



# 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 ..... 28
- V. Title I Requirements (optional)..... 31
- VI. ATSI, TSI and CSI Resource Review ..... 35
- VII. Budget to Support Areas of Focus ..... 36

## 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 the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens. At Highlands Elementary, the parents, teachers, and staff in our school community are committed to providing a safe and educational environment while preparing all students to become responsible, life-long learners and leaders.

### Provide the school's vision statement

---

At Highlands Elementary, we believe in developing the whole child. To do this, our goal is to build an environment where our students can realize their potential in the areas of academics, the arts, athletics, and social-emotional development to become the leaders of tomorrow. As Highlands Huskies we believe: All children can be leaders. All children have genius. All children can create change. All children are in charge of their learning. All children have a voice.

## 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

Robert Adamowicz

Robert\_Adamowicz@scps.k12.fl.us

##### Position Title

Assistant Principal

##### Job Duties and Responsibilities

---

Oversee instruction, school culture, & parent and family engagement supporting all stakeholders.

## Leadership Team Member #2

### Employee's Name

Jodi Gonzalez

Jodi\_Farbstein@scps.k12.fl.us

### Position Title

Principal

### Job Duties and Responsibilities

---

Oversee instruction, school culture, & parent and family engagement supporting all stakeholders.

## Leadership Team Member #3

### Employee's Name

Melissa Nelson

Melissa\_Nelson@scps.k12.fl.us

### Position Title

School Counselor

### Job Duties and Responsibilities

---

The School Counselor works with students, families, and staff to support overall well-being. This includes supporting and aiding in the implementation of intervention, academic accommodation, and communicating to stakeholders academic or behavioral needs.

## Leadership Team Member #4

### Employee's Name

Kathy Campbell

Kathryn\_Campbell@scps.k12.fl.us

### Position Title

Behavior Interventionist

### Job Duties and Responsibilities

---

The Behavior Intervention Teacher provides in class, one-on-one, small group and tiered behavioral interventions for students.

## Leadership Team Member #5

### Employee's Name

Paula Dimperio

Paula\_Dimperio@scps.k12.fl.us

**Position Title**

Reading Coach

**Job Duties and Responsibilities**

---

The Instructional Coach supports all teachers and instructional paraprofessionals with understanding standards/benchmarks, best practices, and data to drive successful instruction and student learning while focusing on SIP goals.

**Leadership Team Member #6**

**Employee's Name**

Linda Kula-Gunter

kulagl@scps.k12.fl.us

**Position Title**

Math Coach

**Job Duties and Responsibilities**

---

The Instructional Coach supports all teachers and instructional paraprofessionals with understanding standards/benchmarks, best practices, and data to drive successful instruction and student learning while focusing on SIP goals.

**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 Committee will be provided with a copy of last year's School Improvement Plan, 5 Essentials, Snapshot, and Safety Survey results and asked for their thoughts, ideas, and suggestions. Our SAC reviews and provides feedback on the new SIP before approval. Parent input is important to Highlands and adds valuable insights.

### 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 regularly monitored for effective implementation and impact on increasing academic achievement throughout the year. In order to determine if students achieve academic success, Administration will conduct frequent classroom walkthroughs, provide immediate feedback, encourage teachers to participate in weekly PLC's with the Reading Coach and Math Coach, attend weekly MTSS meetings to monitor the academic progress of students, and attend frequent Data Chats to review data and determine interventions and differentiated instructional needs. Administration will schedule and participate in weekly Leadership Team Meetings with the coaches and support staff to closely monitor assessments, iReady lessons and pass rates, FAST scores and percentile ranks, and other progress monitoring assessments with an emphasis on our Lowest Quartile students. The goal is for all students to achieve academic success at Highlands Elementary.

### C. Demographic Data

<b>2025-26 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>ELEMENTARY PK-5</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2024-25 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>65.8%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>YES</b>
<b>2024-25 ESSA IDENTIFICATION</b> *UPDATED AS OF 1	<b>ATSI</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2024-25 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2024-25: B 2023-24: A 2022-23: A 2021-22: B 2020-21:</b>

## 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	65	98	71	89	70	87				480
Absent 10% or more school days	9	16	6	13	6	9				59
One or more suspensions	1	10	3	5	4	6				29
Course failure in English Language Arts (ELA)	2	17	21	10	4	2				56
Course failure in Math	2	19	18	7	6	2				54
Level 1 on statewide ELA assessment	0	3	11	17	6	11				48
Level 1 on statewide Math assessment	0	1	8	22	6	11				48
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	14	6	7	0	0				27
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	13	3	4	3	0				23

#### 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	2	20	20	19	7	10				78

#### 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	3	3	2	3	0	1				12
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	10	15	9	10	15				60
One or more suspensions		2	5	4	4	4				19
Course failure in English Language Arts (ELA)	1	12	16	2	4					35
Course failure in Math	1	5	2	5	2	7				22
Level 1 on statewide ELA assessment					7	18				25
Level 1 on statewide Math assessment					6	18				24
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	1	2						4
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		1								1

**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	1	8	6	4	9	22				50

**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	2	4	2	1						9
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*	69	68	59	72	66	57	64	61	53
Grade 3 ELA Achievement	74	71	59	75	69	58	73	62	53
ELA Learning Gains	63	63	60	62	62	60			
ELA Lowest 25th Percentile	40	56	56	54	55	57			
Math Achievement*	71	69	64	70	67	62	61	64	59
Math Learning Gains	57	65	63	65	64	62			
Math Lowest 25th Percentile	21	47	51	38	43	52			
Science Achievement	73	68	58	75	68	57	65	65	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	100	73	63	83	75	61	54	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)	ATSI
OVERALL FPPI – All Students	63%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	568
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
63%	66%	68%	60%	47%		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	37%	Yes	1	
English Language Learners	75%	No		
Black/African American Students	49%	No		
Hispanic Students	63%	No		
Multiracial Students	63%	No		
White Students	67%	No		
Economically Disadvantaged Students	59%	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	69%	74%	63%	40%	71%	57%	21%	73%					100%
Students With Disabilities	39%	38%	51%	46%	44%	30%	9%	39%					
English Language Learners	64%		75%		71%	67%							100%
Black/African American Students	47%		44%		53%	50%							
Hispanic Students	68%	74%	69%	59%	63%	55%	25%	58%					100%
Multiracial Students	65%		65%		65%	55%							
White Students	73%	81%	60%	40%	80%	57%		81%					
Economically Disadvantaged Students	66%	78%	57%	33%	64%	50%	17%	70%					100%

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	72%	75%	62%	54%	70%	65%	38%	75%					83%
Students With Disabilities	32%	37%	53%	50%	44%	53%	37%	43%					
English Language Learners	62%		55%		54%	55%							83%
Asian Students	93%		60%		93%	80%							
Black/African American Students	60%	50%	79%		44%	71%							
Hispanic Students	64%	80%	56%	40%	67%	58%	36%	71%					80%
Multiracial Students	78%	69%			74%								
White Students	77%	82%	64%	64%	76%	67%	27%	76%					
Economically Disadvantaged Students	66%	71%	59%	48%	62%	60%	39%	68%					82%

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	64%	73%			61%			65%					54%
Students With Disabilities	34%	46%			28%			27%					
English Language Learners	42%				42%								79%
Asian Students	80%				80%								
Black/African American Students	50%				50%								
Hispanic Students	53%	61%			51%			56%					90%
Multiracial Students	72%				72%								
White Students	72%	83%			68%			72%					
Economically Disadvantaged Students	60%	71%			53%			57%					75%

## 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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	74%	69%	5%	57%	17%
ELA	4	65%	67%	-2%	56%	9%
ELA	5	63%	64%	-1%	56%	7%
Math	3	81%	70%	11%	63%	18%
Math	4	69%	69%	0%	62%	7%
Math	5	25%	46%	-21%	57%	-32%
Math	6	100%	71%	29%	60%	40%
Science	5	65%	66%	-1%	55%	10%

### 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?

---

Based on the 2025 FAST scores, Highlands Elementary showed the most improvement in the area of 3rd Grade Math (up 6%). Contributing factors to this improvement included employee stability, continuous PLC's/data chats, and support from our school-based math coach.

3rd Grade Math Achievement 2024 - 75%

3rd Grade Math Achievement 2025 - 81%

##### Lowest Performance

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

---

Based on the 2025 FAST data, Lowest Quartile Learning Gains demonstrates the greatest need for improvement. Contributing factors to this need for improvement include learning gaps, lack of engagement in learning, and challenges faced by students with disabilities accessing the curriculum effectively.

Math Lowest Quartile Learning Gains 2022 - 44%

Math Lowest Quartile Learning Gains 2024 - 38%

Math Lowest Quartile Learning Gains 2025 - 21%

ELA Lowest Quartile Learning Gains 2022 - 58%

ELA Lowest Quartile Learning Gains 2024 - 54%

ELA Lowest Quartile Learning Gains 2025- 40%

##### Greatest Decline

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

---

Based on the 2025 FAST data, 5th Grade Math demonstrated the greatest decline from the prior year. Contributing factors to this need for improvement include learning gaps, increased rigor, and lack of engagement in learning.

##### 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.

---

Based on the 2025 FAST data, 5th Grade Math demonstrated the greatest gap from the state. Contributing factors to this gap and the need for improvement include learning gaps, lack of engagement in learning, and increased acceleration opportunities for previous years' proficient students (6th Grade RAMP Course).

Math State Achievement Grade 5 - 57%

Highlands Math Achievement Grade 5 - 25%

### **EWS Areas of Concern**

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

---

As noted in the EWS section, two potential areas of concern would be our incoming 3rd grade students Level 1 achievement on both ELA and Math.

Level 1 on ELA Statewide Assessment: 17/89 Students (19%)

Level 1 on Math Statewide Assessment: 22/89 Students (25%)

\*24-25 Data

### **Highest Priorities**

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

---

Increase SWD & Lowest Quartile Learning Gains (ELA & Math)

Increase Math 5th Grade Standard Proficiency

Improve Attendance

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

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

### Area of Focus #1

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

### Instructional Practice specifically relating to ELA

#### Area of Focus Description and Rationale

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

---

Highlands Elementary's area of focus for the 25-26 school year is to increase learning gains for the lowest quartile students in ELA. On the 2025 FAST Assessment, 40% of our lowest quartile students made a learning gain in ELA.

#### 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.

---

Highlands Elementary will increase Lowest Quartile Learning Gains in ELA from 40% to 62%

#### Monitoring

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

---

Highlands Elementary Leadership team will monitor performance every 6 weeks on FAST progress monitors and iReady diagnostic assessments, and review data with our PLCs in order to make instructional decisions. We will utilize the SCPS Instructional Priorities Walkthrough Tool to provide continual feedback.

#### Person responsible for monitoring outcome

Jodi Gonzalez, Robert Adamowicz, Paula Dimperio

#### 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 upon 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) FastForward (promising evidence), and Quick Reads (strong evidence). For students with disabilities who are served in separate classroom environments for the majority of the instructional day, additional curriculum has been included to address reading deficits as needed: Reading Mastery (promising evidence) and Corrective Reading (strong evidence). English Language Learners may also utilize Imagine Learning Language and Literacy (promising evidence) and Imagine Learning Espanol (promising evidence).

**Rationale:**

A variety of interventions are available to the schools to allow them to meet the needs of individual students. This allows all the areas of reading to be addressed from foundations 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, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

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

**Action Step #1**

Data Chats PLC's

**Person Monitoring:**

Instructional Coaches, Support Facilitators, Administration

**By When/Frequency:**

Monthly

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

Data driven PLC's will utilizing unit assessments and progress monitoring assessments to monitor effective instruction and interventions in efforts to increase lowest quartile learning gains. Teachers will utilize BEST standards and Achievement Level Descriptors (ALDs) in PLC meetings and when planning for instruction.

**Action Step #2**

Walk to Intervention

**Person Monitoring:**

Instructional Coaches, Admin

**By When/Frequency:**

Ongoing

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

All lowest quartile students will be strategically placed into their walk-to-intervention groups to focus on their areas of need in efforts to increase learning gains.

**Action Step #3**

Small Group Instruction

**Person Monitoring:**

Admin, Coaches

**By When/Frequency:**

Ongoing

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

Instructional staff will utilize portion of their ELA block in order to pull small group. Admin and coaches will use district Instructional Priorities Walkthrough Tool in order to provide meaningful feedback to help improve instruction.

**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.

Highlands Elementary's area of focus for the 25-26 school year for Math is to increase the learning gains for students in the lowest quartile. This group includes students who have historically shown the least progress in the area of Math

**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.

Highlands Elementary will increase Lowest Quartile Learning Gains in Math from 21% to 50%

**Monitoring**

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

Highlands Elementary Leadership team will monitor performance on FAST and iReady assessments, and utilize data to drive PLC discussions and ultimately instructional decisions. We will utilize the SCPS Instructional Priorities Walkthrough Tool to provide continual feedback.

**Person responsible for monitoring outcome**

Jodi Gonzalez, Robert Adamowicz, Linda Kula-Gunter

**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 upon 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, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

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

**Action Step #1**

Morning Tutorial (Good Morning Huskies)

**Person Monitoring:**

Instructional Coaches, Admin

**By When/Frequency:**

Ongoing

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

Lowest quartile students will be invited to morning tutorial (Good Morning Huskies), utilizing iReady instruction differentiated based on student need. Students will be incentivized in attending a receiving a PBIS Leadership Card or stamp on their classroom card to earn big school prizes.

**Action Step #2**

Continuation of Fact Tactics Fluency Program

**Person Monitoring:**

Math Instructional Coach, Admin

**By When/Frequency:**

Ongoing

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

Teachers will implement the program Fact Tactics to increase math fluency. Teachers will track and monitor student progress of the facts.

**Action Step #3**

Small Group Instruction

**Person Monitoring:**

Admin, Coaches

**By When/Frequency:**

Ongoing

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

Instructional staff will utilize portion of their Math block in order to pull small group. Admin and coaches will use district Instructional Priorities Walkthrough Tool in order to provide meaningful feedback to help improve instruction.

**Area of Focus #3**

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.

---

During the 24-25 school year, students with disabilities at Highlands Elementary earned a 37% proficient on the Federal Percent of Point Index across all statewide assessments. Within the SWD category, only 9% also in the lowest quartile of Math made a learning gain. Our focus this year is based on ESE support in order to help better guide SWD/ESE students to learning gains and proficiency.

**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.

---

Highlands Elementary will increase the Federal Percent of Point Index for students with Students with Disabilities from 37% to 45%.

**Monitoring**

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

---

Highlands Elementary Leadership team, in conjunction with ESE support facilitators, will monitor performance on FAST and iReady assessments, and utilize data to drive PLC discussions and ultimately instructional decisions. We will utilize the SCPS Instructional Priorities Walkthrough Tool to provide continual feedback.

**Person responsible for monitoring outcome**

Jodi Gonzalez, Robert Adamowicz, Linda Kula-Gunter, Paula Dimperio, Danielle Brown, Antonia Ehrhardt, Christina Vaughn

**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:**

For students with disabilities who are served in separate classroom environments for the majority of the instructional day, additional curriculum has been included to address reading deficits as needed: Reading Mastery (promising evidence) and Corrective Reading (strong evidence). English Language Learners may also utilize Imagine Learning Language and Literacy (promising evidence) and Imagine Learning Espanol (promising evidence).

**Rationale:**

A variety of interventions are available to the schools to allow them to meet the needs of individual

students. This allows all the areas of reading to be addressed from foundations 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:**

**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**

Weekly PLCs w/ Support Facilitators and Coaches

**Person Monitoring:**

Admin, Coaches

**By When/Frequency:**

Weekly

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

Grade-level and content-area PLCs will meet regularly to analyze student data, identify instructional strategies, and plan targeted interventions for SWD. These meetings will include general education teachers, ESE support staff, and instructional coaches to ensure alignment and support. By embedding these practices, Highlands Elementary aims to improve instructional coherence and increase the percentage of SWD achieving proficiency and making learning gains.

**Action Step #2**

Small Group Instruction with Support Facilitation Teachers

**Person Monitoring:**

Admin, Coaches

**By When/Frequency:**

Daily

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

Instructional staff will deliver lessons using small group instruction. To ensure consistency and targeted support, Highlands will implement a new model in which one Support Facilitator will be assigned to each grade level: one for 3rd grade, one for 4th grade, and one for 5th grade, allowing for consistent collaborative planning.

**Area of Focus #4**

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.

---

Highlands Elementary 5th grade students scored 73% proficient. Highlands' area of focus for Science is to continue to increase proficiency by utilizing new science curriculum.

**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.

---

Highlands Elementary will increase Science proficiency from 73% to 78% on State Science Assessment.

**Monitoring**

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

---

Highlands Elementary Leadership team will monitor performance on science benchmark data, and utilize data to drive PLC discussions and ultimately instructional decisions. Principal and Assistant principal will monitor classrooms through walkthroughs to ensure implantation of the new curriculum.

**Person responsible for monitoring outcome**

Jodi Gonzalez, Robert Adamowicz, Linda Kula-Gunter

**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**

Targeted standard small-group instruction / reteaching

**Person Monitoring:**

Instructional Coaches, Admin

**By When/Frequency:**

Ongoing

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

Teachers will teach and reteach in small groups to maximize differentiation and mastery of standards

**Area of Focus #5**

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

## **Instructional Practice specifically relating to ELA required by RAISE (specific questions)**

### **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.

Highlands Elementary's Kindergarten was identified as RAISE. Our area of focus for Kindergarten for the 25-26 school year is to increase proficiency in ELA. On the 2025 STAR Assessment, 45% of Kindergarten students were proficient.

### **Grades K-2: Instructional Practice specifically relating to Reading/ELA**

Kindergarten classroom teachers will implement evidence-based instructional practices in phonemic awareness using the UFLI Foundations program. Teachers will deliver benchmark-aligned whole group instruction and differentiated small group instruction with fidelity, resulting in increased student achievement in phonemic awareness and progress toward grade-level reading benchmarks.

### **Grades 3-5: Instructional Practice specifically related to Reading/ELA**

No Answer Entered

### **Grades K-2: Measurable Outcome(s)**

Highlands Elementary will increase proficiency in Kindergarten ELA from 45% to 55%.

### **Grades 3-5: Measurable Outcome(s)**

No Answer Entered

### **Monitoring**

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

Highlands Elementary Leadership team will monitor performance on STAR progress monitors and iReady diagnostic assessments, and review data with our PLCs in order to make instructional decisions.

### **Person responsible for monitoring outcome**

Jodi Gonzalez, Robert Adamowicz, Paula Dimperio

### **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 upon 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) FastForward (promising evidence), and Quick Reads (strong evidence).

**Rationale:**

A variety of interventions are available to the schools to allow them to meet the needs of individual students. This allows all the areas of reading to be addressed from foundations to comprehension across the K-12 continuum.

**Tier of Evidence-based Intervention:**

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

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

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

**Action Step #1**

Small Group Instruction

**Person Monitoring:**

Admin, Coaches

**By When/Frequency:**

Ongoing

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

Kindergarten teachers will utilize a portion of their ELA block in order to pull small groups. Admin and coaches will use district Instructional Priorities Walkthrough Tool in order to provide meaningful feedback to help improve instruction.

## 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.

---

Highlands Elementary's area of focus for the 25-26 school year is to decrease the number of students with 10+ and 15+ absences in an effort to create a culture with all stakeholders around the

importance of students being in school.

### **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.

---

Highlands Elementary had 22% of our students with 10 or more unexcused absences in the 2024-25 school year. Our goal is to reduce the percentage of students from 22% to 17% of students that have 10 or more unexcused absences in the 2025-26 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.

---

For students to have the opportunity to learn the critical content of the curriculum, they must be present. Continuous monitoring of attendance data will take place in monthly MTSS meetings and through weekly Leadership Team meetings that include the Social Worker, Administration, Instructional Coaches, Behavior Intervention teacher and School Counselor.

### **Person responsible for monitoring outcome**

Jodi Gonzalez, Robert Adamowicz, Melissa Nelson, Frankie Colon

### **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 critical for students and families to understand that absence due to arriving late, or missing full days, whether excused or unexcused can negatively affect 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, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

#### **Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

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

**Action Step #1**

Increase student attendance through increased communication

**Person Monitoring:**

Jodi Gonzalez, Robert Adamowicz, Frankie Colon, Ongoing  
Melissa Nelson

**By When/Frequency:****Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Highlands Elementary will implement targeted attendance intervention that includes phone calls to parents/guardians after a specific set of absences is reached. The teacher, school counselor, and administration will make phone calls using common attendance expectation language. The Leadership Team and School Social Worker will review attendance data weekly to identify trends and patterns and provide resources for students with chronic absenteeism. Teachers will be expected to contact any student that is absent 3 or more times in a week, as well as 5+ unexcused absences including refer to guidance and school social worker. School Social Worker or Administration will contact families after 10+ unexcused absences. We will utilize ParentSquare to help communication needs between teacher, school, and families.

**Action Step #2**

Leader-in-Me Common Language and School Culture

**Person Monitoring:**

Admin, Coaches, Lighthouse Team

**By When/Frequency:**

Ongoing

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

Staff will continue to utilize the Leader in Me common language to help build capacity within our students to become leaders in the community. This will help foster a school community that will be engaged academically, goal oriented towards student achievement and personal and academic growth. Students and Staff will utilize the 8 habits daily. Habits will be embedded within the classroom lessons and focused during class meetings.

## 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.

---

<https://www.highlands.scps.k12.fl.us/>

#### 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)).

---

<https://www.highlands.scps.k12.fl.us/title-i>

#### 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)).

---

For the 2025-2026 school year Highlands Elementary will strengthen the academic programs within the school to increase the amount of quality learning by implementing more intentional PLCs with a clear focus on small group instruction and walk-to interventions. In addition, we will participate in PD that provides strategies to increase best practices in the classroom and that help provide an enriched and accelerated curriculum.

#### 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)).

---

Throughout the course of the school year, Federal Projects and Resource Development department leadership meet with leadership from the Department of Teaching and Learning (Title II, Part A), Families in Need (Title IX, Part A), Student Support Services (IDEA), Alternative Program (Title I, Part D), and Early Learning (Pre- K/VPK). At these cross-department collaborative meetings, status updates of the Title I, Part A funded activities and initiatives are discussed. Such topics could include discussions between Federal Projects and Resource Development staff and Department of Teaching and Learning (DTL) staff discussing the status of the proposed activities that fall under the direction of DTL. Such activities/programs include split-funded teacher- on-assignment Program Specialists, Reading Eggs at Title I elementary schools, an incoming third grade summer learning program, a summer literacy bus, and additional teacher induction mentors at Title I schools with high numbers of new educators. These decisions may impact the Title I, Part A plan for the following school year, which would then lead to further conversations with DTL leadership about adjusting needs and priorities for the other Title I, Part A funded activities.

Federal Projects and Resource Development department leadership also meet with leadership from the Department of Teaching and Learning (Title II, Part A), Families in Need (Title IX, Part A), Student Support Services (IDEA), Alternative Program (Title I, Part D), and Early Learning (Pre-K/VPK) to develop the Title I, Part A plan. The various areas of focus which are supported with Title I, Part A funds are discussed with the respective leadership from those departments/programs, to ensure that the activities being proposed have the highest likelihood of success.

During the planning phase of Title I school-wide plans, which spans early December to late March for the upcoming school year, leadership from the Federal Projects and Resource development department collaborate with Title I school principals, and district-level leadership who oversee TIPA areas of focus, on developing Title I schoolwide plans which will best contribute to closing academic achievement gaps. As TIPA SWPs are being developed, Title I school principals may indicate from which departments they want support in the development and implementation of their plans: Alternative Programs, Career & Technical Education, ePathways, Early Learning/VPK, ESOL World Languages & Student Access, Families in Need, Federal Projects & Resource Development, Leadership Pathways, Student Assignment & Program Access, Student Support Services, Teaching and Learning. Such cross-departmental collaboration could include braiding Title I, Part A and IDEA funding to split-fund an ESE teacher, or Title I, Part A and Title III, Part A funds

both supporting a supplemental English language acquisition program at a Title I school.

## 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