

Hendry County Schools

COUNTRY OAKS ELEMENTARY 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

"Country Oaks Elementary is the premier collaborative and academic learning community in Hendry County."

Provide the school's vision statement

Country Oaks Elementary will strive to be the premier collaborative and academic learning community in Hendry County. Safety, growth, and family will be the cornerstone of our culture. Every child, every day, will thrive in our care."

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

Reko Parantha

paranthar@hendry-schools.net

Position Title

Principal

Job Duties and Responsibilities

Responsible for ensuring that our Mission and Vision are attained through effective communication and collaboration with all stakeholders. Responsible for ensuring the academic success of all students through the coaching and development of all staff. Responsible for the delegation of key items in the plan to ensure all aspects of the campus are covered with fidelity. The number one priority is the safety and well-being of all students and staff.

Leadership Team Member #2

Employee's Name

Dayami Pena

Penad@hendry-schools.net

Position Title

Assistant Principal

Job Duties and Responsibilities

K-5 discipline, Social media communication with community, Data, Honor roll, Attendance and truancy, MTSS, PBIS

Leadership Team Member #3

Employee's Name

Melanie Holt

holtm@hendry-schools.net

Position Title

District Reading Coach

Job Duties and Responsibilities

Data, Academic Support, Curriculum and planning, & Teacher Support

Leadership Team Member #4

Employee's Name

Susan Coker

cokers@hendry-schools.net

Position Title

Counselor

Job Duties and Responsibilities

PBIS, Student Concerns, Testing, IEP, ELL, 504s, Proactive Discipline

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.

Leadership is involved in Data review and setting goals for the coming year. Surveys are sent out to parents, and information is used to inform the team for the coming year. Our PTO is also a source of information. Data is collected over the year, and we use our lagging Data to inform our decisions.

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)).

Our state academic standards goals will be shared, posted, and monitored throughout the school year. Adjustments will be made as needed each quarter to guide and inform instruction, especially for those with the greatest gap in achievement. The plan will be reviewed with Lead team and staff as a whole at regular points.

C. Demographic Data

2025-26 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
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
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) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: C 2023-24: C 2022-23: C 2021-22: C 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	121	147	146	159	135	139				847
Absent 10% or more school days	46	44	55	33	42	36				256
One or more suspensions	0	2	2	2	4	5				15
Course failure in English Language Arts (ELA)	11	7	33	27	20	30				128
Course failure in Math	4	1	23	29	15	44				116
Level 1 on statewide ELA assessment	15	30	26	35	35	37				178
Level 1 on statewide Math assessment	17	20	32	25	38	32				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)	15	30	26							71
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	17	20	32	25						94

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	4	1	2	2	4	5				18

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	1	1	1	0	0				3
Students retained two or more times										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	50	43	44	39	50	29				255
One or more suspensions	2	1	7	5	13	12				40
Course failure in English Language Arts (ELA)	33	23	45	45	36	40				222
Course failure in Math	5	5	31	34	23	40				138
Level 1 on statewide ELA assessment	31	36	68	38	48	37				258
Level 1 on statewide Math assessment	45	22	39	22	39	52				219
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	77	64	100	70						311
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	79	52	69	52	79					331

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		20	12	40	30	39				141

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	1		1	2						4
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*	46	53	59	43	48	57	36	42	53
Grade 3 ELA Achievement	44	52	59	48	53	58	33	42	53
ELA Learning Gains	59	61	60	52	58	60			
ELA Lowest 25th Percentile	55	64	56	51	56	57			
Math Achievement*	55	64	64	42	53	62	38	50	59
Math Learning Gains	60	68	63	33	50	62			
Math Lowest 25th Percentile	41	57	51	39	43	52			
Science Achievement	44	50	58	36	45	57	33	43	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	55	55	63	41	51	61	29	53	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)	N/A
OVERALL FPPI – All Students	51%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	459
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
51%	43%	36%	51%	49%		51%

* 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	42%	No		
English Language Learners	43%	No		
Black/African American Students	43%	No		
Hispanic Students	50%	No		
White Students	57%	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	46%	44%	59%	55%	55%	60%	41%	44%					55%
Students With Disabilities	35%	33%	73%	69%	31%	42%	33%	21%					40%
English Language Learners	33%	29%	58%	45%	42%	52%	44%	33%					55%
Black/African American Students	31%				54%								
Hispanic Students	44%	41%	60%	56%	53%	59%	40%	44%					56%
White Students	59%	54%	64%	66%	66%	69%	50%	47%					50%
Economically Disadvantaged Students	46%	45%	60%	59%	53%	60%	38%	45%					50%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	43%	48%	52%	51%	42%	33%	39%	36%					41%
Students With Disabilities	15%		35%	40%	12%	45%	50%						
English Language Learners	34%	42%	47%	47%	32%	25%	30%	23%					41%
Black/African American Students	37%		64%		42%	21%		25%					
Hispanic Students	42%	49%	50%	48%	41%	33%	40%	35%					43%
White Students	49%	43%	55%		47%	42%		47%					
Economically Disadvantaged Students	42%	46%	50%	47%	42%	34%	41%	34%					42%

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	36%	33%			38%			33%					29%
Students With Disabilities	7%	0%			10%			13%					55%
English Language Learners	27%	31%			30%			15%					42%
Black/African American Students	24%				31%			17%					
Hispanic Students	36%	33%			37%			33%					42%
White Students	43%	33%			42%			43%					
Economically Disadvantaged Students	34%	34%			37%			28%					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.

SUBJECT	GRADE	2024-25 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	43%	44%	-1%	57%	-14%
ELA	4	50%	46%	4%	56%	-6%
ELA	5	43%	39%	4%	56%	-13%
Math	3	61%	45%	16%	63%	-2%
Math	4	49%	45%	4%	62%	-13%
Math	5	50%	34%	16%	57%	-7%
Science	5	42%	34%	8%	55%	-13%

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 improvement was our math. We had a 55% proficiency and we doubled our math growth from the previous year 23/24. The actions we took to increase our math proficiency and growth were math small groups in every 3rd-5th grade during school. Additionally, we did math after school to further support our students. We also improved our sub groups resulting in all groups being above the 41% mark.

Lowest Performance

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

Our lowest performance area was 3rd grade ELA which dropped from previous year. This reduction was due to several factors including high teacher turnover with multiple new inexperienced teachers and the need to collapse a class due to multiple teachers resigning by mid year.

Greatest Decline

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

3rd grade ELA showed greatest decline and was the only decline due to the factors stated above.

Greatest Gap

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

The largest gap was in 4th grade math proficiency. The state was 62% compared to our 49% . The factor that contributed to this gap was due to a teacher maternity leave, a teacher was not certified, and another teacher is a visa program participant who struggled with classroom management and language.

EWS Areas of Concern

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

ELA and Math growth and proficiency in 3-5

Highest Priorities

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

Staff Culture and Climate

ELA, Math, and Science Proficiency in 3-5

Maintaining our sub groups at 41% or higher

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)

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.

The state requires a minimum 41% proficiency. We currently exceed this measure by 1% at 42%.

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.

We currently sit at 42%. We plan to maintain or increase this percentage.

Monitoring

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

Data will be tracked at the student, teacher, and administrative levels on a regular basis via lead teacher meetings and weekly grade level PLCs and through student Data chats weekly

Person responsible for monitoring outcome

School leadership team will be responsible for outcome under the direction of 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 small group instruction will be implemented and focused on the students' individual needs. Regular meetings will take place to monitor and track progress to make adjustments when and where needed

Rationale:

Both Tier 1 instruction and small group targeted support must be focused, specific to each student's need, and monitored regularly

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

Data Analysis

Person Monitoring:

Principal

By When/Frequency:

Ongoing

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

After Data analysis teachers will plan for their targeted small group instruction based on their students needs .

Area of Focus #2

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

ESSA Subgroups specifically relating to English Language Learners (ELL)

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.

State requires a minimum 41%. We currently sit at 43%

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.

ELL proficiency for prior year is 43%. Our plan is to maintain and increase proficiency

Monitoring

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

Data will be tracked at the student, teacher, and administrative levels on a regular basis via lead teacher meetings and weekly grade level PLCs and through student Data chats weekly

Person responsible for monitoring outcome

School leadership team will be responsible for outcome under the direction of 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 small group instruction will be implemented and focused on the student's individual needs. Regular meetings will take place to monitor and track progress to make adjustments when and where needed

Rationale:

Both Tier 1 instruction and small group targeted support must be focused, specific to each student's need, and monitored regularly

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

Data Analysis

Person Monitoring:

Principal

By When/Frequency:

Ongoing

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

Principal and primary leadership will analyze data weekly, then meet with grade-level lead teachers to review analysis. Lead teachers will then share out with their team to use for planning and adjustment to small group instruction. Teachers will conduct weekly Data chats with students.

Action Step #2

Standards-Based Planning

Person Monitoring:

Principal

By When/Frequency:

Ongoing

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

After Data analysis, teachers will plan for their targeted small group instruction based on their students' needs.

Area of Focus #3

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

According to 24/25 school year data for 3rd-5th grade students COES was at 46% Proficiency ELA. Therefore, our focus to increase and support ELA proficiency will be to implement four days per week of small group intervention.

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.

According to 24/25 school year data for 3rd-5th grade students COES was at 46% Proficiency ELA. Based on the implementations of small group interventions the goal will be to increase proficiency to 50% by FAST PM3.

Monitoring

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

Data will be tracked at the student, teacher, and administrative level on a regular basis through lead teacher meeting and weekly grade level PLC's along with weekly student data chats.

Person responsible for monitoring outcome

School leadership team will be responsible for outcomes under the direction of the 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 small group instruction will be implemented and focus on students individual needs. Regular meetings will take place to monitor and track progress to make adjustments when and where needed.

Rationale:

Targeted small group instruction is a highly effective strategy because it directly addresses the diverse learning needs within a classroom. Instead of a teacher trying to meet the needs of 25+ students simultaneously, they can group students with similar needs or learning goals.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Data Analysis

Person Monitoring:

Principal

By When/Frequency:

On going

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

After data analysis teachers will plan for their targeted small group instruction based on their students' needs.

Action Step #2

Data Analysis-MTSS Process

Person Monitoring:

MTSS Coordinator

By When/Frequency:

weekly/biweekly

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

Data will be submitted to the MTSS coordinator for analysis of student performance.

Area of Focus #4

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.

According to 24/25 school year data for 3rd-5th grade students COES was at 55% Proficiency in MATH. Therefore, our focus will be to increase and support MATH proficiency through standards base planning (SBP) and implementation.

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.

According to 24/25 school year data for 3rd-5th grade students COES was at 55% Proficiency in MATH.

The goal is to increase our proficiency to 60% by FAST MATH PM3.

Monitoring

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

A representative from the admin team will facilitate SBP, they will also conduct ongoing walkthroughs to monitor fidelity of implementation.

Person responsible for monitoring outcome

school leadership team under the direction of the 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:

Through the framework of standard base planning, teachers will align curriculum, instruction, and assessment with specific learning standards to meet the needs of all the students.

Rationale:

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Standards-based planning starts with the end in mind. Instead of focusing on "covering" a textbook or a list of topics, the curriculum, instruction, and assessments are all designed to help students master specific standards.

Person Monitoring:

Principal

By When/Frequency:

On going

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

Monitored through standards based planning sessions.

Action Step #2

Walkthroughs provide an authentic snapshot of a school's instructional practices. They allow leaders to gather data on key "look-fors" such as: Are learning objectives visible and clear to students? Are students engaged in active learning? Is there evidence of a specific school-wide initiative, like a new literacy strategy, being implemented? This qualitative data is essential for identifying school-wide trends, both strengths and areas needing support.

Person Monitoring:

The leadership team

By When/Frequency:

weekly

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

Monitored through consistent classroom walkthroughs.

IV. Positive Learning Environment

Area of Focus #1

Teacher Retention and Recruitment

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.

Teacher recruitment and retention are critical to the education of our students. At the prior year's end, we had to replace a total of 10 staff members. We improved in this area, replacing only 10 as compared to the previous year's 17 staff members. Consistent staff retention allows for the creation and improvement of positive staff culture and climate. Happy teachers lead more impactful lessons.

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.

Through a consistent teacher support and training system, as well as a strong effort to recognize teacher achievement, we will retain a minimum of 90% of our teachers.

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.

Through a consistent teacher support and training system, as well as a strong effort to recognize teacher achievement, we will retain a minimum of 90% of our teachers.

Person responsible for monitoring outcome

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:

Ongoing staff surveys, analysis, and follow through will be utilized with fidelity to impact the climate

and culture of our staff. The resulting improvement in culture will encourage teachers to want to remain

Rationale:

The resulting improvement in culture will encourage teachers to want to remain.

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

Survey Implementation

Person Monitoring:

Principal

By When/Frequency:

Ongoing

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

Leadership team will meet to create, implement, and analyze the results of the needs assessment staff survey. Results will be used to make needed adjustments to our systems and processes impacting our staff.

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.

Dissemination of the SIP and the Schoolwide Plan is done by: Posting on the school website (<https://coe.hendry-schools.org/>), through SAC meetings, and the annual Title I Parent Meeting. A summary of the SIP in English and Spanish is provided at the annual Title I meeting for Parents. The SIP is also discussed at other Parent meetings, such as PTO meetings. All SIPS are finalized and board-approved and are then published on the statewide website.

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)).

The parent and family engagement plan is created by all stakeholders at the school. Parents, teachers, leaders, and community members collaborate and provide input on the implementation of the parent and family engagement plan based on the comprehensive needs assessment and surveys. This plan is also a topic on the SAC agendas and has been approved by the SAC committee. Goals are designed to build positive relationships between school personnel and parents. Best practices and strategies are shared with families during literary nights, or math and science nights, to create a culture of engagement and improved student achievement. These best practices directly align with the district strategic plan and the schoolwide improvement plan goals. The Parent and Family Engagement plan will be posted in English and Spanish.

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)).

Title I resource teachers and paras will provide extra support. Programs purchased, such as i-Ready, BrainPOP, SIPPS, Magnetic Reading, and Renaissance platform, will be used as supplemental interventions. The administrative team, along with the reading coach, will provide Professional Development and support with ongoing data-based and standards-based planning with teachers. Targeted small group intervention time will be structured throughout the day for each grade level.

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)).

Title I provides reading resource teachers, paraprofessionals, supplemental programs and supplies, and pre-k programs. Title III provides a district resource teacher, dictionaries and other supplies, Ellevation platform. Title II provides reading coaches, professional development - AVID, UFLI, etc., funding for standards-based planning and data planning. Title V provides LIM PD and supplies. Title IX provides funding for the homeless after-school program. Title I Part C (migrant) provides advocates for recruitment and advocacy, supplies for migrant students, and after-school tutoring for migrant students. SAI funds (now called education enrichment funds) provide after-school tutoring and supplemental intervention supplies. Food service provides snacks for after-school programs. School safety funds are utilized for implementation of safety teams and hardening of schools to keep all students and staff safe for the most conducive learning environment.

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)).

School counselors schedule and track ongoing counseling sessions with students identified with need. In addition, the implementation of a school mentor program is utilized to target students with a higher degree of need. A specialized curriculum such as Suite360 is further utilized to support students in a wide variety of diverse topics.

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)).

We are K-5

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)).

Using the MTSS framework and PBIS system, all potential problem behavior will be prevented through early intervention and education.

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)).

PLs and ongoing PLCs will be utilized to train teachers and paraprofessionals. Half-day PL days will also be utilized to train staff on the effective use of standards-based planning. Key Curriculum and Data analysis tools will be taught via the same channels throughout the year to improve instruction in

ELA, Math, and Science

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)).

Parent meetings are held for inclusion students and VPK students. School visits are coordinated for daycare students between elementary schools and daycare facilities. Kindergarten Roundup happens on one evening, where parents receive transition strategies and best practices from pre-k to kindergarten. Summer packets are given to pre-k students to assist with the transition to kindergarten.

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.

We will utilize half day PL days, PLC meetings, after school meetings, Lead teacher meetings, and planning days to review the use of resources with teachers to meet the identified needs of students

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).

IReady, UFLI, GoMath, Benchmark, and IXL will be the main resources used to meet the needs of students. The Data and tracking forms for FAST, I-Ready, and STAR will be used to help plan to address the needs. We want to increase ELA and Math Data within our subgroups to rise above the 41% state-required goal

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

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