

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..... 7
 - D. Early Warning Systems 8
- II. Needs Assessment/Data Review 11
 - A. ESSA School, District, State Comparison 12
 - B. ESSA School-Level Data Review 13
 - C. ESSA Subgroup Data Review 14
 - D. Accountability Components by Subgroup..... 15
 - E. Grade Level Data Review 18
- III. Planning for Improvement..... 19
- IV. Positive Learning Environment 29
- V. Title I Requirements (optional)..... 32
- 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 Carillon Elementary School is to ensure that all students acquire the knowledge, skills, and mindsets to be Capable, Connected, Contributing, and Collaborative citizens in our ever-changing world.

Provide the school's vision statement

Carillon Elementary strives to support our students in becoming Capable, Connected, Contributing, and Collaborative members of the community. Our vision is for Carillon Elementary School to be identified as a premier elementary school in Seminole County and recognized for innovating learning environments, engaging instruction, strong relationships, and individualized student success.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Elizabeth Darcy

elizabeth_darcy@scps.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

Mrs. Darcy's responsibility is to provide the school-based leadership required to sustain a focus of improving instruction for the purpose of increasing the achievement of all students in a safe learning environment and positive school climate and culture while ensuring the orderly and efficient operation of the school.

Leadership Team Member #2

Employee's Name

Mae Boza

bozama@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Mrs. Boza's responsibility is to support the Principal in providing the school-based leadership required to sustain a focus of improving instruction for the purpose of increasing the achievement of all students in a safe learning environment and positive school climate and culture while ensuring the orderly and efficient operation of the school.

Leadership Team Member #3

Employee's Name

Dave Stone

david_stone@scps.k12.fl.us

Position Title

School Administration Manager

Job Duties and Responsibilities

Mr. Stone's responsibilities are to collaborate with the Principal and leadership in order to provide a school atmosphere in which learning is of prime importance by implementing School Board policies designed to maintain proper student discipline and managing/coordinating school schedule/activities, special events, transportation needs, school maintenance, provide supervision of assigned educational support personnel, coordinate assessments, and foster a positive school climate and culture.

Leadership Team Member #4

Employee's Name

Jennifer Flora

jennifer_flora@scps.k12.fl.us

Position Title

Certified School Counselor

Job Duties and Responsibilities

Mrs. Flora's responsibilities are to assist school personnel, parents, and students with relevant educational and personal/social goals and develop and implement effective programs for all students while functioning as a member of a school's multidisciplinary team.

Leadership Team Member #5

Employee's Name

Amy Osbun-Rapp

osbunram@scps.k12.fl.us

Position Title

Certified School Counselor

Job Duties and Responsibilities

Ms. Osbun-Rapp's responsibilities are to assist school personnel, parents, and students with relevant educational and personal/social goals and develop and implement effective programs for all students while functioning as a member of a school's multidisciplinary team.

Leadership Team Member #6

Employee's Name

Cynthia Hill

cynthia_hill@scps.k12.fl.us

Position Title

Instructional Coach

Job Duties and Responsibilities

Mrs. Hill's responsibilities are to generate improved student achievement in relevant content areas by providing teachers and administrators with on-site, on-going professional development related to disciplinary literacy; modeling best practices; assisting teachers in analyzing student performance data for differentiated instruction; supporting school-wide progress; monitoring programs, content knowledge and resources, specifically aligned to content, and resulting in an increase in teaching and learning proficiency.

Leadership Team Member #7

Employee's Name

Michelle Robinson

robinstz@scps.k12.fl.us

Position Title

Instructional Coach

Job Duties and Responsibilities

Mrs. Robinson's responsibilities are to generate improved student achievement in relevant content areas by providing teachers and administrators with on-site, on-going professional development related to disciplinary literacy; modeling best practices; assisting teachers in analyzing student performance data for differentiated instruction; supporting school-wide progress; monitoring programs, content knowledge and resources, specifically aligned to content, and resulting in an increase in teaching and learning proficiency.

Leadership Team Member #8

Employee's Name

Lynne Walker

lynne_walker@scps.k12.fl.us

Position Title

Instructional Coach

Job Duties and Responsibilities

Mrs. Walkers' responsibilities are to generate improved student achievement in relevant content areas by providing teachers and administrators with on-site, on-going professional development related to disciplinary literacy; modeling best practices; assisting teachers in analyzing student performance data for differentiated instruction; supporting school-wide progress; monitoring programs, content knowledge and resources, specifically aligned to content, and resulting in an increase in teaching and learning proficiency.

Leadership Team Member #9

Employee's Name

Amy Youmans

amy_youmans@scps.k12.fl.us

Position Title

Gifted Resource Teacher

Job Duties and Responsibilities

Mrs. Youmans' responsibilities are to provide services to students, teachers, administrators, and parents in order to meet identified students' needs; develop appropriate placement options for students in Tier 2 and Tier 3 within the Response to Intervention framework; assist administration and staff to create necessary flexibility in scheduling to provide optimal opportunities for Tier 2 and Tier 3 students; develop and implement consistent gifted programming at the building level; provide staff development opportunities; model lessons on various subjects and skills for teachers and students;

and assist classroom teachers in differentiating curriculum.

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.

Feedback is collected from the leadership team, teachers and staff, parents, students, and families both formally through the use of district (Snapshot/5Essentials/Safety) and school-developed (Google Forms/Paper form) surveys. Feedback was also solicited informally through PTA Meetings, SAC Meetings, and school events. The principal will provide a state of the school presentation for all stakeholders that summarizes the key points of feedback and the school improvement plan. The presentation will be recorded and shared through our school website to make it accessible to all. The presentation will include contact information in case stakeholders have additional questions and input to create a continuous feedback loop.

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 CNES SIP will be regularly monitored for effective implementation three times per year by reviewing data and tracking progress to SIP goals through PLC, MTSS, SAC, Team Leaders, and Leadership Meetings. These implementation expectations include: 1. Stakeholders consultation regarding goals and expectations; 2. Implementation of action steps developed based on student individual results and needs; 3. Identifying and ensuring the utilization of specific individual student intervention and/or services; 4. Analysis of impact and evaluation of effectiveness; and 5. Revision of the plan based on findings. In addition, the Leadership Team will disaggregate all assessment data for specific subgroups (focusing on students with disabilities) at quarterly data meetings by whole school, grade level, teacher, and by specific students.

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	28.4%
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: A 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	103	132	132	150	161	164				842
Absent 10% or more school days	3	5	8	3	6	7				32
One or more suspensions	0	1	3	0	1	0				5
Course failure in English Language Arts (ELA)	3	3	11	1	3	1				22
Course failure in Math	4	3	12	3	5	0				27
Level 1 on statewide ELA assessment	0	0	22	16	14	23				75
Level 1 on statewide Math assessment	0	0	17	11	12	6				46
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	3	4	4	4	17	0				32
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	2	4	3	3	0	1				13

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	3	3	8	3	18	3				38

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	4	0	2	1	0	0				7
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		18	18	10	12	16				74
One or more suspensions		1	1			1				3
Course failure in English Language Arts (ELA)		1	4	1						6
Course failure in Math			3	1						4
Level 1 on statewide ELA assessment				3	4					7
Level 1 on statewide Math assessment					5					5
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	9	17	18	17						61
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	12	9	9	3	11					44

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	4	1	4	8				19

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	1	1	2						6
Students retained two or more times										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

Data for 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	68	61	53
Grade 3 ELA Achievement	71	71	59	82	69	58	69	62	53
ELA Learning Gains	60	63	60	61	62	60			
ELA Lowest 25th Percentile	53	56	56	64	55	57			
Math Achievement*	75	69	64	77	67	62	74	64	59
Math Learning Gains	67	65	63	72	64	62			
Math Lowest 25th Percentile	49	47	51	51	43	52			
Science Achievement	73	68	58	72	68	57	75	65	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	74	73	63	74	75	61	59	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	66%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	591
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
66%	69%	72%	62%	55%		68%

* 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	44%	No		
English Language Learners	63%	No		
Asian Students	82%	No		
Black/African American Students	49%	No		
Hispanic Students	66%	No		
Multiracial Students	72%	No		
White Students	67%	No		
Economically Disadvantaged Students	54%	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%	71%	60%	53%	75%	67%	49%	73%					74%
Students With Disabilities	38%	41%	44%	50%	52%	50%	38%	36%					
English Language Learners	59%	64%	65%	36%	73%	74%	73%	50%					74%
Asian Students	81%	93%	71%		81%	78%		86%					
Black/African American Students	38%		44%		62%	67%		36%					
Hispanic Students	65%	64%	67%	59%	68%	63%	58%	68%					80%
Multiracial Students	80%	69%	56%		73%	61%		90%					
White Students	72%	76%	57%	54%	81%	68%	46%	77%					73%
Economically Disadvantaged Students	51%	45%	52%	60%	60%	55%	47%	47%					69%

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%	82%	61%	64%	77%	72%	51%	72%					74%
Students With Disabilities	40%	64%	46%	52%	42%	49%	41%	45%					
English Language Learners	67%		81%	80%	70%	70%	60%	55%					74%
Asian Students	79%	77%	67%		90%	87%		83%					90%
Black/African American Students	48%		33%		43%	58%							
Hispanic Students	70%	76%	57%	69%	68%	66%	52%	60%					
Multiracial Students	82%	100%	73%		94%	86%		92%					
White Students	72%	87%	63%	61%	79%	71%	43%	75%					
Economically Disadvantaged Students	61%	70%	61%	65%	62%	66%	50%	65%					71%

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	68%	69%			74%			75%					59%
Students With Disabilities	30%	24%			46%			39%					
English Language Learners	45%	46%			70%								74%
Asian Students	86%	73%			91%			79%					
Black/African American Students	47%				65%								
Hispanic Students	57%	68%			64%			61%					60%
Multiracial Students	63%	73%			87%								
White Students	71%	72%			74%			79%					
Economically Disadvantaged Students	54%	59%			62%			65%					82%

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	70%	69%	1%	57%	13%
ELA	4	65%	67%	-2%	56%	9%
ELA	5	69%	64%	5%	56%	13%
Math	3	72%	70%	2%	63%	9%
Math	4	81%	69%	12%	62%	19%
Math	5	59%	46%	13%	57%	2%
Math	6	96%	71%	25%	60%	36%
Science	5	72%	66%	6%	55%	17%
Math	8	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				

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?

Carillon Elementary reduced the percentage of students with unexcused absences from 21% in 2022-2023 and 17% in 2023-2024 to 12% in 2024-2025. The actions that contributed to this improvement included regular messaging about the school's absence policy and the importance of school attendance, teacher communication to the families when students were absent for 3 consecutive days, and the work of the truancy team proving letters and meeting with families.

Lowest Performance

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

Carillon Elementary's lowest performing component was Math Learning Gains for the lowest 25%. Only 49% of student identified as the lowest 15% made a learning gain. This could be due to the changes in direct instruction and interventions in Math.

Greatest Decline

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

Carillon Elementary showed the greatest decline, dropping 11 percentage points, in learning gains for the lowest 25% of students in ELA/Reading. This could be due to the changes in direct instruction and interventions.

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.

Carillon Elementary continues to be above the state average in every data component. We are the closest to the state average in 5th grade Math due to the separation of scores between students in RAMP (students who take the 6th grade Math FAST) and those not in a RAMP Math class.

EWS Areas of Concern

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

This year, we will have 23 students who scored a level 1 on last year's ELA/Reading FAST.

Highest Priorities

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

Carillon Elementary's highest priorities for school improvement include increasing achievement and learning gains in ELA/Reading and Math, increasing achievement in Science, and reducing the number of students with 10 or more unexcused absences.

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

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

Area of Focus #1

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

CNES's Area of Focus is to increase academic achievement of students with disabilities. ESSA Federal Percent of Points Index indicates this is a high priority need and focusing on the success of these students will reduce achievement gaps and prepare these students for future academic success.

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.

CNES will Increase Reading/ELA and Math achievement and learning gains for students with disabilities as measured through FAST, in order to close this achievement gap.

- Achievement for SWD in Reading/ELA will increase by 22 percentage points, from 32% to 54%;
- Learning Gains for SWD in Reading/ELA will increase by 13 percentage points, from 49% to 62%.
- Achievement for SWD in Math will increase by 6 percentage points, from 48% to 54%; Learning Gains for SWD in Math will increase by 9 percentage points, from 53% to 62%.

Monitoring

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

This area of focus will be monitored through frequent classroom walk throughs by the CNES Leadership Team and coaches to provide teacher feedback and by the use of the SCPS Instructional Priorities tool to identify trends.

Person responsible for monitoring outcome

Elizabeth Darcy, Maegan Boza, Coaches

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). Elementary Math - 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:

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. ELA- All of the listed interventions have been approved by Just Read, Florida through the vetting process for the K-12 Comprehensive Evidence- Based Reading Plan. Math- 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

Weekly PLCs with Support Facilitators

Person Monitoring:

Elizabeth Darcy, Mae Boza, Coaches

By When/Frequency:

Monthly

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

Grade-level, content-area PLCs will meet weekly 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, Carillon 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:

Elizabeth Darcy, Mae Boza

By When/Frequency:

Daily

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

Small group time has been identified in each teacher's ELA and Math blocks and support facilitators have scheduled their small group support instruction during these identified times. One support facilitator will support ELA and the other support facilitator will support Math, as well as attend their corresponding content-area PLC for grades 3rd-5th to ensure effective and targeted small group instruction into the core content.

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.

CNES will focus on increasing students' academic achievement and learning gains in ELA. By focusing on ELA planning, instruction, and assessment monitoring, students' proficiency and learning will increase in this area. Based on the previous years' trending proficiency and learning gains data, CNES has identified ELA as a critical need area. From the data, CNES has had a decline in overall reading achievement from 2024 (71%) to 2025 (69%). Learning gains declined from 2024 (61%) by 1% in 2025 (60%).

Measurable Outcome

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

CNES will increase ELA achievement and ELA learning gains as measured through FAST.

-Achievement in ELA will increase by 5 percentage points, from 69% to 74%; Learning Gains in ELA will increase by 2 percentage points, from 60% to 62%.

Monitoring

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

This area of focus will be monitored through frequent classroom walk throughs by the CNES Leadership Team and coaches to provide teacher feedback and by the use of the SCPS Instructional Priorities tool to identify trends.

Person responsible for monitoring outcome

Elizabeth Darcy, Mae Boza, Coaches

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

Professional Learning Committees

Person Monitoring:

Elizabeth Darcy, Mae Boza, Coaches

By When/Frequency:

Weekly

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

Teachers will engage in high-performing Professional Learning Communities (PLCs) to collaboratively plan and monitor effective ELA instruction. PLCs will: Consistently utilize the SCPS Instructional Frameworks, Achievement Level Descriptors (ALDs), B.E.S.T. Standards guides, and Evidence Expectations (EEs) to design rigorous, benchmark-aligned instruction. Plan for high-quality Tier 1 core instruction, including daily fluency and comprehension focused small group instruction to meet the diverse needs of all learners. Analyze student work and formative assessment data to ensure instructional tasks are appropriately challenging and aligned to benchmark expectations. Document meeting outcomes and instructional adjustments in PLC notes, which will be reviewed by instructional coaches and administrators to ensure fidelity and impact.

Action Step #2

Targeted Intervention

Person Monitoring:
Admin, Instructional Coaches

By When/Frequency:
Weekly

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

Students will participate a regularly scheduled intervention where they will be organized by assessment performance on focus benchmarks and engage in targeted intervention lessons developed by Coaches and PLCs. Students will participate in intervention rotations 4 days per week.

Action Step #3

Core Instructional Focus

Person Monitoring:
Elizabeth Darcy, Mae Boza, Coaches

By When/Frequency:
Daily

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

All ELA teachers will implement daily small group instruction during Tier 1 Core Instruction following the SCPS Instructional Frameworks which provide teachers guidance for Decoding, Fluency, and Comprehension for small groups. In addition, Carillon teachers will align their instruction with the the SCPS Instructional Priorities: Benchmark Aligned Instruction, Monitoring for Learning, Student Engagement and Conditions for Learning.

Area of Focus #3

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.

Carillon Elementary School (CNES) will prioritize increasing student achievement and learning gains in mathematics. This focus will be addressed through intentional planning, high-quality instruction, and ongoing assessment monitoring. The goal is to strengthen Tier 1 core instruction and ensure all students are engaged in rigorous, benchmark-aligned math tasks.

This area was identified as a critical need based on a review of longitudinal student performance data, which revealed a downward trend in math proficiency and inconsistent learning gains across grade levels. By targeting math instruction and leveraging data-informed practices, CNES aims to close achievement gaps and accelerate student growth in this foundational content area.

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.

The percentage of students achieving proficiency in Mathematics will increase by 5 percentage points, from 75% to 80%, as measured by the state assessment. Additionally, the percentage of students demonstrating learning gains in Mathematics will increase by 5 percentage points, from 67% to 72%.

Monitoring

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

This area of focus will be monitored through frequent classroom walk throughs by the CNES Leadership Team and coaches to provide teacher feedback and by the use of the SCPS Instructional Priorities tool to identify trends.

Person responsible for monitoring outcome

Elizabeth Darcy, Mae Boza, Cindy Hill

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: iReady, DreamBox, 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

Professional Learning Committees

Person Monitoring:

Elizabeth Darcy, Mae Boza, Coaches

By When/Frequency:

Weekly

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

Teachers will engage in high-performing Professional Learning Communities (PLCs) to collaboratively plan, implement, and reflect on effective mathematics instruction. PLCs will: Consistently utilize the SCPS Instructional Frameworks, Achievement Level Descriptors (ALDs), B.E.S.T. Standards guides, and Mathematical Thinking and Reasoning (MTR) standards to design rigorous, benchmark-aligned lessons. Plan for high-quality Tier 1 core instruction that includes daily small group instruction, intentional use of adopted math resources (e.g., Savvas, Math Nation, Fact-Tactics), and opportunities for students to engage in academic discourse both independently and collaboratively. Incorporate Key Instructional Practices and Standards Mastery tools to ensure alignment with benchmarks and to promote conceptual understanding and procedural fluency. Analyze formative and summative assessment data to identify trends, monitor subgroup performance (including students in the lowest quartile), and determine appropriate scaffolds and acceleration strategies to increase student proficiency. Document PLC discussions, instructional plans, and data analysis outcomes to support ongoing monitoring by instructional coaches and administrators.

Action Step #2

Targeted Intervention

Person Monitoring:

Elizabeth Darcy, Mae Boza, Coaches

By When/Frequency:

Weekly

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

Students will participate a regularly scheduled intervention where they will be organized by assessment performance on focus benchmarks and engage in targeted intervention lessons developed by Coaches and PLCs. Students will participate in intervention time 4 days per week.

Action Step #3

Core Instructional Focus

Person Monitoring:

Elizabeth Darcy, Mae Boza

By When/Frequency:

Daily

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

All Math teachers will implement daily small group instruction during Tier 1 Core Instruction following the SCPS Instructional Frameworks. Math teachers 3-5 will incorporate FactTactics to increase students' math fact fluency. In addition, Carillon teachers will align their instruction with the the SCPS Instructional Priorities: Benchmark Aligned Instruction, Monitoring for Learning, Student Engagement and Conditions for Learning.

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.

Carillon Elementary School (CNES) will focus on increasing student achievement in Science by strengthening instructional planning, delivery, and assessment practices. Emphasis will be placed on

aligning instruction to the Florida B.E.S.T. Standards for Science, integrating hands-on learning experiences, and using data to inform instructional decisions.

This focus was identified based on a review of multi-year proficiency data, which revealed a consistent need for improvement in Science performance. By targeting this area, CNES aims to build students' conceptual understanding, scientific thinking, and application skills, ultimately increasing the percentage of students demonstrating proficiency on the state Science assessment.

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.

The percentage of students achieving proficiency in Science will increase by 5 percentage points, from 73% to 78%, as measured by the statewide Science assessment.

Monitoring

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

This area of focus will be monitored through frequent classroom walk throughs by the CNES Leadership Team and coaches to provide teacher feedback and by the use of the SCPS Instructional Priorities tool to identify trends.

Person responsible for monitoring outcome

Elizabeth Darcy, Mae Boza, Cindy Hill

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

Core Instructional Focus

Person Monitoring:

Elizabeth Darcy, Mae Boza, Cindy Hill

By When/Frequency:

Weekly

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

All Science teachers will implement weekly and bi-weekly instructional practices designed to strengthen student engagement, scientific reasoning, and content mastery. These practices will include: Weekly implementation of Claim, Evidence, and Reasoning (CER) writing strategies to support scientific thinking and communication, and bi-weekly hands-on science labs to promote inquiry-based learning and real-world application of concepts. In addition, Carillon teachers will align their instruction with the the SCPS Instructional Priorities: Benchmark Aligned Instruction, Monitoring for Learning, Student Engagement and Conditions for Learning.

Action Step #2

Professional Development on Science Curriculum

Person Monitoring:

Elizabeth Darcy, Mae Boza, Cindy Hill

By When/Frequency:

Monthly

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

Instructional leaders and coaches will support Science teachers during Professional Learning Communities (PLCs) by providing targeted professional development focused on deepening understanding and intentional use of the SCPS Science curriculum. PLC sessions will include: Collaborative unpacking of science content and benchmarks to ensure alignment with the Florida B.E.S.T. Standards. Strategic lesson planning that incorporates hands-on investigations, the 5E instructional model, and integration of Claim, Evidence, and Reasoning (CER) strategies. Modeling and discussion of effective implementation of experiments and labs with fidelity, including safety protocols and student engagement strategies. Ongoing reflection and refinement of instructional practices based on student data and classroom observations.

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.

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.

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.

By the end of the 2025-26 academic year, the goal is to decrease the percentage of students with 15 or more days of excused and unexcused combined absences from 17% in 2024-25 to 15% in 2025-26. This will be achieved by tracking and comparing the percentage of students with 15 or more days of absences for the academic years 2023-24 (16%) and 2024-25 (16%).

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.

Monthly/6-week meetings to identify and discuss students who are meeting truancy, as well as providing details and assistance to staff on reaching out to families as needed. These meetings will be placed on the calendar and will be managed as high priority. Students with a high truancy rate, having 8+ days of absences, will be placed with a mentor. Mentors will include the school counselors, DMHC, and others who are able to assist. These mentors will speak with families and seek out the reason for the absences and assist with needs if possible.

Person responsible for monitoring outcome

Elizabeth Darcy

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:

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

Implement Student Attendance Policy with Fidelity

Person Monitoring:

Elizabeth Darcy, Maegan Boza, Counselors

By When/Frequency:

Monthly

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

Ensure all attendance personnel are trained in reviewing and processing Skyward absence requests by August 11, 2025. Direct any family questions about Skyward access or logins to your school's front office or Skyward support contact.

Action Step #2

Regular and Consistent Messaging

Person Monitoring:

Elizabeth Darcy, Mae Boza, Counselors

By When/Frequency:

Monthly

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

Teachers will receive specific messaging to use when reaching out to families when students are absent for more than 3 days. Consistent messaging will be used through quarterly newsletters, social media, and in teacher newsletters. We will add a slide to open house presentations about the importance of attendance. We will involve the community by educating them on the importance of regular attendance through SAC, PTA, and other Business Partners.

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