

Pinellas County Schools

WALSINGHAM OAKS K-8



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Walsingham Oaks K-8 is committed to inspire learning, build character, spark innovation and support every student's success in a safe and caring environment.

Provide the school's vision statement

100% Student Success

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Jodi Leichman

leichmanj@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

- Develops, implements and evaluates school goals and objectives reflecting district and state goals
- Develops, implement and evaluates School Improvement Plan (SIP) and School- wide discipline plan
- Develops and manages a Center of Excellence on campus as approved by the School Board
- Develops and maintains a positive school/ community climate and a safe and healthy environment
- Plans, implements, and evaluates the school instructional program based on student needs

and within state and district guidelines

- Plans, implements, supervises and/ or evaluates all other programs
- Determines staffing needs including selection, supervision, staff development and evaluation of all school personal
- Disseminates and implements Pinellas County School Board policies and procedures as it relates to students, staff and school community
- Manages finances including the budget and record keeping processes, and inventory control of all school resources
- Maintains records and necessary reports for efficient operation of school and compliance with federal, state, and local requirements
- Plans and manages for efficient utilization and maintenance of the school plan
- Performs other related duties as required

Leadership Team Member #2

Employee's Name

Lawanda Johnson

JohnsonLawa@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #3

Employee's Name

Meghan Massie

massieme@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #4

Employee's Name

Annamaria Weigel

weigela@pcsb.org

Position Title

MTSS Coach

Job Duties and Responsibilities

- Leads and supports MTSS implementation to improve student academic and behavioral outcomes.
- Analyzes student data to identify trends, monitor progress, and guide intervention decisions.
- Collaborates with teachers and leadership teams to develop targeted supports aligned to SIP goals.
- Facilitates problem-solving meetings and provides coaching on intervention strategies and progress monitoring.
- Supports a culture of continuous improvement through data-driven decision making and student-centered practices.

Leadership Team Member #5**Employee's Name**

Michelle Scarangella

scarangellam@pcsb.org

Position Title

Teacher - Kindergarten

Job Duties and Responsibilities

Kindergarten Team Leader

Leadership Team Member #6**Employee's Name**

Judith Bray

brayju@pcsb.org

Position Title

Teacher - First Grade

Job Duties and Responsibilities

First grade team leader

Leadership Team Member #7**Employee's Name**

Jen Heuser

heuserj@pcsb.org

Position Title

Teacher - 2nd Grade

Job Duties and Responsibilities

2nd Grade team leader

Leadership Team Member #8

Employee's Name

Julie Christian

christianju@pcsb.org

Position Title

Teacher - 3rd Grade ELA

Job Duties and Responsibilities

3rd Grade team leader

Leadership Team Member #9

Employee's Name

Allison Parness

parnessa@pcsb.org

Position Title

Teacher - 4th Grade

Job Duties and Responsibilities

4th Grade team leader

Leadership Team Member #10

Employee's Name

Staci Dasilva

dasilvas@pcsb.org

Position Title

Teacher - 5th grade ELA

Job Duties and Responsibilities

5th Grade team leader

Leadership Team Member #11

Employee's Name

Kira Guyotte

guyottek@pcsb.org

Position Title

Teacher - MS Science

Job Duties and Responsibilities

6th Grade team leader

Leadership Team Member #12

Employee's Name

Paola Bruce

brucep@pcsb.org

Position Title

Teacher - 7th Grade Civics/ U.S. History

Job Duties and Responsibilities

7th Grade team leader

2. Stakeholder Involvement

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

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

The staff input for the SIP development process during PLCS and Curriculum Meetings in May of 2026. In addition, a staff survey was conducted in May, 2026 to gather input for the School Improvement Plan and the Parent Climate survey allowed us to gather input used in creating the SIP.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on

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

The School Improvement goals and action steps are the foundation for our School Based Leadership team meetings and our weekly PLC meetings. All conversations and decisions align to assessment data results in all academic areas. These results show us our gaps and how our action steps are assisting us in meeting our goals. Staff bring documentation of authentic student work to determine which strategies are successful and which need to be revised for continuous improvement.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION PK-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	96.3%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* 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>	2025-26: B 2024-25: A 2023-24: A 2022-23: A 2021-22: B

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	51	99	112	114	110	121	119	75	0	801
Absent 10% or more school days	0	31	29	32	32	26	27	17	0	194
One or more suspensions	0	2	4	0	2	2	6	16	0	32
Course failure in English Language Arts (ELA)	0	0	0	5	8	3	7	3	0	26
Course failure in Math	0	0	0	4	7	7	4	9	0	31
Level 1 on statewide ELA assessment	0	1	24	33	18	27	20	9	0	132
Level 1 on statewide Math assessment	0	18	19	31	13	26	19	6	0	132
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	0	3	11	8	0	0	0	0	22
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	8	11	14	10	0	0	0	0	43

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	10	22	28	19	28	21	12	0	140

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	2	0	10	0	0	1	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	77	114	107	129	113	142	91			773
Absent 10% or more school days		39	29	42	25	31	22			188
One or more suspensions				1	1	2				4
Course failure in English Language Arts (ELA)				6	3	1	3			13
Course failure in Math				2	3	6	1			12
Level 1 on statewide ELA assessment		1	35	54	24	11				125
Level 1 on statewide Math assessment		8	19	31	11	19	13			101
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		1	6	13	3					23
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		4	13	11	8					36

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		6	10	20	12	22	5			75

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

The number of students retained:

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

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	60	66	64	64	62	61	66	59	58
Grade 3 ELA Achievement	66	69	64	69	68	62	76	64	59
ELA Learning Gains	56	62	62	59	59	61	68	60	59
ELA Lowest 25th Percentile	54	53	55	70	52	55	68	53	54
Math Achievement*	65	68	64	68	66	62	68	62	59
Math Learning Gains	59	64	61	57	63	60	59	59	61
Math Lowest 25th Percentile	42	54	52	45	55	53	49	51	56
Science Achievement	63	61	60	75	59	57	76	54	54
Social Studies Achievement*		75	77		72	74		71	72
Graduation Rate		49	77		40	72		31	71
Middle School Acceleration		81	79		83	75		74	71
College and Career Acceleration		14	61		19	56		20	54
Progress of ELLs in Achieving English Language Proficiency (ELP)					59	61		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)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						ATSI
OVERALL FPPI – All Students						58%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						2
Total Points Earned for the FPPI						465
Total Components for the FPPI						8
Percent Tested						99%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
58%	65%	67%	59%	58%	51%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	39%	Yes	1	
English Language Learners	50%	No		
Asian Students	80%	No		
Black/African American Students	39%	Yes	1	
Hispanic Students	52%	No		
Multiracial Students	70%	No		
White Students	63%	No		
Economically Disadvantaged Students	53%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	60%	66%	56%	54%	65%	59%	42%	63%					
Students With Disabilities	36%	48%	30%	41%	43%	48%	29%	38%					
English Language Learners	40%	55%	44%	60%	58%	57%	55%	33%					
Asian Students	75%		79%		81%	86%							
Black/African American Students	39%		35%		44%	42%	18%	58%					
Hispanic Students	53%	65%	49%	54%	61%	53%	36%	42%					
Multiracial Students	72%	64%	79%		62%	76%		69%					
White Students	64%	72%	58%	56%	71%	60%	45%	74%					
Economically Disadvantaged Students	55%	65%	50%	46%	58%	55%	36%	55%					

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	64%	69%	59%	70%	68%	57%	45%	75%					76%
Students With Disabilities	44%	46%	48%		49%	42%	27%	60%					83%
English Language Learners	43%		50%	60%	53%	50%	40%						76%
Black/African American Students	69%		60%		38%	30%							
Hispanic Students	59%	68%	49%	58%	65%	51%	42%	82%					74%
Multiracial Students	53%		58%		59%	67%							
White Students	68%	71%	63%	78%	74%	61%	42%	71%					
Economically Disadvantaged Students	53%	60%	52%	67%	55%	49%	38%	65%					79%

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.
All Students	66%	76%	68%	68%	68%	59%	49%	76%		
Students With Disabilities	65%	83%	79%	80%	54%	67%	55%	91%		
English Language Learners	66%	62%	84%		59%	74%		70%		
Black/African American Students	58%		67%		58%	67%	50%	45%		
Hispanic Students	59%	65%	64%	50%	61%	58%	46%	69%		65%
Multiracial Students	87%				53%					
White Students	68%	83%	69%	76%	75%	59%	46%	83%		
Economically Disadvantaged Students	63%	75%	75%	81%	64%	63%	41%	73%		77%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	63%	68%	-5%	60%	3%
ELA	4	55%	66%	-11%	60%	-5%
ELA	5	54%	66%	-12%	61%	-7%
ELA	6	61%	64%	-3%	62%	-1%
Math	3	61%	71%	-10%	66%	-5%
Math	4	60%	72%	-12%	65%	-5%
Math	5	60%	69%	-9%	62%	-2%
Math	6	74%	63%	11%	60%	14%
Science	5	61%	70%	-9%	60%	1%
Math	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

Our greatest areas of growth this year was in 6th Grade Math.

Our math growth is evident due to intentional planning, and strategic intervention during targeted learning. In addition, planning was focused on standard based planning and working collaboratively with district instructional coaches to assure that students were receiving tasks that were at the appropriate depth of knowledge.

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 area of proficiency is among SWD students, with only 39% demonstrating proficiency. Analysis of contributing factors indicates that ESE teachers would benefit from additional professional development focused on effective push-in services aligned to grade-level standards. In addition, IEP goals will need to be reviewed and adjusted based on student data to ensure alignment with current performance levels and to better support students in achieving grade-level expectations and measurable academic growth.

Greatest Decline

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

Our greatest decline was 5th grade ELA achievement. We had a high number of students with significant behavioral concerns as well as a large ESE cluster.

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 most significant area for growth was in 5th Grade English Language Arts. Statewide, 61% of fifth-grade students achieved proficiency, compared to 54% of students at our school. While our fifth-grade instructional team consistently delivers strong Tier 1 core instruction, our analysis identified

opportunities to strengthen small-group instruction. Moving forward, the team will engage in more intentional planning of targeted small-group interventions to address identified learning gaps, provide differentiated support, and accelerate student achievement.

EWS Areas of Concern

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

Our greatest area of concern is our students with 10% or higher absences. We had 24% of our students missing 10% or more school.

Highest Priorities

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

Our 4 priorities are:

1. Small Group Instruction where we will utilize data to plan targeted small-group instruction with purposeful questioning to increase student thinking and engagement. Planning will include all service providers to adequately address supports the students need.
2. Monitoring to Take Action where we will intentionally monitor student understanding and adjust instruction based on performance trends. We will utilize a systematic process for tracking individual student progress toward learning goals and implement targeted interventions and enrichment, based on student data.
3. Collaborative Planning with an intentional focus on planning for higher level questioning. Intentional planning between all services providers for our subgroups to provide consistent support and intentionally planning for Academic Discourse opportunities across all content areas.
4. Student Attendance focused on individualized problem solving to determine barriers to attendance. We will implement consistent schoolwide attendance procedures and provide incentives for improved attendance.

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

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

Area of Focus #1

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

This area of focus is specific to ELA and Reading. Our current level of performance is 60% of students proficient as evidenced by FAST PM 3 data in 2025 - 2026 for grades 3 - 6. Our goal for our inaugural year was for 70% proficiency. We did not reach our intended goal. Although we reached 60% in proficiency we did not meet our goal. Our focus in ELA instruction will be to continue to fully align instruction to the standards. Increase the intentional, and collaborative planning for ELA emphasizing the use of the Achievement Level Descriptors (ALDs). Additionally, we will be putting greater emphasis on learning gains and pushing all students to make a full years worth of growth.

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.

The percentage of all students increasing in ELA proficiency will increase by a minimum of 10% by FAST PM 3, grades 4 - 7, in the Spring of 2027 which would move us from 60% overall proficiency to 70%.

Kindergarten through 3rd Grade will meet or exceed the proficiency of 70%.

4th grade - The percent of all students achieving ELA proficiency will increase by 4%, from 66% to 70%.

5th grade - The percent of all students achieving ELA proficiency will increase by 11%, from 59% to 70%.

6th grade - The percent of all students achieving ELA proficiency will increase by 16%, from 54% to 70%.

7th grade - The percent of all students achieving ELA proficiency will increase by 9%, from 61% to 70%.

Monitoring

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

Instructional Leadership Team will attend Common Planning PLCs to support standards- based and data- driven planning. Instructional Coaches and district team members will be utilized for PD opportunities during PLCs along with Administrators. After each period of progress monitoring, Administrators will engage teachers in data chats to align interventions based on student defecits.

Person responsible for monitoring outcome

LaWanda Johnson, Assistant Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Collaborative planning for ELA aligned to the standards and ALDs strategies that foster collaborative learning and structures that increase engagement and rigor.

Rationale:

Collaborative planning in the area of ELA improves lesson development and student learning outcomes. Teachers can work together to create targeted instruction for both whole-group and small-group learning. This planning supports all students, including those who struggle with reading, while ensuring lessons are aligned to grade-level reading and writing standards.

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

The leadership team will complete regular walkthroughs in ELA/ reading classrooms utilizing the walkthrough tools to monitor instructional strategies and provide meaningful feedback.

Person Monitoring:

LaWanda Johnson, Assistant Principal

By When/Frequency:

Weekly

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

The leadership team follows a weekly schedule to monitor PLCs through classroom walkthroughs. During weekly leadership meetings, the team reviews observations and data to identify needed adjustments, areas requiring additional support, and intervention needs. This information is then shared with individual teachers and/or grade-level teams by administration to guide instructional

adjustments and next steps.

Action Step #2

Collaborative ELA PLCs and Data-Driven Instructional Planning

Person Monitoring:

LaWanda Johnson

By When/Frequency:

Weekly

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

During weekly PLCs and collaborative planning sessions, teams will focus on ELA instruction, including the implementation of ALD strategies aligned to grade-level standards. Teachers will collaboratively analyze standards, plan targeted instruction, interventions and review student data to ensure lessons meet the diverse needs of students. Administrators will participate in PLCs to monitor collaborative planning, data analysis, MTSS processes, and intervention effectiveness. Instructional plans and supports will be adjusted based on FAST data, progress monitoring, and ongoing student performance outcomes.

Area of Focus #2

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

This area of focus is specific to Math. Our current level of performance is 65.2% of students proficient as evidenced by FAST PM 3 data in 2025 - 2026 for grades 3 - 6. Our goal for our inaugural year was for 70% proficiency. We did not reach our intended goal. Although we reached 65% in proficiency we did not meet our goal. Our focus in Math instruction will be to continue to fully align instruction to the standards. Increase the intentional, and collaborative planning for Math emphasizing the use of the Achievement Level Descriptors (ALDs) and MTRs. Additionally, we will be putting greater emphasis on learning gains and pushing all students to make a full years worth of growth.

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.

The percentage of all students increasing in Math proficiency will increase by a minimum of 5% by FAST PM 3, grades 4 - 7, in the Spring of 2027 which would move us from 65% overall proficiency to 70%.

Kindergarten through 3rd Grade will meet or exceed the proficiency of 70%.

4th grade - The percent of all students achieving Math proficiency will increase by 6%, from 64% to 70%.

5th grade - The percent of all students achieving Math proficiency will increase by 7%, from 63% to 70%.

6th grade - The percent of all students achieving Math proficiency will increase by 7%, from 63% to 70%.

7th grade - The percent of all students achieving Math proficiency will meet or increase by 5%, from 75% to 80%.

Monitoring

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

Instructional Leadership Team will attend Common Planning PLCs to support standards- based and data- driven planning. Instructional Coaches and district team members will be utilized for PD opportunities during PLCs along with Administrators. After each period of progress monitoring, Administrators will engage teachers in data chats to align interventions based on student defecits.

Person responsible for monitoring outcome

Meghan Massie, Assistant Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Collaborative planning for Math aligned to the standards, ALDs, and MTR strategies that foster collaborative learning and structures that increase engagement and rigor.

Rationale:

Collaborative planning in the area of Math improves lesson development and student learning outcomes. Teachers can work together to create targeted instruction for both whole-group and small-group learning. This planning supports all students, including those who struggle with number sense, computation and problem solving, while ensuring lessons are aligned to grade-level math standards.

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

The leadership team will complete regular walkthroughs in Math classrooms utilizing the walkthrough tools to monitor instructional strategies and provide meaningful feedback.

Person Monitoring:

Meghan Massie, Assistant Principal

By When/Frequency:

Weekly

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

The leadership team follows a weekly schedule to monitor PLCs through classroom walkthroughs. During weekly leadership meetings, the team reviews observations and data to identify needed adjustments, areas requiring additional support, and intervention needs. This information is then shared with individual teachers and/or grade-level teams by administration to guide instructional adjustments and next steps.

Action Step #2

Collaborative Math PLCs and Data-Driven Instructional Planning

Person Monitoring:

Meghan Massie, Assistant Principal

By When/Frequency:

Weekly

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

During weekly PLCs and collaborative planning sessions, teams will focus on math instruction, including the implementation of ALD strategies, and the use of MTRs aligned to grade-level standards. Teachers will collaboratively analyze standards, plan targeted instruction, interventions and review student data to ensure lessons meet the diverse needs of students. Administrators will participate in PLCs to monitor collaborative planning, data analysis, MTSS processes, and intervention effectiveness. Instructional plans and supports will be adjusted based on FAST data, progress monitoring, and ongoing student performance outcomes.

Area of Focus #3

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

Instructional Practice specifically relating to Science**Area of Focus Description and Rationale**

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

Science achievement in 5th grade is an identified area of focus, with current proficiency at 63%. The school's goal is to increase science proficiency to 65% or higher through standards-aligned instruction, collaborative planning, hands-on learning opportunities, and targeted intervention support. A continued focus on rigorous instruction, vocabulary development, and data-driven instructional practices will support student understanding of science concepts and improve overall student performance.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

During the 2026–2027 school year, 5th grade science proficiency will increase from 63% to 70% or

higher as measured by the Florida Statewide Science Assessment. Progress toward this goal will also be monitored through district assessments, common formative assessments, classroom performance data, and progress monitoring aligned to grade-level science standards.

Monitoring

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

The implementation and impact of this area of focus will be monitored through weekly PLCs and collaborative planning sessions, classroom walkthroughs, and regular review of student data. Administrators and instructional leaders will analyze formative assessment results, intervention data, and classroom instructional practices to identify trends and areas of need. Teachers will use data to adjust instruction, provide targeted interventions, and ensure alignment to grade-level standards and benchmarks. Ongoing feedback and support will be provided to teachers to ensure effective implementation of instructional strategies and student progress toward the identified science proficiency goal.

Person responsible for monitoring outcome

Jodi Leichman, 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:

Teachers will implement evidence-based science instructional practices focused on standards-aligned instruction, inquiry-based learning, collaborative PLC planning, and targeted small-group interventions. Instruction will emphasize hands-on learning experiences, scientific vocabulary development, data analysis, and opportunities for students to explain and justify their scientific reasoning. These practices are designed to increase student engagement and deepen understanding of grade-level science concepts.

Rationale:

Collaborative PLCs will provide teachers with opportunities to analyze assessment data, plan standards-based lessons, and identify targeted interventions based on student needs. Small-group instruction and intervention support will be utilized to address learning gaps and reinforce key science standards. The rationale for these interventions is based on the need to strengthen core instruction and provide differentiated support to improve overall science proficiency and student achievement outcomes.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Collaborative Science PLCs

Person Monitoring:

Jodi Leichman, Principal

By When/Frequency:

Weekly

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

Weekly PLCs and collaborative planning sessions will focus on unpacking science standards, analyzing assessment data, planning rigorous instruction, and developing targeted interventions based on student needs. Teachers will collaborate to create engaging, standards-aligned lessons and common formative assessments. During weekly PLCs our teachers will focus on planning higher level questions and academic discourse opportunities for student understanding and mastery. The teachers will monitor student understanding as they listen for misconceptions/misunderstanding and identify gaps in learning.

Administrators and instructional leaders will monitor PLC agendas, lesson plans, student data discussions, and classroom implementation through walkthroughs and feedback sessions. Student performance data and formative assessment results will be reviewed regularly to measure impact.

Action Step #2

Inquiry- based science instruction

Person Monitoring:

Jodi Leichman, Principal

By When/Frequency:

Weekly

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

Teachers will implement hands-on, inquiry-based science lessons that promote student engagement, scientific reasoning, vocabulary development, and application of grade-level standards. Instruction will include opportunities for collaborative learning, discussion, and data analysis.

Classroom walkthroughs, lesson plan reviews, and student work samples will be used to monitor implementation. Assessment data and student engagement observations will help determine the effectiveness of instructional practices.

Area of Focus #4

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.

This area of focus is specific to Students with Disabilities for both Reading and Math. Our current level of performance is 39% of SWD students proficient as evidenced by FAST PM 3 data in 2025 - 2026 for grades 3 - 6. We did not reach our intended goal of at least 41% of our SWD students

demonstrating proficiency. Our focus in ELA instruction will be to continue to fully align instruction to the standards. Increase the intentional, and collaborative planning for ELA and Math emphasizing the use of the Achievement Level Descriptors (ALDs) and Concrete-Representational-Abstract mathematical discourse. Additionally, we will be putting greater emphasis on learning gains and pushing all students to make a full years' worth of growth. For our SWD students, we will incorporate intentional scheduling to maximize the support from General Education and ESE teachers to support our SWD students.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

During the 2026–2027 school year, ESE student proficiency will increase from 39% to 70% or higher as measured by state assessment data.

Monitoring

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

Implementation and impact of this area of focus will be monitored through weekly PLCs, collaborative planning sessions, classroom walkthroughs, MTSS meetings, and regular analysis of student achievement data. Administrators, ESE teachers, and instructional support staff will review progress monitoring data, intervention effectiveness, and instructional practices to identify trends and needed adjustments. Teachers will receive ongoing feedback and support to ensure interventions and accommodations are implemented with fidelity and aligned to student needs and grade-level standards.

Person responsible for monitoring outcome

Jodi Leichman, 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:

Structured literacy is an evidence-based approach to reading instruction that provides explicit, systematic, and sequential teaching of foundational literacy skills. Instruction focuses on phonological awareness, phonics, decoding, encoding, fluency, vocabulary, and comprehension while using a cumulative and multisensory approach to learning. This method is particularly effective for students with reading disabilities and other learning differences because it ensures that skills are taught directly, practiced consistently, and connected to meaningful reading and writing experiences. Through structured literacy instruction, students develop the foundational skills needed to become accurate, fluent readers and improve their ability to access and comprehend grade-level text.

Rationale:

The rationale for these interventions is to improve access to grade-level curriculum, strengthen intervention systems, increase student engagement, and ensure students receive targeted instructional support necessary for academic growth and proficiency.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Targeted Staff Professional Development

Person Monitoring:

Jodi Leichman, Principal

By When/Frequency:

At least monthly

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

Staff training will be provided on evidence-based structured literacy practices, including explicit and systematic instruction in phonological awareness, phonics, decoding, encoding, fluency, vocabulary, and comprehension. Additionally, staff will be provided professional development on evidence-based practices for Mathematics including explicit instruction, Concrete-Representational-Abstract mathematical discourse and data driven instruction. Professional development will also focus on analyzing student literacy and Math data to identify instructional needs and using that data to develop targeted, standards-aligned lessons that address gaps in student learning.

Action Step #2

Improve Instructional Support

Person Monitoring:

Jodi Leichman, Principal

By When/Frequency:

Weekly

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

ESE teachers will implement effective push-in instructional practices aligned to grade-level standards to provide support within the general education classroom. Professional development and coaching will be provided to strengthen inclusion practices and differentiated instruction. Classroom walkthroughs, coaching observations, and student achievement data will be reviewed regularly to monitor implementation and effectiveness of push-in services.

Action Step #3

Review and Align IEP Goals to Student Data

Person Monitoring:

ESE Team, MTSS Team, Jodi Leichman

By When/Frequency:

Monthly

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

ESE teachers and support staff will review student data and IEP goals to ensure alignment to current performance levels, grade-level expectations, and measurable academic growth targets. Interventions and supports will be adjusted based on ongoing progress monitoring data.

Progress monitoring reports, IEP goal updates, intervention documentation, and student assessment data will be reviewed during MTSS and ESE meetings to determine student growth and needed instructional adjustments.

Action Step #4

Improve structured literacy instruction

Person Monitoring:

Jodi Leichman

By When/Frequency:

Weekly

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

Teachers will implement structured literacy routines during daily reading instruction using a sequential, cumulative, and multisensory approach. Ongoing coaching and collaborative problem-solving with the MTSS team will support instructional planning, intervention delivery, and progress monitoring to ensure students are making adequate growth toward literacy goals.

Action Step #5

Monitoring for fidelity of implementation

Person Monitoring:

Jodi Leichman

By When/Frequency:

Weekly

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

School leadership and instructional coaches will conduct regular classroom walkthroughs, review implementation fidelity, and analyze student outcome data to evaluate the effectiveness of structured literacy practices and make data-based decisions to improve student achievement.

Action Step #6

Collaboration between Gen Ed Teachers and ESE teachers

Person Monitoring:

Jodi Leichman

By When/Frequency:

Weekly

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

ESE teachers will engage in collaborative planning with Gen Ed teachers to adequately plan supports for Tier 2 and Tier interventions during Grade Level PLCs.

Area of Focus #5

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

Instructional Practice specifically relating to Intervention

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.

Based on our analysis of state assessment and progress monitoring data, we identified our L25 students in mathematics as a priority subgroup. These students are performing below grade-level expectations but are well-positioned to achieve proficiency with targeted support. By focusing

resources on this group, we can accelerate learning and increase overall mathematics achievement.

To address this need, the school will utilize targeted small-group instruction, standards-aligned intervention materials, instructional coaching, and protected collaborative planning time. Teachers will use district benchmark data, FAST progress monitoring results, and classroom formative assessments to identify specific skill deficits and provide differentiated instruction aligned to the B.E.S.T. Mathematics Standards. Instructional coaches will support teachers in planning rigorous lessons, analyzing student work, and implementing high-impact instructional strategies that promote conceptual understanding and mathematical reasoning.

Implementation will begin at the start of the school year by identifying all L25 students and developing targeted intervention groups. Teachers will provide daily differentiated instruction within the mathematics block, supplemented by intervention opportunities based on student need. Collaborative planning meetings will occur weekly to analyze student performance, adjust instructional strategies, and monitor intervention effectiveness. School leadership will review progress every 4–6 weeks using classroom data, district assessments, and FAST Progress Monitoring results to ensure interventions are producing measurable growth and to make timely adjustments as needed. The overall goal is to move L25 students to proficiency while increasing the percentage of students demonstrating learning gains in mathematics.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

During the 2025–2026 school year, our Level 2 (L25) mathematics students demonstrated achievement below the level needed to meet our school improvement goals. Based on state assessment data, these students represent our greatest opportunity for increasing overall mathematics proficiency.

By the end of the 2026–2027 school year, at least 70% of identified L25 mathematics students in each tested grade level (Grades 3–7) will demonstrate learning gains as measured by the Florida FAST Mathematics assessment. Progress toward this goal will be monitored through FAST Progress Monitoring (PM1, PM2, and PM3), district benchmark assessments, and classroom formative assessments every 4–6 weeks. Student performance data will be reviewed during collaborative planning and data meetings to ensure interventions are adjusted as needed to maintain progress toward the 70% learning gains target.

Monitoring

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

Implementation and impact will be monitored through a systematic cycle of data analysis, classroom

observations, and collaborative planning. School administrators, and instructional coaches will conduct regular classroom walkthroughs to ensure targeted small-group instruction, differentiated lessons, and intervention strategies are being implemented with fidelity. Lesson plans and intervention schedules will be reviewed to verify that instruction is aligned to the B.E.S.T. Mathematics Standards and addresses the identified skill gaps of L25 students.

Student progress will be monitored every 4–6 weeks using FAST Progress Monitoring data, district benchmark assessments, classroom formative assessments, and standards-based common assessments. During weekly Professional Learning Community (PLC) meetings and collaborative planning sessions, teachers will analyze student performance, identify trends, adjust intervention groups, and plan targeted instructional responses based on the data.

School leadership will review implementation and student outcomes during monthly data meetings with instructional staff and district support personnel. The effectiveness of interventions will be measured by increases in standards mastery, movement of students from Level 2 to proficiency, and progress toward achieving at least 70% learning gains for identified L25 mathematics students. Resources and instructional supports will be adjusted throughout the year based on student performance data to ensure continuous improvement and attainment of the school's measurable outcome.

Person responsible for monitoring outcome

Jodi Leichman

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:

To improve outcomes for our identified L25 mathematics students, the school will implement a comprehensive set of evidence-based instructional practices focused on accelerating student learning and increasing proficiency. Key interventions include Targeted small-group instruction based on ongoing analysis of FAST Progress Monitoring, district benchmark, and classroom formative assessment data to address specific standards and skill deficits; high-impact mathematics instruction aligned to the Florida B.E.S.T. Mathematics Standards, utilizing explicit instruction, mathematical discourse, multiple representations, and frequent opportunities for guided and independent practice and differentiated intervention during the core mathematics block to provide timely, standards-based support for students who are approaching proficiency. Collaborative planning and data cycles, during which teachers analyze student work, identify misconceptions, plan responsive instruction, and monitor the effectiveness of interventions. Instructional coaching and professional learning focused on evidence-based mathematics strategies, effective questioning techniques, and data-driven instructional decision-making to strengthen Tier I instruction and intervention practices. Implementation fidelity will be monitored through regular classroom walkthroughs, lesson plan

reviews, PLC observations, and coaching cycles conducted by school administrators and instructional coaches. Teachers will participate in weekly collaborative planning sessions to review student data, evaluate intervention effectiveness, and adjust instructional groups based on student progress. The impact of these interventions will be monitored every 4–6 weeks using FAST Progress Monitoring, district benchmark assessments, standards-based common assessments, classroom formative assessments, and student work analysis. School leadership will review L25 student performance during monthly data meetings to determine whether students are making adequate progress toward the goal of 70% learning gains. Resources, instructional strategies, and intervention groups will be adjusted throughout the year to ensure students receive the level of support necessary to achieve proficiency.

Rationale:

Research supports that evidence-based practices such as explicit instruction, targeted small-group intervention, data-driven instructional decision-making, and frequent formative assessment are effective in accelerating achievement for students who are approaching proficiency. By strengthening Tier I instruction while providing timely Tier II interventions based on individual student needs, the school can address learning gaps before they become more significant. Focusing resources on L25 students aligns with our school improvement goals by maximizing the impact of instructional supports, increasing mathematics proficiency, and improving learning gains. Regular analysis of student performance data will ensure interventions remain responsive to student needs and that instructional adjustments are made throughout the year to achieve the goal of 70% learning gains for identified L25 mathematics students.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, 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

Identify all L25 Math students and develop intervention plans based on FAST and classroom data. Provide daily targeted small-group math intervention using identified standards-based instructional resources focused on prerequisite skills and current grade-level benchmarks.

Person Monitoring:

Jodi Leichman

By When/Frequency:

Weekly

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

At the beginning of the school year, teachers and the school leadership team will identify all L25 mathematics students using FAST PM3 data, classroom performance, and diagnostic assessments. Teachers will analyze individual student strengths and areas of need to develop targeted intervention plans aligned to Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Mathematics Standards. Students will participate in daily, teacher-led small-group intervention focused on prerequisite skills, identified learning gaps, and current grade-level benchmarks. Instruction will utilize standards-aligned, evidence-based resources and strategies, with flexible grouping adjusted as students demonstrate growth.

The effectiveness of the intervention will be monitored through ongoing progress monitoring using classroom formative assessments, bi-weekly common assessments, FAST progress monitoring data,

and teacher-created checks for understanding. Teachers will review student progress during weekly collaborative planning meetings and monthly MTSS/data chats to determine the effectiveness of interventions and make instructional adjustments as needed. School administrators and instructional support staff will conduct regular classroom walkthroughs to monitor implementation fidelity of small-group instruction and provide feedback and coaching. Student data trackers will be maintained to document progress toward mastery of priority standards and achievement of the school's Learning Gains goal.

Action Step #2

Formative assessments and student data tracking

Person Monitoring:

Jodi Leichman

By When/Frequency:

Monthly

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

Utilize bi-weekly common formative assessments and FAST progress monitoring data to identify student needs and adjust instruction. Implement intentional progress monitoring for every L25 student using individual data trackers to monitor mastery of priority standards.

Action Step #3

Collaborative Planning

Person Monitoring:

Jodi Leichman

By When/Frequency:

Weekly

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

Conduct weekly collaborative planning meetings focused on analyzing student work, identifying misconceptions and planning differentiated instruction for L25 students. Complete instructional walkthroughs focused on effective Tier 1 instruction, small-group implementation, mathematical discourse, and student engagement.

Area of Focus #6

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

Instructional Practice specifically relating to Social Studies

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.

Description

Social Studies will focus on building 7th grade students' Civics knowledge and proficiency.

Rationale:

As this is our first year implementing Civics with our 7th grade students, our goal is to achieve 80% or higher proficiency on the Civics EOC. We will reach this goal through standards aligned instruction, data-driven decision-making, regular progress monitoring, targeted interventions, and collaborative

planning. This focus will help establish a strong instructional foundation, ensure student success on the EOC, and prepare students to become informed and engaged citizens

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.

As we launch our first year with 7th grade, our goal is to achieve a Civics EOC proficiency rate of 80% or higher.

Monitoring

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

Progress in the Civics classrooms will be monitored through district-developed unit and cycle assessments as well as daily formative assessment of student progress as planned, implemented, and analyzed by the classroom teachers.

Person responsible for monitoring outcome

Jodi Leichman and LaWanda Johnson

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:

Build understanding of the Florida's NGSSS Social Studies standards and benchmarks as a non-negotiable for building students' proficiency as evidenced by the End of Course assessment and final exams.

Rationale:

Identifying the critical content in student benchmarks keeps lesson planning focused on the most essential knowledge and skills students are expected to learn, ensuring instructional time is spent on concepts that drive mastery and assessment success. Clear identification of critical content also supports alignment between instruction, activities, and assessment. Ultimately, it promotes coherence, equity, and clarity in teaching and learning.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

action steps and the person responsible for each step.

Action Step #1

Teacher Clarity

Person Monitoring:

Leichman and Johnson

By When/Frequency:

Weekly

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

Provide professional learning on identifying critical content, the aspects of teacher clarity and the components of successful lesson delivery.

Action Step #2

Standards Aligned Curriculum Implementation

Person Monitoring:

Leichman and Johnson

By When/Frequency:

Weekly

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

Use district curriculum, to provide all students with consistent opportunities to engage in in complex, grade level content, knowledge building, and tasks aligned to the rigor of the standard/benchmark.

Action Step #3

Planning to Close Gaps

Person Monitoring:

Leichman and Johnson

By When/Frequency:

Weekly

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

Provide regular structures for planning/PLCs where teachers engage in planning for scaffolds that address identified gaps in student learning.

Area of Focus #7

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)

Area of Focus Description and Rationale

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

The area of focus is to improve our overall school practice in the use of data to enhance the staff's effectiveness in providing targeted interventions for our black students who are not achieving compared to their peers. This goal was identified by disaggregating our school data, including our L25

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.

Increase our percentage to 70% of our black students.

Monitoring

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

Administrators and instructional staff will meet monthly to review student data, monitor the progress of Black students including our L25, and plan targeted small group instruction. Weekly collaborative planning will focus on differentiated instructional strategies to address identified student needs. Administrators will conduct focused classroom walkthroughs to provide feedback on standards aligned instruction, effective differentiation, and the implementation of research based instructional practices.

Person responsible for monitoring outcome

Leichman

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:

Weekly collaborative planning will provide grade level and subject area teachers with opportunities to design standards aligned lessons that maximize access to grade level content through intentional scaffolds and support from classroom teachers, ESE teachers, and intervention specialists. This collaborative process will ensure differentiated instruction and targeted student supports are embedded in daily classroom instruction to increase student achievement

Rationale:

Classroom walkthroughs show that we need to continue strengthening differentiated instruction so all students receive the support they need to be successful. Through ongoing collaborative planning and instructional feedback, teachers will intentionally plan lessons that address the diverse needs of their students. By providing targeted support and meaningful learning opportunities, we will continue to increase student growth and achievement, with a focus on closing the achievement gap for our Black students.

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

Implement high yield strategies to increase effectiveness of instruction

Person Monitoring:

Leichman and Johnson

By When/Frequency:

weekly

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

Teachers will regularly incorporate cooperative learning, academic discussions, writing across the curriculum, and direct vocabulary instruction to help students build deeper understanding and improve academic performance of all students and specifically black students. This will be monitored through weekly PLCs and walkthrough with targeted feedback.

Action Step #2

Use formative assessment data on a regular basis to identify learning gaps, adjust instruction, and provide timely interventions and enrichment that meet the individual needs of students, with a focus on increasing achievement for Black students.

Person Monitoring:

Leichman and Johnson

By When/Frequency:

weekly

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

Regularly reviewing formative assessment data allows teachers to quickly identify students' strengths and areas of need. Using this information to adjust instruction and provide targeted support helps ensure students receive the right interventions at the right time. This data driven approach will increase student engagement, accelerate learning, and support continued growth while helping to close the achievement gap for our Black students.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

During the 2025-2026 school year, we experienced 24% of our students having greater than 10% absences. When students are not present, they are not learning. It is imperative that we help our families understand the importance of attending school every day.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

During the 2025-2026 school year, 24% of our students had greater than 10% absences. Our goal is to reduce the percentage of students absent 10% or higher to 15%.

Monitoring

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

We will monitor our attendance through twice monthly meetings of our Child Study Team. We will review students with 10% or higher absences and implement interventions to remove the barriers to school attendance. We will incentivize and reward our students who improve their attendance. As we discuss with parents the importance of school attendance and help identify and lessen the barriers to attendance, students will improve their attendance.

Person responsible for monitoring outcome

Jodi Leichman

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:

Tiered Attendance Intervention System to identify students with chronic absenteeism, address individual barriers to attendance and provide targeted supports and positive reinforcement to improve attendance.

Rationale:

Consistent attendance is a foundational component of student achievement. Students who are absent frequently lose valuable instructional opportunities and are less likely to demonstrate proficiency on grade-level standards. Implementing a systematic attendance intervention process—including early identification of attendance concerns, individualized problem-solving, consistent schoolwide expectations, family partnerships, and positive incentives—helps address the root causes of absenteeism, improves student engagement, and increases access to high-quality instruction.

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

Students identified with attendance concerns will participate in individualized problem-solving meetings involving school staff and, when appropriate, parents or guardians. The team will identify barriers contributing to absences, develop an attendance support plan with targeted interventions and resources, assign responsibilities, and establish follow-up timelines. Interventions may include mentoring, counseling support, transportation assistance, referrals to community resources, or other individualized supports based on the student's needs.

Person Monitoring:

Jodi Leichman

By When/Frequency:

Twice Monthly

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

The Child Study team will review attendance data biweekly to monitor student progress and evaluate the effectiveness of attendance support plans. Individual student attendance will be tracked through the district's attendance data system, and intervention plans will be adjusted based on attendance trends and ongoing communication with families. The school will monitor reductions in chronic absenteeism, improvements in individual attendance rates, and overall school attendance to determine the effectiveness of the intervention.

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.

The SIP will be introduced during pre-planning and faculty meetings, reviewed with the School Advisory Council (SAC), and revisited during Professional Learning Communities (PLCs), collaborative planning sessions, and leadership team meetings. Progress toward goals will be monitored regularly through data reviews and shared with staff to guide instructional decision-making and continuous improvement.

The SIP will be posted on the school's website (<https://walsingham.pcsb.org/>) and shared through the school's digital communication platforms, including newsletters, social media, and parent communication applications. An overview of the plan and schoolwide goals will be presented during SAC meetings, curriculum nights, and family engagement events. Progress updates will be communicated throughout the year to keep families informed of accomplishments, areas of focus, and opportunities to support student learning at home.

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)).

Walsingham Oaks K-8 School is committed to fostering strong partnerships with parents, families, and community stakeholders, recognizing that meaningful collaboration is essential to student

success. The school will promote a welcoming, inclusive environment where families are valued as partners in the educational process and have multiple opportunities to engage in their child's learning.

The school will maintain consistent, two-way communication through newsletters, the school website (<https://walsingham.pcsb.org/>), social media, parent communication platforms, phone calls, emails, and teacher conferences to ensure families remain informed about school events, academic expectations, and student progress. Teachers and administrators will regularly communicate with families regarding student achievement, attendance, behavior, and available supports, while encouraging ongoing dialogue to address questions and concerns in a timely manner.

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)).

Walsingham Oaks K-8 School is committed to providing a rigorous, engaging, and student-centered academic program that ensures every student has the opportunity to achieve at high levels. The school will strengthen instruction through the consistent implementation of Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards, standards-aligned curriculum, data-driven instructional planning, and high-impact instructional strategies. Teachers will participate in ongoing professional learning, collaborative planning, instructional coaching, and data analysis to continuously improve instructional practices and respond to student needs.

To increase both the amount and quality of learning time, teachers will maximize instructional minutes by implementing effective classroom routines, minimizing disruptions, and providing targeted small-group instruction during the school day. Intervention and enrichment opportunities will be embedded within the master schedule through a dedicated intervention block, allowing students to receive timely support or acceleration based on academic performance. Progress monitoring data will be used regularly to adjust instruction, provide immediate interventions, and ensure students are mastering grade-level standards.

The school will provide an enriched and accelerated curriculum by differentiating instruction to meet the diverse needs of learners. Students demonstrating readiness for advanced learning will participate in enrichment activities, higher-order thinking tasks, project-based learning experiences, and opportunities for academic acceleration. Students requiring additional support will receive evidence-based interventions tailored to their individual learning needs through a Multi-Tiered System of Supports (MTSS).

Technology will be intentionally integrated into instruction to enhance student engagement,

personalize learning, and provide opportunities for immediate feedback. Teachers will utilize formative assessment strategies to monitor student understanding throughout lessons and adjust instruction accordingly.

In addition to core academics, students will participate in a variety of extracurricular, leadership, fine arts, STEM, literacy, and family engagement opportunities that extend learning beyond the classroom and promote the development of the whole child. Through continuous collaboration among teachers, families, and community partners, Walsingham Oaks K-8 School will ensure that every student receives the support, challenge, and opportunities necessary to achieve academic excellence and future success.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

Walsingham Oaks K-8 School is committed to supporting the academic, social, emotional, behavioral, and physical well-being of every student through a comprehensive system of counseling, mental health services, specialized supports, mentoring, and positive school climate initiatives. The school utilizes a Multi-Tiered System of Supports (MTSS) to identify student needs early, monitor progress, and provide targeted interventions that promote overall student success.

Students have access to school counselors, school psychologists, school social workers, behavior specialists, and school-based mental health providers who collaborate with families, teachers, and administrators to address students' social-emotional, behavioral, and mental health needs. Individual counseling, small-group counseling, crisis intervention, and referrals to community-based mental health agencies are provided as appropriate to ensure students receive timely and effective support. The school implements schoolwide Positive Behavioral Interventions and Supports (PBIS) to establish a safe, positive, and inclusive learning environment where students are explicitly taught behavioral expectations and recognized for demonstrating positive behaviors. Social-emotional learning is embedded throughout the school day to strengthen self-awareness, self-management, responsible decision-making, relationship skills, and resilience.

Students requiring additional behavioral or academic support participate in problem-solving meetings through the MTSS process, where individualized intervention plans are developed and monitored. Specialized support services are provided to students with disabilities, English Learners, and other identified student groups to ensure equitable access to instruction and school resources.

To further support students outside the academic setting, Walsingham Oaks K-8 School offers mentoring opportunities, leadership experiences, extracurricular clubs, athletics, fine arts, and service-learning activities that foster confidence, responsibility, teamwork, and positive relationships with peers and adults. The school also partners with families and community organizations to connect students with additional resources that address attendance, health, nutrition, social services, and other barriers that may impact student success.

Through ongoing collaboration among school staff, families, and community partners, Walsingham Oaks K-8 School strives to develop the whole child by ensuring every student has access to the supports and opportunities necessary to thrive academically, socially, emotionally, and behaviorally.

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

Walsingham Oaks K-8 School implements a comprehensive Multi-Tiered System of Supports (MTSS) that integrates Positive Behavioral Interventions and Supports (PBIS) to proactively prevent and address problem behavior while ensuring students receive timely and appropriate interventions. This tiered framework promotes a safe, positive, and inclusive learning environment by providing increasing levels of behavioral and social-emotional support based on individual student needs.

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)).

Walsingham Oaks K-8 School is committed to developing and sustaining a highly effective instructional staff through ongoing, job-embedded professional learning that strengthens instructional practices, builds data literacy, and supports continuous improvement. Professional learning is aligned to school improvement goals, student achievement data, and district priorities to ensure teachers, paraprofessionals, and other school personnel have the knowledge and skills necessary to meet the diverse needs of all learners.

Teachers participate in collaborative planning, Professional Learning Communities (PLCs), instructional coaching, classroom observations with timely feedback, and district-sponsored professional development focused on the effective implementation of the Florida B.E.S.T. Standards, evidence-based instructional strategies, differentiated instruction, small-group instruction, intervention planning, progress monitoring, and the use of formative and summative assessment data.

Professional learning emphasizes analyzing student work, identifying learning gaps, monitoring student progress, and adjusting instruction to improve student outcomes.

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)).

Walsingham Oaks K-8 School recognizes that a successful transition from early childhood education to kindergarten is essential to establishing a strong foundation for future learning. The school implements a comprehensive transition plan designed to support children and families as they begin their elementary school experience.

The transition process begins with outreach to families through school registration events, community partnerships, and communication with local early childhood education providers. Incoming kindergarten families are invited to participate in orientation programs, kindergarten screening, school tours, and family engagement events that familiarize students and parents with school routines, expectations, and available resources.

Kindergarten screening is conducted to assess each child's readiness and identify individual strengths and areas of need. Screening results are used to inform classroom placement and guide instructional planning, ensuring students receive appropriate supports from the beginning of the school year.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

As part of our continuous improvement process, the Admin team works collaboratively with district leaders, school leadership, and instructional staff to regularly review student performance data and evaluate whether our resources are effectively addressing identified student needs. We begin by analyzing state assessment results, progress monitoring data, classroom performance, and subgroup achievement to identify areas requiring additional support.

For example, our Exceptional Student Education (ESE) subgroup demonstrated 39% proficiency on the state assessment, placing the school below the 41% threshold and resulting in Additional Targeted Support and Improvement (ATSI) designation. In response, we engaged in a comprehensive needs assessment with district ESE and curriculum specialists to identify contributing factors and determine where adjustments to personnel, instructional resources, intervention programs, and professional learning were needed.

Together, we reviewed the effectiveness of our current instructional practices, staffing allocations, intervention schedules, and progress monitoring systems. Based on this analysis, we prioritized resources to strengthen specially designed instruction, increase the use of evidence-based interventions, provide targeted professional development for teachers serving ESE students, and implement more frequent data reviews to monitor student growth. We also evaluated how instructional support personnel were being utilized to maximize small-group instruction and ensure accommodations and services were implemented with fidelity.

This review process is ongoing rather than a one-time event. Through regular data meetings with district staff, instructional coaches, and teachers, we monitor the impact of our resource allocation, adjust supports as needed, and ensure that financial, instructional, and human resources remain aligned to the goal of improving outcomes for our ESE students. This collaborative, data-driven approach ensures that decisions are responsive to student needs and focused on accelerating achievement for our most vulnerable learners.

Specifics to Address the Need

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

Based on our ATSI designation for the Exceptional Student Education (ESE) subgroup, we identified several targeted resources to improve student achievement. State assessment data showed that only 39% of ESE students achieved proficiency, falling below the required 41% threshold. A review of progress monitoring data, classroom assessments, and instructional practices indicated a need to strengthen specially designed instruction, increase the consistency of intervention implementation, and provide additional support for teachers.

To address these needs, the school will utilize district ESE specialists, instructional coaches, evidence-based intervention programs, and protected collaborative planning time to strengthen Tier II and Tier III instruction. Professional learning will focus on differentiated instruction, effective implementation of accommodations, standards-based instruction, and data-driven small-group instruction. Additional instructional support personnel will be strategically scheduled to maximize targeted intervention and provide increased opportunities for intensive instruction.

Implementation will begin at the start of the school year with a comprehensive review of student data and the development of individualized instructional plans for ESE students. Teachers will participate in ongoing professional learning throughout the year, while instructional coaches and district specialists will provide classroom coaching and support, along with professional development during monthly PLCs. Student progress will be monitored every 4–6 weeks through progress monitoring assessments, classroom data, and collaborative data meetings. School and district leadership will review subgroup performance each quarter to evaluate the effectiveness of resource allocation and make adjustments as needed to ensure students remain on track to meet or exceed the 41% proficiency benchmark and ultimately achieve the school's goal of 70% proficiency.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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