Seminole County Public Schools

LAYER ELEMENTARY SCHOOL

2025-26 Schoolwide Improvement Plan

Table of Contents

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The Mission of Layer Elementary School is to build a community of confident problem solvers and productive citizens of tomorrow.

Provide the school's vision statement

Layer Elementary is dedicated to creating life-long learners through academic exploration, positive behavior, and creative thinking so that we become productive citizens of the future.

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

Lindsay Todd

lindsay_todd@scps.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

Instructional Leader, SAC/PTA Administrator, MTSS/SST Facilitator, Facilities, School Budget, HR Components, and Monitor SIP

Leadership Team Member #2

Employee's Name

Artranise Wright

sawyeraz@scps.k12.fl.us

Position Title
Assistant Principal

Job Duties and Responsibilities

Instructional Leader, Test Coordinator, Professional Development Coordinator, Discipline, Business Partner/Dividend Coordinator, and Monitor SIP

Leadership Team Member #3

Employee's Name
Rebecca Holcomb

rebecca_holcomb@scps.k12.fl.us

Position Title
Reading Instructional Coach

Job Duties and Responsibilities

Reading Coach, Monitors Reading data/SRD, Facilitates Reading/Writing/Social Studies PLCs, iReady Champion, PD Facilitator, Reading Intervention/MTSS Facilitator

Leadership Team Member #4

Employee's Name
Heather Mahon-Richards

heather_mahon@scps.k12.fl.us

Position Title
Math Instructional Coach

Job Duties and Responsibilities

Math Coach, Monitors Math Data/SMD, Facilitates Math/Science PLCs, iReady Champion, PD Facilitator, Monitors Math Intervention, MTSS Facilitator

Leadership Team Member #5

Employee's Name
Kristi Borrazzo

kristi_borrazzo@scps.k12.fl.us

Position Title
Media Specialist/STEM Coach

Job Duties and Responsibilities

Computer Technology Facilitator, PBIS Facilitator, Garden Supervisor, Media Specialist, and School Communication

Leadership Team Member #6

Employee's Name
Brittani Foster

fosterba@scps.k12.fl.us

Position Title
Behavior Interventionist

Job Duties and Responsibilities

Conditions for Learning Chair, Behavior Support, Proactive groups for behavior intervention

Leadership Team Member #7

Employee's Name
Neva Akins

neva_akins@scps.k12.fl.us

Position Title
School Counselor

Job Duties and Responsibilities

Attendance, Behavior Support, Student Study Meetings/LEA, 504 Meetings, SEL Support to teachers, Counseling Support

Leadership Team Member #8

Employee's Name
Nicole Gonzalez

currynz@scps.k12.fl.us

Position Title
ESE Support Facilitator

Job Duties and Responsibilities

ESE IEP Goal Support, Intervention Groups, Monitoring data of ESE students, Community Involvement Contact

Leadership Team Member #9

Employee's Name
Melissa Botens

melissa_botens@scps.k12.fl.us

Position Title
ESOL Teacher/Instructional Support Team Leader

Job Duties and Responsibilities

ESOL Instruction and Support, Spanish Liaison, Wellness Champion, Intervention Support

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.

Layer Elementary included the data collected from the 5 Essentials Survey and Safety Surveys completed in the spring to focus on all components that were indicated as areas of growth. At the first SAC meeting of the 2025-2026 school year, achievement data from 2024-2025 will be shared (iReady and FAST). The SIP will also be shared at the first staff meeting and the first PTA meeting, so all stakeholders can collaborate and provide feedback on the goals.

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 Layer leadership team will review our goals based on the progress monitoring data each quarter. We will connect our PLCs and PD focuses based on the achievement levels and data trends. We will continue to share our iReady and FAST data each quarter with our SAC and staff, in addition to discussing our instructional practices/next action steps.

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	**50.5%**
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 **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: A** **2023-24: A** **2022-23: A** **2021-22: C** **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	82	68	82	79	97	95				503
Absent 10% or more school days	5	7	12	12	5	12				53
One or more suspensions	1	4	1	4	6	5				21
Course failure in English Language Arts (ELA)	3	16	14	6	4	7				50
Course failure in Math	3	8	10	6	9	5				41
Level 1 on statewide ELA assessment	0	2	11	9	8	8				38
Level 1 on statewide Math assessment	0	2	6	10	4	5				27
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	5	20	11	4	0				40
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	2	6	6	7	0	0				21

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	14	19	15	8	12				71

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	4	3	4	0	0				15
Students retained two or more times	0	0	0	1	0	0				1

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		10	10	13	13	10				56
One or more suspensions		1		10	5	4				20
Course failure in English Language Arts (ELA)		2	4	1	5	3				15
Course failure in Math		4	2	1	6	4				17
Level 1 on statewide ELA assessment				1	8	15				24
Level 1 on statewide Math assessment				1	8	15				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	3	17	23						44
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		8	5	11	9					33

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		12	5	17	18	18				70

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		3	4						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 CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	75	68	59	74	66	57	64	61	53
Grade 3 ELA Achievement	74	71	59	74	69	58	61	62	53
ELA Learning Gains	75	63	60	74	62	60			
ELA Lowest 25th Percentile	67	56	56	76	55	57			
Math Achievement*	71	69	64	67	67	62	67	64	59
Math Learning Gains	72	65	63	68	64	62			
Math Lowest 25th Percentile	58	47	51	50	43	52			
Science Achievement	64	68	58	70	68	57	58	65	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	67	73	63	73	75	61	74	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	69%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	623
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
69%	70%	69%	48%	38%		61%

* 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	54%	No		
English Language Learners	62%	No		
Asian Students	90%	No		
Black/African American Students	66%	No		
Hispanic Students	65%	No		
Multiracial Students	76%	No		
White Students	74%	No		
Economically Disadvantaged Students	63%	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	75%	74%	75%	67%	71%	72%	58%	64%					67%
Students With Disabilities	45%	52%	57%	61%	55%	63%	58%	38%					
English Language Learners	57%	58%	83%	80%	39%	53%							67%
Asian Students	93%				86%								
Black/African American Students	67%	71%	68%		58%	68%							
Hispanic Students	72%	69%	73%	67%	68%	70%	38%	67%					59%
Multiracial Students	78%		83%		67%	75%							
White Students	77%	77%	79%	77%	78%	76%	64%	67%					
Economically Disadvantaged Students	66%	59%	76%	70%	58%	66%	58%	49%					65%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	74%	74%	74%	76%	67%	68%	50%	70%					73%
Students With Disabilities	42%	45%	71%	78%	46%	68%	55%	50%					
English Language Learners	53%		71%		47%	64%							73%
Asian Students	71%				86%								
Black/African American Students	54%	54%	85%		38%	46%							
Hispanic Students	77%	85%	75%	76%	68%	64%	41%	59%					68%
Multiracial Students	77%				62%								
White Students	77%	71%	73%	62%	72%	74%	69%	81%					
Economically Disadvantaged Students	67%	69%	70%	72%	57%	57%	42%	70%					65%

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%	61%			67%			58%					74%
Students With Disabilities	32%	39%			40%			32%					
English Language Learners	73%				55%								94%
Asian Students	75%				83%								
Black/African American Students	44%				37%			29%					
Hispanic Students	60%	61%			68%			60%					93%
Multiracial Students	54%				54%								
White Students	72%	65%			74%			66%					
Economically Disadvantaged Students	52%	48%			55%			42%					92%

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	69%	69%	0%	57%	12%
ELA	4	79%	67%	12%	56%	23%
ELA	5	63%	64%	-1%	56%	7%
Math	3	72%	70%	2%	63%	9%
Math	4	81%	69%	12%	62%	19%
Math	5	17%	46%	-29%	57%	-40%
Math	6	93%	71%	22%	60%	33%
Science	5	59%	66%	-7%	55%	4%

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?

Overall, our ELA Learning Gains and Math Learning Gains increased significantly over the last three years. ELA Learning Gains were 75% this year and 57% for the 21-22 year. Math Learning Gains were 72% this year and 45% for the 21-22 year. The school collaborated with each grade level to intentionally form intervention groups that targeted individual student needs. We consistently discussed every student's progress every six weeks with all stakeholders involved. Shifts were made for grade level instruction and intervention based on data trends.

Lowest Performance

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

Our Lowest Quartile Math Learning Gains were 58% for the 2024-25 school year. However, it was an increase from the 2023-24 school year which was 50% achieving learning gains. We did monitor all lowest quartile students through data dives, peer mentoring, and strategic planning with instructional support teachers. We allocated one day a week for school-wide math intervention and incorporated spiral review practice, however it didn't provide consistency for closing achievement gaps with grade level benchmarks.

Greatest Decline

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

As we reviewed comparision data, our greatest decline was with our lowest quartile learning gains for ELA. For the 2024-25 school year, we reached 67%. However in 2023-2024 we had 76% of the lowest quartile students making ELA learning gains. We made a significant effort to continue our walk to intervention model for differentiated reading support while also using task aligned station practices.

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.

Looking at specific grade levels, our greatest gap compared to the state average was fifth grade

math. The 2024-2025 proficiency percentage was at 17% and the state average was 57%. Our district average was at 46%. As we focused on acceleration, one half of our fifth graders were placed in a RAMP course testing in sixth grade benchmarks. The RAMP students were at 93% proficiency, above the state average for sixth graders which was 60%.

EWS Areas of Concern

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

1. Student Attendance of 10+ Missed Days

Highest Priorities

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

1. Maintaining Achievement and Learning Gains for overall student population
2. Math Learning Gains for Lowest Quartile
3. Math Proficiency for 5th Grade
4. ELA Learning Gains for Lowest Quartile
5. Science Proficiency for 5th Grade

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 Collaborative Planning, Differentiation, Math, Small-group Instruction

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 small group instruction, we incorporate our ESOL teacher, our ESE Support Facilitators, and the grade level teacher to support students based upon instructional needs. We will continue to differentiate to move all students toward achievement and we will be intentional on what each support teacher will focus on based upon individual student iReady and FAST data.

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.

For the 2025-2026 school year, we plan that 65% or higher of our Lowest Quartile Math Students will achieve a Learning Gain according to the FAST assessments. We plan to achieve 70% or higher proficiency for Math as well.

Monitoring

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

For the 2025-2026 school year, we will collaborate with the instructional support team to determine appropriate resources and strategies to increase confidence within the grade level classrooms. We will monitor all student learning gains in 4th and 5th grade, in addition to closely monitoring intervention/push-in groups for lowest quartile students in Math. In addition, our coaches and administration team will monitor student engagement and task-alignment while using our district walk-through tool.

Person responsible for monitoring outcome

Instructional Coaches and Administration

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
Task Aligned Practice Stations and Differentiated Teacher Table

Person Monitoring:	**By When/Frequency:**
Instructional Math/Science Coach	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers and Coaches will continue to meet for Math to develop standards based, task-aligned student practice stations with a monitoring component. Based on student/class performance with topic assessments, teachers identify areas to review during student collaboration stations. In addition, teachers will plan scaffolded support with grade level bechmarks to increase competency in Math. This will include questioning that will enhance student thinking towards proficiency and incorporating spiral reviews so concepts can continuously be practiced throughout the year.

Action Step #2
Tutorial Support for ELL Students

Person Monitoring:	**By When/Frequency:**
Instructional Math/Science Coach and ESOL Teacher	Every 6 weeks

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Our ESOL teacher will work with grade level teachers in 4th and 5th Grade to determine largest math domain deficits to develop a morning tutorial session. We will incorporate ELA reading concepts and will support reading in math so that concepts can be clearly connected to build confidence/mastery.

Area of Focus #2

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.

Since our school has emphasized a small group instruction structure in every classroom, we have developed our tasks to be aligned to grade level standards. In science, we continue to focus on collaborative structures while also integrating informational text/vocabulary during the ELA block. With continued spiraling of concepts and focusing on interactive opportunities in all grades, we will maintain overall school performance for the 2025-26 school year.

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.

According to the 2024-2025 State Science Data, 64% of our fifth graders achieved proficiency. We achieved 70% proficient in 2023-2024 and we plan to achieve 70% or higher proficiency in 2025-2026.

Monitoring

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

For the 2025-2026 school year, we will maintain our planning and monitoring efforts by reviewing SBA and Science Assessment data as it is collected. Third, Fourth, and Fifth Grade will continue to intentionally incorporate science texts/concepts as we practice with informational texts so students can make stronger connections. In addition, our coaches and administration team will monitor student engagement and task-alignment while using our district walk-through tool.

Person responsible for monitoring outcome

Math Instructional Coach and Administration

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
Informational Science Text Integration

Person Monitoring:
Instructional ELA Coach and Instructional Math/ Science Coach

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
After reviewing specific data from science unit assessments, we will collaborate to ensure that science texts are utilized in ELA stations to practice comprehending the information while reading more about the concepts. The Math/Science teams will share specific areas of growth with the ELA teams during grade level PLCs so the work can be intentionally aligned.

Action Step #2
Science Benchmark Tracking

Person Monitoring:
Instructional Math/Science Coach

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
We will track Science SBA benchmarks for Grades 3-5 during PLCs and also in our school data room. We will utilize the results to incorporate spiraling in ELA center rotations, within Media Center lessons, and with differentiated teacher table practices.

Area of Focus #3

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

Instructional Practice specifically relating to Collaborative Planning, Differentiation, ELA, Intervention, Small-group Instruction

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.

Over the last three years, Layer shifted instructional practices and structures to incorporate more small group opportunities for all students. Strategic school-wide walk-to interventions, consistent coaching support/PLCs, differentiated teacher tables, student collaboration at task-aligned stations, instructional rounds/differentiated PDs, and school-wide Conditions for Learning Practices have made a tremendous impact on student achievement. All of these initatives are continued focuses that will help maintain overall school performance for the 2025-2026 school year.

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.

In 2024-2025, our ELA Lowest Quartile Learning Gains was 67%, which decreased from the year prior that was at 76%. We plan to move that accountability component to 70% or higher.

Monitoring

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

For the 2025-2026 school year, we will maintain our planning and monitoring efforts by reviewing iReady, Unit Assessments, and FAST data as it is collected. Each team will drill down to note specific standards to remediate/accelerate during grade level instruction. We will monitor all student learning gains in 4th and 5th grade, in addition to closely determining instructional support for lowest quartile students.

Person responsible for monitoring outcome

Instructional Coaches and Administration

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:

Elementary ELA - 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
Intervention Instruction and Grouping

Person Monitoring:
Instructional ELA Coach

By When/Frequency:
Every 6 weeks

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
As we analyze iReady and FAST data in ELA, we will identify student areas of need based on benchmarks/domains. Grouping all students and determining resources to differentiate for their need will push all students toward a learning gain. Data will be kept on all students to monitor their progress for the six week intervention cycle.

Action Step #2
Collaborative Planning for Task-Aligned Practice Stations and Differentiated Teacher Table

Person Monitoring:
Instructional ELA Coach and Administration

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers and Coaches will meet weekly for ELA, for Science, and for Math to develop standard based, task-aligned student practice stations with a monitoring component. Based on student/class performance with unit assessments, teachers identify areas to review during student collaboration stations. In addition, teachers will plan scaffolded support with grade level bechmarks to increase competency in ELA and Math. This will include questioning that will enhance student thinking towards proficiency.

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.

Layer has worked to create an engaging environment for students so that they want to be at school. We have monitored student attendance and communicated weekly with families. To achieve student achievement goals, students do need to be present so they have access to learn and get the differentiated instruction that they need to succeed.

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.

In 2025-2026, 61 students were absent for 10% or more of the school days for the year. Our goal is to decrease the total number to 50 students or less with intentional monitoring and communicating.

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 the 2025-2026 school year, we will collaborate with our attendance team weekly to review student attendance trends to ensure proper communication is in place. We will also monitor students through our MTSS meetings every 6 weeks, creating an intervention plan of support for students who have missed 10 or more days of school.

Person responsible for monitoring outcome

Guidance Counselor and Administration

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 Multi-Tiered Support System (MTSS) process is a team-based approach that relies on a strong collaboration between families and professionals from a variety of disciplines regardless of the level implemented. MTSS provides a positive and effective means to support student learning, attendance and behavior. Schools should have evidence of a strong Tier 1 framework of support in all of these areas.

Rationale:

MTSS methods are research-based and proven to positively impact school climate and increase academic performance. Interventions should be targeted to meet a specific need of students at the school based on data and should involve explicit teaching and monitoring.

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
Monitor Attendance and Clear Communication to Families

Person Monitoring:
Guidance Counselor, School Social Worker, and Administration

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The attendance team will continue to meet weekly to monitor attendance from the prior week and review notes that were submitted for attendance. The teachers will communicate absences for the first 1-2 days, then the counselor will communicate after 3 days, and administration will communicate after 5 days. In addition, the social worker will contact parents directly to discuss a possible plan after five days so parents are aware of truancy procedures. Attendance letters will be mailed to parents after 5 and 10 days as well.

Action Step #2
Positive Promotion of Attendance

Person Monitoring:
Guidance Counselor, School Social Worker, and Administration

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
To incorporate an awareness about the importance of attendance, we will include attendance goals, data, and tips in our weekly newsletter (The Layer Link). We will highlight successful trends and reminders about our attendance process.

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 ATSIor 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**