Santa Rosa County School District

JAY ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

To love, educate, and prepare **all** students for graduation and a successful future.

Provide the school's vision statement

Provide an environment that fosters each learner's potential, equips students for academic excellence, and promotes lifelong learning.

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

G. Josh Pape

papegj@santarosa.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

Job Duties and Responsibilities
1. Manage and administer the overall instructional program at the assigned school.
2. Manage and administer the overall activities of assessing and developing the instructional program at the assigned school.
3. Manage and administer the selection of textbooks, materials and equipment needed at the assigned school.
4. Manage and administer the accreditation program for the assigned school.

5. Actively participate, as requested, in the development and adoption of district assessments, textbooks and curriculum programs.
6. Participate, as requested, in the development of District guides related to instruction and personnel.
7. Participate, as requested, in the development and adoption of the District's assessment program.
8. Manage and administer the assessment program for the school.
9. Manage and supervise the wise use of personnel resources.
10. Manage, supervise and evaluate personnel.
11. Manage the implementation and administration of negotiated employee contracts at the school level.
12. Manage and administer the development of long and short-range instructional and facility needs.
13. Manage and administer plant safety and facility inspection, including supervision of the buildings and grounds at the school.
14. Manage and administer the maintenance functions for the school in a manner that ensures maximum life and use of facility.
15. Coordinate facility and support service requirements with appropriate district offices.
16. Coordinate and supervise the transportation services at the assigned school.
17. Manage the discipline of students on buses, including statutory provisions for suspension.
18. Maintain a high visibility within all areas of the facility.
19. Establish guidelines for proper student conduct and effective disciplinary procedures and policies.
20. Manage the discipline of students on campus, including statutory provisions for suspension and adhering to adopted District policies.
21. Manage and supervise the function of financial planning for the school, including the preparation of the school's budget.
22. Manage and supervise, through wise use, the financial resources of the school.
23. Manage and administer the function of purchasing by the school to ensure maximum educational value of supplies, materials, equipment and services.
24. Adhere to state statute and District policies relating to financial accounting to ensure judicious management of all school funds.
25. Manage and administer the preparation of financial reports for the school.
26. Manage and administer the function of student accounting at the school, as it pertains to funding, attendance, and the FTE process.
27. Manage and administer through statute and District guidelines, the school food service program.
28. Develop and maintain positive school/community relations and act as liaison between the two.
29. Be proactive in decisions relating to school and community well-being.
30. Use effective positive interpersonal communication skills.
31. Actively participate in the recruitment of business partnership to benefit the school community.
32. Assign and supervise special tasks to school personnel.

33. Assign to teachers such responsibility and authority for student control as deemed appropriate.
34. Communicate, through staff meetings and written communications, for the purpose of keeping staff informed of policy, procedures, instructional programs and existing problems.

Leadership Team Member #2

Employee's Name
Jennifer Hendricks

hendricksj@santarosa.k12.fl.us

Position Title
Assistant Principal

Job Duties and Responsibilities

1. Coordinate all aspects of elementary curriculum.
2. Coordinate faculty, year level and individual teacher’s planning, as assigned.
3. Assist teachers in interpreting and implementing the District’s curriculum.
4. Coordinate, as assigned, research related to curriculum development.
5. Recommend curriculum adjustments to meet the special learning needs of individual children.
6. Assist teachers in organizing classrooms for effective learning.
7. Implement and schedule the standardized testing program when assigned.
8. Establish and maintain a system of school-wide textbook accountability.
9. Schedule and plan in-service programs and prepare required reports.
10. Work with the media specialist in adapting and improving the use of media in the school.
11. Participate in proposed and on-going curriculum development projects.
12. Serve, at the direction of the Principal, as advisor and special consultant to probationary employees.
13. Coordinate the grade placement and grouping of children.
14. Assist the Principal in planning and carrying out staff and parent curriculum meetings.
15. Serve as the administrative representative on the school’s MTSS Team.
16. Complete special assignments assigned by the Principal.
17. Assume building supervisory responsibility in the absence of the Principal.
18. Maintain high visibility within all areas of the facility and assist teachers in maintaining discipline.
19. Assist in the supervision of all school activities and programs.
20. Supervise students in order to maintain a safe and orderly environment.
21. Assist the Principal in planning and implementing the school improvement program.
22. Assist the Principal and other staff in maintaining a clean and safe school plant.
23. Assist in the selection, supervision and evaluation of all school personnel.
24. Prepare such records and reports as the Principal may assign.

25. Perform other incidental tasks consistent with the goals and objectives of this position.

Leadership Team Member #3

Employee's Name
Brittany Smith

smithbl@santarosa.k12.fl.us

Position Title
School Counselor

Job Duties and Responsibilities

1. Assist in the registration and placement of students.
2. Provide classroom guidance activities that address character education, multi-cultural awareness, and conflict resolution to all students.
3. Provide personal, social, behavioral, and/or academic counseling to identified individuals or small groups.
4. Oversee the provision of career development activities for students.
5. Administer initial screenings and coordinates the referral process for identification and placement of students with special needs.
6. Provide appropriate consultation with parents on all issues related to student success.
7. Provide appropriate consultation and staff development to school personnel as needed.
8. Consult and collaborate with teachers, staff, and parents in understanding and meeting the needs of students.
9. Track attendance and develop appropriate truancy intervention plans.
10. Assist with referrals to other service providers and outside agencies.
11. Facilitate MTSS Team meetings.
12. Develop 504 plans and health care plans as needed.
13. Maintain access to current information regarding community resources.
14. Organize community service projects.
15. Coordinate district and state-mandated assessments and assist in the interpretation of results to parents, students, and other school staff.
16. Provide or assists with student orientation.
17. Evaluate the guidance program on a continuing basis.
18. Consult with school personnel on issues regarding student discipline.
19. Assist in the orientation of new faculty and staff members.
20. Assist with parent/teacher conferences as requested.
21. Oversee the proper maintenance of student records as required by applicable policies, regulations, and procedures.

22. Attend and participate in faculty meetings.
23. Accept responsibility for extra-curricular activities as assigned.
24. Attend professional meetings and staff development activities.
25. Maintain a valid Florida teacher's certificate.
26. Provide own method of transportation to various locations when required.
27. Perform other tasks and responsibilities as assigned by the principal.

Leadership Team Member #4

Employee's Name
Shellie Macht

machts@santarosa.k12.fl.us

Position Title
Academic Interventionist

Job Duties and Responsibilities

1. Provides daily intensive reading instruction to K-5 students. Grade level will be dependent on school need.
2. Promotes family involvement in education through partnerships between schools and parents.
3. Increases educators' awareness of the issues that impact family involvement for at-risk, minority, or hard to-reach families.
4. Provides information, training, and support for families and educators regarding reading intervention.
5. Collaborates with all professional and support personnel in the delivery of reading intervention.
6. Assesses students using a variety of measures to determine appropriate instructional needs.
7. Provides ongoing training and follow-up in the use of assessment and intervention tools to assist the continuous development of students.
8. Collaborates with and coach interventionists and teachers on the use of assessment data to plan instruction; analyze school literacy data and plan for reading intervention needs.
9. Documents and monitors literacy data.
10. Organizes and monitors intervention groups.
11. Communicates with faculty and staff with professionalism.
12. Demonstrates characteristics of an on-going learner.
13. Accesses a rich repertoire of instructional practices, strategies, resources and applies them appropriately.
14. Serves as a reading contact between the Literacy Department and elementary schools.
15. Supports schools and parents in developing "Read at Home" plans for Tier III students as required by the District Literacy Plan.

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.

School leadership will meet with teachers each month to analyze student performance data across Tiers 1, 2, and 3, identify trends, and collaboratively develop targeted instructional strategies to support individual student growth. Teachers will participate in ongoing professional learning aligned to the Four Conditions for Learning to strengthen instructional practices and improve student outcomes. The PTO will actively partner with the school by supporting campus events and initiatives designed to increase family and community engagement. The School Advisory Council will meet quarterly to review school achievement data, monitor progress toward school improvement goals, monitor Title I requirements, and provide meaningful stakeholder input into the continuous school improvement process.

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 will serve as a standing agenda item during weekly School Leadership Team meetings to ensure continuous monitoring of implementation and progress toward identified goals. Student achievement and instructional data will be regularly disaggregated and analyzed to identify trends, celebrate successes, and uncover opportunities to strengthen teaching and learning. Findings from data analysis will directly inform targeted, job-embedded professional learning and coaching designed to address teacher and student needs. The School Leadership Team will continuously evaluate the effectiveness of improvement strategies and make timely revisions to the School Improvement Plan as needed to ensure responsiveness, accountability, and sustained student growth.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-6**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**64.3%**
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)** **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: B** **2022-23: B** **2021-22: C**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	67	68	63	73	67	70	69			477
Absent 10% or more school days	17	18	18	20	11	11	10			105
One or more suspensions	1	2	1	7	3	2	6			22
Course failure in English Language Arts (ELA)	0	13	7	9	2	3	0			34
Course failure in Math	0	0	3	15	3	3	0			24
Level 1 on statewide ELA assessment	16	27	17	16	10	8	16			110
Level 1 on statewide Math assessment	26	17	19	15	10	2	13			102
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	14	22	13	15	15	10	17			106
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0	0	0			0

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	10	22	15	19	9	7	8			90

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	3	9	5	3	0	0	0			20
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		61	56	69	63	68	70			387
Absent 10% or more school days		20	19	16	17	9	13			94
One or more suspensions			2	2	2		7			13
Course failure in English Language Arts (ELA)			2	3	4	1	1			11
Course failure in Math			3	1	2	2	1			9
Level 1 on statewide ELA assessment		6	15	17	16	9	14			77
Level 1 on statewide Math assessment		5	11	16	12	3	10			57
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		4	13	17	11	9	11			65
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		3	9	10	8	5	9			44

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	5	3	2	1					14
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*	66	64	62	60	64	59	61	64	57
Grade 3 ELA Achievement	76	68	61	49	63	59	68	65	58
ELA Learning Gains	56	59	63	66	60	60	56	61	60
ELA Lowest 25th Percentile	45	50	58	66	54	56	51	54	57
Math Achievement*	77	69	66	75	67	64	70	68	62
Math Learning Gains	76	62	64	77	60	63	62	61	62
Math Lowest 25th Percentile	77	42	50	63	41	51	51	48	52
Science Achievement	72	59	62	46	57	58	55	59	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					66	63		56	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	68%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	545
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	**2024-25**	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***
68%	63%	59%	63%	53%	54%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	54%	No		
White Students	69%	No		
Economically Disadvantaged Students	62%	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	66%	76%	56%	45%	77%	76%	77%	72%					
Students With Disabilities	40%		52%	50%	40%	74%	68%						
White Students	66%	73%	56%	50%	77%	78%	79%	71%					
Economically Disadvantaged Students	57%	63%	50%	45%	68%	72%	72%	68%					

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	60%	49%	66%	66%	75%	77%	63%	46%					
Students With Disabilities	29%	0%	67%	67%	32%	53%	59%	8%					
White Students	59%	49%	65%	64%	76%	77%	63%	46%					
Economically Disadvantaged Students	52%	44%	63%	62%	71%	77%	69%	37%					

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	61%	68%	56%	51%	70%	62%	51%	55%					
Students With Disabilities	17%		30%	41%	17%	22%	21%						
White Students	62%	71%	56%	52%	70%	62%	52%	55%					
Economically Disadvantaged Students	52%	63%	58%	54%	64%	63%	51%	46%					

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	73%	68%	5%	60%	13%
ELA	4	71%	64%	7%	60%	11%
ELA	5	61%	64%	-3%	61%	0%
ELA	6	57%	68%	-11%	62%	-5%
Math	3	70%	73%	-3%	66%	4%
Math	4	74%	70%	4%	65%	9%
Math	5	81%	65%	16%	62%	19%
Math	6	76%	67%	9%	60%	16%
Science	5	71%	59%	12%	60%	11%

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 greatest area of improvement was Science Achievement and Grade 3 ELA Achievement, both of which increased by 26 percentage points from the previous year. This growth reflects the school's intentional focus on strengthening Tier 1 instruction through collaborative planning with 3rd and 4th grade, data-driven decision making based on Progress Learning assessments for Science and PM1 and PM2 for ELA, and targeted instructional support. School leadership implemented regular data chats with teachers to analyze student performance, identify instructional gaps, and develop timely intervention and enrichment opportunities. These actions resulted in significant gains in student achievement and will continue to be embedded in our continuous improvement efforts.

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 lowest-performing data component was ELA Lowest 25% Learning Gains, with 43% of students demonstrating learning gains. Although this area showed substantial improvement from the previous year (+23 percentage points), it remains a continued area of focus. A review of the data suggests that many students entered the school year with significant foundational literacy deficits, requiring intensive intervention beyond core instruction. Inconsistent mastery of foundational reading skills, including phonemic awareness, phonics, and fluency, impacted students' ability to access increasingly complex grade-level text. Additionally, ensuring consistent implementation of targeted interventions and progress monitoring across classrooms remained an area for refinement.
Trend data indicates that while overall ELA achievement improved, accelerating growth for the lowest-performing students continues to be the school's greatest challenge. Moving forward, the school will strengthen Tier 1 literacy instruction across all K-6 grade levels, provide more frequent data analysis and progress monitoring, increase the use of evidence-based intervention strategies, and align professional learning to the instructional needs of students requiring the greatest level of support. This targeted approach is expected to continue improving outcomes for the school's most academically at-risk learners.

Greatest Decline

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

contributed to this decline.

The data component showing the greatest decline from the prior year was ELA Learning Gains, which decreased by 10 percentage points. Several factors likely contributed to this decline. Student performance data indicated an increased need for differentiated instruction and more consistent use of targeted interventions to address varying literacy needs. As academic expectations increased with the implementation of more rigorous standards and assessments, some students struggled to demonstrate the level of growth required to meet the learning gains benchmark. Additionally, opportunities exist to strengthen the consistency of Tier 1 literacy instruction, progress monitoring, and the use of formative assessment data to make timely instructional adjustments.

Greatest Gap

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

The area with the greatest gap compared to state performance is ELA, which stands 6% above the state but needs to further close gaps for specific student populations. Addressing the needs of students scoring Level 1 remains a priority, particularly for students with disabilities and those from economically disadvantaged backgrounds.

EWS Areas of Concern

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

EWS Areas of Concern: The Early Warning System reveals alarming indicators in third grade, especially with 14 students classified as Level 1 in ELA and 9 in Math. Furthermore, a total of 15 students in the same grade have two or more early warning indicators, highlighting the urgency for targeted interventions.

Highest Priorities

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

1. Improve ELA outcomes, focusing on interventions for students in the lowest quartile.
2. Enhance Science curriculum strategies, ensuring the methodologies can be shared and adapted across subjects.
3.Sustain and expand Math achievement practices, particularly for Economically Disadvantaged and SWD students.
4. Address attendance issues, particularly in KG and 1st grade, to ensure consistent student engagement.
5. Develop and implement comprehensive support mechanisms for students who exhibit two or more early warning indicators

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.

Strengthening Tier I Core Instruction Through High-Impact Instructional Practice-

Description:

Jay Elementary will strengthen Tier I instruction by ensuring classrooms consistently provide rigorous, standards-aligned learning experiences in which students are the primary thinkers, problem-solvers, and owners of their learning. Through the implementation of Student-Led Academic Teams (SLAT), teachers will intentionally shift instructional practices from teacher-directed delivery to student-centered learning where students actively monitor their academic progress, engage in meaningful discourse, justify their thinking using evidence, set learning goals, and take ownership of their achievement.

Professional learning will focus on designing high-quality Tier I instruction that increases cognitive engagement and productive struggle through questioning, academic discourse, collaborative learning structures, formative assessment, and intentional differentiation. Leadership teams and PLCs will use classroom observation data, student work analysis, and progress monitoring to evaluate instructional effectiveness and answer a central question that will guide continuous improvement:

> Who is doing the thinking in the classroom—the teacher or the student?

Instructional coaching, collaborative planning, and ongoing feedback cycles will ensure teachers consistently implement research-based instructional practices that maximize student engagement and accelerate learning gains for all students, particularly those in the Lowest 25%.

Rationale

Jay Elementary's FAST PM3 data demonstrates continued growth in overall student achievement; however, learning gains indicate a need to strengthen the effectiveness of Tier I instruction.

While ELA Achievement increased from 60% to 67%, ELA Learning Gains declined from 66% to 56%, and Learning Gains for the Lowest 25% decreased from 66% to 46%. Although mathematics achievement remains strong, overall Math Learning Gains also declined slightly. These data suggest that while many students are reaching proficiency, fewer students are demonstrating the expected

annual growth needed to accelerate achievement over time.
Research consistently shows that the greatest impact on student learning occurs through high-quality Tier I instruction where students are cognitively engaged in rigorous learning tasks rather than passive recipients of information. By strengthening Student-Led Academic Teams (SLAT), increasing opportunities for student ownership, and ensuring classroom instruction requires students to explain, justify, collaborate, and reflect on their learning, Jay Elementary will improve academic growth for all learners while reducing achievement gaps.
Professional development will prioritize instructional practices that increase student thinking, strengthen teacher questioning, promote academic discourse, and utilize formative assessment to inform instructional decisions. PLCs and instructional walkthroughs will focus on evidence of student cognitive engagement and instructional rigor, reinforcing the expectation that the majority of the intellectual work in every classroom is performed by students.
Driving Question for the School Year-"Who is doing the thinking in the room?"
If students are doing most of the thinking, talking, explaining, questioning, and reflecting, then Tier I instruction is strong. If teachers are doing most of the explaining, solving, and talking, then we have an opportunity to redesign instruction to increase student ownership and learning gains.

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.

During the 2026–2027 school year, Jay Elementary will increase the percentage of students demonstrating ELA Learning Gains from 56% to at least 60%. Additionally, the percentage of students in the Lowest 25% demonstrating ELA Learning Gains will increase from 43% to at least 48% as measured by the Florida School Grades accountability model.

Monitoring

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

Implementation and impact will be monitored through a comprehensive cycle of instructional monitoring and data analysis. School leadership will conduct regular rigor walks and classroom observations to assess the implementation of high-quality, standards-aligned literacy instruction and provide timely, actionable feedback to teachers. Monthly data chats will be used to analyze formative and progress monitoring data, identify trends, evaluate the effectiveness of Tier 1 instruction and interventions, and adjust instructional plans based on student needs. Additionally, collaborative planning sessions and MTSS meetings will ensure instructional decisions remain data-driven and focused on accelerating literacy achievement and learning gains for all students.

Person responsible for monitoring outcome
Josh Pape, Jennifer Hendricks

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:
Jay Elementary will implement evidence-based literacy practices designed to strengthen Tier 1 instruction while providing targeted support through the Multi-Tiered System of Supports (MTSS). Teachers will utilize explicit, systematic instruction aligned to the science of reading, including direct instruction in phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. High-impact instructional practices such as collaborative learning, standards-aligned questioning, formative assessment, differentiated small-group instruction, and immediate feedback will be implemented consistently across grade levels. Students requiring additional support will receive targeted intervention using evidence-based literacy programs and progress monitoring to accelerate learning. Implementation will be monitored through regular classroom observations, rigor walks, collaborative planning sessions, and monthly data chats focused on student achievement and instructional practices. School leadership will review progress monitoring data, FAST assessment data, intervention fidelity, and classroom evidence to evaluate the effectiveness of instruction and interventions. Findings from instructional walkthroughs and data analysis will inform coaching, professional learning, and instructional adjustments to ensure interventions are implemented with fidelity and result in improved student outcomes.

Rationale:
Jay Elementary selected these evidence-based instructional practices in response to student achievement data indicating a need to improve ELA Learning Gains and accelerate growth for the Lowest 25% of students. Although ELA Achievement and Grade 3 ELA Achievement demonstrated significant improvement, overall ELA Learning Gains declined from 66% to 56%, while ELA Learning Gains for the Lowest 25% remained the school's lowest-performing accountability component at 43%. These data highlight the need to strengthen Tier 1 literacy instruction while ensuring targeted interventions are delivered with fidelity to students requiring additional support. Research supports explicit, systematic literacy instruction, ongoing formative assessment, collaborative data analysis, and timely intervention as effective practices for increasing student achievement and accelerating learning. By implementing these evidence-based strategies and continuously monitoring their effectiveness through classroom observations, rigor walks, progress monitoring, and data chats, Jay Elementary will improve instructional quality and increase literacy outcomes for all students.

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

Rigor Walks and Classroom Observation

Person Monitoring:
Josh Pape, Jennifer Hendricks

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
School leaders will conduct regular rigor walks and classroom observations to monitor the implementation of standards-aligned literacy instruction, student engagement, differentiation, and evidence-based instructional practices. Observation data will be used to provide timely feedback, identify professional learning needs, and monitor instructional consistency across classrooms.

Action Step #2
Collaborative Literacy Data Chats

Person Monitoring:
Jennifer Hendricks, Josh Pape, Shellie Macht

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
School leadership will facilitate monthly data chats with grade-level teams to analyze FAST, progress monitoring, and classroom assessment data. Teachers will identify students requiring intervention or enrichment, adjust instructional plans, and establish next steps. Leadership will monitor implementation by reviewing data meeting notes, student progress, and subsequent assessment results.

Action Step #3
Targeted Literacy Intervention & MTSS

Person Monitoring:
MTSS Team, Teachers

By When/Frequency:
Every 4–6 weeks

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students identified through data analysis will receive targeted, evidence-based literacy interventions aligned to individual needs. The MTSS team will review progress monitoring data, evaluate intervention effectiveness, and make instructional adjustments as needed to accelerate student growth.

Area of Focus #2

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

Instructional Practice specifically relating to Instructional Coaching

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.

Build Early Reading Proficiency Through Targeted Coaching in K–2

Description:

Jay Elementary will strengthen foundational literacy and mathematics skills in kindergarten through

second grade by ensuring all students receive high-quality, standards-aligned Tier I instruction that builds the essential knowledge and skills necessary for future academic success. Instruction will emphasize explicit teaching, purposeful student engagement, ongoing formative assessment, and timely instructional adjustments to address learning needs before students enter the state's accountability grades.

Teachers will engage in collaborative planning, data analysis, and professional learning focused on foundational reading and mathematics practices, while leadership will monitor implementation through classroom observations, instructional coaching, and student performance data. The goal is to increase the percentage of K–2 students demonstrating grade-level proficiency, creating a stronger academic foundation that supports sustained achievement and learning gains in Grades 3–6.

Rationale

The school's FAST PM3 results indicate continued improvement in overall achievement; however, learning gains declined in English Language Arts and among the Lowest 25% of students. Internal K–2 assessment data further reveal that fewer than 60% of students in kindergarten through second grade are currently demonstrating grade-level proficiency in foundational literacy and mathematics skills.

Because early literacy and numeracy are strong predictors of future academic success, strengthening Tier I instruction in the primary grades is essential to improving long-term outcomes. Increasing proficiency in K–2 will better prepare students to meet the rigor of Grade 3, improve future FAST achievement and learning gains, and reduce the need for intensive interventions in later grades.

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, the percentage of kindergarten through second-grade students demonstrating grade-level proficiency in literacy and mathematics, as measured by district-approved benchmark assessments, will increase by 5 percentage points from the 2025–2026 baseline. Note that a specific number is not given because we want to increase this in multiple content areas across the K-2 grade bands.

Monitoring

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

Implementation of this area of focus will be monitored through regular classroom walkthroughs, instructional observations, PLC meetings, and instructional coaching cycles to ensure consistent delivery of high-quality Tier I literacy and mathematics instruction in kindergarten through second grade. Leadership teams will utilize walkthrough look-fors aligned to the school's instructional framework, with an emphasis on standards-aligned instruction, student engagement, explicit teaching, formative assessment, differentiation, and opportunities for student thinking and discourse.

Student impact will be monitored through ongoing analysis of district benchmark assessments, common formative assessments, progress monitoring data, and classroom-based student work. K–2 teachers and administrators will engage in collaborative data chats following each assessment cycle to identify trends, celebrate growth, address instructional gaps, and adjust instruction or intervention as needed.

The School administrative team will review implementation fidelity and student performance data quarterly to evaluate progress toward increasing K–2 proficiency and make data-informed decisions regarding professional learning, instructional support, and resource allocation to ensure the desired outcomes are achieved.

Person responsible for monitoring outcome

Josh Pape, Jennifer Hendricks, Shellie Macht

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:

Jay Elementary will implement a comprehensive instructional improvement model grounded in Michael Toth's Instructional Empowerment Framework to strengthen Tier I instruction across all classrooms. Through structured Professional Learning Communities (PLCs), instructional coaching, classroom walkthroughs, and collaborative data analysis, teachers will engage in ongoing cycles of planning, implementation, reflection, and refinement of instructional practices. The intervention will focus on increasing the rigor and effectiveness of Tier I instruction by examining evidence of student learning, cognitive engagement, and instructional decision-making. Teachers will collaboratively analyze student work, formative assessment data, and classroom observation trends to identify instructional strengths, address barriers to student learning, and implement high-impact instructional strategies with fidelity. Professional learning will emphasize explicit instruction, standards alignment, rigorous questioning, academic discourse, formative assessment, and opportunities for productive struggle to ensure students are actively engaged in the cognitive work of learning. Implementation fidelity will be monitored through PLC documentation, instructional walkthrough data, coaching cycles, lesson plan reviews, and ongoing analysis of student performance data to ensure consistent application of high-quality instructional practices across all grade levels.

Rationale:

The foundation of sustained student achievement is high-quality Tier I instruction characterized by rigorous, standards-aligned learning experiences that actively engage students in the learning process. Although Jay Elementary's FAST data demonstrate continued growth in overall achievement, declines in learning gains indicate a need to strengthen the instructional core and ensure students consistently experience learning that promotes deep understanding and long-term retention. To address this need, Jay Elementary will implement an evidence-based instructional improvement process grounded in Michael Toth's Instructional Empowerment Framework. Through collaborative Professional Learning Communities, instructional coaching, classroom walkthroughs, and ongoing analysis of student evidence, teachers will engage in continuous cycles of planning, implementation, reflection, and refinement designed to strengthen Tier I instruction. Professional

learning will focus on designing rigorous, standards-aligned lessons that intentionally transfer cognitive responsibility from the teacher to the student. As Michael Toth states, "The person doing the thinking is the person doing the learning." This principle will serve as the foundation for instructional planning, classroom observations, and professional learning throughout the school year. Teachers will collaboratively examine student work, formative assessment data, and evidence of student thinking to make instructional decisions that increase rigor, promote academic discourse, and provide opportunities for productive struggle. This work is grounded in John Hattie's assertion that "Know thy impact," emphasizing that instructional decisions should be based on evidence of student learning rather than assumptions about teaching effectiveness. The intervention also reflects Douglas Fisher and Nancy Frey's Gradual Release of Responsibility Framework, recognizing that "learning is a consequence of thinking." By intentionally designing instruction that requires students to explain, justify, collaborate, problem solve, and reflect on their learning, teachers will increase student ownership while accelerating academic growth. Through consistent implementation of these evidence-based instructional practices, Jay Elementary will strengthen instructional coherence, build collective teacher efficacy, improve learning gains, and ensure all students experience rigorous, equitable, and engaging Tier I instruction every day.

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
Implement a schoolwide instructional walkthrough cycle using Rigor Walk tool focused on standards alignment, student cognitive engagement, rigorous questioning, academic discourse, and evidence of student thinking. Walkthrough data will be analyzed monthly to identify instructional trends and inform coaching and professional learning.

Person Monitoring:
Jennifer Hendricks, Josh Pape

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Admin and grade level teams will analyze student work, common formative assessment data, and classroom evidence during monthly instructional leadership meetings to calibrate expectations across grade levels and ensure consistent implementation of rigorous, standards-aligned Tier I instruction.

Action Step #2
Provide ongoing, job-embedded professional learning focused on designing Tier I instruction that increases student cognitive engagement by ensuring students—not teachers—are doing the majority of the thinking, talking, problem-solving, and reflecting during instruction.

Person Monitoring:
Josh Pape, Jennifer Hendricks, Shellie Macht

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Facilitate monthly professional learning, instructional coaching, and collaborative reflection cycles that build teacher capacity to implement research-based Tier I instructional practices and increase student

cognitive engagement.

Area of Focus #3

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

Area of Focus 3: Sustain and Strengthen Outcomes for Students with Disabilities (SWD) Through Continued Growth in the Federal Index

Description

Jay Elementary School will sustain and strengthen academic outcomes for Students with Disabilities (SWD) by maintaining a focused commitment to equitable access to rigorous Tier I instruction, targeted supports, and data-informed instructional decision-making. Building on the school's positive trajectory in the SWD Federal Index, instructional teams will continue to implement evidence-based practices that promote high expectations, inclusive learning environments, and timely interventions to ensure students with disabilities make meaningful academic progress.

Teachers, interventionists, ESE staff, and school leadership will collaborate through Professional Learning Communities, MTSS meetings, and data reviews to monitor student performance, evaluate instructional effectiveness, and adjust supports based on individual student needs. Continued emphasis will be placed on strengthening core instruction, ensuring appropriate accommodations are implemented with fidelity, and increasing access to grade-level standards for all students with disabilities.

Rationale

Jay Elementary has demonstrated significant improvement in the Students with Disabilities Federal Index, increasing from 20% in 2023–2024, to 39% in 2024–2025, and 54% in 2025–2026. This sustained growth reflects the school's commitment to high-quality instruction, collaborative problem-solving, and targeted support for students with disabilities.

While this progress is encouraging, continued focus is essential to sustain these gains and further improve outcomes. Maintaining and strengthening the SWD Federal Index requires ongoing collaboration among general education teachers, ESE staff, and school leaders to ensure instructional practices, accommodations, progress monitoring, and interventions are implemented consistently and effectively. By maintaining high expectations and providing equitable access to rigorous instruction, Jay Elementary will continue to improve achievement and learning gains for students with disabilities while building on its upward trajectory.

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, Jay Elementary will maintain a Students with Disabilities (SWD) Federal Index of at least 54% while increasing the percentage of SWD students meeting proficiency and learning gains expectations, as measured by the Florida School Accountability System.

Monitoring

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

Implementation of this area of focus will be monitored through quarterly reviews of Students with Disabilities (SWD) achievement and learning gains data, regular MTSS and Individual Education Plan (IEP) progress monitoring meetings, classroom walkthroughs, and collaborative Professional Learning Communities (PLCs). School leaders, ESE staff, interventionists, and classroom teachers will analyze student performance data to evaluate the effectiveness of Tier I instruction, accommodations, specially designed instruction, and targeted interventions.
Progress will be monitored using district benchmark assessments, FAST progress-monitoring data, common formative assessments, and ongoing IEP progress reports. Leadership teams will regularly review subgroup performance trends to identify areas of strength and need, adjust instructional supports, and ensure evidence-based practices are implemented with fidelity. Quarterly reviews of Federal Index indicators will be used to evaluate progress toward maintaining or exceeding a 54% SWD Federal Index while improving academic outcomes for students with disabilities.

Person responsible for monitoring outcome

Josh Pape, Jennifer Hendricks, Shellie Macht, Brittany Smith, Inclusion Teachers, Dual Certified teachers

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:

Jay Elementary will implement a comprehensive system of collaborative, data-driven instructional practices to improve academic outcomes for Students with Disabilities (SWD). Through the Multi-Tiered System of Supports (MTSS), Professional Learning Communities (PLCs), and collaborative planning between general education teachers, ESE teachers, interventionists, and administrators, instructional teams will regularly analyze student performance data to identify strengths, determine instructional needs, and implement evidence-based instructional strategies. Instruction will emphasize equitable access to rigorous Tier I instruction, explicit teaching, differentiated instruction, Universal

Design for Learning (UDL), appropriate accommodations, and specially designed instruction aligned to each student's individual needs. Teachers will utilize ongoing progress monitoring, formative assessment, and instructional coaching to ensure students with disabilities receive timely support while maintaining access to grade-level standards. Implementation will be monitored through classroom walkthroughs, PLC documentation, MTSS meetings, IEP progress monitoring, benchmark assessment data, and quarterly reviews of subgroup performance to ensure instructional practices are implemented with fidelity and positively impact student achievement.

Rationale:
Jay Elementary has demonstrated consistent improvement in outcomes for Students with Disabilities, increasing the SWD Federal Index from 20% in 2023–2024 to 39% in 2024–2025, and 54% in 2025–2026. While this upward trend reflects the effectiveness of the school's current practices, continued improvement requires sustained implementation of evidence-based instructional strategies that ensure students with disabilities have equitable access to rigorous instruction and appropriate supports. Research supports that the greatest academic gains for students with disabilities occur when high-quality Tier I instruction is combined with data-based decision-making, collaborative instructional planning, explicit instruction, and ongoing progress monitoring. As John Hattie emphasizes, "Know thy impact," highlighting the importance of using evidence of student learning to continuously refine instructional practice. Additionally, the Council for Exceptional Children identifies explicit instruction, systematic feedback, and frequent progress monitoring as High-Leverage Practices associated with improved outcomes for students with disabilities. By strengthening collaboration among educators, implementing evidence-based instructional practices with fidelity, and continuously monitoring student progress, Jay Elementary will sustain and build upon its success while improving achievement and learning gains for students with disabilities.

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

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

Action Steps to Implement:

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

Action Step #1
Collaborative SWD Data Reviews

Person Monitoring:
Josh Pape, Jennifer Hendricks, Shellie Macht, ESE teachers

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
General education teachers, ESE teachers, interventionists, and school administrators will collaboratively review achievement, learning gains, attendance, behavior, and progress-monitoring data for Students with Disabilities to identify trends, monitor progress, and develop instructional action plans. Data reviews will guide instructional decisions, identify students requiring additional support, and monitor progress toward the SWD Federal Index goal.

Action Step #2
Strengthen Inclusive Tier I Instruction

Person Monitoring:
Josh Pape, Jennifer Hendricks

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide instructional coaching and professional learning that strengthens Tier I instruction for Students with Disabilities by increasing the use of evidence-based instructional strategies, differentiation, Universal Design for Learning (UDL), explicit instruction, and appropriate accommodations within the general education classroom.
Implementation will be monitored through classroom walkthroughs, instructional observations, coaching feedback, lesson plan reviews, and evidence of accommodations and specially designed instruction being implemented with fidelity. Student achievement and learning gains data will be reviewed regularly to evaluate the impact of instructional improvements.

Action Step #3
Monitor IEP Implementation and Student Progress

Person Monitoring:
Josh Pape, Jennifer Hendricks

By When/Frequency:
Quarterly and ongoing through monthly MTSS meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Conduct ongoing reviews of IEP implementation, progress-monitoring data, and instructional supports to ensure students with disabilities receive appropriate accommodations, specially designed instruction, and timely interventions. Collaborative problem-solving meetings will be used to adjust instructional supports based on student performance.
Implementation will be monitored through IEP progress reports, classroom observations, MTSS documentation, compliance checks, progress-monitoring data, and quarterly analysis of the SWD Federal Index indicators.

IV. Positive Learning Environment

Area of Focus #1

Student Retentions

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.

A review of 2025-2026 student performance data identified early literacy and foundational skill development as a critical area of focus for grades K-3. At the conclusion of the school year, 23 students (8.5% of students in grades K-3) were retained, with the highest concentration occurring in first grade, where 10 of 69 students (14.5%) were retained. Additional retentions included 6 kindergarten students, 5 second-grade students, and 3 third-grade students. This pattern suggests that a significant number of students are experiencing difficulty mastering the foundational reading,

language, and academic skills necessary for success in subsequent grade levels.
The impact on student learning is substantial, as deficits in early literacy and foundational academic skills can hinder students' ability to access grade-level content across all subject areas. Students who struggle with reading proficiency often face challenges in comprehension, written expression, problem-solving, and overall academic achievement. Without timely intervention, these gaps can widen over time and negatively affect long-term student outcomes.

This area of focus was identified through the analysis of retention data, progress-monitoring results, assessment scores, classroom performance, and teacher observations from the 2025-2026 school year. The elevated retention rate in first grade, along with retention numbers across all K-3 grade levels, highlighted the need to strengthen Tier 1 instruction, implement early identification practices, and provide targeted interventions for students demonstrating academic risk factors. By prioritizing early literacy, monitoring student progress closely, and delivering evidence-based interventions while maximizing access to core instruction, the school aims to reduce learning gaps, improve proficiency rates, and increase overall student success.

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 2026-2027 school year, Jay Elementary School will reduce the number of retained students in grades K-3 from 23 students (8.5% of the K-3 population) to 15 students or fewer (5.5% or less of the K-3 population) through strengthened Tier 1 instruction, early identification of at-risk students, and targeted interventions. Progress will be monitored through universal screening data, progress-monitoring assessments, classroom performance, and state assessment results.
Kindergarten: Reduce retentions from 6 students (9.0%) to 4 students (6.0%) or fewer.
First Grade: Reduce retentions from 10 students (14.5%) to 6 students (8.7%) or fewer through increased emphasis on foundational reading skills and early intervention.
Second Grade: Reduce retentions from 5 students (7.4%) to 3 students (4.4%) or fewer through targeted academic support and progress monitoring.
Third Grade: Reduce retentions from 3 students (4.4%) to 2 students (2.9%) or fewer by ensuring students demonstrate proficiency in grade-level reading and academic standards.

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.

We will meet with our MTSS team monthly and our leadership team weekly to review progress monitoring data and evaluate the effectiveness of supports throughout the year. A key focus will be ensuring student access to high-quality Tier 1 instruction while carefully determining the need for additional interventions. Our goal is to provide targeted support without unnecessarily removing

students from core instruction, maximizing their time in the general education setting whenever possible. The intervention team will administer screeners, monitor student progress, and conduct assessments to identify learning needs and provide evidence-based interventions that close achievement gaps and support student success. Students at risk of academic difficulties will be identified early through assessment data, classroom performance, and teacher observations. Once identified, they will receive appropriate supports such as tutoring, mentoring, counseling, and targeted academic interventions. Attendance will also be closely monitored by our guidance department, as regular school attendance is a critical factor in student achievement and advancement.

Person responsible for monitoring outcome
Josh Pape, Jennifer Hendricks, Shellie Macht, Brittany Smith

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:
Teachers will use UFLI Foundations for core instruction in kindergarten and for intervention with struggling students in any grade. Grounded in the science of reading, UFLI Foundations provides detailed lesson plans that follow a consistent eight-step routine: Phonemic Awareness, Visual Drill, Auditory Drill, Blending Drill, New Concept, Word Work, Irregular Words, and Connected Text. In addition, teachers will implement Heggerty lessons, which offer 35 weeks of daily instruction focused on eight phonemic awareness skills, plus two supplementary activities to build letter and sound recognition and language awareness. Tier III intervention programs will include SIPPS, Sound Partners, and the 95% Group Phonics Lesson Library to support students with intensive needs. All students will access Waggle, an adaptive resource integrated into the 90-minute reading block, providing personalized literacy instruction.

Rationale:
These programs were selected based on their alignment with high-impact, evidence-based instructional practices. Each program provides students with explicit, systematic, and multisensory instruction combined with a gradual release of responsibility—a framework proven to accelerate learning and deepen understanding. Research by John Hattie (2009) found that direct instruction using explicit teaching has an effect size of 0.59, making this a high-impact teaching strategy. Additionally, the materials are highly interactive and support multiple learning modalities, ensuring robust student engagement and comprehension across diverse learners. By grounding instruction in research-validated methods, these programs equip students with the foundational skills necessary for long-term academic success. References: Hattie, J. (2009). Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement. Routledge.

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
Implement Core Reading Programs with Fidelity

Person Monitoring:
Shellie Macht, Jennifer Hendricks, Josh Pape

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
K-2 teachers will receive professional development on UFLI Foundations and Heggerty prior to the start of the school year, with follow-up coaching sessions scheduled monthly. Teachers will implement the eight-step UFLI routine daily during the 90-minute reading block and deliver Heggerty phonemic awareness lessons each morning. The literacy coach will conduct monthly classroom observations using a fidelity checklist to ensure consistent implementation. Impact will be monitored through student progress on DIBELS/easy cbm benchmarks (fall, winter, spring), formative assessments embedded in UFLI lessons, and analysis of quarterly reading data to track growth in phonemic awareness and foundational skills.

Action Step #2
Deploy Tier III Interventions for At-Risk Students

Person Monitoring:
Shellie Macht, Jennifer Hendricks, Josh Pape

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students identified as at-risk through progress monitoring assessments will be placed in appropriate Tier III intervention programs (SIPPS, Sound Partners, or 95% Group Phonics Lesson Library) based on individual needs. Interventionists will deliver small-group instruction 5 times per week for 30-minute sessions. Progress will be monitored bi-weekly using curriculum-based measures and running records. The intervention team will meet weekly to review student data, adjust groupings as needed, and determine if students require additional support or are ready to transition to Tier II. Data will be documented in Focus, and growth trends will be analyzed quarterly for tier 2 students and monthly for tier 3 students.

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.

https://jes.santarosaschools.org/

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)).

https://jes.santarosaschools.org/

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)).

Jay Elementary will strengthen its academic program by focusing on four interconnected priorities designed to improve instructional quality and student achievement. First, the school will strengthen Tier 1 core instruction by ensuring the consistent implementation of rigorous, standards-aligned, evidence-based instructional practices across all classrooms. Through instructional coaching, collaborative planning, and ongoing professional learning, teachers will be supported in delivering engaging, high-quality instruction that meets the needs of all learners.

The school will also accelerate literacy achievement by providing explicit, systematic literacy instruction, utilizing data to identify student needs, and implementing targeted interventions that increase reading proficiency and learning gains for all students, with a particular emphasis on students in the Lowest 25%.
To ensure instructional decisions remain responsive to student needs, Jay Elementary will implement a comprehensive, data-driven Multi-Tiered System of Supports (MTSS). Leadership and teachers will engage in collaborative data analysis, progress monitoring, and problem-solving to identify learning gaps, monitor intervention effectiveness, and provide timely instructional adjustments.
Additionally, the school will increase mathematics learning gains by strengthening Tier 1 mathematics instruction through an emphasis on conceptual understanding, mathematical discourse, problem-solving, and the strategic use of formative assessment. Teachers will provide differentiated instruction, targeted intervention, and enrichment opportunities to ensure all students are challenged and supported

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)).

This plan was developed through discussions with the school leadership team, interventionists, grade level chairs, and parents/community members. Once the plan was developed, it was shared with the entire staff to elicit feedback.

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)).

Jay Elementary is committed to supporting the whole child by providing a comprehensive system of social-emotional, behavioral, and mental health supports that promote student well-being and academic success. The school employs a multi-tiered approach that includes school counseling services, school-based mental health counseling, behavior intervention supports, mentoring opportunities, and collaboration with community agencies to address students' individual needs.
Our School counselor and CDAC counselors provide classroom guidance lessons, small-group counseling, individual counseling, crisis response, and consultation with teachers and families to support students' social-emotional development. Students requiring additional support have access to school-based mental health services through district and community mental health providers. The school's MTSS and Child Study Teams regularly review academic, behavioral, attendance, and social-emotional data to identify students in need of additional interventions and develop individualized support plans.
Jay Elementary fosters a positive school culture through the implementation of Positive Behavioral Interventions and Supports (PBIS), character education, restorative practices, and schoolwide expectations that promote responsibility, respect, and positive relationships. Mentoring opportunities, student recognition programs, and family engagement initiatives further encourage students' social, emotional, and behavioral growth. School leadership, teachers, counselors, intervention personnel, and community partners collaborate to ensure students receive the appropriate services and support needed to develop the skills necessary for success both inside and outside the classroom.

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)).

Jay Elementary is committed to fostering early career awareness and preparing students for future educational and workforce opportunities. Through classroom instruction, students develop critical thinking, collaboration, communication, and problem-solving skills while making meaningful

connections between their learning and real-world applications.
Each year, Jay Elementary hosts a Career Day that introduces students to a variety of professions through presentations and interactive experiences with community members, local business leaders, first responders, military personnel, healthcare professionals, educators, and other industry representatives. This event broadens students' understanding of career pathways while emphasizing the importance of education, goal setting, and lifelong learning.
Students also participate in leadership opportunities through Junior Beta, which includes service-learning activities, and schoolwide initiatives that promote responsibility, perseverance, teamwork, and good citizenship. Through partnerships with families and the local community, Jay Elementary helps students develop the foundational skills, aspirations, and awareness necessary to prepare for future success in secondary education, postsecondary opportunities, and the workforce.

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)).

Jay Elementary implements a comprehensive Multi-Tiered System of Supports (MTSS) to proactively prevent and address problem behavior while ensuring students receive timely behavioral and social-emotional interventions. Through a schoolwide Positive Behavioral Interventions and Supports (PBIS) framework, clear behavioral expectations are explicitly taught, reinforced, and monitored to promote a safe, positive, and supportive learning environment.
Student behavioral, attendance, academic, and social-emotional data are reviewed regularly by the MTSS team to identify students who may benefit from additional behavioral or mental health supports. Tiered interventions are matched to individual student needs and may include behavior intervention plans, Check-In/Check-Out, social skills instruction, counseling services, mentoring, restorative practices, and school-based mental health supports. Progress is monitored regularly, and interventions are adjusted based on student response.
For students with disabilities or those suspected of having a disability, early intervening services are coordinated with the Individuals with Disabilities Education Act (IDEA) through collaboration among general education teachers, exceptional student education (ESE) staff, school counselors, behavior specialists, school psychologists, and families. This collaborative approach ensures that behavioral and academic supports are aligned, interventions are implemented with fidelity, and students receive the individualized services necessary to maximize both academic and behavioral success.

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)).

Jay Elementary is committed to building educator capacity through ongoing, job-embedded professional learning that strengthens instructional practices and improves student achievement. Teachers, paraprofessionals, and instructional staff participate in district-sponsored professional learning aligned to district initiatives, state priorities, and identified instructional needs. At the school level, teachers engage in collaborative Professional Learning Communities (PLCs) centered on the Four Conditions for Learning, where they analyze student achievement data, examine instructional practices, collaborate on lesson design, and identify strategies to improve student outcomes. Professional learning is further supported through instructional coaching, classroom observations, collaborative planning, and data chats that provide teachers with timely feedback and opportunities for continuous growth. Professional learning topics are informed by student achievement data, classroom observation trends, and school improvement priorities to ensure instruction remains responsive to student needs.

New teachers receive additional support through the district's Teacher Induction Program (TIP), led by TIP Leader Lindsay Quina. The program provides structured mentoring, professional learning, classroom support, and opportunities for reflection to help beginning teachers develop effective instructional practices and successfully transition into the profession. This comprehensive system of support fosters teacher effectiveness, promotes collaboration, and strengthens the recruitment, development, and retention of highly effective educators.

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)).

Jay Elementary values the collaborative partnership between its early childhood programs and elementary staff to ensure all students receive high-quality instruction and appropriate support from the beginning of their educational journey. Our campus is home to two Prekindergarten programs: a Head Start program and an Exceptional Student Education (ESE) Comprehensive Behavior Support for Autism (CBSA) program. This unique opportunity allows for ongoing collaboration among PreK teachers, kindergarten teachers, school leadership, and support staff to align instructional practices, share student data, and coordinate services that meet the diverse needs of young learners.

PreK teachers work closely with the administrative and counseling staff at TR Jackson, as well as district program facilitator Laura Wesley, respectively to ensure students receive evidence-based instructional and behavioral supports while maintaining compliance with state and federal requirements. This collaboration includes consultation, professional learning, problem-solving, and coordinated planning to strengthen instruction, support student success, and provide continuity of services for students with disabilities.

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