Volusia County Schools

LOUISE S. MCINNIS ELEM. SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2

C. Demographic Data 8

D. Early Warning Systems 9

II. Needs Assessment/Data Review 12

A. ESSA School, District, State Comparison 13

B. ESSA School-Level Data Review 14

C. ESSA Subgroup Data Review 15

D. Accountability Components by Subgroup 16

E. Grade Level Data Review 19

III. Planning for Improvement 20

IV. Positive Learning Environment 28

V. Title I Requirements (optional) 32

VI. ATSI, TSI and CSI Resource Review 37

VII. Budget to Support Areas of Focus 38

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

McInnis staff, students, and community work together to encourage life-long learning in order to achieve our goals.

Provide the school's vision statement

McInnis Elementary ensures academic excellence by motivating students through diverse learning experiences and celebrating individual successes.

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

Widalis Camacho

wcamacho@volusia.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

The principal provides instructional leadership by establishing a shared vision for continuous school improvement, supporting high-quality teaching and learning, and using data to guide decision-making. The principal collaborates with staff, students, families, and the community to foster a safe, positive, and achievement-focused learning environment.

Leadership Team Member #2

Employee's Name
Marvin Warren

mgwarren@volusia.k12.fl.us

Position Title
Administrative Dean

Job Duties and Responsibilities

The Administrative Dean supports the implementation of the School Improvement Plan by promoting a safe, orderly learning environment, monitoring student behavior, and collaborating with staff to improve student achievement and school climate.

Leadership Team Member #3

Employee's Name
Rebecca Dail

rndail@volusia.k12.fl.us

Position Title
Academic Coach

Job Duties and Responsibilities

The Academic Coach supports the School Improvement Plan by providing professional learning, analyzing student data with teachers, and coaching instructional practices to improve teaching effectiveness and student achievement.

Leadership Team Member #4

Employee's Name
Beth Harper

blharper@volusia.k12.fl.us

Position Title
Academic Coach

Job Duties and Responsibilities

The Academic Coach supports the School Improvement Plan by providing professional learning, analyzing student data with teachers, and coaching instructional practices to improve teaching effectiveness and student achievement.

Leadership Team Member #5

Employee's Name
Sherri Wiggins

slwiggi1@volusia.k12.fl.us

Position Title
Teacher

Job Duties and Responsibilities

Teachers implement high-quality, standards-based instruction, use student data to inform instructional decisions, and collaborate with colleagues and families to support student achievement and the goals of the School Improvement Plan.

Leadership Team Member #6

Employee's Name
Jennifer Lambus

jelambus@volusia.k12.fl.us

Position Title
Teacher

Job Duties and Responsibilities

Teachers implement high-quality, standards-based instruction, use student data to inform instructional decisions, and collaborate with colleagues and families to support student achievement and the goals of the School Improvement Plan.

Leadership Team Member #7

Employee's Name
Liliana Paulino

lspaulin@volusia.k12.fl.us

Position Title
Teacher

Job Duties and Responsibilities

Teachers implement high-quality, standards-based instruction, use student data to inform instructional decisions, and collaborate with colleagues and families to support student achievement and the goals of the School Improvement Plan.

Leadership Team Member #8

Employee's Name
Elizabeth Lundy

erlundy@volusia.k12.fl.us

Position Title
Teacher

Job Duties and Responsibilities

Teachers implement high-quality, standards-based instruction, use student data to inform instructional decisions, and collaborate with colleagues and families to support student achievement and the goals of the School Improvement Plan.

Leadership Team Member #9

Employee's Name
Lynette Koplas

lakoplas@volusia.k12.fl.us

Position Title
Teacher

Job Duties and Responsibilities

Teachers implement high-quality, standards-based instruction, use student data to inform instructional decisions, and collaborate with colleagues and families to support student achievement and the goals of the School Improvement Plan.

Leadership Team Member #10

Employee's Name
Jennifer Campbell

jlcampbe@volusia.k12.fl.us

Position Title
Teacher

Job Duties and Responsibilities

Teachers implement high-quality, standards-based instruction, use student data to inform instructional decisions, and collaborate with colleagues and families to support student achievement and the goals of the School Improvement Plan.

Leadership Team Member #11

Employee's Name
Elba Dail

ebdail@volusia.k12.fl.us

Position Title
Teacher

Job Duties and Responsibilities

Teachers implement high-quality, standards-based instruction, use student data to inform instructional decisions, and collaborate with colleagues and families to support student achievement and the goals of the School Improvement Plan.

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.

Our School Improvement Plan is developed through a collaborative process involving administration, academic coaches, and teachers who work together to analyze data and identify areas of focus. The proposed plan and supporting data are then presented to our School Advisory Council for review and discussion. Input from all stakeholders is carefully considered before finalizing and submitting 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 Plan at McInnis Elementary will be monitored through a variety of strategies to ensure ongoing progress. Instructional practices will be observed regularly through classroom walkthroughs conducted by the leadership team. Teachers will be placed into support tiers to participate in continuous coaching cycles tailored to their needs. Student data will be reviewed

during PLCs, where teachers, coaches, and administrators will collaborate to analyze results and adjust instruction as needed. Collaborative planning sessions will focus on ensuring alignment between instruction and state benchmarks. Weekly leadership team meetings will be held to assess SIP progress and review walkthrough trends. Teachers participate in learning walks visiting other classrooms to see best practices in action. As progress monitoring assessments are administered throughout the year, student data will be revisited in PLCs to guide instructional decisions. Additionally, both data and SIP updates will be shared quarterly with the School Advisory Council to keep all stakeholders informed and engaged.

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)** **HISPANIC STUDENTS (HSP)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2025-26: B** **2024-25: C** **2023-24: B** **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	30	54	63	71	38	53				309
Absent 10% or more school days	3	12	12	6	5	6				44
One or more suspensions	2	7	4	5	0	7				25
Course failure in English Language Arts (ELA)				2		2				4
Course failure in Math						2				2
Level 1 on statewide ELA assessment	1	12	17	30	0	11				71
Level 1 on statewide Math assessment	1	12	17	19	0	13				62
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	5	10	14	0	7				37
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)				0						0

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	9	6	8	0	5				30

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	1	4	5	13						23
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	35	67	67	51	50	45				315
Absent 10% or more school days	6	17	9	8	11	11				62
One or more suspensions	1	8	7	3	5	7				31
Course failure in English Language Arts (ELA)						1				1
Course failure in Math										0
Level 1 on statewide ELA assessment				6	7	14				27
Level 1 on statewide Math assessment				2	5	15				22
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		9	6	16	2	8				41
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		7	2	4	1	10				24

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				6						6
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 CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	53	60	62	45	56	59	44	55	57
Grade 3 ELA Achievement	55	61	61	46	58	59	62	56	58
ELA Learning Gains	59	63	63	53	57	60	53	57	60
ELA Lowest 25th Percentile	71	61	58	50	53	56	52	50	57
Math Achievement*	64	64	66	63	61	64	57	57	62
Math Learning Gains	71	65	64	59	62	63	57	59	62
Math Lowest 25th Percentile	48	54	50	48	50	51	47	46	52
Science Achievement	59	65	62	50	63	58	56	60	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					65	63		60	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	60%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	480
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***
60%	53%	51%	46%	50%	46%	

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	33%	Yes	1	
English Language Learners	43%	No		
Hispanic Students	53%	No		
White Students	70%	No		
Economically Disadvantaged Students	57%	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	53%	55%	59%	71%	64%	71%	48%	59%					
Students With Disabilities	14%	10%	44%	58%	32%	48%	38%	18%					
English Language Learners	32%	41%	53%		42%	47%	40%						
Hispanic Students	44%	52%	56%	63%	54%	62%	38%	55%					
White Students	68%	61%	55%		80%	86%		71%					
Economically Disadvantaged Students	46%	48%	61%	75%	57%	67%	50%	52%					

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	45%	46%	53%	50%	63%	59%	48%	50%					65%
Students With Disabilities	16%	19%	45%	45%	44%	59%	55%	42%					62%
English Language Learners	18%	7%	35%		47%	70%		40%					65%
Hispanic Students	29%	24%	45%	50%	52%	58%	55%	30%					65%
White Students	65%	72%	67%		83%	64%		80%					
Economically Disadvantaged Students	37%	40%	45%	48%	57%	57%	48%	43%					65%

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	44%	62%	53%	52%	57%	57%	47%	56%					31%
Students With Disabilities	16%	31%	50%	55%	31%	47%	38%	26%					27%
English Language Learners	27%		46%	33%	42%	49%	46%	44%					31%
Hispanic Students	32%	54%	51%	54%	46%	47%	42%	45%					30%
White Students	61%	79%	53%		70%	73%		68%					
Economically Disadvantaged Students	40%	60%	52%	54%	55%	54%	40%	52%					30%

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	56%	61%	-5%	60%	-4%
ELA	4	51%	58%	-7%	60%	-9%
ELA	5	51%	60%	-9%	61%	-10%
Math	3	68%	63%	5%	66%	2%
Math	4	63%	66%	-3%	65%	-2%
Math	5	58%	62%	-4%	62%	-4%
Science	5	58%	64%	-6%	60%	-2%

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 ELA Lowest Quartile Learning Gains, which increased by 21 points. New actions:

- 30 minute ELA whole group/ 60 min small group structure
- Redefined the roles of our Academic Coaches (k-2, 3-5)
- Magnetic Reading inplemented in small group instruction in 3rd-5th
- Included Academic Coaches and Media Specialist as WTI providers
- Addition of Intervention Teacher
- Small group instruction and WTI both started the 2nd week of school
- Created a pacing plan for the Measuring Up Reading resource used in WTI
- Created flexible groupings and reviewed data regularly to make instructional decisions
- after school tutoring
- Rally Resource used during WTI
- Implemented the use of the note catcher in K-5

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 performing data component was our Math Lowest Quartile Learning Gains at 48% which was equal to the previous school year.

Contributing factors:

- identifying learning gaps and addressing them in a timely manner

Greatest Decline

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

None of our components showed a decline from the previous year. However, our math lowest quartile learning gains were the only component that remained the same at a 48%.

Greatest Gap

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

The data component with the greatest gap when compared to the state average was 5th grade ELA (51%) where the state scored 10 points higher than McInnis. However, that same cohort of students had previously scored a 47% in 4th grade ELA showing an increase of 4 points.

EWS Areas of Concern

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

71 students scored a level 1 in ELA.
62 students scored a level 1 in math.
Retentions increased from 6 to 23.

Highest Priorities

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

3rd grade ELA
Math lowest quartile learning gains
SWD (ELA & Math)

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.

Our area of focus is improving the fidelity of instructional practices in ELA through effective small group instruction and Walk to Intervention in all grades. This approach allows teachers to better differentiate instruction, target specific skill gaps, and provide more individualized support to students. This focus was identified based on our 2025–2026 PM3 data, which showed that overall ELA achievement in all grades was one of our lowest-performing components. By strengthening small group instruction and WTI, we aim to directly address these achievement gaps and improve student outcomes in literacy. As a RAISE school, we will use this work to provide targeted support and accelerate learning for our students who need it most.

Measurable Outcome

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

Based on 2025–2026 FAST data, 53% of students in grades 3–5 scored proficient in ELA. In addition, only 38% of 2nd grade students entering 3rd grade this year scored proficient in ELA. Our goal is to increase 3rd-5th grade proficiency to 57% on the FAST ELA PM3 assessment by the end of the 2026–2027 school year.

- Teacher Practice Outcome: 100% of teachers will implement differentiated small group instruction and WTI aligned to student data 5 times per week, as evidenced by collaborative planning and administrative walk-throughs.
- Student Practice Outcome: Students in all grades will participate in targeted small group instruction and WTI daily, focused on their specific learning needs, with 57% demonstrating proficiency on the PM3 ELA assessment. Increase performance of the ESE subgroup to achieve 41% or higher on the Federal Percent of Points Index (FPPI).
- Coaching Practice Outcome: Coaches will collaboratively plan with each grade-level team weekly, provide professional development on effective small group instruction and WTI,

engage in coaching cycles as needed, and support teachers in refining their ELA structures and practices, with all efforts documented through planning agendas and coaching notes.

Monitoring

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

Student Practice:
Student data will be disaggregated after PM1, PM2, VBA1, and VBA2 and compared to district proficiency and growth trends. Students will monitor, record, and set individualized goals based on their data on a common data sheet.

Teacher Practice:
Classroom walkthrough trend data will be collected and analyzed weekly/monthly. Volusia Progress Monitoring meetings will occur two times throughout the school year to identify focus areas and develop specific action steps to address each one.

Coaching Practice:
Administration and coaches will meet weekly as a team to analyze the coaching support plan and data trends collected to make adjustments and plan for professional development.

Person responsible for monitoring outcome

Widalis Camacho

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 support improved ELA outcomes, we are implementing differentiated instruction as our primary evidence-based practice. Instruction will be guided by ongoing formative assessment and student data to ensure targeted support aligned to individual needs.

Rationale:

Differentiated instruction is identified by the What Works Clearinghouse (WWC) as a high-impact strategy for improving reading outcomes, particularly when tied to frequent progress monitoring and scaffolded supports. Our 2025–2026 data showed that only 53% of students in grades 3–5 scored proficient in ELA. Implementing daily, targeted instruction allows us to more effectively address skill gaps and move students toward 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
Preplanning PLC focused on ELA small group instruction & WTI.

Person Monitoring:
Rebecca Dail

By When/Frequency:
PLC on 8/06

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
During preplanning, the school will conduct an ELA PLC focused on small group instruction and WTI. The ELA plan will be introduced to outline expectations for small group implementation, including the use of aligned resources and the structure of literacy stations. As a RAISE school, teachers will use data to provide targeted, differentiated instruction that accelerates learning for students who need additional support. Teachers will receive differentiated small group lists and WTI groups based on end-of-year data from the previous school year, enabling them to begin targeted instruction by August 17.
The impact of this action will be monitored through classroom walkthroughs by the leadership team and ongoing data discussions during PLCs. Student progress will be tracked using mastery tests, unit, district, and state assessments to ensure instructional groups are adjusted based on student need.

Action Step #2
ESE PLCs

Person Monitoring:
Sheri Wiggins

By When/Frequency:
monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Monthly ESE PLCs will be held to review intervention program pacing, analyze student data, and make instructional adjustments to improve achievement. In addition, ESE progress will be reviewed following all state and district assessments to ensure the subgroup remains on track to meet or exceed the 41% target on the Federal Percent of Points Index (FPPI).

Action Step #3
Targeted ELA Walk to Intervention Support for Grade 3

Person Monitoring:
Rebecca Dail & Beth Harper

By When/Frequency:
4 times per week

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Beginning the second week of school, both academic coaches and the intervention teacher will provide direct support during 3rd grade ELA Walk to Intervention (WTI). This additional support is prioritized based on the current 3rd grade cohort's performance on the PM3 ELA assessment, in which only 38% achieved proficiency as 2nd graders.

Action Step #4
Pacing Calendars

Person Monitoring:
Rebecca Dail & Beth Harper

By When/Frequency:
weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Pacing calendars will be developed for Being a Reader and SIPPS in grades K–2 and for Measuring Up in grades 3–5 to support timely implementation of intervention lessons, maintain instructional fidelity, and ensure students are progressing toward established goals. Walk to Intervention implementation, student progress, and pacing will be reviewed during every PLC to make instructional adjustments and monitor effectiveness.

Action Step #5
3rd grade Special Area support

Person Monitoring:
Sheri Wiggins

By When/Frequency:
4 times per week

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Identified students will receive additional support during special area using the SIPPS program.

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.

Our area of focus is improving the fidelity of instructional practices in Math through effective math Intervention in all grades. This approach allows teachers to better differentiate instruction, target specific skill gaps, and provide more individualized support to students. This focus was identified based on our 2025–2026 PM3 data, which showed that our math lowest quartile learning gains was our lowest-performing component and the only component that did not increase from the previous school year. By strengthening math intervention, we aim to directly address these achievement gaps and improve student outcomes 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.

Based on 2025–2026 FAST data, 48% of our lowest quartile students in grades 4–5 made a learning gain in math. Our goal is to increase to 50% on the FAST Math PM3 assessment by the end of the 2026–2027 school year.

- Teacher Practice Outcome: 100% of teachers will implement math intervention aligned to student data 5 times per week, as evidenced by collaborative planning and administrative

walk-throughs.

- Student Practice Outcome: Students in all grades including 4th-5th grade lowest quartile students will participate in targeted math intervention daily, focused on their specific learning needs, with 55% of the lowest quartile demonstrating proficiency on the PM3 math assessment. Increase performance of the ESE subgroup to achieve 41% or higher on the Federal Percent of Points Index (FPPI).
- Coaching Practice Outcome: Coaches will collaboratively plan with each grade-level team, provide professional development on effective math intervention, engage in coaching cycles as needed, and support teachers in refining their math structures and practices, with all efforts documented through planning agendas and coaching notes.

Monitoring

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

Student Practice:
Student data will be disaggregated after PM1, PM2, VBA1, and VBA2 and compared to district proficiency and growth trends. Students will monitor, record, and set individualized goals based on their data on a common data sheet.

Teacher Practice:
Classroom walkthrough trend data will be collected and analyzed weekly/monthly. Volusia Progress Monitoring meetings will occur two times throughout the school year to identify focus areas and develop specific action steps to address each one.

Coaching Practice:
Administration and coaches will meet weekly as a team to analyze the coaching support plan and data trends collected to make adjustments and plan for professional development.

Person responsible for monitoring outcome

Widalis Camacho

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 support improved outcomes with our math lowest quartile students, we are implementing differentiated instruction through math intervention as our primary evidence-based practice. Instruction will be guided by ongoing formative assessment and student data to ensure targeted support aligned to individual needs. Implementation will be monitored through: -Weekly collaborative

planning focused on data analysis and small group and WTI planning -Administrative walk-throughs using a schoolwide look-for tool -Coaching feedback to ensure instructional fidelity and support -Progress monitoring tools including FAST PM data, VBA data, i-Ready diagnostics, and classroom-based assessments.

Rationale:
Differentiated instruction is identified by the What Works Clearinghouse (WWC) as a high-impact strategy for improving math outcomes, particularly when tied to frequent progress monitoring and scaffolded supports. Our 2025–2026 data showed that only 48% of our lowest quartile students in grades 4–5 made a math learning gain. Implementing daily, targeted instruction allows us to more effectively address skill gaps and move students toward proficiency/gains.

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
ERPL focused on Math Intervention

Person Monitoring:
Beth Harper

By When/Frequency:
October 14

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Early release professional development in October will focus on using i-Ready reports to identify priority math skills requiring intervention and to support teachers in providing targeted instruction based on student needs.

Action Step #2
Math Intervention Support

Person Monitoring:
Rebbeca Dail & Beth Harper

By When/Frequency:
daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Academic Coaches will support math intervention in both 4th and 5th grade focused on lowest quartile students and SWD.

Action Step #3
Magma Math

Person Monitoring:
Rebecca Dail and Beth Harper

By When/Frequency:
weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Magma math will be implemented.

Action Step #4
Uncomplicate Ed math roadmap

Person Monitoring:
Beth Harper

By When/Frequency:
biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Use of Uncomplicate Ed math roadmap in PLCs to analyze grade level expectations and benchmark progressions throughout the year to focus instruction.

Action Step #5

Person Monitoring:

By When/Frequency:

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

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

At McInnis Elementary, there is work we need to continue to strengthen schoolwide expectations in an effort to decrease discipline referrals and increase student attendance.

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.

Student practice:
Discipline referrals will decrease by 10% from the previous year (171) by the end of the school year. 100% of students will be able to state the 3 PBIS expectations - Be respectful, Be responsible, Be safe. Chronic absenteeism will decrease by 10%.

Teacher Practice:
100% of teachers will relate their classroom rules to the PBIS expectations. Discipline referrals will decrease by 10% as a result of behavior strategies.

Coaching Practice:
Need for behavior coaching support will decrease by 75% by the end of the year.

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.

Student Practice:
Tier 2 and tier 3 students will track their own behavior goals using the behavior tracking form.

Teacher Practice:
Teachers will be provided expectations and lesson plans by the PBIS team. Implementation will be monitored by PBIS walkthroughs. Utilize the PBIS behavior tracking sheet to monitor behavior trends and identify students in need of tier 2 or 3 behavioral supports.

Coaching Practice:
Coaches will track teachers needing behavior support and discuss at weekly coaches/admin meetings.

Person responsible for monitoring outcome
Marvin Warren

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:
McInnis Elementary will implement explicit instruction in schoolwide behavioral expectations and essential social and life skills through its PBIS framework. Students will engage in direct instruction, modeling, guided practice, and positive reinforcement to build and strengthen appropriate behaviors across all school settings.

Rationale:
By teaching and reinforcing expected behaviors and social and life skills, discipline referrals will decrease, instructional time will increase, and student achievement will improve.

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
Professional Development during Preplanning

Person Monitoring:
Marvin Warren

By When/Frequency:
08/06

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
PBIS team will provide professional development focused on year 4 expectations for PBIS during preplanning.

Action Step #2
Student Success Skills Instruction in K-3

Person Monitoring:
Sara Montalvo

By When/Frequency:
B weeks during special area

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Action to Be Taken:
The school counselor will provide classroom lessons during special area rotations focused on social and life skills, academic success skills, and career awareness. Lessons will be aligned to student needs and will support positive behavior, self-management, goal setting, problem-solving, academic readiness, and future career exploration.
Monitoring:
The impact of this action will be monitored through lesson implementation, student participation, behavior data, referrals, attendance, and school climate data. The leadership team and school counselor will review data regularly to evaluate effectiveness and make adjustments as needed.

Action Step #3
PBIS meetings will be integrated with SLT meetings.

Person Monitoring:
Sydney Matthews

By When/Frequency:
monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
PBIS updates will be shared with team leads to then bring back to their teams.

Action Step #4
Daily Announcements

Person Monitoring:
Sara Montalvo

By When/Frequency:
daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school counselor will deliver a brief daily message during morning announcements to reinforce key student success skills and promote a positive school culture. Topics will include:
Monday: Attendance & Belonging Monday
Tuesday: Mindful Tuesday
Wednesday: Character Trait Wednesday
Thursday: Growth Mindset Thursday

Friday: Bobcat Pride Friday
These daily messages will provide students with consistent exposure to social, life, academic, and character-development skills while reinforcing schoolwide expectations and positive behaviors.

Action Step #5
PBIS Assembly

Person Monitoring:
Marvin Warren

By When/Frequency:
1st week of school and after breaks

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
PBIS assemblies will take place the first week of school to share schoolwide expectations.

Action Step #6
PBIS Incentives

Person Monitoring:
Rebecca Dail

By When/Frequency:
monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Implementing a PBIS store where students will be able to spend the Bobcat Bucks earned for following PBIS expectations.

Action Step #7
Bobcat Mentors

Person Monitoring:
Sara Montalvo

By When/Frequency:
weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
School Counselor will be starting a Bobcat mentoring group with behaviorally struggling students. These students will serve as mentors for other students to help build their leadership and citizenship skills.

Action Step #8
attendance and discipline focus groups

Person Monitoring:
Rebecca Dail, Sara Montalvo, Marvin Warren

By When/Frequency:
quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Identify students from end of school year to start early interventions for attendance and behavior. Students will be tracked throughout the school year.

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.

Our SIP will be shared with our faculty during preplanning and will be shared and reviewed monthly with our School Leadership Team and School Advisory Committee. The SIP will also be available to all stakeholders through our school website.

www.McInnis.vcsedu.org

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

Parent-Teacher Conferences: Organize regular parent-teacher conferences to discuss students' academic progress, strengths, and areas for improvement. Create a comfortable environment for parents to ask questions, share insights, and collaborate with teachers on strategies for their child's success.

Family Engagement Events: Host family-focused events that empower parents with tools to support their child's learning at home. Incorporate cultural and community-based activities to foster a sense of

belonging.

Parent Involvement in Decision-Making: Encourage parents and community stakeholders to actively participate in our SAC and PTA. Seek input on school policies, programs, and initiatives to ensure diverse perspectives are considered.

Volunteer Opportunities: Provide opportunities for parents and community members to volunteer in classrooms, school events, and extracurricular activities.

Community Partnerships: Collaborate with local businesses and organizations to provide additional resources and opportunities for students and families.

www.McInnis.vcsedu.org

Plans to Strengthen the Academic Program

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

Collaborative Planning: Collaborative planning will take place throughout the school year by all grade levels in all subject areas using the district wide look fors as a guide to focus on benchmark aligned instruction, benchmark aligned tasks, questioning to deepen understanding, and collaborative structures.

Walk to Intervention: ELA Walk to Intervention will begin schoolwide on August 17 using data from last school year. WTI groups will be adjusted regularly using PM and VBA data. K-2 will use SIPPS and 3rd-5th will use SIPPS, Measuring Up, and Rally.

Small Group Instruction: The Being a Reader program will be implemented in grade K-2 for small group instruction. Grades 3-5 will use the new Benchmark small group lessons and Magnetic lessons to differentiate instruction.

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)).

NA

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)).

The school ensures counseling and specialized support services through regular meetings between the school counselor and students, focusing on conflict resolution, suicide prevention, social skills groups, emotional regulation, stress management, and academic planning. Additionally, we offer access to mental health professionals and collaboration with community agencies to support students' overall well-being and development.

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 host Career Week, during which various community organizations and high school programs visit to educate our students about future opportunities and career paths.

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)).

We implement a schoolwide Multi-Tiered System of Supports (MTSS) to prevent and address problem behavior, academic, and attendance concerns, providing early intervention services to students in need.

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)).

This year, we will offer professional development in the following areas during our Early Release Professional Learning days.
Math Intervention
VBA/PM3 Data Analysis

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)).

Our school assists preschool children in transitioning to elementary school by maintaining strong communication with local daycares and private Pre-K programs to support continuity of learning. We host a Kindergarten Round-Up event and a Meet the Teacher session, which allow children and their families to become familiar with our campus, meet staff members, and learn about school expectations and routines. Additionally, McInnis Elementary offers a variety of early childhood programs on-site—including VPK blended, Pre-K ESE, and Pre-K 3 classes—which help ease the transition by building foundational skills and fostering familiarity with the school setting.

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.

Resources that will be used to address the needs of our ELL students in ELA include Measuring Up, Magnetic, Benchmark, iReady, and Rally Reading. The use of these resources will be monitored through weekly walkthroughs and progress monitoring data will be analyzed after every district and state assessment.

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).

Each grade level will participate in collaborative planning and PLC each week to plan effective instruction to meet the needs of our ELL students.

Through differentiated small group instruction, Walk to Intervention, and strategic scheduling we will prioritize our SWD students to increase their progress and ensure we meet or exceed the FPPI target.

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