

Santa Rosa County School District

PEA RIDGE ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 2
 - A. School Mission and Vision 2
 - B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2
 - C. Demographic Data..... 13
 - D. Early Warning Systems 14
- II. Needs Assessment/Data Review 18
 - A. ESSA School, District, State Comparison 19
 - B. ESSA School-Level Data Review 20
 - C. ESSA Subgroup Data Review 21
 - D. Accountability Components by Subgroup..... 22
 - E. Grade Level Data Review 25
- III. Planning for Improvement..... 26
- IV. Positive Learning Environment 42
- V. Title I Requirements (optional)..... 47
- VI. ATSI, TSI and CSI Resource Review 56
- VII. Budget to Support Areas of Focus 58

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

Santa Rosa County District Schools provides 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

Rachelle Wood

woodrl@santarosa.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

- Manage and administer the overall instructional program at the assigned school.
- Manage and administer the overall activities of assessing and developing the instructional program at the assigned school.
- Manage and administer the selection of textbooks, materials, and equipment needed at the assigned school.
- Manage and administer the accreditation program for the assigned school.
- Actively participate, as requested, in the development and adoption of district assessments, textbooks, and curriculum programs.

- Participate, as requested, in the development of District guides related to instruction and personnel.
- Participate, as requested, in the development and adoption of the District's assessment program.
- Manage and administer the assessment program for the school.
- Manage and supervise the wise use of personnel resources.
- Manage, supervise and evaluate personnel.
- Manage the implementation and administration of negotiated employee contracts at the school level.
- Manage and administer the development of long and short-range instructional and facility needs.
- Manage and administer plant safety and facility inspection, including supervision of the buildings and grounds at the school.
- Manage and administer the maintenance functions for the school in a manner that ensures maximum life and use of facility.
- Coordinate facility and support service requirements with appropriate district offices.
- Coordinate and supervise the transportation services at the assigned school.
- Manage the discipline of students on buses, including statutory provisions for suspension.
- Maintain a high visibility within all areas of the facility.
- Establish guidelines for proper student conduct and effective disciplinary procedures and policies.
- Manage the discipline of students on campus, including statutory provisions for suspension and adhering to adopted District policies.
- Manage and supervise the function of financial planning for the school, including the preparation of the school's budget.
- Manage and supervise, through wise use, the financial resources of the school.
- Manage and administer the function of purchasing by the school to ensure maximum educational value of supplies, materials, equipment and services.
- Adhere to state statute and District policies relating to financial accounting to ensure judicious management of all school funds.
- Manage and administer the preparation of financial reports for the school.
- Manage and administer the function of student accounting at the school, as it pertains to funding, attendance, and the FTE process.
- Manage and administer through statute and District guidelines, the school food service program.
- Develop and maintain positive school/community relations and act as liaison between the two.
- Be proactive in decisions relating to school and community well-being.
- Use effective positive interpersonal communication skills.

- Actively participate in the recruitment of business partnership to benefit the school community.
- Assign and supervise special tasks to school personnel.
- Assign to teachers such responsibility and authority for student control as deemed appropriate.
- 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

Gabrielle Bennett

bennettg@santarosa.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Per Santa Rosa County Schools-Elementary School Assistant Principal-HR Job Description:

- Coordinate all aspects of elementary curriculum.
- Coordinate faculty, year level and individual teacher's planning, as assigned.
- Assist teachers in interpreting and implementing the district's curriculum.
- Coordinate, as assigned, research related to curriculum development.
- Recommend curriculum adjustments to meet the special learning needs of individual children.
- Assist teachers in organizing classrooms for effective learning.
- Implement and schedule the standardized testing program when assigned.
- Establish and maintain a system of school-wide textbook accountability.
- Schedule and plan in-service programs and prepare required reports.
- Work with the media specialist in adapting and improving the use of media in the school.
- Participate in proposed and on-going curriculum development projects.
- Serve, at the direction of the Principal, as advisor and special consultant to probationary employees.
- Coordinate the grade placement and grouping of children.
- Assist the Principal in planning and carrying out staff and parent curriculum meetings.
- Serve as the administrative representative on the school's MTSS Team.
- Complete special assignments assigned by the Principal.
- Assume building supervisory responsibility in the absence of the Principal.
- Maintain high visibility within all areas of the facility, and assist teachers in maintaining discipline.
- Assist in the supervision of all school activities and programs.
- Supervise students in order to maintain a safe and orderly environment.
- Assist the Principal in planning and implementing the school improvement program.

- Assist the Principal and other staff in maintaining a clean and safe school plant.
- Assist in the selection, supervision and evaluation of all school personnel.
- Prepare such records and reports as the Principal may assign.
- Perform other incidental tasks consistent with the goals and objectives of this position
- Tracks attendance and develops appropriate truancy intervention plans

Leadership Team Member #3

Employee's Name

Jennifer Perry

perryj@santarosa.k12.fl.us

Position Title

School Counselor

Job Duties and Responsibilities

- Communicate with parents and community members to ensure students' needs are met.
- Collect and discuss information at monthly School-Based Threat Management Team meetings.
- Aid in screening, referral, identification, and placement of students with special needs.
- Monitor the 504 Plan process and ensure compliance.
- Explain assessments clearly and provide feedback.
- Assist with the coordination and administration of standardized tests, and interpret results.
- Evaluate and plan counseling activities, and submit action plans.
- Provide personal, behavioral, career, and academic counseling.
- Recognize and address special needs, and provide appropriate referrals.
- Intervene in cases of student distress or abuse.
- Provide crisis intervention and follow-up services.
- Support at-risk students with appropriate plans and referrals.
- Assist in student placement and transitions.
- Schedule teacher conferences and mediate/advise.
- Consult with students, parents, teachers, and staff.
- Advocate for students and maintain community resource knowledge.
- Organize community service projects.
- Collaborate on student records with other professionals.
- Engage in professional growth and development.
- Adhere to ethical standards and codes of conduct.
- Identify and address student/school issues.
- Attend faculty meetings and perform assigned tasks.
- Review student records to evaluate needs.
- Support the MTSS process as needed.

- Provides classroom guidance activities that address character education, multicultural awareness, and conflict resolution to all students
- Administers initial screenings and coordinates the referral process for identification and placement of students with special needs
- Maintains access to current information regarding community resources
- Coordinates district and state-mandated assessments and provides assistance in the interpretation of results to parents, students, and other school staff.
- Assists with parent/teacher conferences as requested
- Performs other tasks and responsibilities as assigned by the principal

Leadership Team Member #4

Employee's Name

Nicole Martin

martinnm@santarosa.k12.fl.us

Position Title

Literacy Leader and MTSS Coordinator

Job Duties and Responsibilities

- Assist in the implementation of the district K-12 Comprehensive Research-based Reading Plan
- Assist in monitoring the fidelity of implementation of the K-12 Comprehensive Research-based Reading Plan
- Collect, interpret, and analyze student assessment data to inform reading instruction and determine staff development needs at the school
- Develop and conduct professional development sessions acquainting teachers with successful and innovative literacy strategies for classroom instructions and assessment
- Demonstrate teaching techniques and lesson plans to improve classroom instruction.
- Organize and lead professional development sessions for teachers on instructional methods and curriculum
- Help teachers analyze student data to inform instructional decisions and tailor lessons to student needs.
- Conduct classroom observations and reflect with teachers on instructional practices and student outcomes.
- Plan, coordinate, implement, and maintain documentation of district literacy and parent involvement activities
- Possess a working knowledge of the Language Arts Florida State BEST Standards and the Science of Reading
- Assist in the interpretation and implementation of applicable district, state, and federal policies, laws, and regulations for staff, agencies, and school sites

- Design and implement the MTSS framework, including tiered levels of support and interventions.
- Train and support teachers and staff on MTSS processes, strategies, and data use.
- Lead and coordinate MTSS team meetings to review student data, discuss interventions, and plan next steps.
- Communicate with parents regarding their child's progress and the interventions being used.
- Collaborates with all professional and support personnel in the delivery of intervention
- Collect and analyze student performance data to identify needs and measure the effectiveness of interventions.
- Provide ongoing training and follow-up in the use of assessment and intervention tools to assist the continuous development of students
- Collaborate with and coach interventionists and teachers on the use of assessment data to plan instruction; analyze school data and plan for intervention needs
- Document and monitor intervention and school-wide assessment data
- Demonstrate characteristics of an on-going learner
- Maintains a valid Florida teacher's certificate
- Performs other tasks and responsibilities as assigned by the principal

Leadership Team Member #5

Employee's Name

Anna Dawson

dawsonac@santarosa.k12.fl.us

Position Title

Behavior Coach

Job Duties and Responsibilities

- Assists in the registration and placement of students
- Assist in managing and de-escalating behavioral crises.
- Create individualized behavior intervention plans for students based on assessments and observations.
- Apply evidence-based strategies to improve student behavior and emotional regulation.
- Track and assess the effectiveness of behavior interventions, adjusting strategies as needed.
- Work with teachers, administrators, and support staff to ensure consistent behavior management practices.
- Train and support school staff in behavior management techniques and best practices.
- Foster a positive school climate and reinforce appropriate behavior through recognition and incentives.
- Provides classroom guidance activities that address character education, multicultural awareness, and conflict resolution for all students

- Provides personal, social, behavioral, and/or academic counseling to identified individuals or small groups
- Assists in the referral process for identification and placement of students with special needs
- Provides appropriate consultation with parents on all issues related to student success
- Consult and collaborate with teachers, staff, and parents in understanding and meeting the needs of students
- Assists with referrals to other service providers and outside agencies
- Participates in Integrated Services Team meetings
- Maintains access to current information regarding community resources
- Coordinates district and state-mandated assessments and provides assistance in the interpretation of results to parents, students, and other school staff.
- Provides or assists with student orientation
- Consult with school personnel on issues regarding student discipline
- Assists in the orientation of new faculty and staff members
- Assists with parent/teacher conferences as requested
- Oversees the proper maintenance of student records as required by applicable policies, regulations, and procedures
- Attends professional meetings and staff development activities
- Maintains a valid Florida teacher's certificate
- Performs other tasks and responsibilities as assigned by the principal

Leadership Team Member #6

Employee's Name

Mary Bamberger

bambergerm@santarosa.k12.fl.us

Position Title

Dean

Job Duties and Responsibilities

- Assist the Principal in implementing and monitoring the School Improvement Plan (SIP), ensuring action steps are carried out with fidelity.
- Support schoolwide initiatives aligned to SIP goals, including academic achievement, student engagement, attendance, and positive school culture.
- Monitor implementation of instructional and behavioral strategies identified within the SIP.
- Participate in data discussions to identify trends in student achievement, behavior, attendance, and intervention effectiveness.
- Use behavior and attendance data to recommend supports and interventions that align with SIP priorities.

- Coordinate and monitor implementation of the school's discipline plan to ensure a safe, positive learning environment that supports academic success.
- Collaborate with teachers to improve classroom management practices that maximize instructional time.
- Provide coaching and support to teachers on behavior management strategies that reduce disruptions and increase student engagement.
- Assist teachers in implementing district curriculum and instructional expectations to support school improvement goals.
- Participate in curriculum planning and curriculum development initiatives that support SIP action steps.
- Assist with planning and facilitating professional learning aligned to identified school improvement needs.
- Collaborate with the Integrated Services Team to monitor interventions for students requiring additional academic or behavioral support.
- Support implementation of MTSS processes by monitoring student progress and coordinating appropriate interventions.
- Assist in developing schedules that maximize instructional time and intervention opportunities.
- Monitor schoolwide expectations, PBIS systems, and student incentives that support positive school culture goals.
- Assist with parent engagement activities that support curriculum understanding and school improvement initiatives.
- Prepare reports and documentation related to SIP implementation, student behavior, attendance, and intervention outcomes as assigned by the Principal.

Leadership Team Member #7

Employee's Name

Ashleigh Bowers

bowersa@santarosa.k12.fl.us

Position Title

Success Coach

Job Duties and Responsibilities

- Support the implementation of School Improvement Plan (SIP) goals by coordinating student support services and interventions aligned to identified school priorities.
- Monitor student attendance data and implement truancy intervention plans to improve attendance and reduce chronic absenteeism.
- Collaborate with teachers, counselors, administrators, families, and community agencies to

provide comprehensive supports that improve student outcomes.

- Assist with the development, implementation, and monitoring of Section 504 plans and health care plans to ensure students receive appropriate accommodations.
- Coordinate referrals to district personnel and outside agencies to address students' academic, behavioral, social-emotional, and attendance needs.
- Support teachers by providing consultation regarding student success, behavior, attendance, and intervention strategies.
- Participate in data review meetings to monitor attendance, assessment results, intervention effectiveness, and overall student progress toward SIP goals.
- Lead the coordination and administration of district and state assessments and support staff in interpreting assessment results to inform instructional planning.
- Promote family engagement by consulting with parents regarding attendance, academic progress, behavior, and available school and community resources.
- Assist with parent-teacher conferences to collaboratively develop plans that support student achievement and well-being.
- Provide professional learning and consultation to staff on student support systems, attendance interventions, and resources available to students and families.
- Support onboarding and orientation for new students and staff to promote a positive school culture and successful transitions.
- Maintain accurate student records and documentation related to attendance, interventions, 504 plans, and student support services.
- Organize community service opportunities and connect students and families with community resources that support student success.
- Attend faculty meetings, professional development, and collaborative planning sessions to ensure student support initiatives remain aligned with School Improvement Plan priorities.
- Maintains a valid Florida teacher's certificate
- Performs other tasks and responsibilities as assigned by the principal

2. Stakeholder Involvement

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

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

The process for generating stakeholder feedback began with a review of the 2025-2026

School Improvement Plan goals and student achievement data in May of 2026. During this meeting, school stakeholders provided input for the development of the 2026-2027 School Improvement Plan. In August of 2026, stakeholders had another opportunity to engage in a collaborative feedback session, where all stakeholders were invited to learn about the School Improvement Plan (SIP) development process. During this session, participants reviewed and analyzed school performance data and engaged in collaborative decision-making to identify focus areas for the 2026-2027 school year. For both of these sessions, the School Advisory Council (SAC) committee, consisting of parents, teachers, community members, and business owners, was invited. All feedback gathered was thoroughly analyzed and incorporated into the development of the SIP.

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)).

Throughout the 2026–2027 school year, Pea Ridge Elementary School will implement a continuous cycle of planning, monitoring, reflection, and revision to ensure the School Improvement Plan (SIP) is effectively implemented and positively impacts student achievement, particularly for students identified in the greatest achievement gap subgroups.

Each semester, the principal and assistant principal will participate in district progress monitoring meetings with the Superintendent, Assistant Superintendent of Curriculum and Instruction, Grade Level Director, Literacy, Math, and Science Coordinators, and the Director of Continuous Improvement. These meetings will be used to:

- Review Progress Monitoring (PM) and other student achievement data to evaluate progress toward SIP goals.
- Monitor the implementation and fidelity of school improvement strategies and action steps.
- Identify successes, barriers, and areas requiring additional support.
- Develop action plans and next steps based on data analysis and district feedback.

School-level monitoring will occur on an ongoing basis through collaborative planning meetings, Professional Learning Community (PLC) processes, classroom walkthroughs, MTSS meetings, leadership team meetings, and schoolwide data digs. Teachers and administrators will regularly analyze formative and summative assessment data, classroom performance, Progress Monitoring results, and subgroup performance to evaluate the effectiveness of instructional practices and interventions. Particular attention will be given to students within identified ESSA subgroups and

those demonstrating the greatest academic need to ensure timely adjustments to instruction and supports.

Implementation of the SIP will also be monitored through classroom observations, instructional coaching, and professional learning focused on Student-Led Academic Teaming, Florida Inclusion Network (FIN) strategies, student engagement, and data-driven instruction. Administrators and instructional leaders will use walkthrough data and teacher feedback to determine the level of implementation and identify additional professional learning or coaching needs.

Stakeholder feedback will be gathered throughout the year from faculty, staff, students, families, the School Advisory Council (SAC), and district support personnel through meetings, surveys, and ongoing communication. Progress toward SIP goals and student achievement data will be shared regularly with stakeholders to promote transparency and collective ownership of school improvement efforts.

The School Improvement Plan will be reviewed throughout the year and revised, as needed, based on student performance data, implementation evidence, and stakeholder feedback. This continuous improvement process ensures that instructional strategies, interventions, and resources remain responsive to student needs and focused on increasing achievement for all students, particularly those with the greatest achievement gaps.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	60.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* BLACK/AFRICAN AMERICAN STUDENTS (BLK)* HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: B 2024-25: C 2023-24: C 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	123	125	117	133	125	128				751
Absent 10% or more school days	21	21	14	13	21	20				110
One or more suspensions	2	10	6	7	10	7				42
Course failure in English Language Arts (ELA)	0	16	10	20	7	6				59
Course failure in Math	0	13	7	10	4	5				39
Level 1 on statewide ELA assessment	0	0	0	26	30	21				77
Level 1 on statewide Math assessment				19	34	26				79
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	11	22	29	27						89
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

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	6	16	13	23	19	14				91

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	6	7	4	8						25
Students retained two or more times						1				1

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	125	127	145	132	130	141				800
Absent 10% or more school days	32	25	27	18	32	24				158
One or more suspensions	5	5	7	5	5	7				34
Course failure in English Language Arts (ELA)		9	22	21	1	3				56
Course failure in Math		4	8	16		2				30
Level 1 on statewide ELA assessment	15	30	38	30	21	27				161
Level 1 on statewide Math assessment	25	28	31	25	25	30				164
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	8	17	39	35	19	22				140
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	13	16	30	27	13	10				109

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	4	6	6	8						24
Students retained two or more times					1					1

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	60	64	62	59	64	59	59	64	57
Grade 3 ELA Achievement	67	68	61	59	63	59	61	65	58
ELA Learning Gains	53	59	63	57	60	60	54	61	60
ELA Lowest 25th Percentile	52	50	58	54	54	56	43	54	57
Math Achievement*	61	69	66	57	67	64	60	68	62
Math Learning Gains	50	62	64	45	60	63	52	61	62
Math Lowest 25th Percentile	34	42	50	30	41	51	44	48	52
Science Achievement	51	59	62	49	57	58	45	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)	ATSI
OVERALL FPPI – All Students	54%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	428
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
54%	51%	52%	54%	50%	49%	

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	35%	Yes	4	
Black/African American Students	34%	Yes	2	
Hispanic Students	61%	No		
Multiracial Students	55%	No		
White Students	55%	No		
Economically Disadvantaged Students	50%	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	60%	67%	53%	52%	61%	50%	34%	51%					
Students With Disabilities	36%	29%	47%	39%	33%	34%	32%	30%					
Black/African American Students	34%	54%	35%	36%	39%	35%	23%	18%					
Hispanic Students	62%		52%		69%	68%		53%					
Multiracial Students	60%	76%	45%	62%	58%	48%	45%	47%					
White Students	64%	68%	58%	50%	65%	49%	28%	56%					
Economically Disadvantaged Students	53%	57%	54%	51%	55%	48%	34%	44%					

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	59%	59%	57%	54%	57%	45%	30%	49%					
Students With Disabilities	34%	24%	60%	48%	34%	33%	20%	35%					
Black/African American Students	43%		42%		36%	32%							
Hispanic Students	56%	57%	54%		64%	42%		42%					
Multiracial Students	58%	70%	56%	44%	48%	43%	29%	63%					
White Students	63%	65%	59%	61%	60%	47%	32%	48%					
Economically Disadvantaged Students	52%	50%	55%	48%	50%	37%	24%	45%					

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	59%	61%	54%	43%	60%	52%	44%	45%					
Students With Disabilities	33%	32%	45%	40%	40%	35%	39%	21%					
Black/African American Students	68%		64%		64%	64%							
Hispanic Students	40%	58%	29%		60%	71%							
Multiracial Students	57%	47%	58%		57%	52%		50%					
White Students	60%	64%	54%	47%	60%	49%	38%	45%					
Economically Disadvantaged Students	50%	49%	48%	39%	53%	48%	39%	44%					

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	65%	68%	-3%	60%	5%
ELA	4	52%	64%	-12%	60%	-8%
ELA	5	53%	64%	-11%	61%	-8%
Math	3	62%	73%	-11%	66%	-4%
Math	4	59%	70%	-11%	65%	-6%
Math	5	56%	65%	-9%	62%	-6%
Science	5	49%	59%	-10%	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 school demonstrated improvement across multiple accountability components during the 2025–2026 school year, resulting in an increase in the overall school grade from **51% to 54%** and earning a **school grade of B**. The most significant growth from 2025 to 2026 is in Grade 3 ELA Achievement (+8 percentage points). Other notable improvements included Math Achievement (+4 percentage points), Science Achievement (+2 percentage points), and Overall ELA Achievement (+1 percentage point). These gains reflect the school's continued focus on strengthening Tier I instruction, collaborative planning, and data-informed decision making.

Throughout the year, teachers participated in structured collaborative planning to unpack standards, develop learning targets and success criteria, analyze student performance data, and design common assessments and instructional experiences aligned to grade-level expectations. In addition, teachers continued implementing Student-Led Academic Teaming practices to increase student ownership and engagement while expanding opportunities for students to monitor their own learning. These instructional improvements contributed to stronger student achievement across multiple content areas.

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 accountability component was Math Learning Gains for the Lowest 25% of Students (34%). While this component improved from the previous year (30%), it continues to indicate a need for stronger acceleration of students requiring intensive support.

Trend data indicate a significant decline from 44% in 2023–2024, followed by modest improvement this year, suggesting that while current instructional efforts are producing positive movement, additional acceleration is needed for students requiring the greatest level of support. Data analysis suggests that many students requiring the greatest level of support continue to demonstrate unfinished learning and require increased access to rigorous Tier I instruction, targeted intervention, and inclusive instructional practices. In addition, strengthening teachers' capacity to differentiate

instruction, utilize formative assessment, and respond to student data will remain a priority.

Greatest Decline

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

The greatest decline from the previous school year occurred in ELA Learning Gains, which decreased from 57% to 53%. Despite the decline, overall ELA Achievement increased from 59% to 60%, indicating that while more students demonstrated proficiency, fewer students met the state's learning gains criteria.

Contributing factors may include increased instructional emphasis on bringing students to proficiency, resulting in fewer students demonstrating sufficient annual growth, as well as varying rates of growth among students who entered the school year already performing near or above grade level. This data suggests a need to increase academic growth for all learners, particularly students who begin the year performing near proficiency or well above grade level. Classroom walkthroughs and teacher feedback also revealed that math instruction was heavily focused on procedural fluency and isolated skills, with limited emphasis on multi-step word problems or conceptual understanding. Focusing primarily on skill-and-drill approaches may have hindered students' ability to transfer and apply skills in more rigorous problem-solving contexts, especially for students in the lowest quartile.

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 greatest gap compared to the state average occurred in Mathematics Learning Gains for the Lowest 25% of Students, where the school earned 34% compared to the state average of 50%. Although this component improved by four percentage points from the previous year (30%), it remains an area of significant need.

Trend data indicate that performance declined from 44% in 2023–2024 before improving this year, demonstrating early progress but highlighting the need for continued acceleration. Students performing in the lowest quartile often require intensive instructional support to address unfinished learning while simultaneously mastering grade-level standards. Classroom walkthroughs and teacher feedback also revealed that math instruction was heavily focused on procedural fluency and isolated skills, with limited emphasis on multi-step word problems or conceptual understanding. Focusing primarily on skill-and-drill approaches may have hindered students' ability to transfer and apply skills in more rigorous problem-solving contexts, especially for students in the lowest quartile. Continued emphasis on high-quality Tier I instruction, targeted intervention, and inclusive instructional practices will be essential to closing this gap.

EWS Areas of Concern

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

Analysis of the Early Warning System (EWS) data indicates continued progress in reducing several risk indicators, including chronic absenteeism, Level 1 performance in ELA and mathematics, substantial reading deficiencies, and the number of students exhibiting multiple early warning indicators. These improvements suggest that schoolwide systems of intervention and progress monitoring are having a positive impact on student outcomes.

Despite these gains, two areas remain priorities for continued improvement:

- Chronic Absenteeism: Although the number of students identified as chronically absent decreased from 158 to 110, absenteeism continues to impact instructional time and student achievement. The school will continue implementing proactive attendance monitoring, family communication, and targeted interventions to improve student attendance.
- Academic Performance of Students Requiring Additional Support: Mathematics course failures increased, and performance data continue to identify students in the lowest quartile and identified ESSA subgroups as requiring additional instructional support. The school will continue strengthening Tier I instruction, targeted interventions, inclusive instructional practices, and student progress monitoring to improve outcomes for these students.

Highest Priorities

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

1. Benchmark-Aligned Instruction
2. Student Engagement and Ownership of Learning through SLAT
3. Improved ELA and Mathematics Achievement for ESSA Subgroups
4. Improved ELA and Mathematics learning gains in the lowest quartile.
5. Improved 5th grade science student achievement.

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.

ESSA Subgroups specifically relating to Students With Disabilities (SWD), Black/ African American Students (BLK)

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.

Improving academic achievement for Students with Disabilities (SWD) and Black/African American students will remain a schoolwide priority across grades K–5. These student groups continue to demonstrate achievement gaps that impact proficiency, learning gains, and overall academic success. Ensuring equitable access to rigorous, grade-level instruction and appropriate supports is essential to improving outcomes for these students.

Analysis of the 2025–2026 ESSA subgroup data identified both Students with Disabilities and Black/ African American students as performing below the federal threshold, with Federal Percent of Points Index (FPPI) scores of 35% and 34%, respectively. Students with Disabilities have remained below the federal threshold for four consecutive years, while Black/African American students have remained below the threshold for two consecutive years, resulting in the school's continued identification as an Additional Targeted Support and Improvement (ATSI) school.

Further review of accountability data indicates persistent achievement gaps across multiple accountability components. Students with Disabilities scored 36% in ELA Achievement, 33% in Mathematics Achievement, and 30% in Science Achievement. Black/African American students scored 34% in ELA Achievement, 39% in Mathematics Achievement, and 18% in Science Achievement, while also demonstrating the lowest performance in Mathematics Learning Gains for the Lowest 25% (23%). These data indicate a need to strengthen benchmark-aligned instruction by ensuring all students have consistent access to rigorous, grade-level standards, high-quality instructional tasks, and instruction that is responsive to individual learning needs.

This area of focus was identified as a critical need through analysis of accountability, ESSA subgroup, and Early Warning System data. Continued emphasis on high-quality Tier I instruction, inclusive instructional practices, data-informed decision making, and targeted interventions will be essential to

reducing achievement gaps and improving outcomes for Students with Disabilities and Black/African American.

Pea Ridge will focus on the following strategies that impact the learning of students identified as SWD and/or black/African American:

1. Individualized Education Plans: East Bay will develop and implement individualized education plans (IEPs) that are tailored to meet the specific needs of each student with disabilities. This personalized approach will help address unique learning challenges and ensure SWD receive the necessary support to succeed academically.
2. Professional Development for Staff: Providing training and resources for our dual-certificated and inclusion teachers and support staff on effective instructional strategies for students with disabilities which will enhance their ability to engage and support ESE learners in the classroom. Professional development will be offered to ensure the fidelity of accommodations and documentation are consistent, K-5, and in compliance with district and state protocol.
3. Data-Driven Decision Making: We will utilize data to identify areas where students with disabilities and black/African American students may be struggling and adjust our interventions and or accommodations accordingly. Regular monitoring of progress will allow us to be proactive in addressing any emerging challenges.
4. Collaboration with school, district, and ESE networks: Engaging with special education specialists, counselors, and other professionals will ensure that we are providing comprehensive support to our students. This collaboration can help us identify additional resources and strategies that may benefit our students.
5. Parental Involvement: Encouraging active participation from parents and caregivers is crucial. We will foster open communication channels to keep families informed about their child's progress and involve them in the decision-making process regarding support services.

By focusing on these targeted strategies, we aim to create an inclusive learning environment that supports our students with disabilities, helping them to thrive academically and meet their full potential.

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.

Short-Term: By the end of the 2026–2027 school year, Students with Disabilities will increase their Federal Percent of Points Index (FPPI) from 35% to at least 41%, and Black/African American students will increase their FPPI from 34% to at least 41%, as measured by the 2027 ESSA Federal Percent of Points Index. Progress toward these goals will be monitored throughout the year using FAST Progress Monitoring data, common assessments, and subgroup data reviews.

Long-Term: By the end of the 2027–2028 school year, Students with Disabilities and Black/African American students will meet or exceed the federal threshold of 41% on the Federal Percent of Points Index (FPPI), eliminating the school's ATSI identification while continuing to reduce achievement gaps between these subgroups and the overall student population.

Monitoring

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

All students including our SWD students will receive small group differentiated instruction students.- Teachers will monitor student progress through classroom informal and formal assessments. Administration will oversee electronic teacher gradebooks.

K-5 students receive a daily 25-minute Reading Intervention Block in all classes. During these blocks, teachers are working with Tier 2 in small group instruction on a students' specific deficits using research-based practices and programs. Teachers also incorporate a 25-minute Math intervention in the room to ensure all students are receiving the urgent intervention needed. Students are monitored through a progress monitoring plan to determine if the provided interventions are successful. If a student is not successful, the teacher will work with the MTSS team to progress through the MTSS process to offer a different or more intensive research based intervention(s) to address the deficiency.

PLC's will focus on Student-Led teaming, quality instruction, and common assessments that benefit SWD and African American students. PLC planning meeting minutes will be monitored by administrator. STAR and FAST data for PM1, PM2, and PM3 will be monitored and analyzed by grade levels, administration and stakeholders to make instructional adjustments. student growth.

Person responsible for monitoring outcome

Principal, Assistant Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored

for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Targeted Data-Driven Intervention and Progress Monitoring Students with Disabilities and Black/African American students will receive targeted instructional support based on ongoing analysis of academic performance and Progress Monitoring data. Teachers, interventionists, ESE teachers, and administrators will use formative assessments, common assessments, FAST Progress Monitoring results, and MTSS processes to identify learning needs, provide targeted interventions, monitor student progress, and adjust instruction as needed. Daily intervention opportunities and targeted tutoring will provide additional instruction aligned to grade-level benchmarks while addressing unfinished learning. Implementation will be monitored through MTSS meetings, intervention documentation, student progress monitoring data, subgroup performance reviews, classroom observations, and regular analysis of assessment results to evaluate the effectiveness of interventions and make timely instructional adjustments.

Rationale:

Research supports the use of data-driven instruction and multi-tiered systems of support (MTSS) to improve academic achievement for students performing below grade level. Frequent progress monitoring, targeted intervention, and timely instructional adjustments increase learning gains and accelerate achievement for students requiring additional support.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

High-Quality Benchmark-Aligned Tier I Instruction through Collaborative Planning and Inclusive Practices Pea Ridge Elementary will strengthen benchmark-aligned Tier I instruction by utilizing collaborative planning, Professional Learning Communities (PLCs), and evidence-based inclusive instructional practices to ensure Students with Disabilities and Black/African American students have equitable access to rigorous grade-level instruction. Teachers will collaboratively unpack standards, develop learning targets and success criteria, analyze subgroup data, design common formative assessments, and plan differentiated instruction that maintains high expectations while providing appropriate scaffolds and supports. Professional learning and instructional coaching provided through the Florida Inclusion Network (FIN) will support teachers in implementing inclusive instructional practices that increase student access, participation, and achievement. Implementation will be monitored through classroom walkthroughs, collaborative planning documentation, lesson plan reviews, subgroup data analysis, instructional coaching cycles, and Progress Monitoring results to ensure instructional practices are implemented consistently and effectively.

Rationale:

Research demonstrates that high-quality Tier I instruction, collaborative planning, and inclusive instructional practices improve academic outcomes for all students, particularly students requiring additional support. Strengthening teachers' capacity to deliver rigorous, standards-aligned instruction while providing appropriate scaffolds increases equitable access to grade-level learning and reduces achievement gaps.

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

Strengthen Benchmark-Aligned Tier I Instruction

Person Monitoring:

Principal, Assistant Principal

By When/Frequency:

Weekly classroom walkthroughs; collaborative planning meetings; following each FAST Progress Monitoring window.

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

Teachers will strengthen benchmark-aligned Tier I instruction through collaborative planning, Professional Learning Communities (PLCs), and implementation of evidence-based inclusive instructional practices. Grade-level teams will unpack standards, identify learning progressions, develop common formative assessments, analyze subgroup performance data, and design rigorous instructional tasks with appropriate scaffolds to ensure Students with Disabilities and Black/African American students have equitable access to grade-level instruction. School leaders will monitor implementation through classroom walkthroughs, lesson plan reviews, collaborative planning documentation, and analysis of subgroup performance data following each Progress Monitoring window.

Action Step #2

Provide Targeted Intervention and Progress Monitoring

Person Monitoring:

Principal, Assistant Principal; Intervention Teacher

By When/Frequency:

Weekly MTSS meetings; following each FAST Progress Monitoring assessment; ongoing intervention cycles.

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

Teachers, interventionists, and ESE staff will use MTSS processes and ongoing progress monitoring to identify academic needs, provide targeted interventions, and adjust instruction based on student performance. Daily intervention opportunities, small-group instruction, and standards-based tutoring will provide additional support aligned to grade-level expectations. Student progress will be monitored through formative assessments, common assessments, FAST Progress Monitoring data, intervention documentation, and regular subgroup data reviews to evaluate effectiveness and make timely instructional adjustments.

Action Step #3

Build Teacher Capacity to Improve Subgroup Achievement

Person Monitoring:

Principal

By When/Frequency:

Ongoing throughout the school year.

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

Teachers will participate in ongoing professional learning, instructional coaching, and collaborative planning focused on differentiation, inclusive instructional practices, data-driven decision making, and strategies that improve achievement for Students with Disabilities and Black/African American students. Professional learning will include support provided through the Florida Inclusion Network

(FIN), collaborative lesson study, and coaching aligned to identified subgroup needs. School leaders will monitor participation, implementation fidelity, classroom application, and subgroup achievement trends through professional learning records, classroom observations, coaching feedback, and student performance data.

Area of Focus #2

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

Instructional Practice specifically relating to Student Engagement

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.

Student engagement is a critical component of effective instruction across all grade levels (K–5). Students who are actively engaged in learning are more likely to participate in academic discourse, think critically, collaborate with peers, persevere through challenging tasks, and take ownership of their learning. Increased student engagement supports deeper understanding of grade-level standards, improves academic achievement, and contributes to stronger learning gains across all content areas.

Review of the 2025–2026 accountability data indicates that while Pea Ridge Elementary improved overall proficiency in ELA, Mathematics, Science, and Grade 3 ELA, learning gains remain an opportunity for continued growth. Overall ELA Learning Gains decreased from 57% to 53%, and Mathematics Learning Gains for the Lowest 25% of students, although improved from 30% to 34%, continue to demonstrate the largest gap when compared to the state average. These data suggest a need to strengthen instructional practices that actively engage students in the learning process while increasing ownership of learning and opportunities for meaningful participation.

Student engagement was identified as a schoolwide area of focus because increasing the level of cognitive engagement, student ownership, and active participation in rigorous learning experiences is expected to improve learning gains, accelerate achievement for all students, and provide additional support for students requiring targeted instruction. As Dr. Toth teachers, "Engagement skyrockets as students have the opportunity to share their thinking, respectfully challenge the thinking of their peers, and deepen their learning" (1).

(1)The Power of Student Teams by Michael D. Toth and David A. Susa

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.

Short-Term Outcome: During the 2026–2027 school year, teachers will continue building capacity to increase student engagement through differentiated professional learning in Student-Led Academic Teaming (SLAT). The initial Student-Led Academic Teaming cohorts will complete Model of Instruction 201 (MOI 201) to deepen implementation of student-centered instructional practices. The third cohort will complete professional learning in Designing Interdependent Tasks (DIT) to strengthen student collaboration and cognitive engagement. A fourth cohort of teachers will begin the Student-Led Academic Teaming professional learning sequence through participation in the book study and Model of Instruction 101 (MOI 101). Additionally, teachers will engage in professional learning through the Florida Inclusion Network (FIN) to strengthen inclusive instructional practices that increase meaningful student engagement and ownership of learning.

Long-Term Outcome:

By the end of the 2027-2028 school year, 100% of classroom teachers will have participated in Student-Led Academic Teaming professional learning appropriate to their implementation level. Teachers will consistently implement student engagement practices that include clear learning targets and success criteria, structured academic discourse, collaborative learning, student goal setting, and student data tracking.

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, formal and informal observations, collaborative planning meetings, Professional Learning Community (PLC) documentation, and professional learning participation. Administrators, the reading coach, and district support staff will monitor the implementation of high-impact instructional practices that promote student engagement, including clearly communicated learning targets and success criteria, structured academic discourse, collaborative learning experiences, student goal setting, and student data tracking.

Teachers will participate in ongoing data analysis following each Progress Monitoring window to evaluate the impact of student engagement strategies on student achievement and learning gains. School leaders will review classroom walkthrough trends, student work, collaborative planning artifacts, and individual student data folders to determine implementation fidelity and identify opportunities for additional coaching and professional learning. Student achievement data, including formative assessments, common assessments, and FAST Progress Monitoring results, will be used throughout the year to evaluate the effectiveness of instructional practices and make adjustments as needed to improve student outcomes.

Person responsible for monitoring outcome

Principal, Assistant Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Pea Ridge Elementary will implement Student-Led Academic Teaming (SLAT) as a schoolwide instructional framework to increase student engagement, ownership of learning, and academic achievement. SLAT integrates metacognitive strategies that enable students to understand learning targets and success criteria, monitor their academic progress, analyze assessment data, set learning goals, collaborate with peers, and reflect on their growth. Teachers will continue progressing through the Student-Led Academic Teaming professional learning sequence to build capacity for implementing these instructional practices with fidelity. Implementation will be monitored through classroom walkthroughs, professional learning participation, collaborative planning documentation, student data folders, student work artifacts, and observations of student discourse, collaboration, and goal-setting practices. Student achievement data, including formative assessments, common assessments, and FAST Progress Monitoring results, will be analyzed throughout the year to evaluate the impact on student learning and engagement.

Rationale:

Student-led teaming empowers students to reach higher levels of critical thinking because they can rely on their peers for support and challenge each other to advance further (1). This instructional practice not only supports students' cognitive skills but also builds strong interpersonal "soft" skills that will help them compete and succeed in the 21st-century workforce (2). (1)

<https://learningforward.org/wp-content/uploads/2019/10/empowered-students-lead-and-learn.pdf> (2)

The Power of Student Teams by Michael D. Toth and David A. Susa

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Teachers will implement high-quality Tier I instruction using inclusive evidence-based practices supported through professional learning and coaching provided by the Florida Inclusion Network (FIN). Instructional practices will include collaborative learning structures, structured academic discourse, formative assessment, differentiated instruction, and rigorous, grade-level learning experiences that actively engage all learners. Collaborative planning will be used to design lessons aligned to grade-level standards that provide meaningful access and participation for every student. Implementation will be monitored through classroom walkthroughs, collaborative planning meetings, lesson plan reviews, instructional coaching, and analysis of student achievement data. Administrators and instructional leaders will use implementation evidence to provide feedback, identify professional learning needs, and ensure instructional practices are consistently implemented across grade levels.

Rationale:

Research consistently demonstrates that high-quality Tier I instruction and inclusive instructional practices improve student engagement, increase access to grade-level standards, and positively

impact academic achievement for all students, particularly students requiring additional instructional support. Strengthening instructional practices through collaborative planning and ongoing professional learning will increase opportunities for meaningful student participation and improve learning outcomes across all grade levels.

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

Strengthen Student-Centered Instruction

Person Monitoring:

Principal, Assistant Principal

By When/Frequency:

Weekly classroom walkthroughs, monthly collaborative planning meetings, and following each Progress Monitoring window.

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

Teachers will implement high-impact, student-centered instructional practices that actively engage students in rigorous learning experiences aligned to grade-level standards. Instruction will include clearly defined learning targets and success criteria, structured academic discourse, collaborative learning opportunities, formative assessment, and rigorous student tasks. Teachers will participate in collaborative planning to analyze student data, design engaging instruction, and refine instructional practices. School leaders will monitor implementation through classroom walkthroughs, lesson plan reviews, collaborative planning documentation, student work samples, and analysis of student achievement data.

Action Step #2

Increase Student Ownership of Learning

Person Monitoring:

Principal, Assistant Principal, Reading Coach

By When/Frequency:

Weekly classroom observations and after each Progress Monitoring assessment.

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

Teachers will implement Student-Led Academic Teaming strategies that empower students to take ownership of their learning. Students will routinely analyze assessment data, maintain individual data folders, establish academic goals, monitor progress toward grade-level expectations, and reflect on their learning. Opportunities for student collaboration, academic discourse, and self-reflection will be embedded throughout daily instruction. School leaders will monitor implementation through classroom observations, student data folders, student goal-setting artifacts, student work, and walkthrough evidence.

Action Step #3

Build Teacher Capacity Through Professional Learning

Person Monitoring:

By When/Frequency:

Principal, Assistant Principal

Ongoing throughout the school year.

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

Teachers will engage in differentiated professional learning to strengthen student engagement and inclusive instructional practices. Professional learning opportunities will include Student-Led Academic Teaming (SLAT), Model of Instruction 201 (MOI 201), Designing Interdependent Tasks (DIT), Florida Inclusion Network (FIN) training, instructional coaching, collaborative planning, and model classroom observations. School leaders will monitor participation, implementation fidelity, and classroom application through professional learning records, walkthrough data, coaching conversations, and student achievement results.

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.

Pea Ridge strives to enhance student learning and performance in the area of 5th grade science. Currently (2026), only 51% of 5th graders are scoring at or above grade level in science. This was a slight increase from 49% (+2%) from the past year (2025). This performance data is below the district average (60%) and state average (60%), the slight increase in performance continues to demonstrate a need for intervention to increase understanding and engagement in this vital subject and key component of the school grade formula (12.5%)

Impact on Student Learning: The decline in science scores directly affects their overall academic achievement and preparedness for future learning. Science is a foundational subject that fosters critical thinking, problem-solving, and inquiry skills. A strong grasp of scientific concepts is essential not only for success in higher-level science courses but also for students' ability to engage in informed decision-making in their daily lives. By addressing the concerns, we aim to improve student comprehension, foster a love for learning, and build essential skills that will benefit students across various disciplines.

Rationale for Identification as a Crucial Need: The identification of this area of focus as a crucial need stems from a thorough review of prior year assessment data. The analysis revealed that:

1. Minimal Performance Increase: The trend data in the area of science indicates only slight gains over the past three school years: 45% (2024), 49% (2025), 51% (2026).

2. Instructional Methods: The review indicated a potential link between scores and instructional

methods currently employed in the classroom. This prompted a need to explore and implement more engaging and effective teaching practices that resonate with students.

By focusing on these identified needs and implementing targeted strategies such as data analysis, curriculum review, professional development, hands-on experiments, STEM integration, technology use, collaboration with families, formative assessments, peer tutoring, and celebrating achievements, Pea Ridge aims to enhance student performance and engagement in 5th grade science. This comprehensive approach will not only improve test scores but also cultivate a lifelong interest in science among our students.

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.

Based on 2026 Science assessment data, 51% of the 5th grade students were proficient in science. This is a slight increase from a 49% proficiency rate the prior year, 2025. This slight increase and reviewing the trend data highlights a necessity for targeted interventions to enhance student learning outcomes in science.

Specific Measurable Outcome: The goal for the 2026-27 school year is to increase the proficiency rate of 5th grade students' science proficiency rate from 51% to at least 75% or higher. This objective is data-based and reflects our commitment to our students' continued achievement and to the "Pathway to 70" plan in our district to maintain an overall district grade of A.

Monitoring

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

To effectively monitor the progress toward achieving the measurable outcome of increasing 5th grade science proficiency from 51% to 75%, the principal can implement the following strategies:

1. Regular Data Review Meetings:

- Administration will monitor monthly the lesson plans (electronic planbook/lesson plans) and gradebook (FOCUS) to identify trends in student performance.
- Administration will have individual teacher data chats to analyze progress monitoring data after the second progress monitoring window to assess student performance growth from the beginning of the year to the end of the first semester. Administration and teachers will discuss instructional adjustments and plan for the spring semester to ensure students are well-equipped for the science assessment in May.
- Specifically, with 5th grade departmentalizing this year, administration will meet regularly with the two 5th grade science teachers to dive into their data and make necessary adjustments to instruction.

2. Classroom Observations:

- Conduct regular classroom observations to assess the implementation of new instructional strategies and hands-on learning activities.
- Provide constructive feedback to teachers based on observations using the Marzano rubric to ensure effective teaching practices.

3. Progress Monitoring:

- Teachers will utilize formative assessments to track student progress throughout the year. Analyze results to determine if students are on track to meet the goal.
- Teachers may initiate a Progress Monitoring Plan (PMP) for struggling students to track interventions

4. Professional Development Participation:

- Monitor the participation of teachers in professional development sessions and assess how these sessions impact their instructional practices.
- Collect feedback from teachers on the effectiveness of the professional development in improving their teaching strategies.
- Utilize the District's TSA for Science routinely to observe, analyze data, and provide feedback on instructional practices in the classroom.

Person responsible for monitoring outcome

Principal, Assistant Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Description of Intervention #1: Intervention Practices/Programs: Inquiry-Based Learning: Implementing inquiry-based learning strategies where students engage in hands-on experiments and scientific investigations allows them to explore concepts actively. This method encourages critical thinking and problem-solving skills. Collaborative Learning: Utilizing cooperative learning structures, such as group projects and peer tutoring, promotes collaboration among students. This fosters a supportive learning environment where students can learn from one another and enhance their understanding of scientific concepts. Student Led Academic Teaming will be utilized by the classroom teachers to enhance instruction. Data-Driven Instruction: Employing formative assessments to guide instruction will help teachers identify student needs and adjust their teaching strategies accordingly. This approach ensures that instruction is tailored to address the specific areas where students struggle.

Rationale:

Rationale for Selecting These Strategies: Inquiry-Based Learning: Research shows that inquiry-based learning significantly improves student engagement and understanding in science (National Research Council, 2012). By allowing students to investigate and discover, they develop a deeper

comprehension of scientific concepts, leading to increased proficiency. Collaborative Learning: Studies have demonstrated that collaborative learning enhances student achievement and motivation (Johnson & Johnson, 2009). Working in groups allows students to discuss ideas, clarify misconceptions, and reinforce their learning through peer interaction. When students have a passive role in the classroom it can be difficult for them to engage in their learning. (© National School Boards Association, 2020. All rights reserved) https://www.nsba.org/-/media/NSBA/File/cube_increasingequity-and-achievement-by-empowering-students-report-82620.pdf Data-Driven Instruction: Utilizing data to inform instruction is essential for identifying and addressing the specific needs of students. Evidence suggests that data-driven decision-making can lead to improved student outcomes (Hamilton et al., 2009). This ensures that teaching practices are responsive to student progress.

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

Routine Data Analysis

Person Monitoring:

Principal, Assistant Principal

By When/Frequency:

Monthly

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

1. Review science lesson plans with documented state standards.
2. Review FOCUS teacher gradebooks to monitor student performance on classroom assessments and assignments.
3. Mid-Year teacher/administration data chat to analyze mid-year growth and teacher plans to adjust instruction to best equip students for the spring science assessment.
4. Informal and formal classroom walk-throughs and observations with teacher feedback using the Marzano rubric to improve instructional techniques.
5. Mid-Year SIP review of goals and data with administration and district continuous improvement leaders.

Action Step #2

Science Professional Development for instructional staff

Person Monitoring:

Principal, Assistant Principal

By When/Frequency:

Monthly

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

1. Provide professional development opportunities to our staff on "Differentiated PD Days" voluntary PD during planning time. Science resources and effective instructional practices will be offered. Pea Ridge teacher or district science leaders will facilitate best practices to support science instruction.
2. Administration will ensure the school's Professional Learning Liaison is gathering feedback from teachers on needed areas of professional development related to science and scheduling PD to meet those needs through our PD platform.

3. Provide professional development through difficult platforms: face-to-face trainings, virtual trainings, or book studies (provided through the district)

Action Step #3

Hands on Learning Opportunities

Person Monitoring:

Principal, Assistant Principal

By When/Frequency:

Monthly

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

Increase the utilization of hands-on experiments and inquiry-based learning to boost student engagement and understanding.

1. Routinely monitor teacher lesson plans and teacher gradebooks.
2. Informal and Formal observations of teachers implementing multi-sensory activities.
3. Oversee the STEAM (STEM) Committee's planning and implementation of a fall STEAM parent involvement night with science hands-on opportunities.
4. Monitor progress monitor science data to assess science learning gains throughout the school year.

Action Step #4

Staff and Student Recognition

Person Monitoring:

Principal, Assistant Principal

By When/Frequency:

Monthly

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

1. Recognize staff implementing innovative instructional practices through the means of: classroom feedback notes, principal weekly wrap-up newsletter, faculty meeting recognition.
2. Share success stories with staff and community stakeholders to foster a positive learning environment.
3. Share success stories and accomplishments with the School Advisory Council (SAC) and School Support Team (SST).

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

Student attendance remains a schoolwide priority across grades K–5 because consistent attendance is essential for academic success, student engagement, and access to high-quality instruction.

Students who attend school regularly have increased opportunities to master grade-level standards,

participate in collaborative learning experiences, receive timely interventions, and build positive relationships with teachers and peers. Conversely, chronic absenteeism limits instructional time and may negatively impact academic achievement, learning gains, and overall student success.

Analysis of the 2025–2026 Early Warning System (EWS) data demonstrates positive progress in reducing chronic absenteeism. The number of students identified as chronically absent (missing 10% or more of the school year) decreased from 158 students during the 2024–2025 school year to 110 students during the 2025–2026 school year, reflecting the positive impact of schoolwide attendance initiatives and family outreach efforts. Despite this improvement, approximately 15% of the student population continues to meet the definition of chronically absent, indicating that attendance remains a significant factor affecting student learning.

This area of focus was identified through analysis of Early Warning System data, student achievement data, and schoolwide attendance trends. Continued efforts to strengthen family partnerships, proactively monitor attendance, and provide timely interventions will ensure students maximize instructional time and have equitable opportunities to achieve grade-level standards.

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.

Short-Term Goal: By January 2027, the number of students identified as chronically absent (missing 10% or more of school days) will be reduced from 110 to 90 or fewer through proactive attendance monitoring, family communication, early intervention, and schoolwide attendance recognition initiatives.

Long-Term Goal: Decrease the overall percentage of chronically absent students from approximately 15% to 12% or less by the end of the 2026–2027 school year, as measured by final Early Warning System (EWS) attendance data.

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.

This Area of Focus will be monitored through ongoing review of student attendance data, Early Warning System (EWS) reports, MTSS meetings, and regular communication with students and families. School administrators, the school counselor, data entry operator, and classroom teachers will review attendance trends to identify students demonstrating patterns of chronic absenteeism or emerging attendance concerns. Attendance data will be monitored weekly, with targeted interventions initiated promptly when attendance concerns are identified.

School leaders will monitor the implementation of attendance interventions, including parent communication, attendance conferences, MTSS problem-solving, recognition programs, and referrals to district and community support services when appropriate. Attendance trends and intervention effectiveness will be reviewed throughout the school year to determine whether additional supports are needed.

Ongoing monitoring of attendance will directly support improved student achievement by increasing students' access to high-quality, benchmark-aligned instruction, intervention opportunities, collaborative learning experiences, and academic support services. By reducing chronic absenteeism and responding quickly to attendance concerns, the school will maximize instructional time, improve student engagement, and increase the likelihood that students meet grade-level standards and demonstrate academic growth.

Person responsible for monitoring outcome

Principal, Assistant Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Pea Ridge Elementary will implement a multi-tiered system of attendance supports designed to reduce chronic absenteeism through early identification, family engagement, and timely intervention. Student attendance will be monitored regularly using Early Warning System (EWS) reports, FOCUS attendance data, and school-based attendance reviews to identify students demonstrating patterns of excessive absences. The school will implement a continuum of supports that includes proactive communication with families, attendance conferences, MTSS problem-solving, individualized attendance plans, recognition and incentive programs, and referrals to district and community agencies when appropriate. Family engagement opportunities will be used to strengthen home-school partnerships and reinforce the importance of regular attendance as a key factor in student success. Implementation will be monitored through weekly attendance reviews, MTSS documentation, parent communication logs, attendance conference records, and periodic analysis of Early Warning System data. School leaders will evaluate attendance trends throughout the year to determine the effectiveness of interventions and make adjustments to supports as needed.

Rationale:

Research consistently demonstrates that chronic absenteeism is strongly associated with lower academic achievement, reduced learning gains, and an increased likelihood of course failure. Early identification of attendance concerns, combined with meaningful family engagement and tiered interventions, has been shown to improve student attendance and increase access to instructional time. By implementing a proactive attendance monitoring system and strengthening partnerships with families, Pea Ridge Elementary will maximize students' opportunities to engage in daily instruction, participate in interventions, and achieve grade-level expectations.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Monitor and Respond to Attendance Data

Person Monitoring:

Assistant Principal, School Counselor

By When/Frequency:

Weekly attendance reviews; monthly Early Warning System (EWS) data reviews; ongoing throughout the school year.

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

School leaders will monitor attendance data weekly to identify students demonstrating patterns of chronic absenteeism or emerging attendance concerns. Early Warning System reports, FOCUS attendance data, and classroom attendance records will be reviewed to identify students requiring intervention. Attendance trends will be monitored throughout the school year to evaluate the effectiveness of interventions, adjust supports, and reduce the number of students identified as chronically absent.

Action Step #2

Strengthen Family Partnerships to Improve Attendance

Person Monitoring:

Assistant Principal, School Counselor

By When/Frequency:

Ongoing throughout the school year; attendance conferences and family communication as needed.

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

The school will strengthen partnerships with families through proactive communication, attendance conferences, MTSS meetings, parent engagement activities, and individualized attendance supports. Families will receive timely communication regarding attendance concerns and resources available to improve student attendance. School leaders will monitor parent communication logs, attendance conference documentation, MTSS records, and attendance trends to evaluate the effectiveness of family engagement efforts.

Action Step #3

Promote Positive Attendance Habits

Person Monitoring:

Principal, Assistant Principal

By When/Frequency:

Monthly recognition; ongoing throughout the school year.

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

The school will implement schoolwide attendance recognition and positive reinforcement initiatives to encourage consistent attendance and reinforce the importance of being present for learning. Individual students, classrooms, and grade levels demonstrating improved or exemplary attendance

will be recognized throughout the school year. School leaders will monitor participation in recognition programs, monthly attendance trends, and the number of students identified as chronically absent to evaluate the impact of positive attendance initiatives on student attendance and academic success.

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.

At Pea Ridge Elementary, we are committed to fostering a collaborative and family-centered approach to communicating our School Improvement Plan (SIP) and Title I budget. We believe that meaningful stakeholder involvement is essential to continuous school improvement and student success. Progress toward the goals outlined in the SIP will be regularly communicated through multiple avenues to ensure all stakeholders remain informed and engaged.

Methods of dissemination include:

- **School Advisory Council (SAC):** The School Advisory Council provides input during the development of the SIP, reviews implementation progress throughout the school year, and participates in discussions regarding school improvement priorities and Title I expenditures.
- **School Website:** The School Improvement Plan and Schoolwide Program Plan will be publicly available on the school's website at <https://pre.santarosaschools.org>.
- **Parent Communication Platform (Rooms):** Schoolwide updates, reminders, and progress related to school improvement initiatives will be shared through the SRCDS app.
- **Principal and School Newsletters:** Regular newsletters will communicate progress toward SIP goals, celebrate student and staff accomplishments, and provide updates on school initiatives.
- **School Social Media:** School highlights, celebrations, and information related to school improvement efforts will be shared through the school's official Facebook page.
- **Faculty and Leadership Meetings:** Progress toward SIP goals will be reviewed regularly with faculty, leadership teams, Professional Learning Communities (PLCs), and staff to monitor implementation and identify next steps.

To ensure accessibility for all families, information will be communicated in clear, easy-to-understand language. Translation and interpretation services will be provided, when practicable, to ensure parents and guardians can meaningfully participate in the school improvement process and understand their child's educational opportunities and progress.

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)).

At Pea Ridge Elementary, we are dedicated to building positive relationships with parents, families, and community stakeholders to support our mission, address student needs, and keep parents informed about their child's progress. We offer numerous opportunities for family involvement in planning, reviewing, and improving instructional programs, including the Title I program and other school initiatives that impact our culture, climate, and student achievement.

Key strategies to build these relationships include:

- **School Advisory Council (SAC):** Provide a platform for stakeholders to engage in school improvement decisions and contribute to shaping our educational environment.
- **School Support Team (SST):** A committee of Pea Ridge Elementary stakeholders who collaborate to support the school and its various needs.
- **Partners in Education Program:** Our Partners in Education program is designed to engage and secure support from local businesses and organizations. Additionally, we ensure community representation on our School Advisory Council (SAC) board.
- **Parent and Community Liaison (title 1 position):** Our parent and community liaison position focuses on fostering a collaborative relationship between the school, families, and the greater community. School volunteer opportunities are frequently shared with all eligible volunteers.
- **Parent Engagement Events:** We host various events designed to foster partnerships with families, offering strategies and resources to help parents support their child's learning at home with grade-level standards and requirements. Events include, but are not limited to, orientation, parent conferences, open house, and our annual Title 1 meeting.
- **Engagement Surveys:** Our stakeholders are encouraged to provide feedback in various surveys throughout the year. These surveys include, but are not limited to Parent Engagement Surveys, Title 1 Event Surveys, Title 1 Parent Engagement Surveys, and an ESE Parent Survey.
- **Communication Channels:** Parents are kept informed of their child's progress through multiple

channels:

- SRCDS App (Rooms): Our primary communication platform for updates and interactions with stakeholders.
- FOCUS Parent Portal: Provides access to real-time information about student performance, attendance, and discipline.
- FAST Family Portal: Provides access to real-time information about student performance on state-wide assessments.
- Quarterly Report Cards: Regular updates on academic performance and progress.
- MTSS Progress Reports: For students involved in the Multi-Tiered System of Supports (MTSS), providing detailed information on their progress.
- Parental and Family Engagement Plan (PFEP): The PFEP is publicly available on our school website at pre.santarosaschools.org.

Through these efforts, we aim to ensure that families are well-informed, actively engaged, and equipped to support their children's education,

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)).

Pea Ridge Elementary will strengthen its academic program by implementing the schoolwide priorities identified in the School Improvement Plan: High-Quality Benchmark-Aligned Tier I Instruction, Student Engagement and Ownership of Learning, Improved Achievement for ESSA Subgroups, and Student Attendance. Together, these areas of focus are designed to ensure all students receive rigorous, standards-aligned instruction while increasing academic achievement and learning gains.

The school will strengthen Tier I instruction through collaborative planning, Professional Learning Communities (PLCs), ongoing analysis of student data, and evidence-based instructional practices. Teachers will collaboratively unpack standards, develop learning targets and success criteria, design common formative assessments, and implement rigorous instructional tasks that promote conceptual understanding, academic discourse, and student engagement. Professional learning through Student-Led Academic Teaming (SLAT), the Florida Inclusion Network (FIN), instructional coaching, and collaborative planning will continue building teacher capacity to deliver engaging, inclusive, benchmark-aligned instruction.

To increase both the amount and quality of learning time, Pea Ridge Elementary will implement a

'Walk to Learn' instructional model during intervention blocks. Rather than providing intervention exclusively through pull-out services, all students will participate in flexible, data-driven instructional groups based on demonstrated academic needs. This model will allow students requiring Tier 2 and Tier 3 interventions to receive targeted instruction while also providing opportunities for enrichment and acceleration for students performing at or above grade level. Student placement will be regularly adjusted using formative assessments, Progress Monitoring data, and teacher observations to ensure instruction remains responsive to student growth and learning needs.

Students will also strengthen ownership of their learning through goal setting, student data tracking, reflection, and collaborative learning experiences that actively engage them in the learning process. Teachers will maintain high expectations for all learners while providing appropriate scaffolds and supports that ensure equitable access to rigorous grade-level standards. Ongoing progress monitoring and data analysis will guide instructional decisions so that every student receives the appropriate level of support or enrichment necessary to maximize academic growth.

By implementing these schoolwide priorities, Pea Ridge Elementary will maximize instructional time, strengthen core instruction, provide targeted intervention and enrichment, and ensure every student has meaningful opportunities to achieve high levels of learning.

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)).

N/A

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)).

At Pea Ridge Elementary School, we are committed to supporting the whole child by providing comprehensive social-emotional, behavioral, and mental health supports that promote student well-being and success. We recognize that students' academic achievement is closely connected to their emotional health, positive relationships, self-regulation, and sense of belonging. Through a multi-tiered system of supports, students have access to counseling, mentoring, behavioral interventions, and mental health services designed to address their individual needs and foster positive school experiences.

School Counseling Services

- Our full-time school counselor provides individual counseling, small-group counseling, crisis response, and classroom guidance lessons that promote social-emotional learning, conflict resolution, responsible decision-making, and emotional regulation. Schoolwide lessons and activities help students develop the interpersonal skills necessary for success both inside and outside the classroom.

Mental Health and Specialized Support Services

- Students requiring additional support have access to a full-time CDAC counselor and a full-time Military and Family Life Counselor (MFLC). These professionals provide individual and group counseling, support students experiencing social, emotional, or behavioral challenges, and assist military-connected students and families during transitions and other unique circumstances.

Behavioral and MTSS Supports

- Our full-time Behavior Coach collaborates with teachers, families, and administrators to develop proactive behavior supports, Behavior Monitoring Plans (BMPs), and intervention strategies that promote positive behavior and increase instructional engagement. Through the school's Multi-Tiered System of Supports (MTSS), student needs are regularly reviewed to ensure behavioral and social-emotional interventions are responsive and effective.

Positive School Climate and Student Leadership

- Pea Ridge Elementary promotes positive character development through our PBIS framework

and schoolwide PRIDE expectations. Students are recognized for demonstrating positive behaviors, responsibility, resilience, and leadership through schoolwide recognition programs and classroom incentives. Opportunities for collaboration, goal setting, and student leadership further strengthen students' confidence, self-advocacy, and sense of belonging within the school community.

Crisis Response and Student Safety

- The school's Threat Management Team collaborates with district personnel, including the Trauma-Informed Care team and the Mobile Response Team, to provide timely support for students experiencing significant crises or emotional needs. These partnerships ensure students and families have access to appropriate services and resources when additional intervention is needed.

By integrating counseling services, behavioral supports, family partnerships, and a positive school culture, Pea Ridge Elementary provides students with the skills and supports necessary to develop resilience, build healthy relationships, regulate emotions, and become responsible, confident learners prepared for success both academically and personally.

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)).

Beginning in the 2026–2027 school year, both fourth- and fifth-grade students will have the opportunity to earn the Digital Tools and Digital Citizenship industry certifications. These certifications provide students with foundational technology skills, responsible digital citizenship practices, and an introduction to industry-recognized credentials at an early age. By expanding this opportunity to fourth grade, more students will develop the digital literacy skills needed for success in middle school, high school, postsecondary education, and the modern workforce.

In addition to certification opportunities, students participate in activities that foster collaboration, communication, critical thinking, problem-solving, and responsible decision-making. These experiences help build the transferable skills necessary for lifelong learning while supporting the district's vision of preparing students to be successful, productive citizens.

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)).

Pea Ridge Elementary School implements a comprehensive Multi-Tiered System of Supports (MTSS) to proactively prevent and address problem behavior while providing early intervening services that support students' academic, behavioral, and social-emotional success. Our schoolwide Positive Behavioral Interventions and Supports (PBIS) framework establishes consistent behavioral expectations through our PRIDE motto: Positive, Resilient, Involved, Determined, and Encouraged. These expectations are explicitly taught, reinforced, and recognized throughout the school year to promote a positive school culture and maximize instructional time.

At the Tier 1 level, all students receive schoolwide behavioral expectations, classroom management supports, social-emotional instruction, and positive reinforcement through PBIS recognition systems. Teachers implement consistent behavior expectations and classroom interventions while building positive relationships and teaching students the skills necessary for success.

Students requiring additional support receive Tier 2 and Tier 3 interventions through the school's MTSS process. The Behavior Coach collaborates with teachers, administrators, families, the school counselor, ESE staff, and other support personnel to conduct observations, analyze behavior data, and develop individualized Behavior Monitoring Plans (BMPs). Student progress is monitored regularly, and interventions are adjusted based on data and student response to ensure supports remain effective.

Behavioral supports are coordinated with services provided under the Individuals with Disabilities Education Act (IDEA) to ensure students with disabilities receive appropriate interventions, accommodations, and specially designed instruction as outlined in their Individualized Education Programs (IEPs) and Behavior Intervention Plans (BIPs), when applicable. The school also partners with the school counselor, CDAC counselor, Military and Family Life Counselor (MFLC), district specialists, and community agencies to provide additional behavioral, social-emotional, and mental health supports when needed.

Through proactive prevention, early identification, data-based decision making, and coordinated interventions, Pea Ridge Elementary is committed to creating a safe, supportive learning environment where all students develop the behavioral and social-emotional skills necessary for academic 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)).

Pea Ridge Elementary is committed to providing professional learning that strengthens instructional

practices, improves student achievement, and supports the goals identified in the School Improvement Plan. Professional learning opportunities are intentionally aligned to the school's four Areas of Focus: High-Quality Benchmark-Aligned Tier I Instruction, Student Engagement and Ownership of Learning, Improved Achievement for ESSA Subgroups, and Student Attendance.

At the beginning of each school year, district-supported professional learning during pre-planning provides teachers with content-specific training in literacy, mathematics, science, curriculum, assessment, and exceptional student education. Throughout the school year, teachers participate in differentiated professional learning based on schoolwide priorities, classroom walkthrough data, student achievement data, and individual professional growth needs.

Professional learning will continue to support the implementation of Student-Led Academic Teaming (SLAT). During the 2026–2027 school year, the initial implementation cohorts will complete Model of Instruction 201 (MOI 201), the third cohort will participate in Designing Interdependent Tasks (DIT), and a fourth cohort will begin the Student-Led Academic Teaming professional learning sequence through the book study and Model of Instruction 101 (MOI 101). These learning opportunities will strengthen student engagement, collaboration, metacognition, and ownership of learning across all grade levels.

Teachers will also participate in professional learning and instructional coaching through the Florida Inclusion Network (FIN) to strengthen inclusive instructional practices that ensure equitable access to rigorous, benchmark-aligned instruction for all students. Additional professional learning will support implementation of the school's new Walk to Learn intervention model, providing teachers with strategies for flexible grouping, data-based instructional decision making, differentiation, intervention, and enrichment to meet the needs of all learners.

Professional Learning Communities (PLCs) and collaborative planning will serve as the foundation for continuous professional growth. Teachers will collaboratively unpack standards, develop learning targets and success criteria, analyze formative and summative assessment data, monitor ESSA subgroup performance, develop common formative assessments, and design rigorous, standards-aligned lessons. Administrators, instructional coaches, district specialists, and teacher leaders will provide ongoing coaching and feedback through classroom walkthroughs, instructional observations, and collaborative planning sessions to ensure professional learning is consistently translated into effective classroom practice.

To recruit and retain highly effective educators, Pea Ridge Elementary fosters a collaborative professional culture that emphasizes mentorship, teacher leadership, ongoing coaching, meaningful professional learning, and opportunities for shared decision making. This commitment to continuous

learning supports teacher effectiveness while ensuring all students receive high-quality instruction aligned to the school's improvement goals.

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)).

Pea Ridge Elementary is committed to providing a smooth transition from preschool to kindergarten through collaboration, family engagement, and intentional transition activities. The school currently serves three Voluntary Pre-K classrooms, including two blended inclusion classrooms and one CBSA classroom.

PreK and kindergarten teachers collaborate to align instructional practices, behavioral expectations, and kindergarten readiness skills. PreK students participate in schoolwide routines, including cafeteria procedures, hallway transitions, and special area classes, to become familiar with the elementary school environment.

Prior to the start of kindergarten, incoming students participate in the district's kindergarten screening process, allowing staff to identify strengths and areas of need while providing families with resources to support learning at home. Students and families also participate in Meet the Teacher, and the school implements a staggered kindergarten start to help students build relationships, establish routines, and transition successfully into elementary school.

Through these collaborative efforts, Pea Ridge Elementary ensures students enter kindergarten prepared academically, socially, and emotionally.

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.

Pea Ridge Elementary collaborates closely with district leadership to ensure personnel, funding, instructional materials, and professional learning resources are aligned to identified student needs and the goals of the School Improvement Plan. Student achievement data, Early Warning System (EWS) data, ESSA subgroup performance, classroom walkthroughs, and Progress Monitoring results are regularly reviewed by the principal, assistant principal, district curriculum coordinators, and the Director of Continuous Improvement to evaluate the effectiveness of current resources and identify additional needs.

At the school level, administrators, leadership teams, and teachers analyze data through collaborative planning, PLCs, MTSS meetings, and data reviews to determine how resources can best support student achievement. Resource allocation is adjusted as needed to ensure funding and supports remain focused on strengthening Tier I instruction, targeted interventions, professional learning, and student engagement.

This continuous review process ensures that school and district resources are used strategically to improve outcomes for all students while addressing the needs of identified subgroups and students requiring additional support.

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).

Based on analysis of student achievement, ESSA subgroup performance, Early Warning System (EWS) data, and school improvement priorities, Pea Ridge Elementary will strategically utilize Title I resources throughout the 2026–2027 school year to support student achievement.

Resources include:

- **Professional Learning:** Funding will support Student-Led Academic Teaming (SLAT), Model of Instruction 201 (MOI 201), Designing Interdependent Tasks (DIT), Florida Inclusion Network (FIN) professional learning, instructional coaching, and collaborative planning to strengthen benchmark-aligned instruction, student engagement, and inclusive instructional practices.
- **Instructional Resources:** Title I funds will provide instructional materials and technology that support rigorous, standards-based instruction, including ESGI, Reflex/Frax, Generation

Genius, Planbook.com, document cameras, classroom technology, intervention materials, and instructional resources to improve student engagement and achievement.

- **Data Analysis and Collaborative Planning:** Substitute teachers will provide release time for teachers to participate in collaborative planning, data analysis, MTSS meetings, and instructional planning focused on improving Tier I instruction and accelerating achievement for ESSA subgroups.
- **Walk to Learn Intervention Model:** Resources will support implementation of the school's Walk to Learn instructional model, providing intervention and enrichment opportunities through flexible grouping based on student data to ensure all students receive instruction aligned to their individual learning needs.
- **Personnel:** Title I funds will support instructional personnel, including intervention paraprofessionals, inclusion support, and the Success Coach to provide targeted academic interventions, family engagement, and instructional support for students.
- **Extended Learning Opportunities:** Funding will support targeted tutoring, intervention programs, summer planning, kindergarten readiness activities, parent conferences, and family engagement events designed to strengthen academic achievement and increase family involvement.
- **Family Engagement:** Resources will support parent workshops, literacy and mathematics events, family outreach activities, and communication designed to strengthen partnerships between home and school and increase student success.

The effectiveness of these resources will be monitored throughout the school year through classroom walkthroughs, collaborative planning, MTSS meetings, FAST Progress Monitoring data, ESSA subgroup performance, Early Warning System data, and regular review of School Improvement Plan goals to ensure resources remain aligned to identified student needs.

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