Brevard Public Schools

VIERA ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Viera Elementary will work collaboratively with all stakeholders to support the social, emotional, and academic growth of all students by providing engaging learning experiences that promote critical thinking and problem-solving skills.

Provide the school's vision statement

Viera Elementary will empower every student to reach their full potential through engaging, standards-aligned explicit instruction, collaborative planning, and differentiated learning experiences that build independence, promote growth, and ensure success.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Adrienne Schwab

schwab.adrienne@brevardschools.org

Position Title

School Principal

Job Duties and Responsibilities

The principal provides strong instructional and operational leadership by actively supporting the Multi-Tiered System of Supports (MTSS) process and ensuring that teachers have the resources, training, and guidance necessary to effectively analyze and utilize student performance data to drive instructional decisions. Through regular classroom observations and learning walks, she monitors instructional practices, provides timely and actionable feedback, and fosters a culture of continuous

improvement.
The principal leads the development, coordination, and implementation of high-quality professional learning opportunities aligned to school improvement goals and student needs. She also champions the integration of mental health, wellness, and life skills initiatives that support the whole child. By collaborating with families, participating in parent conferences, facilitating access to community and district resources, and monitoring schoolwide academic, behavioral, and attendance data, she ensures that systems are in place to promote student achievement, well-being, and equitable outcomes for all learners.

Leadership Team Member #2

Employee's Name
Jessica Mostowski

Mostwoski.jessica@brevardschools.org

Position Title
Assistant Principal

Job Duties and Responsibilities

The Assistant Principal plays an integral role in advancing the school's improvement efforts by supporting the Multi-Tiered System of Supports (MTSS) process and collaborating with teachers to analyze and disaggregate student performance data to drive instructional planning and intervention. Through regular classroom observations, learning walks, and coaching conversations, she provides timely, constructive feedback that promotes effective instructional practices and continuous professional growth.
The Assistant Principal supports the implementation of schoolwide mental health, wellness, and life skills initiatives while fostering a positive and safe learning environment through proactive student discipline and behavior support systems. She collaborates with staff to coordinate and facilitate professional learning opportunities aligned to school and district priorities, ensuring the effective implementation of curriculum and instructional programs.
In partnership with families and community stakeholders, she actively participates in parent conferences, connects students and families with appropriate support services, and monitors student attendance to promote engagement and academic success. Additionally, she serves as the school's Title IX Coordinator, ensuring compliance with federal regulations and supporting equitable learning environments for all students.
The Assistant Principal also oversees key assessment and accountability responsibilities, including coordinating state and district testing procedures, managing small-group testing accommodations, facilitating WIDA assessments, serving as the school's ESOL contact, and ensuring the accurate and timely submission of required testing data. Through these efforts, she contributes to a comprehensive system of support that promotes student achievement, equity, and continuous school improvement.

Leadership Team Member #3

Employee's Name
Stephanie Tsihlis

Tsihlis.stephanie@brevardschools.org

Position Title
Assistant Principal

Job Duties and Responsibilities

The Assistant Principal plays an integral role in advancing the school's improvement efforts by supporting the Multi-Tiered System of Supports (MTSS) process and collaborating with teachers to analyze and disaggregate student performance data to drive instructional planning and intervention. Through regular classroom observations, learning walks, and coaching conversations, she provides timely, constructive feedback that promotes effective instructional practices and continuous professional growth.

The Assistant Principal supports the implementation of schoolwide mental health, wellness, and life skills initiatives while fostering a positive and safe learning environment through proactive student discipline and behavior support systems. She collaborates with staff to coordinate and facilitate professional learning opportunities aligned to school and district priorities, ensuring the effective implementation of curriculum and instructional programs.

In partnership with families and community stakeholders, she actively participates in parent conferences, connects students and families with appropriate support services, and monitors student attendance to promote engagement and academic success. Additionally, she serves as the school's Title IX Coordinator, ensuring compliance with federal regulations and supporting equitable learning environments for all students.

The Assistant Principal also oversees key assessment and accountability responsibilities, including coordinating state and district testing procedures, managing small-group testing accommodations, facilitating WIDA assessments, serving as the school's ESOL contact, and ensuring the accurate and timely submission of required testing data. Through these efforts, she contributes to a comprehensive system of support that promotes student achievement, equity, and continuous school improvement.

Leadership Team Member #4

Employee's Name
Jessica Pokorny

Pokorny.jessica@brevardschools.org

Position Title
Literacy Coach

Job Duties and Responsibilities

The Instructional Coach plays a critical role in advancing teaching and learning by partnering with teachers to identify, implement, and refine evidence-based instructional strategies and interventions that address the diverse academic needs of students. Through ongoing collaboration and data-driven decision-making, she supports the development, implementation, and monitoring of Tier II and Tier III intervention plans to ensure students receive targeted support aligned to their individual needs.
As a key member of the instructional leadership team, the Instructional Coach facilitates the coaching cycle by conducting classroom observations, providing actionable feedback, modeling effective instructional practices, co-planning lessons, and creating opportunities for peer observation and professional learning. She provides specialized support for new teachers, fostering instructional growth and building capacity to improve student outcomes.
The Instructional Coach also assists third-grade teachers with portfolio assessment requirements and oversees the administration and analysis of i-Ready diagnostic assessments to support progress monitoring and instructional planning. As an active member of the MTSS team, she collaborates with school personnel to address both the academic and social-emotional needs of students, ensuring a comprehensive approach to student success.
Additionally, she participates in parent conferences, helps connect students and families with appropriate school and community resources, reviews schoolwide progress monitoring and achievement data, and supports continuous improvement efforts through targeted professional learning. By designing and delivering professional development focused on data analysis, progress monitoring, differentiated instruction, and intervention practices, the Instructional Coach strengthens instructional effectiveness and promotes a culture of continuous growth and achievement for all students.

2. Stakeholder Involvement

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

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

Stakeholder engagement is an essential component of the school improvement process and is facilitated through multiple avenues designed to encourage meaningful collaboration among families, staff, students, and community members. The School Advisory Council (SAC) serves as a primary forum for stakeholder participation, meeting monthly to review school initiatives, monitor progress, and provide input on school improvement efforts. At the beginning of each school year, SAC

members review school performance data and participate in a needs assessment process. Prior to this meeting, the SAC Chair distributes a survey to gather stakeholder perspectives on areas of strength, opportunities for growth, and potential priorities for the upcoming year.

Data collected from these stakeholder feedback sources are used to establish priorities and, when appropriate, are incorporated into the School Improvement Plan (SIP) to ensure that improvement efforts reflect the needs and perspectives of the school community.

Families of students with disabilities are actively engaged in school decision-making processes and are represented on school committees and advisory groups as documented through the Best Practices for Inclusive Education (BPIE) framework indicators 29-32. As stated in our BPIE, family memebrs if students with disabilities are contributing members of school decision-making groups. These families provide valuable input through surveys, committee participation, and ongoing collaboration with school personnel. We have parent representatives who are a part of the district Parent Leadership Team. This opportunity is open to all parents and information is shared during our School Advisory Council Meetings. The school actively encourages all families to participate in SAC meetings, Parent-Teacher Organization (PTO) activities, family engagement events, Open House, curriculum and informational nights, and other opportunities designed to strengthen home-school partnerships.

3. SIP Monitoring

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

The School Improvement Plan (SIP) is systematically monitored and evaluated throughout the school year to ensure effective implementation, measure impact on student achievement, and support continuous improvement efforts. Particular attention is given to reducing achievement gaps and accelerating learning outcomes for students identified as most at risk.

School administrators and instructional leaders conduct weekly classroom walkthroughs and instructional observations to monitor the implementation of evidence-based instructional practices, intervention strategies, and schoolwide initiatives. These observations are followed by timely feedback, reflective coaching conversations, and collaborative planning designed to strengthen instructional effectiveness and support teacher growth. Walkthrough data and instructional trends are regularly analyzed to identify areas of success, determine professional learning needs, and inform next steps.

The school leadership team meets weekly to review multiple sources of data, including academic performance, attendance, behavior, intervention effectiveness, and instructional walkthrough findings.

These meetings provide opportunities to monitor progress toward SIP goals, evaluate the effectiveness of current strategies, and make data-informed adjustments when necessary.
Professional Learning Communities (PLCs) meet weekly to engage in collaborative planning, professional learning, and data analysis. A primary focus for grades K–2 includes the implementation of UFLI and other evidence-based literacy practices aligned with district and state priorities. The literacy coach provides ongoing support through coaching cycles, targeted classroom walkthroughs, modeling, and professional learning opportunities to ensure fidelity of implementation. PLC teams regularly analyze formative and summative assessment data to monitor student progress, identify learning gaps, and develop responsive instructional plans and interventions.
Following each FAST Progress Monitoring assessment and i-Ready Diagnostic or Quick Check administration, school teams conduct comprehensive data reviews to evaluate student growth, determine progress toward school improvement goals, and assess the effectiveness of instructional and intervention strategies. Data is disaggregated by subgroup to ensure equitable outcomes and to identify students requiring additional support.
Progress toward SIP goals is communicated regularly to stakeholders, including the School Advisory Council (SAC). Student achievement data, schoolwide trends, and improvement efforts are shared and discussed during SAC meetings to promote transparency, gather stakeholder feedback, and strengthen collective ownership of the school’s continuous improvement process. Through ongoing monitoring, collaborative data analysis, and stakeholder engagement, the school ensures that improvement efforts remain focused, responsive, and aligned to the needs of all learners.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **KG-6**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**6.7%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **ENGLISH LANGUAGE LEARNERS (ELL)** **ASIAN STUDENTS (ASN)** **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: A** **2024-25: A** **2023-24: A** **2022-23: A** **2021-22: A**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	111	141	144	147	144	144	127	0	0	958
Absent 10% or more school days	14	4	9	13	6	15	14	0	0	75
One or more suspensions	5	6	3	5	0	4	2	0	0	25
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	1	0	0	0	1
Level 1 on statewide ELA assessment	0	0	0	9	3	7	2	0	0	21
Level 1 on statewide Math assessment	0	0	0	2	4	7	3	0	0	16
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	7	8	11	21	8	11	13	0	0	79
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0	0	0	0	0	0

Current Year 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	3	0	2	4	0	4	1	0	0	14

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	0	2	1	2	0	0	0			5
Students retained two or more times	0	0	0	0	0	0	0			0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	107	142	142	146	138	140	128			943
Absent 10% or more school days	4	8	7	13	5	10	13			60
One or more suspensions	1	6	4	4		7	6			28
Course failure in English Language Arts (ELA)						1	1			2
Course failure in Math							1			1
Level 1 on statewide ELA assessment	3	7	16	22	3	7	12			70
Level 1 on statewide Math assessment	3	13	5	10	3	6	2			42
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

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

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	3	2	2	1	1	1			13
Students retained two or more times										0

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*	87	65	62	84	62	59	86	61	57
Grade 3 ELA Achievement	83	63	61	91	58	59	87	59	58
ELA Learning Gains	73	67	63	74	62	60	73	64	60
ELA Lowest 25th Percentile	76	61	58	62	57	56	70	60	57
Math Achievement*	89	66	66	87	63	64	89	62	62
Math Learning Gains	80	68	64	77	67	63	79	68	62
Math Lowest 25th Percentile	72	55	50	73	54	51	66	59	52
Science Achievement	94	66	62	90	62	58	92	60	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					62	63		57	61

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

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

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

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

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	82%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	654
Total Components for the FPPI	8
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	**2024-25**	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***
82%	82%	80%	85%	79%	81%	

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	68%	No		
English Language Learners	90%	No		
Asian Students	88%	No		
Black/African American Students	79%	No		
Hispanic Students	85%	No		
Multiracial Students	79%	No		
White Students	81%	No		
Economically Disadvantaged Students	80%	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	87%	83%	73%	76%	89%	80%	72%	94%					
Students With Disabilities	60%	40%	75%	73%	71%	76%	67%	79%					
English Language Learners	89%		82%		93%	95%							
Asian Students	85%		76%		94%	96%							
Black/African American Students	81%		81%		90%	63%							
Hispanic Students	90%	95%	77%	80%	90%	82%	75%	89%					
Multiracial Students	91%	91%	74%	80%	85%	70%	60%						
White Students	86%	81%	71%	70%	89%	80%	73%	94%					
Economically Disadvantaged Students	86%	83%	74%	85%	80%	74%	58%	100%					

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	84%	91%	74%	62%	87%	77%	73%	90%					100%
Students With Disabilities	57%	80%	58%	48%	65%	64%	59%	83%					
English Language Learners	91%		81%		91%	76%							100%
Asian Students	85%		78%		97%	78%							
Black/African American Students	71%		59%		100%	88%							
Hispanic Students	84%	100%	76%	62%	87%	76%	67%	96%					
Multiracial Students	84%		81%		77%	86%							
White Students	85%	91%	74%	62%	87%	75%	70%	90%					
Economically Disadvantaged Students	67%		54%	47%	74%	54%	50%						

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	86%	87%	73%	70%	89%	79%	66%	92%					
Students With Disabilities	63%	70%	74%	60%	66%	76%	62%	79%					
English Language Learners	79%		65%		89%	88%							
Asian Students	85%		77%		93%	91%							
Black/African American Students	79%	90%			84%								
Hispanic Students	85%	88%	68%	69%	89%	78%							
Multiracial Students	86%	80%	71%		97%	71%							
White Students	86%	87%	75%	74%	89%	80%	66%	92%					
Economically Disadvantaged Students	67%	74%	60%	45%	81%	76%							

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	83%	63%	20%	60%	23%
ELA	4	89%	61%	28%	60%	29%
ELA	5	86%	62%	24%	61%	25%
ELA	6	87%	74%	13%	62%	25%
Math	3	89%	66%	23%	66%	23%
Math	4	89%	62%	27%	65%	24%
Math	5	82%	58%	24%	62%	20%
Math	6	94%	74%	20%	60%	34%
Science	5	93%	64%	29%	60%	33%
Math	7	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				

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 component demonstrating the most significant improvement was **ELA Lowest 25% Learning Gains**. During the 2023-2024 year ELA Lowest 25% learning gains were 70%, 2024–2025 school year, **62%** of students in the Lowest 25% subgroup achieved learning gains in English Language Arts. In the 2025–2026 school year, that percentage increased to **75%**, representing a substantial **13-percentage-point increase** in student growth.

This improvement can be attributed to the intentional implementation of targeted support systems and increased accountability for student progress. At the beginning of the school year, teachers were provided with clear identification of students included in the Lowest 25% ELA subgroup, ensuring an immediate focus on students requiring additional support. Each identified student was paired with a staff mentor in August to foster positive relationships, increase engagement, and provide ongoing encouragement and monitoring throughout the year.

Additionally, teachers prioritized daily small-group instruction during the ELA block for these students, providing targeted, data-driven interventions aligned to individual skill deficits. Progress was monitored regularly through formative assessments and collaborative data discussions within Professional Learning Communities (PLCs), allowing instructional adjustments to be made in a timely manner.

The combination of early identification, consistent mentoring, targeted small-group instruction, and ongoing progress monitoring created a comprehensive support system that contributed to significant gains in student achievement. These practices strengthened both academic performance and student engagement, resulting in improved outcomes for the school's most at-risk readers.

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 component with the lowest overall performance was **Mathematics Lowest 25% Learning Gains**, with **72%** of students in this subgroup demonstrating learning gains during the 2025–2026 school year. While this result reflects that a majority of students made measurable progress, it remained the school's lowest-performing accountability component and indicates a need for continued focus on accelerating growth for students requiring the most intensive support.

Several factors may have contributed to this outcome. Many students in the Lowest 25% subgroup entered the school year with significant foundational skill gaps in mathematics, making it challenging to close learning deficits while simultaneously mastering grade-level standards. In addition, mathematics instruction requires students to build upon previously learned concepts, and gaps in number sense, computation, and problem-solving skills can impact performance across multiple content areas.

Data reviews also indicated that some students in this subgroup required more intensive intervention opportunities and increased instructional time to fully master priority standards. Student attendance, varying levels of engagement, and the need to differentiate instruction to address a wide range of learning needs may have also affected the rate of growth for some students. Additionally, implementation of targeted math interventions and progress-monitoring systems did not occur with the same level of consistency and intensity as those established for the ELA Lowest 25% subgroup.

Greatest Decline

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

The component showing the greatest decline was **Grade 3 ELA Proficiency**. During the 2023-2024 year, 3rd grade proficiency was 87%, 2024–2025 school year, 91% of third-grade students demonstrated proficiency in English Language Arts. In 2025–2026, proficiency decreased to 83%, representing an 8-percentage-point decline.

Several factors likely contributed to this decrease in performance. Early in the school year, the grade level experienced significant staffing changes, including the departure of a teacher approximately six weeks after school began, which resulted in class reconfigurations and adjustments to student placements. These changes disrupted instructional continuity and required students and teachers to adapt to new classroom environments and routines. Additionally, another third-grade teacher began a medical leave in April, creating further challenges during a critical instructional period leading up to state assessments.

Teacher experience also played a role. The grade level included a teacher who was new to the profession and another who was new to third grade. While both educators worked diligently to support student learning, the learning curve associated with mastering curriculum standards, assessment expectations, intervention practices, and effective instructional routines may have impacted overall student outcomes.

Instructional consistency was another contributing factor. Collaborative planning opportunities were not implemented consistently throughout the year, limiting the team's ability to ensure alignment of instructional practices, pacing, intervention strategies, and assessment preparation across classrooms. Additionally, classroom observations and data discussions indicated that independent work completed during teacher-led small-group instruction was not always sufficiently rigorous, engaging, or aligned to students' instructional needs. As a result, some students may not have

maximized learning opportunities while teachers were providing targeted instruction to small groups. Other potential contributing factors include variations in student attendance, increased academic demands associated with the transition to third-grade standards and state assessment expectations, and gaps in foundational literacy skills that may have emerged following previous years of instruction. Student stamina, reading comprehension demands, and the increased emphasis on applying skills to complex texts may have also presented challenges for some learners.

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.

Viera Elementary performed above the state average in all areas. The area that had the closest gap to the state average was ELA Learning Gains. While Viera Elementary performed 10% above the state
average, (Viera Elementary 73% and state average 63%), there is still room for improvement. One area of focus, ELA proficiency, will address this gap. By providing explicit instruction across all subject areas as well as an increased focus on collaborative planning we can gain greater ELA
ELA learning gains and address our ELA gap.

EWS Areas of Concern

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

Attendance continues to be an area of concern identified through EWS data. During the 2025–2026 school year, 75 students in grades K–6 were chronically absent, missing 10% or more of instructional days. Improving student attendance will be a priority to ensure consistent access to instruction and support academic success for all students.

Highest Priorities

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

- ELA Overall Proficiency
- ELA Schoolwide Learning Gains
- Math Lowest 25% Learning Gains

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.

Although schoolwide ELA proficiency increased from 84% in 2025 to 86% in 2026, there remains a need to improve overall student achievement and close proficiency gaps across grade levels. Focused efforts will be directed toward grades 2, 3, and 4 to strengthen foundational literacy skills and increase student achievement.

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 the end of the 2026–2027 school year, Viera Elementary will increase schoolwide ELA proficiency from 86% to 90%, as measured by the FAST ELA assessment, through high-quality standards-aligned explicit instruction explicit collaborative planning, and data-driven decision making, , with a specific focus on improving outcomes in grades 2, 3, and 4.

Monitoring

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

This area of focus will be supported and monitored through an integrated set of strategies implemented throughout the school year. Following each FAST and i-Ready Diagnostic assessment window, data meetings will be conducted to analyze student performance trends, identify instructional strengths and gaps, and guide instructional decision-making. Teachers will utilize the information from these meetings to conduct student data chats that promote goal-setting, ownership of learning, and ongoing reflection on progress toward proficiency.

Student performance data, instructional planning, and intervention effectiveness will be reviewed regularly during Professional Learning Community (PLC) meetings to ensure collaborative problem-solving and timely instructional adjustments. Particular attention will be given to monitoring progress toward grade level proficiency goals and identifying students who may require additional support or

enrichment.
Regular classroom walkthroughs will be conducted by school administrators, school support specialist, and instructional coaches to monitor the implementation of standards-aligned, rigorous instruction and evidence-based literacy practices. Walkthroughs will specifically focus on indicators of high-quality explicit instruction, including clear learning targets, teacher modeling, guided practice, purposeful questioning, checks for understanding, immediate feedback, and opportunities for students to engage with grade-level content and complex texts.
Data collected through walkthroughs, coaching cycles, and student achievement measures will be used to identify areas of strength and opportunities for growth. Feedback will be provided to teachers by administration and instructional coaches, and findings will inform targeted professional development and individualized coaching support.

Person responsible for monitoring outcome
Adrienne Schwab - 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:
The school will implement explicit instruction as an evidence-based intervention to improve student achievement in ELA across all grade levels. This approach is grounded in research demonstrating that clear modeling, systematic teaching of skills and concepts, guided practice, and gradual release of responsibility reduce cognitive load and improve student mastery of grade-level standards, particularly in literacy.

Rationale:
Across all grade levels, teachers will implement high-quality, standards-aligned instruction that emphasizes explicit instruction, modeling, guided practice, and independent application. Instruction will be intentionally planned to ensure coherence from grade to grade, strengthening foundational literacy skills and supporting students in accessing increasingly complex texts and tasks. Instructional coaching will support teachers schoolwide in increasing rigor, strengthening standards alignment, and consistently implementing explicit instructional practices. Coaching cycles will focus on lesson planning, modeling of effective instructional strategies, effective questioning techniques, and the use of complex texts and tasks to accelerate student learning. Schoolwide, teachers will use FAST, i-Ready Diagnostic, and classroom assessment data to guide instruction and provide targeted support. Small-group instruction and differentiated interventions will be implemented across all grade levels to address identified skill gaps in reading comprehension, vocabulary development, phonics, fluency, and written response skills. These supports will ensure students receive timely, targeted instruction to master grade-level ELA standards and increase overall proficiency.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

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

Action Steps to Implement:

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

Action Step #1
Quarter 1 - Set expectations for collaborative planning sessions and establish Coherent Tier 1 Instruction

Person Monitoring:	**By When/Frequency:**
Adrienne Schwab, Jessica Mostowski, Stephanie Tsihlis	Q1

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership:
• Establish and communicate clear expectations for Tier 1 ELA explicit, standards-aligned instruction during the ELA (new 105-minute for K-2) reading block using Benchmark Advance 2026, UFLI (K–2), and SAVAAS as the first source of instruction, aligned to the FDOE Literacy Instruction Practice Profiles.
• Develop and communicate clear expectations, norms, and non-negotiables for collaborative planning sessions.
• Create and distribute a collaborative planning protocol.
• Establish schoolwide expectations for Tier 1 instruction, including standards alignment and explicit instruction.
• Conduct classroom walkthroughs and planning session observations to monitor implementation and provide immediate and corrective feedback.
• Allocate protected time and resources to support effective collaborative planning and instructional consistency between general education and ESE instruction.
Coaching:
• Facilitate collaborative planning sessions using established protocols and expectations.
• Model gradual release in collaborative planning and during professional learning using instructional aligned materials.
• Assist teachers in analyzing student data to inform instructional decisions.
• Provide coaching cycles and feedback focused on strengthening Tier 1 instructional practices.
• Help K–2 teachers implement UFLI with fidelity.
Teachers:
• Actively participate in collaborative planning sessions and adhere to established norms and expectations.
• Plan and implement Tier 1 lessons that include explicit instruction, modeling, guided practice, independent practice, and formative assessment opportunities.
• Collaborate with grade-level teams and ESE faculty during planning to support all learners.
• K–2 teachers implement consistent daily UFLI lessons, weekly assessments and fluency checks to monitor foundational reading skills and form small groups.
• Utilize student performance data to adjust instruction and identify student needs.
• Reflect on instructional effectiveness and collaborate with colleagues to refine instructional practices based on student outcomes.

Action Step #2
Quarter 2: Strengthen Structured Planning Time and Explicit Instruction

Person Monitoring:	**By When/Frequency:**
Adrienne Schwab, Jessica Mostowski, Stephanie	Q2

Tsihlis

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

Leadership:
• Collaborate with the Literacy Coach to provide professional learning on explicit instruction.
• Lead data meetings with grade-level teams to review student performance data and ensure instructional decisions meet student needs.
• Monitor UFLI implementation in grades K–2 through walkthroughs and progress-monitoring data to ensure implementation fidelity.
• Use FAST, i-Ready, Benchmark Advance, classroom assessments, and fluency data to track student progress, identify trends, and guide instructional next steps.
• Ensure Tier 2 and Tier 3 interventions are aligned to grade-level standards and Tier 1 instruction to strengthen learning and close gaps.
• Conduct regular classroom walkthroughs using the instructional look-for tool to monitor explicit instruction expectations from Quarter 1.
• Provide timely, actionable feedback to teachers and teams based on walkthroughs, data, and student performance.
• Facilitate weekly collaborative planning sessions.
Coaching:
• Lead data discussions connecting Tier 1 instruction, interventions, and student outcomes to identify instructional priorities.
• Support teachers in collaboratively planning standards-aligned lessons using district curriculum and explicit instruction strategies.
• Model effective explicit instruction during whole-group and small-group lessons.
• Coach teachers on using Checks for Understanding (CFUs) to monitor learning and adjust instruction in real time (aggressive monitoring).
• Support teachers in using data to reteach, correct misconceptions, and differentiate instruction.
• Facilitate reflection after coaching, modeling, and observations to improve instructional practice.
• Collaborate with general education teachers and ESE faculty to align supported instruction with Tier 1 instruction.
Teachers:
• Implement standards-aligned curriculum materials with fidelity using Benchmark Advance, SAVAAS, and UFLI (K–2) across Tier 1 and sup[ported instruction.
• Collaboratively plan explicit instruction lessons aligned to Tier 1 instruction and supports.
• Deliver daily explicit instruction in whole-group and small-group settings.
• Use CFUs, formative assessments, and student data to monitor learning and adjust instruction in real time (aggressive monitoring).
• Maintain consistent routines, academic language, learning targets, and scaffolds across instruction.
• Collaborate with ESE faculty and grade-level teams to ensure supported instruction reinforces grade-level standards and classroom instruction.
• Continue daily UFLI instruction in K–2 and use fluency checks and progress monitoring to guide instruction.

Action Step #3

Quarter 3 - Data Driven adjustments

Person Monitoring:	**By When/Frequency:**
Adrienne Schwab, Jessica Mostowski, Stephanie Tsihlis	Q3

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

step:
Leadership
• Analyze walkthrough data and student data trends to identify instructional gaps and prioritize areas for improvement in Tier 1 instruction.
• Strengthen alignment between Tier 1 instruction and supported instruction so students receive consistent support across all instructional settings.
• Identify high-impact instructional strategies through walkthroughs, with a focus on effective explicit instruction.
• Facilitate weekly collaborative planning sessions.
• Facilitate peer learning opportunities such as classroom visits or sharing sessions to spread effective instructional practices across grade levels.
• Use data and observation trends to guide coaching support, professional learning, and instructional supports.
Coaching
• Continue modeling strong explicit instruction in whole-group and small-group settings.
• Differentiate coaching cycles based on teacher and student performance data to target specific instructional needs.
• Support teachers in improving lesson delivery with a focus on pacing, modeling, guided practice, and student engagement.
• Coach teachers on using student data during instruction to make real-time adjustments (aggressive monitoring) and improve student understanding.
• Lead PLC discussions focused on the impact of explicit instruction on student mastery of standards, identifying trends in strengths and areas for improvement.
• Support teachers in collaboratively planning standards-aligned lessons using district curriculum and explicit instruction strategies based on data and student needs.
Teachers
• Strengthen explicit instruction by increasing student discourse, collaborative learning, and higher-order questioning during guided instruction.
• Use formative assessments (exit tickets, quizzes, etc.) to identify skill gaps and adjust instruction based on student needs.
• Provide immediate corrective feedback and give students opportunities to explain and revise their thinking.
• Weekly collaboration with Gen Ed, and ESE faculty to ensure consistent instructional routines, pacing, expectations, and support across all learning environments.

Action Step #4
Quarter 4 - Monitor and Adjust

Person Monitoring:	**By When/Frequency:**
Adrienne Schwab, Jessica Mostowski, Stephanie Tsihlis	Q4

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership
• Review student achievement data and walkthrough data to determine how effectively Tier 1 and support instruction are aligned.
• Use data to identify students not making expected progress and adjust supports accordingly.
• Prioritize support for bubble students and students close to proficiency to maximize growth.
• Implement intensified supports as needed.
• Monitor the impact of instructional adjustments and supports to refine strategies based on student data.

• Facilitate weekly collaborative planning sessions.
Coaching
• Support teams in analyzing student data to identify students not making expected progress and specific skill gaps.
• Assist teachers in planning targeted small groups, reteach, and enrichment based on student needs.
• Model and support strategies across all instructional areas.
• Share effective examples of strong Tier 1 and support instruction tied to student growth.
• Support teachers in collaboratively planning standards-aligned lessons using district curriculum and explicit instruction strategies based on data and student needs.
Teachers
• Increase student discourse, collaborative learning, and higher-order questioning during instruction.
• Provide immediate corrective feedback and allow students to explain and revise their thinking.
• Use formative assessment data to regroup students and adjust instruction based on needs.
• Collaborate with Gen Ed, and ESE faculty to ensure collaborative planning of consistent routines, pacing, expectations, and supports across all learning environments.

Area of Focus #2

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

Although schoolwide Math proficiency increased from 87% in 2025 to 89% in 2026, the percentage of students in the Lowest 25% demonstrating learning gains decreased from 73% to 71%. To address this decline, focused efforts will be directed toward accelerating growth for students in the Lowest 25% across all grade levels through high-quality standards-aligned explicit instruction, collaborative planning, progress monitoring, and data-driven decision making. to ensure these students make meaningful learning gains in mathematics.

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 the end of the 2026–2027 school year, Viera Elementary will increase math lowest 25% learning gains from 71% to 76%, as measured by the FAST Math assessment, through high-quality standards-aligned explicit instruction, collaborative planning, progress monitoring, and data-driven decision making.

Monitoring

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

This area of focus will be supported and monitored through an integrated set of strategies implemented throughout the school year. Following each FAST and i-Ready Diagnostic assessment window, data meetings will be conducted to analyze student performance , identify instructional strengths and gaps, and guide instructional decision-making. Teachers will utilize the information from these meetings to conduct student data chats that promote goal-setting, ownership of learning, and ongoing reflection on progress toward proficiency.
Student performance data, instructional planning, and intervention effectiveness will be reviewed regularly during Professional Learning Community (PLC) meetings to ensure collaborative problem-solving and timely instructional adjustments. Particular attention will be given to monitoring progress toward learning goals and identifying students who may require additional support or enrichment.
Regular classroom walkthroughs will be conducted by school administrators, school support specialist, and instructional coaches to monitor the implementation of explicit, standards-aligned, rigorous instruction.Walkthroughs will specifically focus on indicators of high-quality explicit instruction, including clear learning targets, teacher modeling, guided practice, purposeful questioning, checks for understanding, immediate feedback, and opportunities for students to engage with grade-level content.
Data collected through walkthroughs and student achievement measures will be used to identify areas of strength and opportunities for growth. Feedback will be provided to teachers by administration and instructional coaches, and findings will inform targeted professional development and individualized coaching support.

Person responsible for monitoring outcome
Adrienne Schwab, Jessica Mostowski, Stephanie Tsihlis.

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 : This is an evidence-based and structured approach where teachers model and explain skills, guide practice, and gradually release responsibility (I Do, We Do, You Do), with sequenced instruction, frequent checks for understanding, feedback, and practice opportunities.

Rationale:
Explicit Instruction will improve comprehension, mastery, and retention of content while addressing learning gaps. Effective implementation requires collaborative planning, aligned outcomes across all teachers (gen ed, ESE, ELL), and a student-centered environment which will create coherence for learners.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1
Quarter 1 - Set expectations for collaborative planning sessions and establish Coherent Tier 1 Instruction

Person Monitoring:	**By When/Frequency:**
Adrienne Schwab, Jessica Mostowski, Stephanie Tsihlis	Q1

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership:
• Establish and communicate clear expectations for Tier 1 ELA explicit, standards-aligned instruction during the math block using district curriculum as the first source of instruction.
• Develop and communicate clear expectations, norms, and non-negotiables for collaborative planning sessions.
• Create and distribute a collaborative planning protocol.
• Establish schoolwide expectations for Tier 1 instruction, including standards alignment and explicit instruction.
• Conduct classroom walkthroughs and planning session observations to monitor implementation and provide immediate and corrective feedback.
• Allocate protected time and resources to support effective collaborative planning and instructional consistency between general education and ESE instruction.
Provide PD on utilizing math manipulatives during math instruction.
Coaching:
• Facilitate collaborative planning sessions using established protocols and expectations.
• Model gradual release in collaborative planning and during professional learning using instructional aligned materials.
• Assist teachers in analyzing student data to inform instructional decisions.
• Provide coaching cycles and feedback focused on strengthening Tier 1 instructional practices.
Teachers:
• Actively participate in collaborative planning sessions and adhere to established norms and expectations.
• Plan and implement Tier 1 lessons that include explicit instruction, modeling, guided practice, independent practice, and formative assessment opportunities.
• Collaborate with grade-level teams and ESE faculty during planning to support all learners.
• Utilize student performance data to adjust instruction and identify student needs.
• Reflect on instructional effectiveness and collaborate with colleagues to refine instructional practices based on student outcomes.
Utilize math manipulatives during instruction

Action Step #2
Quarter 2: Strengthen Structured Planning Time and Explicit Instruction

Person Monitoring:	**By When/Frequency:**
Adrienne Schwab, Jessica Mostowski, Stephanie Tsihlis	Q2

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership:
• Collaborate with Administrative Team to provide professional learning on explicit instruction.
• Lead data meetings with grade-level teams to review student performance data and ensure instructional decisions meet student needs.
• Use FAST, i-Ready, Benchmark Advance, classroom assessment data to track student progress, identify trends, and guide instructional next steps.
• Ensure Tier 2 and Tier 3 interventions are aligned to grade-level standards and Tier 1 instruction to strengthen learning and close gaps.
• Conduct regular classroom walkthroughs using the instructional look-for tool to monitor explicit instruction expectations from Quarter 1.
• Provide timely, actionable feedback to teachers and teams based on walkthroughs, data, and student performance.
• Facilitate weekly collaborative planning sessions.
Coaching:
• Lead data discussions connecting Tier 1 instruction, interventions, and student outcomes to identify instructional priorities.
• Support teachers in collaboratively planning standards-aligned lessons using district curriculum and explicit instruction strategies.
• Model effective explicit instruction during whole-group and small-group lessons.
• Coach teachers on using Checks for Understanding (CFUs) to monitor learning and adjust instruction in real time (aggressive monitoring).
• Support teachers in using data to reteach, correct misconceptions, and differentiate instruction.
• Facilitate reflection after coaching, modeling, and observations to improve instructional practice.
• Collaborate with general education teachers and ESE faculty to align supported instruction with Tier 1 instruction.
Teachers:
• Implement standards-aligned curriculum materials with fidelity using district curriculum across Tier 1 and supported instruction.
• Collaboratively plan explicit instruction lessons aligned to Tier 1 instruction and supports.
• Deliver daily explicit instruction in whole-group and small-group settings.
• Use CFUs, formative assessments, and student data to monitor learning and adjust instruction in real time (aggressive monitoring).
• Maintain consistent routines, academic language, learning targets, and scaffolds across instruction.
• Collaborate with ESE faculty and grade-level teams to ensure supported instruction reinforces grade-level standards and classroom instruction.

Action Step #3
Quarter 3 - Data Driven adjustments

Person Monitoring:	**By When/Frequency:**
Adrienne Schwab, Jessica Mostowski, Stephanie Tsihlis	Q3

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership
• Analyze walkthrough data and student data trends to identify instructional gaps and prioritize areas for improvement in Tier 1 instruction.
• Strengthen alignment between Tier 1 instruction and supported instruction so students receive consistent support across all instructional settings.

• Identify high-impact instructional strategies through walkthroughs, with a focus on effective explicit instruction.
• Facilitate weekly collaborative planning sessions.
• Facilitate peer learning opportunities such as classroom visits or sharing sessions to spread effective instructional practices across grade levels.
• Use data and observation trends to guide coaching support, professional learning, and instructional supports.
Coaching
• Continue modeling strong explicit instruction in whole-group and small-group settings.
• Differentiate coaching cycles based on teacher and student performance data to target specific instructional needs.
• Support teachers in improving lesson delivery with a focus on pacing, modeling, guided practice, and student engagement.
• Coach teachers on using student data during instruction to make real-time adjustments (aggressive monitoring) and improve student understanding.
• Lead PLC discussions focused on the impact of explicit instruction on student mastery of standards, identifying trends in strengths and areas for improvement.
• Support teachers in collaboratively planning standards-aligned lessons using district curriculum and explicit instruction strategies based on data and student needs.
Teachers
• Strengthen explicit instruction by increasing student discourse, collaborative learning, and higher-order questioning during guided instruction.
• Use formative assessments (exit tickets, quizzes, etc.) to identify skill gaps and adjust instruction based on student needs.
• Provide immediate corrective feedback and give students opportunities to explain and revise their thinking.
• Weekly collaboration with Gen Ed, and ESE faculty to ensure consistent instructional routines, pacing, expectations, and support across all learning environments.

Action Step #4
Q4 - Monitor and Adjust

Person Monitoring:	**By When/Frequency:**
Adrienne Schwab, Jessica Mostowski, Stephanie Tsihlis	Q4

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership
• Review student achievement data and walkthrough data to determine how effectively Tier 1 and support instruction are aligned.
• Use data to identify students not making expected progress and adjust supports accordingly.
• Prioritize support for bubble students and students close to proficiency to maximize growth.
• Implement intensified supports as needed.
• Monitor the impact of instructional adjustments and supports to refine strategies based on student data.
• Facilitate weekly collaborative planning sessions.
Coaching
• Support teams in analyzing student data to identify students not making expected progress and specific skill gaps.
• Assist teachers in planning targeted small groups, reteach, and enrichment based on student needs.
• Model and support strategies across all instructional areas.

• Share effective examples of strong Tier 1 and support instruction tied to student growth.
• Support teachers in collaboratively planning standards-aligned lessons using district curriculum and explicit instruction strategies based on data and student needs.
Teachers
• Increase student discourse, collaborative learning, and higher-order questioning during instruction.
• Provide immediate corrective feedback and allow students to explain and revise their thinking.
• Use formative assessment data to regroup students and adjust instruction based on needs.
• Collaborate with Gen Ed, and ESE faculty to ensure collaborative planning of consistent routines, pacing, expectations, and supports across all learning environments.

Area of Focus #3

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

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

Science proficiency increased from 90% in 2025 to 94% in 2026, demonstrating the effectiveness of the school's instructional practices and commitment to high-quality science instruction. While this growth is commendable, analysis of student performance data indicates a continued need to increase overall student achievement and close proficiency gaps across grade levels. Focused efforts will be directed toward strengthening science instruction through intentional collaboration between third, fourth, and fifth-grade Science teachers and the STEM teacher to ensure consistent, standards-aligned instruction and increased opportunities for students to engage in rigorous scientific thinking and inquiry.

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 the end of the 2026–2027 school year, Viera Elementary will increase Science proficiency from 94% to 97%, as measured by the Florida Statewide Science Assessment. This goal will be achieved through the implementation of high-quality, standards-aligned explicit instruction, intentional collaborative planning between third, fourth, and fifth-grade Science teachers and the STEM teacher, and data-driven instructional decision-making. Instructional practices will emphasize clear learning targets, teacher modeling, guided practice, scientific inquiry, purposeful questioning, and ongoing checks for understanding to ensure all students develop a deep understanding of grade-level science standards and are prepared for success on the state assessment.

Monitoring

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

the desired outcome.

Progress in science proficiency will be monitored through consistent data analysis, collaborative planning, observation of explicit instruction, and targeted feedback. Student performance data from district science assessments and PENDA will be reviewed during Professional Learning Community (PLCs) meetings and data meetings to identify trends, adjust instruction, and plan targeted instructional supports.

Teachers will engage in collaborative planning sessions with the STEM teacher to align instruction to standards, design and refine explicit instructional lessons, share resources, and develop hands-on, inquiry-based learning experiences. These planning sessions will ensure consistency in instructional expectations and strengthen the integration of rigorous, standards-based science instruction across classrooms.

Classroom walkthroughs will be conducted regularly to observe science instruction, provide actionable feedback, and ensure the implementation of aligned, rigorous, and engaging instructional practices. Findings from data reviews, PLC discussions, and walkthrough observations will inform ongoing professional development and coaching support, ensuring instructional strategies remain responsive to student needs and focused on improving overall science achievement.

Person responsible for monitoring outcome

Adrienne Schwab, Jessica Mostowski, Stephanie Tsihlis

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:

The school will implement explicit instruction as an evidence-based intervention to improve student achievement in Science all grade levels. This approach is grounded in research demonstrating that clear modeling, systematic teaching of skills and concepts, guided practice, and gradual release of responsibility reduce cognitive load and improve student mastery of grade-level standards.

Rationale:

Across all grade levels, teachers will implement high-quality, standards-aligned science instruction that emphasizes explicit instruction, modeling, guided practice, and independent application. Instruction will be intentionally planned to ensure coherence from grade to grade, strengthening foundational skills and supporting students.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3

action steps and the person responsible for each step.

Action Step #1
Quarter 1 - Set expectations for collaborative planning sessions and establish Coherent Tier 1 Instruction

Person Monitoring:	**By When/Frequency:**
Adrienne Schwab, Jessica Mostowski, Stephanie Tsihlis	Q1

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership:
• Establish and communicate clear expectations for Tier 1 Science instruction aligned to Florida State Science Standards, emphasizing explicit instruction, scientific inquiry, and the integration of hands-on, standards-based learning experiences.
• Develop and communicate clear expectations, norms, and non-negotiables for collaborative planning between third fourth, and fifth-grade Science teachers and the STEM teacher.
• Create and distribute a collaborative planning protocol that includes data analysis, standards unpacking, lesson design, and the integration of explicit instructional strategies.
• Establish schoolwide expectations for Tier 1 science instruction.
• Conduct classroom walkthroughs and collaborative planning observations to monitor implementation of explicit science instruction and provide timely, actionable feedback.
• Allocate protected time and resources to support effective collaborative planning and ensure consistency in science instruction and STEM integration.
Coaching:
• Facilitate collaborative science planning sessions using the established protocol and expectations to ensure alignment to standards and instructional consistency.
• Support teachers in unpacking science standards, identifying essential vocabulary, and designing explicit, inquiry-based lessons.
• Assist teachers in analyzing student data from district assessments and PENDA to guide instructional decisions and grouping.
• Provide coaching cycles focused on strengthening explicit instruction, scientific discourse, and student engagement in hands-on learning.
• Model effective science instructional strategies, including gradual release, questioning techniques, and facilitation of inquiry-based investigations.
• Support integration of STEM resources and cross-curricular connections to deepen student understanding of science concepts.
Teachers:
• Actively participate in collaborative planning sessions and adhere to established norms, expectations, and protocols.
• Plan and implement Tier 1 science lessons that include explicit instruction, teacher modeling, guided practice, hands-on investigations, and formative assessment.
• Collaborate with third, fourth and fifth-grade colleagues and the STEM teacher to ensure alignment of instruction, resources, and learning experiences.
• Use student performance data from district assessments and PENDA to adjust instruction, group students strategically, and provide targeted support.
• Reflect on instructional effectiveness and collaborate with colleagues to continuously refine science instruction based on student performance data.

Action Step #2
Quarter 2: Strengthen Structured Planning Time and Explicit Instruction

Person Monitoring:
Adrienne Schwab, Jessica Mostowski, Stephanie Tsihlis

By When/Frequency:
Q2

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership:
• Collaborate with the STEM teacher and administrative team to provide professional learning focused on explicit instruction, scientific inquiry, and effective integration of hands-on, standards-aligned learning experiences.
• Lead data meetings with third, fourth, and fifth-grade Science teachers and STEM teacher to review district science assessments, PENDA data, and classroom performance to guide instructional decisions.
• Monitor implementation of explicit instruction through classroom walkthroughs aligned to Quarter 1 instructional expectations, with a focus on modeling, guided practice, questioning, and student engagement in scientific reasoning.
• Use district science assessments, PENDA data, classroom formative assessments, and performance tasks to track student progress and guide instructional next steps.
• Conduct regular walkthroughs focused on explicit science instruction, inquiry-based learning, and student discourse.
• Provide timely, actionable feedback to teachers and teams based on walkthrough data, student performance data, and instructional observations.
• Facilitate weekly collaborative planning sessions.
Coaching:
• Lead data discussions connecting Tier 1 science instruction and student outcomes to identify instructional priorities and next steps.
• Support teachers in collaboratively planning standards-aligned science lessons using explicit instruction strategies and inquiry-based learning experiences.
• Model effective explicit science instruction, including teacher modeling, guided practice, hands-on investigations, and scientific discourse.
• Coach teachers on the use of Checks for Understanding (CFUs) and formative assessment strategies to monitor student understanding and adjust instruction in real time.
• Support teachers in using student data from PENDA and district assessments to reteach, clarify misconceptions, and differentiate instruction.
• Facilitate reflective coaching conversations following observations and planning sessions to strengthen instructional practice.
• Collaborate with general education and STEM teacher to ensure instructional alignment and coherence across Tier 1 and STEM-supported instruction.
Teachers:
• Implement standards-aligned science instruction with fidelity using district resources, PENDA, and STEM-supported materials across Tier 1 instruction.
• Actively participate in collaborative planning sessions with STEM teacher to design explicit, standards-based science lessons.
• Deliver daily explicit science instruction that includes clear learning targets, teacher modeling, guided practice, hands-on investigations, and formative assessment.
• Use CFUs, formative assessments, PENDA data, and district assessments to monitor student understanding and adjust instruction in real time (aggressive monitoring).
• Collaborate with STEM and grade-level teams to ensure instruction is aligned, rigorous, and supports all learners.
• Engage students in inquiry-based learning experiences that promote scientific thinking, problem-solving, and application of concepts to real-world.

Action Step #3
Quarter 3 - Data Driven Adjustments

Person Monitoring: Adrienne Schwab, Jessica Mostowski, Stephanie Tsihlis

By When/Frequency: Q3

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership
• Analyze walkthrough data, PENDA results, and district science assessments to identify instructional gaps and prioritize areas for improvement in Tier 1 science instruction.
• Strengthen alignment between Tier 1 science instruction and STEM-supported instruction to ensure consistency in scientific concepts, vocabulary, and instructional expectations across learning environments.
• Facilitate weekly collaborative planning sessions to ensure data-driven instruction and alignment to priority benchmarks.
• Facilitate peer learning opportunities such as classroom visits, instructional sharing sessions, or STEM collaborations to highlight effective science instructional practices across grade levels.
• Use student performance data and walkthrough observation trends to guide coaching support, professional learning, and targeted instructional adjustments.
Coaching
• Continue modeling strong explicit science instruction in whole-group lessons, guided investigations, and small-group support settings.
• Differentiate coaching cycles based on student performance data (PENDA, district assessments, formative checks) and instructional walkthrough findings to target specific teacher needs.
• Support teachers in refining lesson delivery with a focus on pacing, teacher modeling, guided practice, questioning techniques, and active student engagement in scientific thinking.
• Coach teachers on using real-time student data (Checks for Understanding, formative assessments, and observation data) to adjust instruction during lessons (aggressive monitoring).
• Lead PLC discussions focused on the impact of explicit instruction and inquiry-based learning on student mastery of science standards, identifying trends in strengths and areas for growth.
• Support teachers in collaboratively planning rigorous, standards-aligned science lessons using district curriculum resources, explicit instruction strategies, and STEM integration based on student data.
Teachers
• Strengthen explicit science instruction by increasing opportunities for student discourse, collaborative investigation, and higher-order questioning during guided learning experiences.
• Use formative assessments (exit tickets, quick checks, quizzes, PENDA data) to identify misconceptions and adjust instruction based on student needs.
• Provide immediate, targeted corrective feedback and ensure students have opportunities to revise and explain their scientific thinking.
• Collaborate weekly with general education and STEM teacher to ensure consistent instructional routines, pacing, expectations, and supports across all science learning environments.
• Engage students in hands-on, inquiry-based science experiences that promote critical thinking, problem-solving, and application of scientific concepts to real-world.

Action Step #4
Quarter 4 - Monitor and adjust

Person Monitoring: Adrienne Schwab, Jessica Mostowski, Stephanie

By When/Frequency: Q4

Tsihlis

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

Leadership

• Review student achievement data from district science assessments, PENDA, and classroom formative assessments alongside walkthrough data to determine the effectiveness of Tier 1 science instruction and STEM-supported instruction alignment.
• Use data to identify students not making expected progress, including those below proficiency and those approaching proficiency, and adjust instructional supports accordingly.
• Prioritize support for “bubble” students and students close to proficiency to maximize growth toward science mastery and end-of-year proficiency goals.
• Implement intensified Tier 2 and Tier 3 science supports, ensuring alignment to grade-level standards and reinforcement of Tier 1 explicit instruction.
• Facilitate weekly collaborative planning sessions to ensure instruction remains data-driven, aligned, and responsive to student needs.

Coaching

• Support grade-level teams and STEM teacher in analyzing student data to identify students not making expected progress and pinpoint specific science skill gaps and misconceptions.
• Assist teachers in planning targeted small groups, reteaching opportunities, and enrichment activities based on student performance data and standards mastery needs.
• Model and support high-impact instructional strategies across science instruction, including explicit instruction, hands-on investigations, questioning techniques, and scientific discourse.
• Support teachers in collaboratively planning rigorous, standards-aligned science lessons using district curriculum resources, PENDA data, and explicit instruction strategies tailored to student needs.

Teachers

• Increase opportunities for student discourse, collaborative learning, and higher-order questioning during science instruction to deepen conceptual understanding.
• Provide immediate, specific corrective feedback and ensure students have opportunities to explain, revise, and strengthen their scientific thinking.
• Use formative assessment data (exit tickets, quick checks, PENDA, and classroom performance tasks) to regroup students and adjust instruction based on individual needs.
• Collaborate weekly with general education and STEM teacher to ensure consistent instructional routines, pacing, expectations, and supports across all science learning environments.
• Implement targeted small-group instruction and enrichment based on student data to support mastery of science standards and close proficiency gaps.

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.

During the 2025–2026 school year, 75 students at Viera Elementary were identified as chronically absent, in grades K–6 missing 10% or more of the school year. Regular attendance is essential for academic success, particularly in elementary school where learning builds sequentially upon previously taught skills and concepts. Each absence represents a missed opportunity for students to engage in high-quality instruction, collaborative learning experiences, and the development of foundational academic skills.

Research consistently demonstrates a strong relationship between chronic absenteeism and lower academic achievement, reduced student engagement, increased retention rates, and a greater likelihood of future school dropout. In addition to its academic impact, chronic absenteeism can hinder students' sense of belonging and connection to the school community, which are critical factors in student motivation and success.

To address this area of concern, Viera Elementary will implement proactive attendance monitoring, strengthen communication and partnerships with families, recognize and celebrate positive attendance, and provide targeted interventions for students demonstrating attendance concerns. By addressing attendance barriers early and promoting a culture of consistent attendance, the school aims to improve student engagement, increase instructional time, and support positive academic and social-emotional outcomes for all students.

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.

During the 2025–2026 school year, 75 students at Viera Elementary were identified as chronically absent, missing 10 or more days of school. For the 2026–2027 school year, Viera Elementary will reduce the number of chronically absent students to 50 or fewer in kindergarten through sixth grade. Progress toward this goal will be monitored through monthly attendance reviews, Early Warning System (EWS) data, family outreach efforts, and targeted interventions designed to improve student attendance and engagement.

Monitoring

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

The school counselor, social worker, and attendance team will monitor attendance data weekly to identify students at risk for chronic absenteeism. Families will be contacted promptly following absences to provide support, identify barriers to attendance, and reinforce the importance of consistent school attendance. Attendance improvement plans will be developed and monitored for students demonstrating attendance concerns, and the school will collaborate with district attendance officers and community resources as needed to provide additional support and interventions. These efforts are designed to improve student attendance, increase instructional time, and promote positive academic and social-emotional outcomes.

Person responsible for monitoring outcome
Adrienne Schwab

Evidence-based Intervention:

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

Description of Intervention #1:
Average daily attendance will improve and chronic absenteeism will decrease through: • Proactive monitoring • Family engagement • Positive school culture • Targeted interventions for students with chronic absenteeism Resiliency Education

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

Tier of Evidence-based Intervention:

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

Action Steps to Implement:

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

Action Step #1
Quarter 1 - Establish Expectations and Systems

Person Monitoring:	**By When/Frequency:**
Adrienne Schwab	Q1

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership
• Establish attendance tracking systems and early warning indicators for students with 5+ absences.
• Review attendance data regularly to identify trends and at-risk students.
• Conduct initial parent outreach and conferences for students demonstrating early attendance concerns.
Teacher
• Establish and explicitly teach expectations and classroom routines.
• Maintain accurate attendance records and support early identification efforts.
• Communicate proactively with families regarding attendance concerns.
• Build positive classroom culture that promotes engagement and consistent attendance.

Action Step #2
Quarter 2 - Early Intervention and Family Engagement

Person Monitoring:	**By When/Frequency:**
Adrienne Schwab	Q2

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

Leadership
• Monitor attendance trends and evaluate the effectiveness of initial supports and incentives.
• Conduct parent meetings for students with 5+ absences.
• Implement targeted interventions such as Check In/Check Out, mentoring, and small group supports.
• Strengthen collaboration with families and community supports to address barriers to attendance.
Teacher
• Reinforce expectations and maintain consistent classroom routines.
• Continue proactive family communication and documentation of concerns.
• Support implementation of targeted attendance interventions.
• Promote student engagement through meaningful, rigorous instruction and positive relationships.

Action Step #3
Quarter 3 Data Driven Adjustments and Follow Up

Person Monitoring:
Adrienne Schwab

By When/Frequency:
Q3

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership
• Intensify targeted interventions for students with 5+ absences through individualized attendance plans and family conferences.
• Expand individualized attendance and behavior support plans for students not responding to initial interventions.
• Revise incentive systems to re-engage students demonstrating declining or chronic absenteeism.
Teacher
• Reteach expectations and reinforce routines at the start of the quarter.
• Increase proactive communication and outreach to families of students with ongoing attendance concerns, ensuring consistent documentation.
• Actively support, implement, and monitor individualized attendance intervention plans.

Action Step #4
Evaluate Attendance Rates and Plan For the Next Year

Person Monitoring:
Adrienne Schwab

By When/Frequency:
Q4

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership
• Review and evaluate attendance trends and the effectiveness of implemented interventions and supports.
• Maintain targeted supports for students who continue to experience attendance challenges.
• Celebrate attendance growth and use data to inform planning for the upcoming school year.
Teacher
• Sustain consistent classroom routines through the end of the school year.
• Promote positive attendance messaging and support end-of-year incentive and celebration efforts.
• Participate in data discussions and planning for students who will require continued support next year.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

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

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

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

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

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