

Hendry County Schools

COUNTRY OAKS ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Country Oaks Elementary will be a safe and inclusive school with a core value of growth, both academically and socially. Together, we continually build a strong family culture that inspires kindness, confidence, and success.

Provide the school's vision statement

Country Oaks Elementary will be a safe and inclusive school with a core value of growth, both academically and socially. Together, we continually build a strong family culture that inspires kindness, confidence, and 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

Reko Parantha

paranthar@hendry-schools.net

Position Title

Principal

Job Duties and Responsibilities

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

Leadership Team Member #2

Employee's Name

Dayami Pena

penad@hendry-schools.net

Position Title

Assistant Principal

Job Duties and Responsibilities

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

Leadership Team Member #3

Employee's Name

Dr. Melissa Gonzalez

gonzalezme@hendry-schools.net

Position Title

Dean

Job Duties and Responsibilities

PBIS, Student Concerns, Testing.

Leadership Team Member #4

Employee's Name

Melanie Holt

holtm@hendry-schools.net

Position Title

District Reading Coach

Job Duties and Responsibilities

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

2. Stakeholder Involvement

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

6314(b)(2), ESEA Section 1114(b)(2).

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

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

3. SIP Monitoring

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

Our state academic standards goals will be shared, posted, and monitored throughout the school year. Adjustments will be made as needed each quarter to guide and inform instruction, especially for those with the largest achievement gaps. The plan will be reviewed with the Lead team and staff as a whole at regular points, and during weekly PLs with grade-level teams.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
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) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: B 2024-25: C 2023-24: C 2022-23: C 2021-22: C

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	134	131	154	149	152	139				859
Absent 10% or more school days	44	21	33	42	28	26				194
One or more suspensions	2	3	12	1	8	9				35
Course failure in English Language Arts (ELA)	15	7	30	18	17	16				103
Course failure in Math	12	2	15	22	17	43				111
Level 1 on statewide ELA assessment	26	22	51	24	42	25				190
Level 1 on statewide Math assessment	13	12	61	22	25	22				155
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	15	55	72	57						199
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	46	50	60	59	61					276

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

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
Students retained two or more times										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	121	147	146	159	135	139				847
Absent 10% or more school days	46	44	55	33	42	36				256
One or more suspensions		2	2	2	4	5				15
Course failure in English Language Arts (ELA)	11	7	33	27	20	30				128
Course failure in Math	4	1	23	29	15	44				116
Level 1 on statewide ELA assessment	15	30	26	35	35	37				178
Level 1 on statewide Math assessment	17	20	32	25	38	32				164
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	15	30	26							71
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	17	20	32	25						94

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	4	1	2	2	4	5				18

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		1	1	1						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*	56	57	62	46	53	59	43	48	57
Grade 3 ELA Achievement	64	57	61	44	52	59	48	53	58
ELA Learning Gains	63	62	63	59	61	60	52	58	60
ELA Lowest 25th Percentile	50	56	58	55	64	56	51	56	57
Math Achievement*	61	68	66	55	64	64	42	53	62
Math Learning Gains	68	69	64	60	68	63	33	50	62
Math Lowest 25th Percentile	46	55	50	41	57	51	39	43	52
Science Achievement	49	58	62	44	50	58	36	45	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)				55		63		51	61

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

[†] District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	57%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	457
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
57%	51%	43%	36%	51%	49%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	37%	Yes	1	
English Language Learners	50%	No		
Black/African American Students	66%	No		
Hispanic Students	57%	No		
White Students	64%	No		
Economically Disadvantaged Students	55%	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	56%	64%	63%	50%	61%	68%	46%	49%					
Students With Disabilities	29%	40%	44%	45%	27%	38%	38%	32%					
English Language Learners	50%	60%	56%	33%	51%	66%	36%	48%					
Black/African American Students	54%		65%		73%	71%							
Hispanic Students	56%	65%	62%	49%	59%	68%	47%	49%					
White Students	59%	63%	64%		71%	66%		59%					
Economically Disadvantaged Students	53%	60%	58%	47%	59%	69%	50%	43%					

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS										
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.
										GRAD RATE 2023-24
										C&C ACCEL 2023-24
										ELP PROGRESS
All Students	46%	44%	59%	55%	55%	60%	41%	44%		
Students With Disabilities	35%	33%	73%	69%	31%	42%	33%	21%		
English Language Learners	33%	29%	58%	45%	42%	52%	44%	33%		
Black/African American Students	31%				54%					
Hispanic Students	44%	41%	60%	56%	53%	59%	40%	44%		
White Students	59%	54%	64%		66%	69%	50%	47%		
Economically Disadvantaged Students	46%	45%	60%	59%	53%	60%	38%	45%		

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

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	61%	52%	9%	60%	1%
ELA	4	48%	53%	-5%	60%	-12%
ELA	5	55%	55%	0%	61%	-6%
Math	3	59%	54%	5%	66%	-7%
Math	4	60%	58%	2%	65%	-5%
Math	5	62%	56%	6%	62%	0%
Science	5	48%	50%	-2%	60%	-12%

III. Planning for Improvement

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

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

Most Improvement

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

The data component that showed the most improvement was our 3rd-grade ELA. This area grew from 43% proficient to 61% proficient. The actions we took to increase ELA proficiency and growth were intentional standards-based planning every week during school. Additionally, we did after-school standards-based planning for 2 hours each month. We also spent our PL days analyzing data and planning based on that data.

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 4th-grade ELA showed the lowest performance, dropping from 50% proficient to 48% proficient. This reduction was due to several factors, including a class not having a consistent teacher and ineffective teachers.

Greatest Decline

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

Our SWD subgroup data fell below the 41% proficient mark. One major contributing factor was teacher turnover in this classroom over the past year.

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 data indicates that our greatest gap is in our Lowest quartiles for ELA. As stated above, the lack of a consistent teacher and ineffective teaching and planning practices by others were the major contributing factors.

EWS Areas of Concern

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

SWD proficiency, ELA and Math Lowest quartile learning gains, and science proficiency in 5th-grade.

Highest Priorities

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

SWDs

ELA and Math: lowest quartile

Science proficiency

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

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

Area of Focus #1

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

The state requires SWD proficiency of 41% our current proficiency sits at 37%. This was identified as a crucial need to address for the coming school year.

Measurable Outcome

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

Based upon the prior year data achievement of 37% , we are 4% points shy of the required 41%. Our goal is to achieve an increase in proficiency of 4%.

Monitoring

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

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

Person responsible for monitoring outcome

School leadership team will be responsible for outcome under direction of principal

Evidence-based Intervention:

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

Description of Intervention #1:

Targeted small group instruction will be implemented and focused on the students individual needs. Regular meetings will take place to monitor and track progress to make adjustments when and where needed

Rationale:

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

Tier of Evidence-based Intervention:

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

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Data Analysis

Person Monitoring:

Principal

By When/Frequency:

Ongoing

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

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

Action Step #2

Standards based planning

Person Monitoring:

Principal

By When/Frequency:

Ongoing

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

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

Area of Focus #2

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 the previous year's FAST PM3 data, Bottom Quartile (BQ) students in 4th and 5th grades were identified for targeted support. Students who demonstrated less than 60% learning growth in ELA and/or Mathematics were identified as areas of focus. These students will receive targeted interventions, progress monitoring, and additional instructional support to increase academic growth and achievement.

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.

ELA bottom quartile 4th & 5th = 50%

Math bottom quartile 4th & 5th = 46%

The goal of this area of focus is to achieve an ELA and math bottom quartile learning gain of 60%

Monitoring

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

Student progress will be monitored collaboratively by classroom teachers, lead teachers, the administrative team, and the district reading coach. Weekly assessment data will be reviewed to monitor student performance, identify trends, and determine whether students are making adequate progress toward their learning goals. Lead teacher meetings will provide opportunities to analyze student data, discuss instructional practices, identify students requiring additional support, and make timely instructional adjustments.

Person responsible for monitoring outcome

Principal and Leadership team

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:

Utilizing assessment, (FAST) diagnostic, (i-ready) and classroom data, the bottom quartile students will receive data based small group intervention on a daily basis targeting their areas of deficiency.

Rationale:

These interventions will be monitored weekly by teacher and Administration using the data produced from small group.

Tier of Evidence-based Intervention:

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

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Bottom quartile student intervention

Person Monitoring:

Teacher and Admin

By When/Frequency:

Weekly

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

These students will be identified using the data as indicated above and will be placed in appropriate groups to receive targeted intervention in the area of ELA and math during small group time. The data will be reviewed weekly to monitor any changes needed.

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.

5th grade science for the 25-26 school year performed at 51% proficiency. The goal for this area of focus for the 26-27 school year is 60%

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.

5th grade science proficiency will increase from 51% to 60% for the 26-27 school year

Monitoring

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

Administration and instructional coach will meet with the 5th grade team weekly to review data and plan for adjustments

Person responsible for monitoring outcome

Principal and leadership

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:

Utilizing the data, our STEM teacher will communicate with the 5th grade team to provide science

instruction in the standards necessary to reinforce learning using hands on activities and additional resources acquired.

Rationale:

The added instructional time focused on the science standards will expose students to increased learning opportunities.

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

Review data from science diagnostic to determine standards of greatest deficiency to target.

Person Monitoring:

teachers and leadership

By When/Frequency:

December

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

Students will complete the science diagnostic at start of year in order to determine baseline mastery of standards and areas of greatest deficiency. This data will be shared with STEM teacher so that targeted instruction can be provided in addition to classroom instruction.

IV. Positive Learning Environment

Area of Focus #1

Multiple Early Warning Signs

Area of Focus Description and Rationale

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

The state requires a minimum of 41% proficiency in the ESSA subgroup of SWDs. We currently have fallen under that mark.

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.

Students with disabilities in grades 3–5 will increase mastery of grade-level ELA benchmarks as evidenced by earning at least 70% proficiency on standards-aligned formative assessments and demonstrating growth on FAST Progress Monitoring (PM1, PM2, and PM3), culminating in 41% or

more proficiency on the FAST ELA assessment.

Monitoring

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

Administration will take a more intentional focus on the ESE classrooms' planning and teacher practices, and data will be tracked at the student, teacher, and administrative levels on a regular basis via lead teacher meetings and weekly grade-level PLCs, and through student Data chats weekly.

Person responsible for monitoring outcome

Principal, Assistant Principal, and Dean

Evidence-based Intervention:

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

Description of Intervention #1:

Targeted small group instruction will be implemented and focused on the students' individual needs based on students' IEPs and 504s. Regular meetings will take place to monitor and track progress to make adjustments when and where needed

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Data Analysis

Person Monitoring:

Administration Team

By When/Frequency:

Weekly

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

After initial data is collected at the beginning of the year, teachers and administration will analyze the data and plan for targeted instruction based on the students' needs. This process will be ongoing and monitored regularly.

Area of Focus #2

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.

No Answer Entered

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.

No Answer Entered

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.

No Answer Entered

Person responsible for monitoring outcome**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:**Rationale:****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**Person Monitoring:****By When/Frequency:**

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

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

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

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

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

Plans to Strengthen the Academic Program

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

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

How Plan is Developed

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

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

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

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

Preparing for Postsecondary Opportunities and the Workforce

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

We are a VPK-5th-grade school.

Addressing Problem Behavior and Early Intervening Services

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

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

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

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

ELA, Math, and Science.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

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

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

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

No

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