

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..... 6
 - D. Early Warning Systems 7
- II. Needs Assessment/Data Review 10
 - A. ESSA School, District, State Comparison 11
 - B. ESSA School-Level Data Review 12
 - C. ESSA Subgroup Data Review 13
 - D. Accountability Components by Subgroup..... 14
 - E. Grade Level Data Review 17
- III. Planning for Improvement..... 18
- IV. Positive Learning Environment 25
- V. Title I Requirements (optional)..... 30
- VI. ATSI, TSI and CSI Resource Review 33
- VII. Budget to Support Areas of Focus 34

School Board Approval

This plan was approved by the Seminole County School Board on Board Approved 10/07/2025.

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

The mission of Goldsboro Elementary Magnet School is to empower students to excel in a world of science, technology, engineering, and mathematics through local and global collaboration in a nurturing and challenging environment.

Provide the school's vision statement

To provide a rigorous and stimulating learning environment by integrating customized educational pathways in STEM to produce students who are equipped to succeed in the 21st Century.

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

Dr. Chris Mulholland

chris_mulholland@scps.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

Manage all faculty and staff at the school. Responsible for the school's academic performance and students, faculty, and staff safety. Provide strategic direction for the school and cultivate a positive school climate.

Leadership Team Member #2

Employee's Name

Dustin Trahan

trahandz@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Assists the principal with implementing school-wide goals. Collaborates with the school principal as an instructional leader to the building staff, aiming to achieve and sustain high levels of student learning and growth. Assists in the day-to-day operations of the school.

Leadership Team Member #3

Employee's Name

Alyssa Costanza

alyssa_costanza@scps.k12.fl.us

Position Title

School Administration Manager

Job Duties and Responsibilities

Assists the principal and the assistant principal in implementing school-wide goals. Works with teachers and parents to provide a positive school climate. Assists in the day-to-day operations of the school.

Leadership Team Member #4

Employee's Name

Jennifer Prather

jennifer_kellett@scps.k12.fl.us

Position Title

Literacy Instructional Coach

Job Duties and Responsibilities

Facilitates PLC sessions as well as the implementation and monitoring of core instruction in reading and writing. Also supports classroom teachers with instructional strategies, data collection, and student engagement. Collaborates with educators and school administrators to develop curriculum and lesson plans and analyze data. Designs and leads professional development presentations, as well as models lessons for teachers.

Leadership Team Member #5

Employee's Name

Dr. Rachel Hallett

hallettra@scps.k12.fl.us

Position Title

Math and Science Instructional Coach

Job Duties and Responsibilities

Facilitates PLC sessions as well as the implementation and monitoring of core instruction in math and science. Also supports classroom teachers with instructional strategies, data collection, and student engagement. Collaborates with educators and school administrators to develop curriculum and lesson plans and analyze data. Designs and leads professional development presentations, as well as models lessons for teachers.

Leadership Team Member #6

Employee's Name

Position Title

Job Duties and Responsibilities

No Answer Entered

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.

Goldsboro's School Advisory Council has scheduled monthly meetings to discuss successes and challenges that the school community needs to address. This input was used in the development of the SIP plan. Goldsboro's SAC comprises seven parents and community members, three teachers, and one non-instructional school employee.

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 goals will be discussed at our Leadership Team meetings. The team will assess and adjust instructional practices based on the data, identifying what is working, to ensure that school improvement goals are being met, and revise implementation strategies as needed. Using the schoolwide data board, highlight individual students who are not progressing and then meet with the teacher to develop an actionable plan to intervene.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	31.1%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) 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>	2024-25: A 2023-24: A 2022-23: A 2021-22: B 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
School Enrollment	144	144	146	146	158	153				891
Absent 10% or more school days	7	25	27	14	9	8				90
One or more suspensions	0	2	0	3	3	8				16
Course failure in English Language Arts (ELA)	0	32	21	8	9	6				76
Course failure in Math	0	27	18	8	8	14				75
Level 1 on statewide ELA assessment	0	3	17	11	9	8				48
Level 1 on statewide Math assessment	0	3	5	17	12	10				47
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	5	2	9	12	0				28
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	6	15	7	0	6				34

Current Year 2025-26

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Students with two or more indicators	0	25	23	17	15	12				92

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	3	2	5	1	0				11
Students retained two or more times	0	0	0	0	0	0				0

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	1	41	22	19	22	16				121
One or more suspensions			4	6	4					14
Course failure in English Language Arts (ELA)	1	14	9	5	4	3				36
Course failure in Math	1	13	6	2	9	4				35
Level 1 on statewide ELA assessment					14	13				27
Level 1 on statewide Math assessment					18	20				38
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)			1	6						7
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	2	16	2	8	6					34

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	13	5	8	19	14				61

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3	4	1	5	1					14
Students retained two or more times										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	78	68	59	77	66	57	67	61	53
Grade 3 ELA Achievement	74	71	59	75	69	58	72	62	53
ELA Learning Gains	72	63	60	74	62	60			
ELA Lowest 25th Percentile	63	56	56	62	55	57			
Math Achievement*	76	69	64	74	67	62	66	64	59
Math Learning Gains	80	65	63	70	64	62			
Math Lowest 25th Percentile	62	47	51	37	43	52			
Science Achievement	90	68	58	82	68	57	72	65	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	91	73	63	84	75	61	67	77	59

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	76%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	686
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
76%	71%	71%	62%	59%		59%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	52%	No		
English Language Learners	83%	No		
Asian Students	86%	No		
Black/African American Students	50%	No		
Hispanic Students	76%	No		
Multiracial Students	82%	No		
White Students	77%	No		
Economically Disadvantaged Students	61%	No		

D. Accountability Components by Subgroup

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

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	78%	74%	72%	63%	76%	80%	62%	90%					91%
Students With Disabilities	35%	42%	47%	50%	41%	74%	70%	56%					
English Language Learners	74%		82%	75%	86%	85%		90%					91%
Asian Students	93%	93%	75%	53%	97%	88%		96%					94%
Black/African American Students	47%	36%	67%	60%	27%	56%	48%	58%					
Hispanic Students	63%	62%	70%	67%	73%	79%	84%	95%					87%
Multiracial Students	88%		82%		75%	82%							
White Students	83%	85%	64%	70%	78%	78%	54%	100%					
Economically Disadvantaged Students	52%	46%	62%	58%	44%	67%	62%	77%					81%

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	77%	75%	74%	62%	74%	70%	37%	82%					84%
Students With Disabilities	31%	37%	61%	52%	40%	50%	45%	8%					
English Language Learners	70%	67%	72%	54%	77%	72%	40%	63%					84%
Asian Students	92%	92%	85%	79%	95%	88%	60%	93%					85%
Black/African American Students	46%	38%	63%	56%	35%	41%	30%	70%					
Hispanic Students	59%	61%	56%	45%	51%	51%	32%	55%					81%
Multiracial Students	71%		73%		71%	55%							
White Students	80%	88%	67%		70%	60%	50%	78%					
Economically Disadvantaged Students	56%	56%	67%	60%	42%	42%	30%	62%					88%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	67%	72%			66%			72%					67%
Students With Disabilities	19%	21%			24%			45%					
English Language Learners	58%	76%			64%			60%					79%
Asian Students	87%	91%			94%			95%					92%
Black/African American Students	33%	45%			23%			32%					
Hispanic Students	47%	59%			40%			56%					67%
Multiracial Students	53%				67%								
White Students	75%	77%			65%			85%					
Economically Disadvantaged Students	39%	47%			35%			42%					73%

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

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

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

SUBJECT	GRADE	2024-25 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	74%	69%	5%	57%	17%
ELA	4	79%	67%	12%	56%	23%
ELA	5	79%	64%	15%	56%	23%
Math	3	68%	70%	-2%	63%	5%
Math	4	78%	69%	9%	62%	16%
Math	5	56%	46%	10%	57%	-1%
Math	6	100%	71%	29%	60%	40%
Science	5	90%	66%	24%	55%	35%

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 is learning gains from our lowest 25% of Math students, which increased from 37% in 2024 to 63% in 2025. Small-group targeted instruction, based on data collected during the Math block, helped meet the needs of these students, who are one year or more behind grade level in math. Our school team benefited from ongoing professional development, grade-level collaboration, and accessing and analyzing data for individual students.

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 data component that showed the lowest performance was the learning gains of our lowest 25% in ELA, which remained unchanged from last year at 63%. Contributing Factors include a need for strong collaboration in PLC planning with a focus on targeted, rigorous instruction during designated small-group instructional time.

Greatest Decline

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

The data component that showed the most significant decline was third grade mathematics proficiency, which was 78% in 2024 and dropped to 68% in 2025. Contributing factors included the lack of reteaching in small groups and a planning focus on standards mastery. Targeted intervention and scaffolding instruction will need to be a priority.

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.

Fifth grade science had a proficiency score that was over 35 points higher than the State Average, with 90% of our students proficient. The factors contributing to this success include an emphasis on science throughout all grade levels, our strong STEM magnet focus, and the planning and implementation of teaching the science standards to mastery in 5th grade.

EWS Areas of Concern

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

Level 1 on the Statewide ELA assessment

Level 1 on the Statewide Math assessment

Highest Priorities

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

1. Reduce the number of students with 10% or higher absences.
2. Increase teacher knowledge of interventions, resources, and small-group instructional practices.
3. Teacher development on collaborative strategies for student engagement.

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 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.

Goldsboro had 20% of third grade students score a level 2 on the 2024-2025 FAST PM#3. These students will be in standard fourth grade math classes this year, where the focus will be on these students meeting proficiency. Continue to deepen teacher understanding of the vertical progression and standards design to increase knowledge of what students are expected to know.

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.

Goldsboro would like to see the following increases:

Third Grade Math proficiency increased from 68% to 76%

Fourth Grade Math proficiency increased from 77% to 80%

Fifth Grade Standard Math proficiency increased from 56% to 60%

Fifth Grade Math RAMP proficiency maintains 100%

Math Learning gains increase from 80% to 82%

Math Learning gains of the lowest quartile students increase from 62% to 65%

Monitoring

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

Walkthrough's will be conducted utilizing the Instructional Priorities Walkthrough Tool to assist in monitoring the flow of the math block for pacing to include benchmark-aligned instruction, monitoring for learning, student engagement and conditions for learning. Implement small-group targeted instruction during the math block, including data-driven math groups and teacher-selected small groups for reteaching or reinforcing skills.

Person responsible for monitoring outcome

Dr. Chris Mulholland, Mr. Dustin Trahan, Dr. Rachel Hallett

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 following evidence-based interventions are available to support students based on the area of need of the individual student: Ready Florida BEST Math Instruction, SAVVAS enVision Math Diagnostic and Intervention System, Seminole Numeracy- Project.

Rationale:

All the listed interventions have research-based evidence for efficacy.

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

PLC Discussions of student performance on math formative assessments.

Person Monitoring:

Dr. Chris Mulholland; Dustin Trahan; Dr. Rachel Hallett

By When/Frequency:

May 2026

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

PLCs that promote collaboration and discussion on math foundations and how to manage small groups and plan for student needs. Applying consistent opportunities for formative assessment with feedback that drives learning and achievement. Data chats will be held after each progress monitoring assessment to review successes and develop plans to close learning gaps.

Action Step #2

Math Vocabulary is purposefully taught during core instruction and interventions.

Person Monitoring:

Dr. Rachel Hallett

By When/Frequency:

May 2026

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

Lesson plans and student work samples will show the implementation and support of mathematics vocabulary development strategies. Increase collaboration opportunities that align with the rigor of the benchmark.

Area of Focus #2

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 percentage of all students achieving ELA Learning gains on FAST is 72%, which is a decrease from 74% in 2024, as evidenced by the FAST PM3 results. Although we are currently above the district and state averages, we aim to continue trending in a positive direction.

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.

Goldsboro would like to see the following ELA increases:

Third Grade ELA proficiency increased from 74% to 79%

Fourth Grade ELA proficiency increased from 78% to 83%

Fifth Grade ELA proficiency increased from 78% to 83%

Overall ELA Learning Gains from 72% to 77%

Overall ELA Lowest Quartile Learning Gains from 63% to 70%

Monitoring

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

Ensure teachers have a clear understanding of the B.E.S.T. ELA Standards and continue to focus on K-5 teachers' collaborative planning sessions, with a focus on target task alignment. Walkthrough's will be conducted utilizing the Instructional Priorities Walkthrough Tool to assist in monitoring the flow of the ELA block for pacing to include benchmark-aligned instruction, monitoring for learning, student engagement and conditions for learning. Differentiation needs to remain data-driven, focused on student reading needs, utilizing evidence-based interventions, and implemented with fidelity.

Person responsible for monitoring outcome

Dr. Chris Mulholland, Dustin Trahan, Jennifer Prather

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 following evidence-based interventions are available to support students based on the area of

need of the individual student: Magnetic Reading(promising evidence), Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) (moderate evidence), Wonders Tier 2 and Tier 3 Intervention (state approved adopted materials), iReady (moderate evidence), and Quick Reads (strong evidence).

Rationale:

A variety of interventions are available to schools, enabling them to meet the needs of individual students. This allows all areas of reading to be addressed, from foundational skills to comprehension, across the K-12 continuum. All of the listed interventions have been included in the K-12 Comprehensive Evidence-Based Reading Plan.

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

Small Group Instruction

Person Monitoring:

Dr. Chris Mulholland, Dustin Trahan, Jennifer Prather

By When/Frequency:

May 2026

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

Incorporate strategies to differentiate instruction within small groups, providing varying levels of support and challenge based on individual student needs. Ensure teachers are utilizing SCPS Instructional Frameworks, which guide small group lessons in Decoding, Fluency, and Comprehension. Outline specific instructional strategies for small groups, such as explicit instruction, differentiated learning, and targeted interventions. Ongoing professional development opportunities for teachers on best practices for small group instruction.

Action Step #2

Data-Driven Literacy Focus

Person Monitoring:

Dr. Chris Mulholland, Dustin Trahan, Jennifer Prather

By When/Frequency:

May, 2026

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

Meet regularly with teachers during PLCs and individual teacher data chats. Teachers will identify student gaps in learning based on current assessment data. Teachers will utilize evidence-based practices to teach literacy skills necessary for closing learning gaps. Each student will be provided multiple opportunities to engage in and respond to instruction and supplemental interventions.

Area of Focus #3

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

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

Goldsboro will focus on implementing the Science instructional frameworks to identify and discuss best teaching practices for standards-based, rigorous instruction to promote student engagement. This will be accomplished by planning for meaningful hands-on learning labs in the sciences to enhance student understanding.

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 in Science will continue to be above 85% as measured by the Florida Statewide Science Assessment. For the 2025 school year, 90% of Goldsboro's fifth grade students were proficient.

Monitoring

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

Facilitate science professional development through monthly curriculum meetings and weekly PLCs to focus on collaborative planning.

Focus on fair game content from 3rd and 4th grade to ensure knowledge applies to learning.

Emphasize Science Vocabulary.

Utilize hands-on lessons aligned with essential standards for science in the fifth grade.

Walkthrough's will be conducted utilizing the Instructional Priorities Walkthrough Tool to assist in monitoring the flow of the Science block for pacing to include benchmark-aligned instruction, monitoring for learning, student engagement and conditions for learning.

Person responsible for monitoring outcome

Dr. Chris Mulholland, Dustin Trahan, Dr. Rachel Hallett

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:

Evidence-based interventions are available to support students in science, based on the individual student's area of need, utilizing the McGraw-Hill science series and interactive science investigations.

Rationale:

The use of collaborative structures and hands-on experiences enables students to engage with the Florida Science standards in various ways, incorporating real-world applications.

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

Science PLCs with purposefully planned lessons for science.

Person Monitoring:

Dr. Chris Mulholland, Dustin Trahan, Dr. Rachel Hallett

By When/Frequency:

May 2026

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

Grade-level planning for hands-on, inquiry-based learning to teach concepts. Integration of science content across the curriculum in math and reading. Utilize data to organize students' interactions with science content based on state science standards and content limits for each area of focus. This systematic instruction approach uses assessment, analysis, and actions to meet students' needs.

Action Step #2

Vocabulary development for scientific terms

Person Monitoring:

Dr. Chris Mulholland, Dustin Trahan, Dr. Rachel Hallett

By When/Frequency:

May, 2026

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

Interactive notebooks with a focus on vocabulary. Vocabulary development for scientific terms and integration of science in math and reading. Teachers will use consistent science terminology throughout our school.

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.

Eighteen percent of our students at Goldsboro have missed 15 or more days of school during the 2024-2025 school year. This high rate of absenteeism has a significant impact on student learning, as consistent attendance is crucial for maximizing learning opportunities and achieving academic success.

Measurable Outcome

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

During the 2024-2025 school year, Goldsboro had 159 students, or 18% of our population, with 15 or more absences. The goal is to decrease this to 13% for the 2025-2026 school 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.

The MTSS team will monitor and review the percentage of chronically absent students twice each month as a collaborative team. This data will help the team determine the communication needs of students and parents regarding the importance of attending school. The team will regularly share information about the current attendance status at staff meetings, SAC meetings, school newsletters, and other communications.

Person responsible for monitoring outcome

Dr. Chris Mulholland, Teresa Flynn (School Counselor), Social Worker

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:

State statute requires that school teams shall be diligent in facilitating intervention services and make all reasonable efforts to resolve nonattendance behavior. Using the MTSS problem-solving model, teams are responsible for providing and monitoring appropriate interventions for individual students. To ensure students are provided with the necessary resources and interventions, schools should form comprehensive teams with clear roles and responsibilities.

Rationale:

Through the use of evidence-based intervention supports, schools invest in fostering a culture that promotes engagement and attendance. However, some students struggle to attend school regularly. Unchecked absences can lead to lower achievement levels and gaps in knowledge that may prove challenging to overcome. It is crucial for students and their families to recognize that absences due to late arrivals or missed full days, whether excused or unexcused, can have a negative impact on learning. Efforts to curb tardiness, chronic absenteeism, and truancy can address the needs of students and families, mitigating student failure.

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

Schoolwide Attendance Campaign

Person Monitoring:

Dr. Chris Mulholland

By When/Frequency:

May 2026

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

Utilize parent engagement events and conferences to ensure parents are informed about the consequences of chronic absenteeism on their child's learning progression. Recognize the entire grade levels that have the highest percentage of students in regular attendance on the morning news. Greet students consistently with positive praise to establish relationships and foster a positive school culture, which is associated with improved attendance.

Area of Focus #2

Teacher Retention and Recruitment

Area of Focus Description and Rationale

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

Students succeed when conditions for learning are optimized, and teachers feel confident and have a sense of belonging in their current school. Focusing on campus safety, developing a culture where teacher voice and belonging are valued, and sharing collective responsibility for the success of all students in the school increases student achievement.

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.

School Climate, Leadership Relationships, and Sense of Belonging were all assessed through the Panorama Survey, which was completed in April 2025. The results showed that 85% of teachers who completed the survey perceived a favorable school climate, 83% of teachers who completed the survey reported positive leader relationships, and 81% of teachers felt a sense of belonging. The goal for 2025-26 will be to raise each area on the Panorama survey by 2% with a focus on belonging, which was the lowest-scoring area.

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.

Make building connections a priority for teachers and students by identifying the specific causes of individual challenges in the classroom or other areas within the school, and sincerely commit to addressing such challenges proactively as a school community.

Person responsible for monitoring outcome

Dr. Chris Mulholland, Dustin Trahan, Alyssa Costanza

Evidence-based Intervention:

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

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Building Connections

Person Monitoring:

Dr. Chris Mulholland, Dustin Trahan, Alyssa Costanza

By When/Frequency:

May, 2026

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

Conditions for Learning monitoring will occur during classroom walk-throughs, PLC meetings, attendance reviews, and discipline data reviews. The School Climate Committee meets every six weeks to assess the climate and culture of the school and help implement strategies for fostering connections within our school community.

Action Step #2

NEST Program for New Teachers

Person Monitoring:

Dustin Trahan

By When/Frequency:

May, 2026

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

Our NEST Lead will provide ongoing support to new teachers, helping them establish relationships

with their colleagues. NEST Teachers will conduct regular check-ins with our new teachers.

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.

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

How Plan is Developed

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

1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

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