works closely with district food and nutrition services to ensure students have access to healthy meals through federally supported breakfast and lunch programs. Families are informed of available nutrition assistance programs and resources throughout the school year.

In partnership with school nurses, health agencies, and community organizations, the school helps connect families to health and wellness resources that support student attendance, engagement, and academic success.

Housing and Family Assistance Programs

The school collaborates with district homeless education liaisons and community agencies to identify and support students and families experiencing housing instability. Families are connected with available local resources, including housing assistance programs, social services, transportation support, and other community-based services designed to reduce barriers to student success.

Early Childhood and Transition Programs

The school coordinates with local preschool providers, Head Start programs, district early learning programs, and families to support successful transitions into kindergarten. Information sharing, transition activities, school readiness events, and family engagement opportunities help ensure students enter school prepared for academic success.

Adult Education and Family Learning Opportunities

Recognizing the important role families play in student achievement, the school will share information

regarding adult education opportunities available through district and community providers. Families may be connected with programs that support adult literacy, English language acquisition, workforce development, parenting education, and continuing education opportunities.

Career and Technical Education (CTE) and College and Career Readiness

Although the school serves elementary-age students, career awareness and future readiness are incorporated through classroom activities, guest speakers, career-themed learning experiences, and partnerships with local businesses and community organizations. These efforts help students develop awareness of future educational and career opportunities while fostering real-world connections to academic learning.

Community and Business Partnerships

The school actively seeks partnerships with local businesses, nonprofit organizations, faith-based groups, and community agencies to enhance student learning opportunities, provide mentoring and volunteer support, recognize student achievement, and assist families with needed services. Community partners may contribute resources, expertise, incentives, and enrichment opportunities that strengthen the overall educational experience.

Ongoing Coordination and Evaluation

The effectiveness of coordinated services will be reviewed regularly through leadership team meetings, School Advisory Council (SAC) meetings, family engagement activities, student performance reviews, and stakeholder feedback. This continuous improvement process ensures that federal, state, local, and community resources remain aligned with the school's mission and responsive to the evolving needs of students and families.

Through the coordination of these programs and services, the school creates a comprehensive support system that advances academic achievement, promotes student well-being, increases family engagement, and ensures all students have equitable opportunities for success.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

Counseling, Mental Health, Specialized Supports, Mentoring, and Student Development Services

The school is committed to supporting the whole child by ensuring that students have access to counseling services, school-based mental health supports, specialized services, mentoring opportunities, and other strategies that promote social, emotional, behavioral, and personal growth. These services are designed to remove barriers to learning, improve student well-being, and strengthen skills outside of academic subject areas.

School Counseling Services

The school counselor works collaboratively with students, families, teachers, administrators, and community partners to provide comprehensive support services. Counseling services include:

- Individual and small-group counseling based on student needs.
- Social-emotional learning activities that promote self-awareness, self-management, responsible decision-making, and positive relationship skills.
- Attendance and behavior support planning.
- Crisis intervention and referral services when needed.
- Student goal-setting and leadership development activities.

Counseling services are provided through a Multi-Tiered System of Supports (MTSS) framework to ensure timely intervention and support.

School-Based Mental Health Services

The school partners with district personnel and community-based mental health providers to increase access to mental health services for students and families. Services may include:

- School-based mental health counseling.
- Behavioral health screenings and referrals.
- Individual and group support services.
- Family consultation and resource coordination.
- Collaboration with outside agencies and service providers.

School staff work proactively to identify students who may need additional emotional, behavioral, or mental health support and connect them with appropriate services.

Specialized Support Services

Students with identified academic, behavioral, social-emotional, or developmental needs receive specialized support through coordinated school-based teams. Services may include:

- MTSS interventions and progress monitoring.
- Exceptional Student Education (ESE) supports.
- Speech-language services.
- Occupational and physical therapy services as appropriate.
- Behavioral intervention planning and support.
- Consultation with school psychologists and other specialists.

These services are regularly reviewed to ensure students receive appropriate interventions and support.

Mentoring Opportunities

The school promotes positive relationships and character development through mentoring opportunities provided by school personnel and community partners. Mentoring services may include:

- Staff-to-student mentoring programs.
- Community volunteer mentoring partnerships.
- Student leadership opportunities.
- Character education initiatives.
- Peer support and leadership activities.

Mentoring programs help students build confidence, improve interpersonal skills, strengthen decision-making abilities, and develop positive connections with caring adults.

Positive Behavioral and Social-Emotional Supports

The school implements a comprehensive Positive Behavioral Interventions and Supports (PBIS) framework to create a safe, respectful, and supportive learning environment. Strategies include:

- Explicit teaching of school-wide behavior expectations.
- Positive reinforcement and recognition programs.
- Referral-free incentive celebrations and student rewards.
- Conflict-resolution and problem-solving instruction.
- Restorative practices and relationship-building activities.
- Classroom community-building opportunities.

These efforts promote student engagement, responsibility, resilience, and positive citizenship.

Student Enrichment and Skill Development

To support growth beyond academics, students will have opportunities to develop leadership, communication, collaboration, and life skills through:

- Clubs and extracurricular activities.
- Service-learning and community service projects.
- STEM, arts, and enrichment activities.
- Career awareness experiences.
- Student government and leadership roles.
- School-wide character education initiatives.

Family and Community Collaboration

The school collaborates with families, community organizations, mental health agencies, and local businesses to create a network of support for students. Families are informed of available services through conferences, school events, newsletters, parent workshops, and individual outreach. Community partnerships help expand access to resources that support students' emotional well-being, personal development, and overall success.

Through these coordinated services and supports, the school ensures that students develop the social, emotional, behavioral, leadership, and life skills necessary to succeed in school and beyond.

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)).

Preparation for Postsecondary Opportunities and Workforce Awareness (Grades K–6)

Although elementary students are not yet eligible to participate in Career and Technical Education (CTE) programs or earn postsecondary credit, the school recognizes the importance of developing early awareness of college, career, and workforce opportunities. Through age-appropriate experiences, students in grades K–6 are introduced to a variety of careers, workplace skills, and postsecondary pathways that help build aspirations for future success.

The school integrates college and career awareness throughout the elementary experience by:

- Exposing students to a variety of career fields through classroom lessons, career-themed activities, guest speakers, and community partnerships.
- Celebrating College and Career Awareness events that encourage students to explore future educational and career opportunities.
- Incorporating real-world applications of reading, mathematics, science, technology, and problem-solving skills into daily instruction.
- Providing STEM learning experiences that promote critical thinking, creativity, collaboration, and innovation.
- Highlighting the connection between academic achievement, positive behavior, attendance, and future career success.
- Integrating career awareness opportunities within classroom instruction and project-based learning activities.

The school collaborates with local businesses, community organizations, and district partners to provide students with experiences that increase awareness of workforce opportunities and the skills needed for future employment. Students may participate in career exploration activities, workplace awareness presentations, and community-based learning experiences that introduce a broad range of professions.

In addition, the school promotes the importance of postsecondary education by helping students understand that there are multiple pathways to future success, including technical training programs, industry certifications, apprenticeships, military service, two-year colleges, and four-year universities. Teachers, counselors, and school staff reinforce the value of lifelong learning and encourage students to establish academic and personal goals that support future achievement.

The school also works to build foundational skills that support future participation in advanced

coursework by emphasizing literacy, mathematics proficiency, problem-solving, communication, collaboration, digital literacy, and responsible citizenship. These foundational skills prepare students for future opportunities, including advanced middle school and high school coursework, Career and Technical Education programs, industry certifications, dual enrollment opportunities, and postsecondary education pathways.

Through these efforts, the school ensures that all elementary students begin developing the knowledge, skills, and aspirations necessary for future college, career, and workforce readiness while fostering a vision for lifelong success.

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)).

The school implements a comprehensive **Multi-Tiered System of Supports (MTSS)** and **Positive Behavioral Interventions and Supports (PBIS)** framework to prevent and address problem behavior while ensuring students receive appropriate academic, behavioral, and social-emotional interventions. This tiered model provides graduated levels of support based on student need and is coordinated with services provided under the **Individuals with Disabilities Education Act (IDEA)** to ensure early identification and intervention for students experiencing academic, behavioral, or developmental challenges.

Tier I: Universal Supports for All Students

At the Tier I level, the school provides schoolwide behavioral expectations, positive reinforcement systems, and social-emotional learning opportunities for all students. Universal supports include:

- Explicit teaching and modeling of schoolwide behavior expectations.
- Positive Behavioral Interventions and Supports (PBIS) practices.
- Social-emotional learning lessons.
- Classroom behavior management strategies.
- Positive recognition and incentive programs, including referral-free celebrations.
- Consistent behavior expectations across all school settings.
- Regular attendance and behavior monitoring.

School staff utilize behavior data to identify trends and implement preventative measures that promote a safe, respectful, and supportive learning environment for all students.

Tier II: Targeted Interventions for Students at Risk

Students who demonstrate behavioral, social-emotional, or academic concerns receive targeted Tier II interventions based on data collected through MTSS processes. Interventions may include:

- Small-group counseling.
- Social skills instruction.
- Check-In/Check-Out programs.
- Behavior contracts and goal-setting plans.
- Targeted behavior interventions.
- Mentoring services.
- Attendance support plans.
- Progress monitoring and data reviews.

School teams regularly review intervention effectiveness and adjust supports based on student progress.

Tier III: Intensive Individualized Supports

Students demonstrating significant behavioral or social-emotional needs receive intensive, individualized interventions. Supports may include:

- Functional Behavior Assessments (FBA).
- Behavior Intervention Plans (BIP).
- Individual counseling services.
- Mental health support services.
- Intensive behavior monitoring.
- Wraparound services involving families and community agencies.
- Individualized problem-solving meetings with school-based teams.

These interventions are designed to address barriers to student success while promoting positive behavioral and academic outcomes.

Coordination with IDEA and Early Intervening Services

The school's tiered system is closely aligned with the requirements and supports available under IDEA. Collaboration among general education teachers, Exceptional Student Education (ESE) staff, school counselors, school psychologists, administrators, and families ensures that students receive timely and appropriate support.

The school utilizes early intervening services to:

- Identify academic, behavioral, and social-emotional concerns as early as possible.
- Implement evidence-based interventions before significant learning or behavior difficulties develop.
- Monitor student response to interventions through ongoing progress monitoring.
- Make data-based decisions regarding additional supports and services.
- Facilitate referrals for further evaluation when appropriate and supported by intervention data.

The provision of early intervening services does not delay or deny a referral for a comprehensive evaluation when a disability is suspected. Instead, intervention data help inform decision-making and support the development of appropriate services.

Family and Community Collaboration

Families are active participants in the MTSS and PBIS process. The school communicates regularly with parents regarding student progress, interventions, and support plans through:

- Parent conferences.
- Progress reports.
- Behavior data reviews.
- Individualized support meetings.
- Family engagement activities.

When necessary, the school collaborates with community agencies and mental health providers to coordinate additional services that support student success.

Continuous Monitoring and Improvement

Behavioral and intervention data are reviewed regularly by school leadership teams, MTSS teams, counselors, and teachers to evaluate the effectiveness of supports and identify areas for improvement. Through ongoing progress monitoring and collaboration, the school ensures that students receive the appropriate level of support needed to improve behavior, strengthen social-emotional skills, maximize instructional time, and achieve academic success.

This comprehensive tiered approach creates a positive learning environment where all students are supported, behavioral concerns are addressed proactively, and services are coordinated effectively with IDEA and other available resources.

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)).

The school is committed to providing ongoing, job-embedded professional learning and support for teachers, paraprofessionals, instructional coaches, and other school personnel to improve instructional practices, increase student achievement, and promote continuous school improvement. Professional learning activities are aligned with the goals of the School Improvement Plan (SIP), Schoolwide Plan (SWP), student performance data, and district initiatives.

Improving Instruction Through Professional Learning

Teachers and staff participate in high-quality professional learning designed to strengthen instructional practices in Reading, Mathematics, Science, and Behavior. Professional learning opportunities include:

- Standards-based instructional training aligned to state academic standards.
- Evidence-based instructional strategies and best practices.
- Differentiated instruction to meet the needs of diverse learners.
- Small-group instruction and intervention strategies.
- Literacy and mathematics instructional support.
- Science inquiry and STEM instructional practices.
- Positive Behavioral Interventions and Supports (PBIS) implementation.
- Social-emotional learning and classroom management strategies.
- Integration of technology to enhance teaching and learning.

Professional learning is delivered through workshops, district trainings, professional learning communities (PLCs), instructional coaching, peer observations, collaborative planning, and school-based professional development sessions.

Effective Use of Academic Assessment Data

The school provides ongoing training and support to ensure staff effectively analyze and utilize academic data to inform instructional decisions and improve student outcomes.

Professional learning related to data use includes:

- Analyzing state, district, and classroom assessment data.
- Identifying student strengths and areas for improvement.
- Developing targeted intervention and enrichment plans.
- Progress monitoring and measuring student growth.
- Using formative and summative assessment data to drive instruction.
- Conducting data chats and collaborative data reviews within PLCs.
- Utilizing MTSS processes to identify and support students requiring additional interventions.

Teachers regularly engage in data discussions to adjust instruction, monitor student progress, and ensure all students receive appropriate academic and behavioral supports.

Professional Learning for Paraprofessionals and Support Personnel

Paraprofessionals and support staff participate in training that enhances their ability to support instruction and student success. Training opportunities include:

- Instructional support strategies.
- Small-group intervention techniques.
- Reading and mathematics intervention support.
- PBIS expectations and behavior support practices.
- Student engagement strategies.
- Progress monitoring procedures.
- Safety, compliance, and student service requirements.

These opportunities ensure that all school personnel contribute effectively to student learning and school improvement efforts.

Recruitment and Retention of Effective Teachers

The school and district recognize the importance of recruiting, developing, and retaining highly effective educators, particularly in high-need instructional areas. Strategies include:

- Providing comprehensive new teacher induction and mentoring programs.
- Assigning experienced educators and instructional coaches to support beginning teachers.
- Offering ongoing professional learning aligned to teacher needs and school goals.
- Creating leadership opportunities through PLC facilitation, mentoring, and school improvement teams.
- Recognizing and celebrating staff accomplishments and contributions.
- Promoting a collaborative and supportive school culture focused on continuous improvement.

- Providing targeted support for teachers in high-need content areas and classrooms with significant student needs.

Collaborative Professional Learning Culture

The school fosters a culture of continuous learning through collaborative structures that support educator growth and effectiveness. These include:

- Professional Learning Communities (PLCs).
- Data review meetings.
- Instructional leadership team meetings.
- Peer collaboration and lesson study opportunities.
- Teacher mentoring and coaching cycles.
- Schoolwide problem-solving and action-planning sessions.

Monitoring Effectiveness

The impact of professional learning is monitored through:

- Student achievement data.
- Progress monitoring results.
- Classroom observations and walkthroughs.
- Teacher feedback and surveys.
- PLC documentation and action plans.
- School improvement and instructional leadership team reviews.

Through sustained professional learning, effective use of assessment data, and strategic recruitment and retention efforts, the school builds educator capacity, strengthens instructional practices, and ensures that all students receive high-quality instruction in a supportive and engaging learning environment.

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)).

The school recognizes that a successful transition from early childhood education programs to kindergarten is essential for long-term academic and social success. To support preschool children and their families, the school collaborates with local early learning providers, preschool programs,

Head Start programs, district early childhood programs, and families to ensure students enter kindergarten prepared to learn and thrive.

Collaboration with Early Childhood Programs

The school works closely with community preschool providers, Head Start programs, and district-sponsored early childhood programs to promote alignment between preschool and kindergarten expectations. Transition activities may include:

- Sharing information about kindergarten readiness skills and expectations.
- Collaborating with early childhood educators regarding instructional practices and student needs.
- Participating in district-sponsored transition planning activities.
- Reviewing available readiness data to identify student strengths and areas of need.

Kindergarten Orientation and Transition Events

The school provides opportunities for children and families to become familiar with the school environment prior to the start of kindergarten through:

- Kindergarten orientation programs.
- School tours and classroom visits.
- Meet-the-teacher events.
- Open House and family engagement activities.
- Kindergarten registration events and informational sessions.

These activities help children become comfortable with the school setting while reducing anxiety associated with entering elementary school.

Family Engagement and Communication

Families are essential partners in the transition process. The school supports families by providing:

- Information about kindergarten readiness skills.
- Guidance on school routines, attendance expectations, and academic standards.
- Resources to support literacy, language development, and early learning at home.
- Opportunities to ask questions and connect with school staff.
- Information regarding available school and community resources.

Communication is provided in family-friendly language and translated when practical to ensure all

families can actively participate in their child's transition to school.

Academic and Social-Emotional Readiness

The school supports children's readiness by focusing on both academic and social-emotional development. Transition efforts emphasize:

- Early literacy and language development.
- Foundational mathematics skills.
- Social skills and relationship building.
- Independence and self-regulation.
- Positive behavior expectations.
- School routines and classroom procedures.

The school's Positive Behavioral Interventions and Supports (PBIS) framework helps students learn expectations and develop the social-emotional skills necessary for success in the elementary setting.

Early Identification and Support Services

The school utilizes available readiness information, screening data, family input, and teacher observations to identify students who may need additional academic, behavioral, or developmental support. Through the Multi-Tiered System of Supports (MTSS), students receive timely interventions and services when needed to support a successful transition and continued growth.

The school collaborates with Exceptional Student Education (ESE) staff, school counselors, specialists, and families to ensure continuity of services for students with identified needs.

Continuous Monitoring and Support

During the kindergarten year, teachers, administrators, and support staff monitor student adjustment and progress through:

- Classroom observations.
- Academic and behavioral assessments.
- Progress monitoring activities.
- Communication with families.
- School-based problem-solving and MTSS meetings.

The information gathered is used to provide additional support, interventions, and resources to ensure all students successfully transition into the elementary learning environment.

Through strong partnerships with families and early childhood providers, meaningful transition activities, and ongoing support services, the school creates a welcoming and supportive environment that promotes readiness, confidence, and success for all incoming kindergarten students.

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**