

Santa Rosa County School District

S. S. DIXON INTERMEDIATE SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

S. S. Dixon Intermediate believes each child is special and unique. We desire to provide a positive, safe, and stimulating educational environment that inspires and encourages a love of learning so that all children can achieve their personal best and become independent life-long learners.

Provide the school's vision statement

S. S. Dixon Intermediate School is committed to providing multiple pathways towards excellence and achievement in an effort to develop a well-rounded, confident, and responsible student who aspires to achieve their fullest potential, so they have the necessary life skills to be successful.

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

Sandra Arrant

arrants@santarosa.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

Provide leadership for all aspects of the school.

Make sure all efforts are made to keep the campus safe.

Create a positive environment for students, staff, and families.

Incorporate community members into school-wide decisions.

Incorporate STEAM and SLAT into classrooms school-wide.

Lead and coach teachers with Tier 1, 2,, and 3 instruction.
Promote and manage school clubs and committees.
Lead the School Advisory Council.
Oversee the PTSO.
Monitor the Intervention Program and MTSS meeting

Leadership Team Member #2

Employee's Name

Samantha Fowler

fowlers@santarosa.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Assist with daily school processes and procedures.
Monitors and maintains safety on campus.
Oversees facilities maintenance requests.
Provides training on safety related topics and student safety education through frequent drills.
Promotes the PBIS program, a student discipline management system that results in positive student behavior.
Ensures school rules are uniformly observed and that student discipline is appropriate and equitable.
Maintains Title 1 Crate for Federal Programs.
Build an intentional Master Schedule to meet the needs of students.

Leadership Team Member #3

Employee's Name

Ashley Frobenius

frobeniusad@santarosa.k12.fl.us

Position Title

School Counselor

Job Duties and Responsibilities

Facilitates the MTSS process.
Meets with individual and small groups of students who exhibit concerns/issues.
Develops 504 for identified students.
Serves as McKinney Vento contact.
Organizes and arranges FAST Testing-trains teachers, distributes/collects testing materials, serves as

contact.

Completes IQ testing, paperwork for possible ADHD diagnosis for parents to take to doctors, and inputs data for diagnostic testing. Monitors child abuse training and completion

Leadership Team Member #4

Employee's Name

Amanda Austin

austina@santarosa.k12.fl.us

Position Title

Interventionist

Job Duties and Responsibilities

Provides leadership in the area of reading.

Works closely with administration to monitor data and determine students in need of reading interventions.

Serves as member of the MTSS (Multi-Tiered Systems of Support) Team: helps teachers create hypotheses and monitors data in the PMP.

Serves as literacy contact: attends district meetings and shares information with school staff.

Develops schedules for paraprofessionals who work with struggling readers.

Works with administration to create and monitor tutoring program for reading.

Works in small group to remediate missing skills for struggling students.

Works with instructional staff to improve academic achievement (coaching, modeling and providing instructional feedback).

Leadership Team Member #5

Employee's Name

Tina Webb

webbt@santarosa.k12.fl.us

Position Title

Behavior Specialist

Job Duties and Responsibilities

PBIS (Positive Behavioral Interventions and Supports) Coach.

Responsible for supporting all (PBIS) initiatives and training, including providing support in implementation activities, and collection, analysis and reporting of data.

Leads Behavior MTSS process.

Consults effectively with students, parents, teachers, and other school staff to promote student

success and provides a supportive and positive atmosphere

Ensures school rules are uniformly observed and that student discipline is appropriate and equitable.

Works with instructional staff to improve behavior and assist with academic achievement (coaching, modeling and providing feedback to implement successful behavior strategies).

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.

Administration, along with members of our SAC analyzed our school's data to determine areas of need of growth in reading, math, and science. Administration also met with the SSDI Leadership Team and shared decisions made with our SAC members to review the areas of need and then determined strategies and action plan to implement to improve student achievement in the Focus Areas.

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)).

Administration, the Leadership Team, and SAC will continuously monitor school data after Progress Monitoring windows and throughout the year through MTSS meetings. We will review the data quarterly and report findings to the district's Continuous Improvement Department. If and when the Focus Areas are not making adequate progress, the SIP will be reviewed and revised to increase student achievement.

Each semester, the principal and assistant principal will meet with the district leaders which includes the Superintendent, Assistant Superintendent of Curriculum and Instruction, Grade Level Director, Literacy/ Math / Science Coordinators and the Director of Continuous Improvement. The purpose of this meeting will be to review current state progress monitoring data and to progress monitor the implementation of the School Improvement Strategies and Action Steps. Specific feedback will be

provided, and discussion will occur as to any barriers in applying the strategies of the plan.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY 3-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	49.7%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: B 2023-24: B 2022-23: A 2021-22: A 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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				214	238	229				681
Absent 10% or more school days				20	17	29				66
One or more suspensions				12	5	9				26
Course failure in English Language Arts (ELA)				7	17	7				31
Course failure in Math				4	9	7				20
Level 1 on statewide ELA assessment				18	22	32				72
Level 1 on statewide Math assessment				25	17	42				84
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)				22	36	24				82
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

Current Year 2025-26

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				12	22	23				57

Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				0	6	2				8
Students retained two or more times				0	0	0				0

Prior Year (2024-25) 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	
Absent 10% or more school days				28	17	23				68
One or more suspensions				7	8	10				25
Course failure in English Language Arts (ELA)				8	4	7				19
Course failure in Math				2	2	10				14
Level 1 on statewide ELA assessment					3	29				32
Level 1 on statewide Math assessment					2	30				32
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)				24						24
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 (2024-25) 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				12	4	2				18

Prior Year (2024-25) 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				13						13
Students retained two or more times										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	69	64	59	62	64	57	69	62	53
Grade 3 ELA Achievement	71	63	59	62	65	58	73	64	53
ELA Learning Gains	66	60	60	56	61	60			
ELA Lowest 25th Percentile	58	54	56	46	54	57			
Math Achievement*	68	67	64	70	68	62	74	68	59
Math Learning Gains	55	60	63	62	61	62			
Math Lowest 25th Percentile	42	41	51	54	48	52			
Science Achievement	56	57	58	55	59	57	60	57	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	66	63		56	61		77		59

*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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	61%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	485
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
61%	58%	69%	63%	60%		62%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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	39%	Yes	3	
English Language Learners	45%	No		
Asian Students	73%	No		
Black/African American Students	55%	No		
Hispanic Students	63%	No		
Multiracial Students	69%	No		
White Students	60%	No		
Economically Disadvantaged Students	51%	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.

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	69%	71%	66%	58%	68%	55%	42%	56%					
Students With Disabilities	31%	34%	56%	56%	39%	41%	37%	14%					
English Language Learners	45%				45%								
Asian Students	73%		50%		87%	80%							
Black/African American Students	65%	64%			35%								
Hispanic Students	73%	82%	78%	82%	57%	43%	31%	59%					
Multiracial Students	69%	56%	70%		78%	70%		69%					
White Students	69%	73%	65%	54%	69%	54%	44%	54%					
Economically Disadvantaged Students	58%	60%	58%	57%	56%	49%	35%	37%					

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	62%	62%	56%	46%	70%	62%	54%	55%					
Students With Disabilities	32%	22%	43%	32%	36%	45%	40%	28%					
Asian Students	79%				79%								
Black/African American Students	59%		46%		41%	31%							
Hispanic Students	61%	63%	45%		67%	70%		64%					
Multiracial Students	64%	63%	66%		66%	66%	50%	45%					
White Students	61%	63%	56%	47%	71%	63%	57%	56%					
Economically Disadvantaged Students	51%	54%	50%	43%	61%	58%	52%	45%					

2022-23 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 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	69%	73%			74%			60%					
Students With Disabilities	44%	57%			42%			18%					
Asian Students	76%				86%								
Black/African American Students	52%				60%								
Hispanic Students	75%	77%			68%			50%					
Multiracial Students	67%	91%			70%			72%					
White Students	68%	72%			75%			60%					
Economically Disadvantaged Students	59%	63%			63%			45%					

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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	71%	64%	7%	57%	14%
ELA	4	68%	64%	4%	56%	12%
ELA	5	68%	63%	5%	56%	12%
Math	3	75%	69%	6%	63%	12%
Math	4	62%	68%	-6%	62%	0%
Math	5	65%	64%	1%	57%	8%
Science	5	54%	56%	-2%	55%	-1%

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 data component that showed the most significant improvement this school year was English Language Arts (ELA) proficiency, with notable gains across multiple areas.

Third-grade ELA proficiency experienced the greatest growth, increasing from 62% to 71%, a 9-point gain. Overall ELA proficiency rose from 62% to 69%, reflecting steady school-wide progress. Additionally, ELA learning gains among students in the lowest quartile improved substantially—from 46% to approximately 58%—demonstrating increased effectiveness in supporting our most struggling learners. These improvements indicate strong momentum in ELA achievement, driven by focused instruction and targeted supports.

To support growth in ELA achievement, the school implemented several new, strategic actions during the 2024–2025 school year. These included the integration of SLAT (Student Led Academic Teams) instruction, a focused emphasis on using Learning Targets and Performance Scales to guide daily instruction, and professional development centered on effective small group instruction practices. Additionally, the school strengthened its approach to targeted interventions, ensuring that students received timely and data-driven support. These combined efforts contributed to the significant gains observed in ELA proficiency and learning outcomes.

Lowest Performance

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

Dixon Intermediates' recent performance analysis for the 2024-2025 academic year highlights a significant area for improvement: the overall achievement of our ESSA subgroup, Students with Disabilities. This subgroup recorded a proficiency rate of approximately 31%. Additionally, there has been a decline in both Math proficiency and learning gains from the 2023-2024 school year, with proficiency decreasing from 70% to 67% and learning gains declining from 62% to 57%.

Contributing factors to these lower performing components were an increase in the number of students within this group, which may have impacted performance. Additionally, while more teachers

are becoming certified in the area of Exceptional Student Education (ESE), many may still require further training to effectively support these students.

Another contributing factor is the timely movement of students through the Multi-Tiered System of Supports (MTSS) tiering process. Ensuring that interventionists facilitate this process efficiently is crucial for providing the necessary support to these students. By addressing these areas, we can enhance the educational experience and outcomes for all students involved.

Greatest Decline

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

Math learning gains for the lowest quartile of students declined significantly from 54% in 2023-2024 school year to ~41% in 2024-2025 school year.

Several key factors contribute to the challenges faced in our mathematics program. These include inconsistencies in small group instruction, insufficient utilization of the math pacing guide, and ineffective progression of students through the Multi-Tiered System of Supports (MTSS) process. Additionally, there is a notable lack of allocated instructional time for daily math lessons and a failure to identify students in the lowest quartile early in the academic year. Addressing these areas is crucial for improving student outcomes in mathematics.

Greatest Gap

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

Our proficiency across various subject areas and grade levels consistently exceeded the state average. Notably, our 3rd grade ELA proficiency stood at 71%, significantly higher than the state average of 59%.

There are several possible contributing factors that could aid in this gap. Our school's socioeconomic status is 49% free / reduced status. There are other schools in our district and state who have higher percentages of students from low-income households. Another contributing factor is our focus on improving our instructional strategies to align with evolving state standards. Through the implementation of SLAT (Student Led Academic Teams) and a heavy emphasis on learning targets and performance scales, our instructional staff has been able to focus on aligning standards-based instruction to meet the needs of our students.

By focusing on our school's needs, supporting teachers through professional development and ensuring resources are available to assist with our school's instructional goals, we have been able to ensure our students' academic success.

EWS Areas of Concern

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

With 75 students across grade third-fifth showing attendance below 90%, this trend signals potential academic risks for the identified students. Frequent absences are leading to disengagement and students falling behind in classwork. Addressing these issues promptly is crucial to support their learning and prevent academic gaps in all content areas.

Highest Priorities

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

- 1- increase learning gains for lowest quartile
- 2- increase overall proficiency in SWD subgroup
- 3- strengthen MTSS process, interventions, and tier 1 instruction

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

Our school experienced a decline in MATH proficiency, falling from 70% in the 2023-2024 academic year to 68% for the 2024-2025 school year. Notably, our lowest quartile saw a reduction to 57%.

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.

Our school dropped in the area of Math from a proficiency level of 70% in 2023-2024 to 68% for the 2024-2025 school year, specifically in our lowest quartile dropping to 42%.

Short Term: We plan to increase walkthrough data by 50% by mid-year and 75% by the end of the 2025-2026 school year by using the Rigor Walk Rubric to determine growth and academic improvement. This will focus on teachers delivering explicit, benchmark-aligned instruction that emphasizes the four conditions for learning: Better Instruction, Stronger Instruction, More Engagement in Class, and Higher Expectations (The Opportunity Myth, 2018). We expect FAST data to show at least 70% of our students achieving proficiency in MATH.

Long Term: FAST data will reflect an increase in student proficiency in the area of Math, specifically in the lowest quartile by 5% (42% to 47%).

Monitoring

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

The administration and the school's leadership team will oversee instructional practices through various methods, including rigor walks, grade-level meetings, data discussions, progress monitoring assessments, coaching opportunities, and MTSS meetings. Furthermore, in collaboration with ESE teachers and interventionists, classroom teachers will implement instructional adjustments informed

by student progress and data analysis.

Person responsible for monitoring outcome

Sandra Arrant

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:

In order to increase benchmark-align instruction in our classrooms, a "strong culture of data use, conveyed through a clear schoolwide vision, that is critical to ensure that data-based decisions are made routinely, consistently, and effectively" must be implemented routinely. (1) What Works Clearinghouse: http://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.peff#page=33

Rationale:

According to What Works Clearinghouse, "As educators face increasing pressure from federal, state, and local accountability policies to improve student achievement, the use of data has become more central to how many educators evaluate their practices and monitor students' academic progress" (1). By analyzing data, discussing trends seen and making instructional changes to meet students' needs, our instructional staff will ensure the students have the opportunity to receive quality instruction and meet grade level expectations. (1) What Works Clearinghouse: http://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.peff#page=33

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

Grade-Level Support and Professional development

Person Monitoring:

Sandra Arrant

By When/Frequency:

monthly

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

Academic Interventionist and administration will facilitate grade level planning and provide support on how to develop benchmark-aligned instruction. This will be completed during grade level meetings, professional development, and walk-throughs by admin.

Area of Focus #2

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

Instructional Practice specifically relating to Professional Learning

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.

Our school dropped in the area of Math for the 2024-2025 school year (70% to 68%). Based on our school's data and classroom observations, another area of focus will be strengthening Tier 1 instruction in all content areas across grade levels through professional learning practices.

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.

Our school's math proficiency dropped from 70% to 68%, specifically in our lowest quartile dropping from 54% proficient to 42% proficient.

Short Term: By participating in professional development practices focusing on The Power of Student Led Teams, Marzano, and Defined Learning, teachers will increase their instructional practices, which in turn will increase tier 1 instruction in all content areas. This will be measured through improved student performance on classroom assessments, higher levels of student engagement during core instruction, and observed with walkthrough data using the Rigor Walk Rubric.

Long Term: Over the next three years, the Professional Learning Practices will continue to focus on Marzano's Essential for Achieving Rigor Series and Instructional Empowerment implementation will increase coaching through walkthroughs and classroom observations. Another area of focus will be professional development in Student Led Teams/ Rigor Walks. Teacher observations will reflect a minimum of 50% at mid-year and 75% at the end of the year in the area of teachers delivering explicit benchmark-aligned instruction. FAST data will reflect a minimum of 60% of students proficient in all content areas.

Monitoring

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

The school leadership team will review student data to provide support and feedback to teachers while coaching instructional practices. The team will be available to support the development of explicit, intentional instructional practices that align with state standards. The leadership team will look for trend data and adjust professional development as needed.

Person responsible for monitoring outcome

Sandra Arrant

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:

According to the article, How Professional Learning Communities Lead to Improve Student Outcomes, "By cultivating supportive conditions, the faculty who are engaged will be able to work in an environment that is in a continuous learning cycle that utilizes innovation and experimentation to improve their professional practice." (Nenonene, Gallagher, Kelly & Collopy, 2019) (1). In order to increase benchmark-aligned instruction in classrooms, we will participate in the Marzano Focused Teacher Evaluation Model framework and Instructional Empowerment research-based strategies which "provides a methodology to support teacher growth as teachers make instructional shifts necessary to support students in rigorous standards-based classrooms" (2). The model draws upon data from field research and validation studies, coupled with findings from the extant literature on rigorous, standards-based instruction (3). (1) https://learningally.org/Portals/6/Docs/Professional-Learning/LAPLS_CommunitiesWhitepaper.pdf?ver=2021-01-08-134918-053 (2) <https://marzanocenter.com/wp-content/uploads/sites/4/2018/10/MC06-14-FTEM-whitePaper-1-16-18-Digital-4.pdf> (3) <https://www.marzanocenter.com/wp-content/uploads/sites/4/2029/04/FTEMupdatedMichigan08312017.pdf>

Rationale:

Through this evidence-based intervention, "PLCs" connect educators with similar goals and challenges and provide a space for efficient and effective planning and reflection that has been shown to improve education performance and student outcomes (1). The PLC focusing on the Marzano Focused Teacher evaluation Model is supported by research and demonstrates significantly increased student growth scores (2). The model has four domains focusing on teacher planning, standards-based planning and instruction, aligning directly to the Area of Focus.

(1) https://learningally.org/Portals/6/Docs/Professional-Learning/LAPLS_CommunitiesWhitepaper.pdf?ver=2021-01-08-134918-053 (2) <https://www.marzanocenter.com/wp-content/uploads/sites/4/2019/04/FTEMupdatedmichigan083122017.pdf>

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

Instructional Training- Professional Development

Person Monitoring:

Sandra Arrant

By When/Frequency:

monthly

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

The leadership team will meet to review student/school-wide data and review trends in observation data, classroom walkthroughs (admin), lesson planning, and coach/feedback from admin and interventionist.

Area of Focus #3

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

S. S. Dixon Intermediate is identified as an ATSI school with one subgroup below the 41% federal index. This subgroup includes the students with disabilities (SWD) with a 39% federal index.

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.

With an increase in data from 35% (2023-2024) to 39% (2024-2025), our SWD subgroup still remained below the expected level of 41% federal index.

Short Term: By monitoring our SWD FAST data, this subgroup will increase in the following content areas:

- ELA: from 31% proficient (2025) to 41% for the 2025-2026 school year.
- Math: from 39% proficient (2025) to 41% for the 2025-2026 school year.

Long Term: This subgroup will meet or exceed the federal index of 41%.

Monitoring

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

The Admin, Leadership Team, the general education and the ese teacher will monitor and track progress monitoring assessments. This group of educators will collaborate and meet monthly (or more frequently, determining needs) to monitor and discuss progress of the subgroup. Intensive intervention will be provided during grade level intervention blocks. During this scheduled time, small group benchmark-aligned instruction will be provided for all tier 2 and tier 3 students focusing on areas of need and tracked through the MTSS process.

Collaborative ESE meetings will be conducted to support all SWD students and ensure adequate progress is being made.

Person responsible for monitoring outcome

Sandra Arrant

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:

According to the article, School Practices and Accountability for Students with Disabilities, "In addition to adopting school improvement programs and student support strategies, and making changes to instructional time and settings, schools also might respond to being held accountable for SWD performance by implementing strategies to improve teachers' capacity to provide instruction to students with disabilities. To accomplish this, schools might increase the degree of teacher collaboration to improve instructional practice and provide targeted professional development (PD) and coaching to regular education and special education teachers on topics related to students with disabilities" (1). In order to increase our Students with Disabilities proficiency performance, our school will provide opportunities for our Gen Ed and ESE teachers to analyze school-wide and student data, collaborate and plan to implement benchmark-aligned instructional practices to improve this subgroups' academic achievement. (1) <http://ies.ed.gov/ncee/pubs/20153006/pdf/20154006.pdf>

Rationale:

By participating in these evidence-based instructional practices, this will allow our educators a time to "connect focusing on similar goals and challenges and provide a space for efficient and effective planning and reflection that has been shown to improve education performance and student outcomes (1). (1)http://learningally.org/Portals/6/Docs/Professional-Learning/LAPLS_CommunitiesWhitepaper.pdf?ver=2021-01-08134918-053

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

Intervention Block

Person Monitoring:

Sandra Arrant

By When/Frequency:

Monthly

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

Admin will oversee and create the master schedule with an intervention block to ensure a time for intensive instruction to be given to all tier 2 and tier 3 students, including our SWD population.

Action Step #2

ESE Monthly Meetings

Person Monitoring:

Sandra Arrant

By When/Frequency:

Monthly

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

Monthly ESE meetings will take place to discuss our SWD populations' academic progress and data being tracked to determine needs and achievement.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

After reviewing our school referral data, it was revealed that our classroom referrals were higher than expected of our school given that we are a PBIS school. For the 2024-2025 school year, Dixon Intermediate had a total of 183 referral and 46 students with Behavior Monitoring Plans. Implementing a PLC focusing on CHAMPs, a research-based behavior program will assist with procedures and expectations to improve the learning environment for all students and assist with teacher retention.

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.

After year two of implementing our school's CHAMPs PLC, we trained 33% (15 teachers) of the staff. Our goal was to decrease the overall classroom referrals by 5%. Due to the teachers' implementing their strategies learned through the first two years of the CHAMPs PLC, our referrals increased 13%.

Short Term: After year three of implementation, 75% of the staff will be trained in CHAMPs. With the implementation of CHAMPs and incorporating our CHAMPs school matrix throughout the school, we will continue to strengthen our tier 1 behavior and reduce the total number of referrals for the 2025-2026 school year.

Long Term: In 4 years, our goal is to have 100% of the staff trained in CHAMPs and discipline

referrals decreased

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.

Administration, the Leadership Team and the PBIS committee will monitor classroom discipline data and student behavior plans. The PBIS committee will monitor school-wide monthly trend data. The Leadership Team will monitor weekly student data and assist teachers with effective strategies and progress monitoring.

Person responsible for monitoring outcome

Sandra Arrant

Evidence-based Intervention:

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

Description of Intervention #1:

The evidence-based strategy that we will implement to help decrease our overall referrals is CHAMPs. CHAMPs is an evidence-based approach to classroom behavior management. CHAMPs is not a curriculum or program, but instead is a collection of recommendations that are based on more than 30 years of research in the fields of education and psychology. Evidence for CHAMPs can be found at <https://www.safeandcivilschools.com/research/references/is-champs-evidence-based.pdf>

Rationale:

This strategy complements our PBIS initiatives for a school-wide approach to positive behavior support and aligns to our PRIDE (Prepared, Respectful, Integrity, Do your best, and Everyone matter) expectations. Safe and Civil Schools has many examples of district-based studies where CHAMPs have been implemented with remarkable results. Improvements include reductions in classroom, disruptions, office referrals, and in-school and out-of-school suspensions, along with corresponding increases in teachers' perceptions of efficacy and student motivation and behavior.

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

CHAMPs/ PBIS

Person Monitoring:

Sandra Arrant

By When/Frequency:

Monthly

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

By June of 2026, 75% of our school's teachers will be formally trained in the research-based behavior management program, CHAMPs by participating in the PLC.

Action Step #2
CHAMPs/PBIS

Person Monitoring:
Sandra Arrant

By When/Frequency:
Monthly

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

PBIS Team will monitor and analyze referral data and make suggestions for improving school-wide behavior.

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.

SSDI will disseminate the SIP to stakeholders, families, school staff, and local businesses through the school website. Information will be sent out regarding the SIP through our school's newsletter, Apptegy (communication app) and through our school's Facebook page. Information regarding our school's SIP will also be shared during our school's SAC meeting, our Title 1 annual parent meeting and Open House.

School Website: <https://ssdi.santarosaschools.org/>

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

SSDI plans to build positive relationships with parents, families, and other community stakeholders throughout the school year by hosting parent and family events. Some of the events will be our Title 1 Annual Parent Open House, Family Academic Engagement Activity Nights, Family Fun Night, Veterans Day Assembly, Literacy Nights, call-outs, school newsletters and parent meetings.

School Website: <https://ssdi.santarosaschools.org/>

Plans to Strengthen the Academic Program

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

Our school plans to strengthen the academic program by increasing a strong culture of data use and improving the academic rigor through daily instruction. By meeting with admin and the Leadership Team, teachers will use data to ensure benchmark-aligned instruction is given routinely, consistently, and effectively to increase student academic achievement.

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)).

Our school improves our students' skills outside the academic subject areas by ensuring all students have access to our guidance department, CDAC services, if permission given, and opportunities to meet with admin to provide student support.

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)).

N/A

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)).

SSDI is a PBIS Silver Model School. Through following our CHAMPS PBIS expectations, our students have the opportunity to receive monthly and yearly incentives to improve school and class behaviors. Our tier 2 and tier 3 students work closely with our behavior coach to learn strategies to help improve their daily behavior.

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)).

To improve instruction, support effective use of academic assessment data, and aid in the recruitment and retention of highly effective teachers—particularly in high-need subject areas—our school

provides several professional learning opportunities and support activities throughout the academic year. These include:

- **Active Engagement Professional Development (PD):** Focused on enhancing instructional strategies that promote student participation and deeper learning.
- **Task-Aligned Professional Development:** Designed to ensure instructional tasks are standards-based and aligned with grade-level expectations.
- **Data Chats:** Regular, structured conversations around student performance data to inform instruction, identify learning gaps, and adjust teaching strategies accordingly.
- **Progress Monitoring Plan (PMP) Training:** Equips staff with the knowledge and tools needed to support students identified for academic intervention, ensuring data-driven decision making.
- **Instructional Practices with Mentors:** New and developing teachers are paired with experienced mentors who provide targeted support on evidence-based instructional practices.
- **Mentorship for New Employees:** All new instructional staff are supported through a comprehensive mentorship model, which includes working closely with both grade-level mentors at the school site and district-assigned mentors throughout their first year.

These professional learning activities are offered to teachers, paraprofessionals, and other school personnel to foster a culture of continuous improvement, build instructional capacity, and ensure all staff are equipped to meet the diverse needs of our students.

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)).

N/A

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI 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.

In collaboration with our district, SSDI engages in a structured and ongoing process to ensure that our use of resources effectively addresses the identified needs of our students. This process includes scheduled meetings with district leaders at least twice per year to review data, assess progress toward goals outlined in the school improvement plan, and evaluate the impact of current resource allocations. These meetings allow us to discuss student achievement data, behavior trends, attendance, and other relevant indicators to determine if our strategies are yielding the desired outcomes.

Additionally, by the request of admin and our leadership team, the district supports our improvement efforts by providing targeted professional development facilitated by district experts. These sessions are directly aligned with the areas of concern highlighted in our school improvement plan. For example, our data reveals a need for improved support for our school's subgroup, Students with Disabilities. The ESE department will meet monthly providing instructional guidance for our Dual Certified staff in implementing evidence-based strategies to ensure academic growth and success for our SWD.

This ongoing collaboration ensures a shared accountability between the school and district and supports our collective mission of allocating resources effectively to improve student achievement.

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).

This year's performance data revealed a deficient in the area of math and our students with disabilities are not making adequate learning gains in all areas. To address this, we have prioritized the following targeted resources and supports:

1-Math Professional Development strengthening all tier 1 instruction: The focus is on designing inclusive lessons, using data to inform instruction, and embed supports such as manipulatives, scaffold, and visual models to meet the diverse needs of all students.(ongoing throughout the year).

2- High-Quality Core Curriculum with Built-In Differentiation: Teachers will receive training on our

districts pacing guides to ensure curriculum coverage and alignment. This will promote instructional consistency and data-driven instruction, improving the vertical alignment across grade levels (ongoing throughout the year).

3- Collaborative Professional Development: With assistance from district specialist, ongoing professional development focusing on areas of concern with assist in strengthening all tier 1 instruction. Aligning curriculum instruction, implementing evidence-based instructional strategies, using formative assessments to adjust instruction will be intentional and deliberate (ongoing throughout the year).

4- Data- Driven Collaborative Planning Time: Monthly ESE meetings will be supported by district and school staff to focus on analyze formative assessment data, identify students' misconceptions, and planning targeted responses to tier 1 instructional practices. This practice will align to the specific needs of all SWD students. During meetings, data will be discussed and tracked to identify students who are not making sufficient gains and guide instructional decisions (Monthly meetings).

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	No
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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00