

Escambia County School District

CORDOVA PARK 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

In all that we do, we teach, so that in all children do, they have the opportunity to learn.

Provide the school's vision statement

Cordova Park Elementary provides an environment in which all children feel happy and safe so that they may learn at their fullest potential.

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

Mary Bauer

abauer@ecsdfl.us

Position Title

Principal

Job Duties and Responsibilities

The principal with the SIP team will develop the goals for targeted area based on data. She will facilitate, train, and implement the school improvement plan with the SIP team to ensure faculty, staff, and stakeholders will understand and purposefully plan targets areas to monitor growth.

Leadership Team Member #2

Employee's Name

Michelle Andersen

mandersen@ecsdfl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal with the SIP team will develop the goals for targeted area based on data. She will facilitate, train, and implement the school improvement plan with the SIP team to ensure faculty, staff, and stakeholders will understand and purposefully plan targets areas to monitor growth.

Leadership Team Member #3**Employee's Name**

Vicki Crawford

vcrawford@ecsdfl.us

Position Title

Instructional Technology

Job Duties and Responsibilities

The instructional technology position will provide support to all faculty with tech questions for monitoring data with programs that are used by students, assessments on mastery connect, and any other tech questions or concerns teachers may have when collecting and analyzing data to support the monitoring of the CSIP goals and targeted areas.

Leadership Team Member #4**Employee's Name**

Melissa Diaco

mdiaco@ecsdfl.us

Position Title

ESE Chair

Job Duties and Responsibilities

The grade level teacher will provide continuous support for planning during grade level (PLC) meetings. They will also give feed back to the SIP team of needs and/or successes. They will facilitate data chats to ensure the goals and targeted areas are making growth. This includes 6th grade.

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

Lauren Patterson

lpatterson@ecsdfl.us

Position Title

Kindergarten Grade Level Chair

Job Duties and Responsibilities

The grade level teacher will provide continuous support for planning during grade level (PLC) meetings. They will also give feed back to the SIP team of needs and/or successes. They will facilitate data chats to ensure the goals and targeted areas are making growth.

Leadership Team Member #6

Employee's Name

Kari Graham

kgraham@ecsdfl.us

Position Title

First Grade Level Chair

Job Duties and Responsibilities

The grade level teacher will provide continuous support for planning during grade level (PLC) meetings. They will also give feed back to the SIP team of needs and/or successes. They will facilitate data chats to ensure the goals and targeted areas are making growth.

Leadership Team Member #7

Employee's Name

Amanda Chandler

achandler@ecsdfl.us

Position Title

Second Grade Level Chair

Job Duties and Responsibilities

The grade level teacher will provide continuous support for planning during grade level (PLC) meetings. They will also give feed back to the SIP team of needs and/or successes. They will facilitate data chats to ensure the goals and targeted areas are making growth.

Leadership Team Member #8

Employee's Name

Jessica Fell

jfell@ecsdfl.us

Position Title

Third Grade level Chair

Job Duties and Responsibilities

The grade level teacher will provide continuous support for planning during grade level (PLC) meetings. They will also give feed back to the SIP team of needs and/or successes. They will facilitate data chats to ensure the goals and targeted areas are making growth.

Leadership Team Member #9**Employee's Name**

Lindsey Foxhall

lfoxhall@ecsdfl.us

Position Title

Fourth Grade Level Chair

Job Duties and Responsibilities

The grade level teacher will provide continuous support for planning during grade level (PLC) meetings. They will also give feed back to the SIP team of needs and/or successes. They will facilitate data chats to ensure the goals and targeted areas are making growth.

Leadership Team Member #10**Employee's Name**

Margaret Fox-McClellan

mfox-mcclellan@ecsdfl.us

Position Title

5th & 6th Grade Level Chair

Job Duties and Responsibilities

The grade level teacher will provide continuous support for planning during grade level (PLC) meetings. They will also give feed back to the SIP team of needs and/or successes. They will facilitate data chats to ensure the goals and targeted areas are making growth.

Leadership Team Member #11**Employee's Name**

Jessica Kelly

JKelly1@ecsdfl.us

Position Title

Special Area Chair

Job Duties and Responsibilities

The special area chair will provide continuous support for planning during PLC meetings. They will also give feed back to the SIP team of needs and/or successes. They will facilitate data chats to ensure the goals and targeted areas are making growth.

2. Stakeholder Involvement

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

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

The school advisory council and the PTA board were given information from the latest school wide testing for input. Teachers were also provided data on this information. The information was used to set goals for the targeted areas in 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 SIP will be monitored during team meetings (PLC) on a bi-weekly time line.

The grade level chair will facilitate data chats and planning for the established goals and targeted areas set out in the SIP.

The SIP team will meet on a regular bases to monitor data and discuss barriers that may arise. This meeting's focus is to monitor process or lack of progress and determine next step action plan. The SIP team will problem solve any barriers and provide necessary resources, training, and/or support to remove the barriers.

Data chats will also occur during school advisory council meetings. The principal and assistant principal will gather feedback and share with the SIP team and adjust school improvement plan as needed.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY KG-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	45.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: B 2024-25: A 2023-24: A 2022-23: A 2021-22: A

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	77	56	81	73	101	80	25	0	0	493
Absent 10% or more school days	4	6	4	7	8	5	3	0	0	37
One or more suspensions	1	3	4	5	4	5	0	0	0	22
Course failure in English Language Arts (ELA)	3	3	5	3	2	0	0	0	0	16
Course failure in Math	2	1	6	2	4	5	0	0	0	20
Level 1 on statewide ELA assessment	4	2	5	10	7	9	2	0	0	39
Level 1 on statewide Math assessment	4	1	7	11	7	10	2	0	0	42
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	0	0	1	2	0	0	0	0	4
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	4	1	3	4	2	0	0	0	0	14

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	2	0	3	8	10	2	0	0	27

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	4	3	2	1	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	1	0	0	0	1

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	107	91	113	88	83	96	22			600
Absent 10% or more school days	3	12	13	12	6	10	1			57
One or more suspensions	3	5	3	1	1	3	1			17
Course failure in English Language Arts (ELA)	3	8	5	2		2	1			21
Course failure in Math	2	5	2	1		2	1			13
Level 1 on statewide ELA assessment					2	15	3			20
Level 1 on statewide Math assessment					3	13	4			20
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	8	8						22
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		8	13	14	2					37

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	3	3	1	1	4	10	2			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	2		2		1					5
Students retained two or more times					1					1

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*	66	57	62	71	55	59	68	54	57
Grade 3 ELA Achievement	73	58	61	71	54	59	71	54	58
ELA Learning Gains	54	59	63	66	58	60	66	58	60
ELA Lowest 25th Percentile	52	57	58	67	56	56	58	61	57
Math Achievement*	70	62	66	76	58	64	70	55	62
Math Learning Gains	59	61	64	69	60	63	65	59	62
Math Lowest 25th Percentile	43	50	50	62	50	51	44	57	52
Science Achievement	74	60	62	74	57	58	74	61	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					69	63		62	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	61%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	491
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*
61%	70%	65%	73%	70%	66%	

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	35%	Yes	1	
Asian Students	67%	No		
Black/African American Students	44%	No		
Hispanic Students	73%	No		
Multiracial Students	65%	No		
White Students	71%	No		
Economically Disadvantaged Students	52%	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	66%	73%	54%	52%	70%	59%	43%	74%					
Students With Disabilities	37%	36%	49%	41%	33%	38%	22%	23%					
Asian Students	58%				75%								
Black/African American Students	47%	43%	53%	50%	48%	42%	32%	38%					
Hispanic Students	77%				69%								
Multiracial Students	72%		50%		72%	67%							
White Students	74%	80%	55%	69%	80%	65%	61%	87%					
Economically Disadvantaged Students	53%	59%	52%	47%	53%	47%	38%	63%					

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	71%	71%	66%	67%	76%	69%	62%	74%					
Students With Disabilities	42%	46%	46%	60%	44%	51%	48%	42%					
Black/African American Students	52%	52%	49%	64%	59%	54%	38%	56%					
Hispanic Students	86%		82%		71%	90%							
Multiracial Students	89%		67%		79%	73%		80%					
White Students	76%	82%	69%	70%	82%	72%	70%	75%					
Economically Disadvantaged Students	54%	50%	55%	64%	61%	57%	52%	50%					

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	68%	71%	66%	58%	70%	65%	44%	74%					
Students With Disabilities	40%	50%	58%	57%	28%	35%	33%						
Black/African American Students	52%	47%	75%	75%	33%	46%	47%	23%					
Hispanic Students	63%		54%		56%	62%							
Multiracial Students	63%		40%		56%	60%							
White Students	73%	82%	67%	52%	82%	70%	37%	90%					
Economically Disadvantaged Students	54%	62%	61%	60%	50%	48%	38%	59%					

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	73%	57%	16%	60%	13%
ELA	4	63%	56%	7%	60%	3%
ELA	5	62%	56%	6%	61%	1%
ELA	6	56%	54%	2%	62%	-6%
Math	3	75%	63%	12%	66%	9%
Math	4	71%	62%	9%	65%	6%
Math	5	62%	58%	4%	62%	0%
Math	6	70%	54%	16%	60%	10%
Science	5	72%	59%	13%	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 most improvement was ELA 3rd grade achievement (all students +2%) and (EDS +9%). ELA learning gains (SWD improved +3%) and (Black gained +4%). EDS gained +13% in Science. Small groups were focused on closing skills with gaps.

Lowest Performance

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

The largest drop was Math LG in the lowest quartile (-19% for all students) and (-26% for SWD). Unsure of contributing factors - maybe could include not tracking students data formative and summative, small groups need to be more focused and include high yield strategies.

Greatest Decline

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

The largest drop was Math LG in the lowest quartile (-19% for all students) and (-26% for SWD). Unsure of contributing factors - maybe could include not tracking students data formative and summative, small groups need to be more focused and include high yield strategies.

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.

ELA 6th grade all student -6%. Unsure of contributing factors - maybe could include not tracking students data formative and summative, small groups need to be more focused and include high yield strategies.

EWS Areas of Concern

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

CPE retention has decreased by 2 (12 in 24-25 and 10 in 25-26). Attendance has improved over the past 3 years. CPE has 27 students with 2 or more indicators compared to 26 for the 25-26 school year.

Highest Priorities

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

1. Math learning gains with a focus on LQ
2. SWD learning gains in ELA and Math
3. Attendance

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

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

Area of Focus #1

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

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.

Cordova Park Elementary has historically had a proficiency for ELA 71 %, Math 76% and Science was 74% for over 20 years. This school year learning gains and learning gains for the LQ in ELA and Math dropped with the greatest drop in the LQ learning gains.

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.

Proficiency will be maintained or increase from the ELA, Math and Science.

ESSA subgroups that are our area of focus....

1. SWD - ELA achievement is at 36% and a goal of increase to 46% and increase the learning gains from 49% to 59%.
2. SWD - Math achievement is at 33% and a goal of increase to 43% and increase the learning gains from 38% to 48%.

As a school we will track and focus on learning gains with a focus on LQ learning gains in ELA and Math.

Monitoring

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

The data metrics utilized to monitor the goal will be FAST, STAR, iReady, district assessments K-6 including Mastery connect, school based assessments. The leadership team will conduct weekly walkthroughs to monitor the implementation of purposefully planning for small group instruction, professional development as needs arise for successful implementation, and remediation. The school improvement team will also review school wide data monthly. The team will meet with the teachers to

discuss the data and determine future instructional practices and identify needs for acceleration, remediation or reteaching opportunities.

Person responsible for monitoring outcome

Mrs. Aggie Bauer, 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:

Strengthen the multi-tiered system of support in ELA and Math for all students. 1. In ELA all K-6 teachers will screen all students for potential reading problems at the beginning of the year and again in the middle of the year. (What Works Clearing House - Tier 3). 2. Teachers will provide intensive, systematic instruction on foundational reading skills in small groups to students who score below the benchmark score on universal screening. (What Works Clearing House - Tier 3) 3. Teachers will provide systematic math instruction during intervention small groups to develop student understanding of mathematical ideas. (What Works Clearing House - Tier 1)

Rationale:

1. Universal screening is a critical first step in identifying students who are at risk for experiencing reading and math difficulties and who might need more instruction. Screening should take place at the beginning of each school year in K-6 grades. 2. Tier 2 instruction should take place in small groups that address the major components of reading and math instruction. 3. Effective interventions for improving the mathematics achievement of students with difficulties share one key feature: the design of the curricular materials and the instruction practices are systematic with small group targeting gaps in learning.

Tier of Evidence-based Intervention:

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

Strengthen the multi-tiered system of support in ELA and Math for all students. 1. In ELA all K-6 teachers will screen all students for potential reading problems at the beginning of the year and again in the middle of the year. (What Works Clearing House - Tier 3). 2. Teachers will provide intensive, systematic instruction on foundational reading skills in small groups to students who score below the benchmark score on universal screening. (What Works Clearing House - Tier 3) 3. Teachers will provide systematic math instruction during intervention small groups to develop student understanding of mathematical ideas. (What Works Clearing House - Tier 1)

Person Monitoring:

Ms. Aggie Bauer, Principal

By When/Frequency:

Monthly

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

1. The admin team will conduct classroom walk throughs on a weekly basis in the core content areas to monitor the implementation of small group instruction in ELA and Math. 2. The admin team will provide feedback to teachers and determine coaching support based on the data matrix and classroom walk throughs. 3. The team will determine future instructional practices and identify needs for remediation or reteaching opportunities based on the qualitative and quantitative data.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

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.

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 attendance is a high priority to achieve academic success and learning gains for sub groups.

<https://docs.google.com/spreadsheets/d/1y6SDcDq-OOW-CtK68blmooPZW3O89tY31tCt0tuR8Ls/edit?gid=0#gid=0>

The school will have a goal for attendance rate of 95% in the general population and all subgroups. The school will decrease tardies by 50% in the general population and all the subgroups.

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.

Monitor the progress of all student and proactively intervene when students show early signs of attendance, behavior, or academic problems. (Preventing Drop Out - Tier 1)

Person responsible for monitoring outcome

Ms. Michelle Andersen, AP

Evidence-based Intervention:

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

Description of Intervention #1:

The assistant principal, guidance counselor, and/or school navigator (social worker) will help support attendance by removing barriers that impede attendance and late check in and early check out (tardies). Barriers that will be addressed include but are not limited to access to resources such as uniforms, food, support for parents with utility bills, mental health counseling, coordination of travel for parents to get to medical appointments, school appointments, and family nights.

Rationale:

Three key indicators --- 1. attendance, 2. behavior, and 3. course performance ---- are reliable predictors of which students are at risk for dropping out. By continually monitoring students' attendance, behavior, and grades, schools can intervene at the first signs of trouble, before students need intensive support.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

The assistant principal, guidance counselor, and/or school navigator (social worker) will help support attendance by removing barriers that impede attendance and late check in and early check out (tardies). Barriers that will be addressed include but are not limited to access to resources such as uniforms, food, support for parents with utility bills, mental health counseling, coordination of travel for parents to get to medical appointments, school appointments, and family nights.

Person Monitoring:

Ms. Michelle Andersen, AP

By When/Frequency:

Weekly & Monthly

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

The assistant principal will use the district attendance alert report to monitor attendance according to the school district guidelines. Teachers will alert the AP when a student has several check in or check out that is negatively impacting academic achievement.

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.

N/A

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)).

N/A

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)).

N/A

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI

or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

N/A

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

N/A

Preparing for Postsecondary Opportunities and the Workforce

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

N/A

Addressing Problem Behavior and Early Intervening Services

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

N/A

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)).

N/A

Strategies to Assist Preschool Children

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

N/A

VI. ATSI, TSI and CSI Resource Review

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

Cordova Park Elementary leadership team takes a data-informed approach to aligning resources—including time, staff, schedules, technology, and instructional supports—to meet the diverse needs of all students. This includes a specific focus on students with IEPs and other critical subgroups.

The leadership team, which includes administration, grade level chairs, ESE teachers, school psychologist (tier III) , and guidance (tier II) meets regularly to:

- Review academic and behavioral data for all subgroups in Tier II and Tier III interventions
- Analyze IEPs and 504 plans with teachers and co teachers
- Evaluate current small group schedules to ensure teachers include tier II and tier III interventions for all identified students with a focus on IEP students meeting the growth goal
- Identify resource gaps and realign staff and/or tools to provide access and support to all students who are not meeting the growth goal with a focus on IEP students
- The teacher's daily schedule includes daily protected time for small group interventions in reading and math, aligned to Tier II and Tier III needs. A 30 minute block of time will be scheduled for tier III reading interventions in each classroom.
- Students with IEPs and tier III students are scheduled for services in a way that minimizes instructional loss and maximizes academic engagement.
- ESE personnel are integrated into core instruction through co-teaching or push-in support, ensuring inclusive practices.
- Assistant Principal and ESE teachers work closely with general education teachers and paraprofessionals to ensure instructional strategies are tailored and aligned with student needs in each classroom room especially for IEP students.
- The school uses limited human resources to best meet the needs of all students who have not or are not projected to meet their growth goal. This includes AP, ESE teacher, School Psychologist (tier III), Guidance (504 & Tier II) paraprofessionals, and for behavior (mental health counselor & behavior coach) who will analyze data points and provide targeted interventions based on individual student data/needs.
- Grade-level teachers/teams will collaborate with ESE teachers, behavior coach, and/or AP to

review progress and adjust instructional approaches with a specific focus on IEP students.

- The leadership team and teachers will use platforms like Mastery Connect, K-1 (excel spreadsheet for ELA K-1 and Math K), FAST assessment PM1 & PM2 K-6, and data files from district to disaggregate and monitor student performance by subgroup, including SWDs, EWS and students at risk (tier II and tier III)
- Grades 1 (math), and 2-6 for ELA, Math, Science, & SS will use mastery connect to work with district level support to align resources where needed with a focus on IEP students.
- Programs such as Amira (K-5), i-Ready Math, HMH on line program and use the reading and math decision tree to best match student need with appropriate interventions. Interventions are assigned based on student need, with usage tracked to ensure fidelity and effectiveness with a focus on all students with needs especially students with an IEP.
- Students with disabilities have access to personalized tech tools and accommodations as outlined in their IEPs.

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).

The use of HMH Into Reading 2025 as a Comprehensive Core Language Arts/Reading Program is supported by recommended practices in the *The Institute of Education Sciences Practice Guides*. The core curriculum includes accommodations for students with a disability; provides print-rich explicit and systematic, scaffolded, and differentiated instruction; builds background and content knowledge; and incorporates writing in response to reading.

A focus on five key literacy instructional practices (explicit, systematic, scaffolded, differentiated instruction with corrective feedback) with this comprehensive curriculum will increase the proficiency of our students in K-5.

Envision Mathematics is used as the comprehension core curriculum throughout the entire school year. The core curriculum includes accommodations for students with a disability, and students who are English language learners; provides print-rich explicit and systematic, scaffolded, and differentiated instruction; builds background and content knowledge; and incorporates the principles of Universal Design for Learning. Envision Mathematics is grounded in problem-based and visual learning to create fun and engaging environments that invite inquiry and discovery. The core curriculum also includes hands-on problem-based activities to promote deep understanding of concepts and includes flexible differentiation to ensure students' learning needs are met.

General Education teachers and ESE teachers will work together to determine the best intervention

for individual students with an IEP and in the RtI process. Teachers with teacher assistants will provide interventions using the ECPS decision trees in reading and in math.

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