



Seminole County Public Schools

PARTIN ELEMENTARY SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Partin Elementary School is to provide quality learning through rigorous instruction, positive conditions for learning, and fostering future ready skills to ensure that all students make one year's growth in one year's time.

Provide the school's vision statement

Named for a teacher in the Oviedo community that worked tirelessly on behalf of her students, Marguerite Partin Elementary School is determined to make every student a "star." Partin Elementary School faculty and staff, made up of diverse, highly caring, dedicated and qualified community members, work towards creating a school environment that provides meaningful educational opportunities for each and every student.

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

Michelle Ortiz

michelle_ortiz@scps.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

Employ and monitor a decision-making process that is based on vision, mission, values, and improvement priorities using facts and data. Lead and support a learning organization focused on student success, quality instructional practices based on state adopted student academic standards

and the district's adopted curricula. Collaboratively develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. Retain, recruit, and develop an effective and diverse faculty and staff. Manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment

Leadership Team Member #2

Employee's Name

Jeff Townsend

jeff_townsend@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Support principal in curricula implementation and student behavior management. Lead and support a learning organization focused on student success, quality instructional practices based on state adopted student academic standards and the district's adopted curricula. Collaboratively develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. Retain, recruit, and develop an effective and diverse faculty and staff. Manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.

Leadership Team Member #3

Employee's Name

Emily Willadsen

emily_willadsen@scps.k12.fl.us

Position Title

Instructional Coach

Job Duties and Responsibilities

Provide teachers and administrators with on-site, on-going professional development related to literacy, mathematics, and science; 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 #4

Employee's Name

Katie Horstmeyer

katie_horstmeyer@scps.k12.fl.us

Position Title

Instructional Coach

Job Duties and Responsibilities

Provide teachers and administrators with on-site, on-going professional development related to literacy, mathematics, and science; 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 #5

Employee's Name

Stacey Rhoads & Tamara Ciupik (job share)

rhoadssz@scps.k12.fl.us / tamara_ciupik@scps.k12.fl.us

Position Title

Guidance Counselor

Job Duties and Responsibilities

Collaborate with school personnel, parents, community agencies, and/or students to promote optimal learning outcomes for all students. Implement individual, group, or system-level interventions that are scientifically proven to promote positive social, emotional, behavioral, and independent functioning outcomes. Support student attendance by managing truancy referrals that adhere to SCPS procedures for truancy.

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.

Partin Elementary School involves parents and the community in developing this plan by surveying parents regarding needs for student success and safety. Parents, staff, and the greater community are invited to attend monthly School Advisory Council (SAC) meetings to develop the School Improvement Plan and review progress of the SIP. Dates and times of meetings are communicated through the school website, the weekly digital newsletter, Messenger, and posted on the school marquee.

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 leadership team at Partin Elementary School will meet quarterly to review SIP goals and progress made towards those goals. Growth towards goals will be based on data provided from state and local assessments, parent and student surveys, and informal feedback from stakeholders. Progress toward SIP goals will also be shared with staff and the SAC at determined intervals throughout the school year.

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	28.8%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	ATSI
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	47	65	80	94	92	106				484
Absent 10% or more school days	2	11	7	12	6	3				41
One or more suspensions	1	1	3	1	1	1				8
Course failure in English Language Arts (ELA)	0	2	11	8	2	1				24
Course failure in Math	0	0	3	6	5	1				15
Level 1 on statewide ELA assessment	0	0	9	13	5	5				32
Level 1 on statewide Math assessment	0	0	8	13	3	2				26
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	0	0	6	11	0				18
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	1	0	1				2

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	1	1	11	15	8	1				37

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	0	1	0	0				1
Students retained two or more times	0	0	0	0	1	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		8	10	7	2	6		1		34
One or more suspensions		1	2			1				4
Course failure in English Language Arts (ELA)		3	9	2		2				16
Course failure in Math		1	1		1					3
Level 1 on statewide ELA assessment					3	8				11
Level 1 on statewide Math assessment					1	5				6
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		2	7	12						21
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)				1	2					3

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	5	2	2	3				14

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	1						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*	81	68	59	78	66	57	76	61	53
Grade 3 ELA Achievement	86	71	59	90	69	58	87	62	53
ELA Learning Gains	66	63	60	60	62	60			
ELA Lowest 25th Percentile	68	56	56	49	55	57			
Math Achievement*	83	69	64	80	67	62	76	64	59
Math Learning Gains	69	65	63	69	64	62			
Math Lowest 25th Percentile	52	47	51	58	43	52			
Science Achievement	80	68	58	71	68	57	77	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	100	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)	ATSI
OVERALL FPPI – All Students	72%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	652
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
72%	73%	79%	71%	65%		70%

* 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	49%	No		
English Language Learners	70%	No		
Asian Students	88%	No		
Black/African American Students	39%	Yes	1	
Hispanic Students	71%	No		
Multiracial Students	80%	No		
White Students	74%	No		
Economically Disadvantaged Students	57%	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	81%	86%	66%	68%	83%	69%	52%	80%					67%
Students With Disabilities	45%	56%	58%	56%	52%	38%	35%	53%					
English Language Learners	68%		77%		68%	69%							67%
Asian Students	92%		76%		96%	88%		90%					
Black/African American Students	46%		27%		46%	36%							
Hispanic Students	78%	78%	70%	71%	76%	70%	50%	78%					67%
Multiracial Students	83%		62%		89%	85%							
White Students	84%	86%	67%	69%	85%	65%	50%	87%					
Economically Disadvantaged Students	63%	74%	51%	53%	58%	54%	41%	59%					

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	78%	90%	60%	49%	80%	69%	58%	71%					100%
Students With Disabilities	41%	64%	42%	38%	36%	54%	54%	29%					
English Language Learners	76%		55%		86%	77%		73%					100%
Asian Students	91%		80%		95%	93%							
Black/African American Students	50%		60%	67%	39%	27%	27%						
Hispanic Students	78%	88%	59%	36%	82%	77%	73%	78%					
Multiracial Students	84%		50%		79%	67%							
White Students	79%	90%	60%	54%	82%	69%	64%	71%					
Economically Disadvantaged Students	56%	69%	47%	38%	60%	58%	42%	46%					

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	76%	87%			76%			77%					74%
Students With Disabilities	37%	53%			39%			44%					
English Language Learners	72%				76%								
Asian Students	89%	100%			96%			100%					
Black/African American Students	36%				36%			40%					
Hispanic Students	75%	71%			75%			69%					
Multiracial Students	76%				71%								
White Students	79%	95%			78%			82%					
Economically Disadvantaged Students	58%	74%			47%			52%					

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	83%	69%	14%	57%	26%
ELA	4	82%	67%	15%	56%	26%
ELA	5	76%	64%	12%	56%	20%
Math	3	78%	70%	8%	63%	15%
Math	4	89%	69%	20%	62%	27%
Math	5	46%	46%	0%	57%	-11%
Math	6	98%	71%	27%	60%	38%
Science	5	80%	66%	14%	55%	25%

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?

Partin Elementary increased the learning gains of the lowest quartile students by 19 percentage points. In addition, Partin Elementary decreased the proficiency gap between SWD and all students in reading by 12 percentage points.

The successes in these areas can be attributed to an increased focus in collaborative planning for small group instruction, including the use of a small group instructional placemat to help teachers determine the appropriate focus for each small group. In addition, teachers set goals based on PM1 and PM2 data by content area and individual students and made strategic decisions through PLC and MTSS for small group instruction. Finally, the ESE teachers reorganized their schedule to ensure classroom support during small group instruction and used the same data analysis and planning protocols as the classroom teachers to set goals and prioritize instructional needs.

Lowest Performance

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

The lowest performing area was 5th grade math and RAMP math learning gains. Math learning gains remained stagnant at 69% across the grade level and lowest quartile learning gains decreased by six percentage points. Both low and high performing students did not make learning gains, indicating that a more focused and strategic approach is needed to ensure students continue to grow across school years.

Greatest Decline

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

The greatest decline was the drop in the lowest quartile math learning gains with a decrease of six percentage points. Consequently, the learning gain gap between SWD and all students increased by 17 percentage points. We believe that we need to provide more small group support to students in

attaining a learning gain, particularly those who are not performing on grade level.

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.

Although Partin's overall 5th grade math proficiency scores were at 75%, the majority of the students who tested at level 3 or above took the grade 6 FAST assessment. Only 51% of students who took the 5th grade FAST test were proficient. This is six percentage points below the state's scores. This is the only proficiency area that fell below the state's average scores. We believe that we need to continue the work started last year to provide more individualized support to students in math as well as support to teachers in creating more robust small group instruction and collaborative work for students.

EWS Areas of Concern

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

The number of students who were absent for 10% or more of the school year increased in the 24-25 school year by 14 students to a total of 48 students. Students who are not in school cannot learn, and it is our belief that improving attendance will subsequently improve academic performance.

Another area of concern is the increase in students scoring a level 1 on the statewide assessment. There were increases in both reading and math from the prior year, leaving us now with 32 students who scored a level 1 in reading and 26 students in math.

Both of these areas of concern will be addressed in the plan presented.

Highest Priorities

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

1. Math learning gains for the lowest quartile
2. Reading & math learning gains for Black/African American students and SWD
3. Number of students with 15+ 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.

Instructional Practice specifically relating to Benchmark-aligned instruction, Collaborative Planning, Differentiation, Intervention, Math, Professional Learning Communities, Small-group Instruction, Student Engagement

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.

The area of focus is increasing the learning gains of the lowest quartile in math. Learning gains of our most vulnerable students is the best measure to ensure positive learning growth despite not being on grade level. There is currently a 17% gap between all math learning gains and lowest quartile learning gains.

Measurable Outcome

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

Partin Elementary School's goal is to decrease the discrepancy between the learning gains of all students and the learning gains of the lowest quartile by five percent. In addition, Partin Elementary will increase the learning gains of the lowest quartile in math by no less than ten percent, reaching 62% or higher.

Monitoring

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

Teachers will identify students in the lowest quartile and those in vulnerable groups at the start of the year and will monitor the growth of these students. Students will be monitored throughout the school year using FAST progress monitoring assessments, iReady diagnostics, RAMP Benchmark assessments, and classroom performance. Teachers will develop SMART goals for their students based on each student's growth needs to meet the above expectations and will meet weekly in PLC to review data and make instructional decisions.

In addition, the leadership team will use the SCPS Instructional Priorities Walkthrough Tool to monitor grade levels for benchmark-aligned instruction, active monitoring for learning, student engagement, and conditions for learning. Feedback from this tool will then guide PLC work and instructional guidance.

Person responsible for monitoring outcome

Administration, instructional coaches, and teachers

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

Data Analysis and Decision Making

Person Monitoring:

Administration, Instructional Coaches, Teachers

By When/Frequency:

Weekly

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

Teachers will meet weekly in grade level PLC's to review progress monitoring data from FAST/STAR (math), iReady (math), district benchmark assessments (math/science) and classroom assessments. Students identified as below level by one or more years will enter the MTSS process and will have their intervention data tracked regularly. Classroom teachers and ESE/ESOL teachers will meet monthly for collaborative planning to review progress monitoring data and classroom assessments. Action steps will be determined for students not making adequate growth. Instructional plans for small group instruction during support facilitation will be developed collaboratively as well.

Action Step #2

Differentiation and Intervention

Person Monitoring:

By When/Frequency:

Administration, Instructional Coaches, Teachers Weekly

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

Based on the results of the above assessments, students will be placed in classroom instructional small groups, offered tutorial services, and provided interventions through the MTSS process. Teachers and instructional coaches will regularly review Framework lessons to ensure benchmark alignment and determine opportunities for differentiation to meet the needs of all students.

Action Step #3

Professional Development

Person Monitoring:

Administration, Instructional Coaches, Teachers

By When/Frequency:

Monthly

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

The school leadership team and teacher leaders will engage the staff in monthly professional development opportunities in PLC and Wednesday afternoons. The focus of these trainings will be student engagement (collaborative structures) and small group instructional strategies.

Area of Focus #2

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD), Black/African American Students (BLK)

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.

The subgroup containing Black/African American students under performed in all categories at Partin Elementary School. There is a thirty-nine percentage point gap in reading learning gains and a thirty-three percentage point difference in math learning gains between Black/African American students and all students. There is an eight percentage point gap in reading learning gains and a twenty-seven percentage point difference in math learning gains between students with disabilities and all students. Increasing learning gains for students with disabilities not only increases overall learning gain scores, but often lowest quartile learning gains and overall proficiency.

Measurable Outcome

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

Partin Elementary School's goal is to decrease the discrepancy between the reading and math learning gains of all students and the learning gains of the SWD and Black/African American students by five percent. In addition, Partin Elementary will increase the learning gains of both subgroups in

both subjects by no less than ten percent. Learning gain goals for each subgroup and subject are as follows: SWD reading to 68% and math to 48%; Black/African American students reading to 37% to 46%.

Monitoring

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

Students will be monitored throughout the school year using FAST progress monitoring assessments, iReady diagnostics, RAMP Benchmark assessments, and classroom performance. Teachers will develop SMART goals for their students based on each student's growth needs to meet the above expectations and will meet weekly in PLC to review data and make instructional decisions.

In addition, the leadership team will use the SCPS Instructional Priorities Walkthrough Tool to monitor grade levels for benchmark-aligned instruction, active monitoring for learning, student engagement, and conditions for learning. Feedback from this tool will then guide PLC work and instructional guidance.

Person responsible for monitoring outcome

Administration, Instructional Coaches, and Teachers

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:

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). 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:

ELA - 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. 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

Data Analysis and Decision-Making

Person Monitoring:

Administration, Instructional Coaches, and Teachers

By When/Frequency:

Monthly

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

Teachers will meet weekly in grade level PLC's to review progress monitoring data from FAST/STAR (math), iReady (math), district benchmark assessments (math/science) and classroom assessments. Students identified as below level by one or more years will enter the MTSS process and will have their intervention data tracked regularly. Classroom teachers and ESE/ESOL teachers will meet monthly for collaborative planning to review progress monitoring data and classroom assessments. Action steps will be determined for students not making adequate growth. Instructional plans for small group instruction during support facilitation will be developed collaboratively as well.

Action Step #2

Professional Development

Person Monitoring:

Administration, Instructional Coaches, and Teachers

By When/Frequency:

Monthly

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

The school leadership team and teacher leaders will engage the staff in monthly professional development opportunities in PLC and Wednesday afternoons. The focus of these trainings will be student engagement (collaborative structures) and small group instructional strategies. The instructional coach and a group of 3-5 grade teachers will also participate in a series of professional development trainings focused on small group reading instruction. This training will develop the teachers' skills in differentiated reading instruction, subsequently benefiting subgroup growth and proficiency.

Action Step #3

Differentiation and Intervention

Person Monitoring:

Administration, Instructional Coaches, and Teachers

By When/Frequency:

Monthly

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

Based on the results of the above assessments, students will be placed in classroom instructional

small groups, offered tutorial services, and provided interventions through the MTSS process. Teachers and instructional coaches will regularly review Framework lessons to ensure benchmark alignment and determine opportunities for differentiation to meet the needs of all students.

Action Step #4

Relationship and Community Building

Person Monitoring:

Administration, Instructional Coaches, Guidance
Counselors & Teachers

By When/Frequency:

Monthly

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

Students falling into the two subgroups will be identified and assigned a staff-based mentor. Mentors will meet regularly with students, develop rapport, engage with families, and work to eliminate any barriers to success.

Area of Focus #3

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

Instructional Practice specifically relating to Benchmark-aligned instruction, Collaborative Planning, Differentiation, Intervention, Professional Learning Communities, Science, Student Engagement

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.

The area of focus is increasing the overall proficiency of 5th grade students in science. Although Science proficiency increased from the 24-25 school year to the 25-26 school year by nine percentage points, Science proficiency still lags behind both ELA and Math proficiency.

Measurable Outcome

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

Partin Elementary School's goal is to increase overall proficiency in science by no less than three percentage points, bringing it 83%, the equivalent of our math achievement and above our ELA achievement.

Monitoring

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

Students in grades 3-5 will be monitored throughout the school year using common trimester science assessments as well as classroom performance. Teachers will develop SMART goals for their

students based on each's student's growth between progress monitoring and will meet regularly in PLC to review data and make instructional decisions.

In addition, the leadership team will use the SCPS Instructional Priorities Walkthrough Tool to monitor grade levels for benchmark-aligned instruction, active monitoring for learning, student engagement, and conditions for learning. Feedback from this tool will then guide PLC work and instructional guidance.

Person responsible for monitoring outcome

Administration, Instructional coaches, Teacher

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). 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:

ELA - 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. 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

Data Analysis and Decision Making

Person Monitoring:

Administration, Instructional Coaches, Teacher

By When/Frequency:

Monthly

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

Teachers will meet in grade level PLCs monthly to review progress on Science unit assessments and benchmark assessments administered quarterly. Students identified as not tracking to be on level will be reviewed to determine the cause of the lack of growth (i.e. reading skills, concept misconceptions) and those root causes will be addressed in the classroom by the team. Students with lagging reading skills will be reviewed by the MTSS team and appropriate reading interventions will be put in place.

Action Step #2

Differentiation and Intervention

Person Monitoring:

Administration, Instructional Coaches, Teachers

By When/Frequency:

Quarterly

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

Students who have been identified as falling behind in science proficiency, will receive, whenever possible, a Learning Club intervention that uses benchmark-based science non-fiction text for instruction. In addition, our instructional coaches and gifted teacher will create hands-on labs for students who need reinforcement of identified science benchmarks to be administered in our Science Lab classroom.

Action Step #3

Professional Development

Person Monitoring:

Administration, Instructional Coaches, Teachers

By When/Frequency:

Monthly

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

The school leadership team and teacher leaders will engage the staff in monthly professional development opportunities in PLC and Wednesday afternoons. The focus of these trainings will be student engagement (collaborative structures) and small group instructional strategies.

Area of Focus #4

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

Instructional Practice specifically relating to Benchmark-aligned instruction, Collaborative Planning, Differentiation, ELA, Intervention, Small-group Instruction, Student Engagement

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.

The area of focus is increasing the learning gains of all the students in reading. Overall learning gains

in ELA are lagging three percentage points below those of math, 66% and 69% respectively.

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.

Partin Elementary School's goal is to increase ELA learning gains for all students to 70%. This would be a four percentage point gain and bring ELA learning gains in alignment with math learning gains.

Monitoring

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

Students will be monitored throughout the school year using FAST progress monitoring assessments, iReady diagnostics, ORF and other progress monitoring tools, and classroom performance. Teachers will develop SMART goals for their students based on each student's growth needs to meet the above expectations and will meet weekly in PLC to review data and make instructional decisions.

In addition, the leadership team will use the SCPS Instructional Priorities Walkthrough Tool to monitor grade levels for benchmark-aligned instruction, active monitoring for learning, student engagement, and conditions for learning. Feedback from this tool will then guide PLC work and instructional guidance.

Person responsible for monitoring outcome

Administration, Instructional Coaches, Teachers

Evidence-based Intervention:

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

Description of Intervention #1:

The following evidence-based interventions are available to support students based upon the area of need of the individual student: Magnetic Reading (promising evidence), Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) (moderate evidence), Wonders Tier 2 and Tier 3 Intervention (state approved adopted materials), iReady (moderate evidence) FastForward (promising evidence), and Quick Reads (strong evidence). For students with disabilities who are served in separate classroom environments for the majority of the instructional day, additional curriculum has been included to address reading deficits as needed: Reading Mastery (promising evidence) and Corrective Reading (strong evidence). English Language Learners may also utilize Imagine Learning Language and Literacy (promising evidence) and Imagine Learning Espanol (promising evidence).

Rationale:

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

students. This allows all the areas of reading to be addressed from foundations to comprehension across the K-12 continuum. All of the listed interventions have been included in the K-12 Comprehensive Evidence- Based Reading Plan.

Tier of Evidence-based Intervention:

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

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Data Analysis and Decision Making

Person Monitoring:

Administration, Instructional Coaches, Teachers

By When/Frequency:

Monthly

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

Teachers will meet weekly in grade level PLC's to review progress monitoring data from FAST/STAR (ELA), iReady (ELA), district benchmark assessments (math/science) and classroom assessments. Students identified as below level by one or more years will enter the MTSS process and will have their intervention data tracked regularly. Classroom teachers and ESE/ESOL teachers will meet monthly for collaborative planning to review progress monitoring data and classroom assessments. Action steps will be determined for students not making adequate growth. Instructional plans for small group instruction during support facilitation will be developed collaboratively as well.

Action Step #2

Professional Development

Person Monitoring:

Administration, Instructional Coaches, Teachers

By When/Frequency:

Monthly

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

The school leadership team and teacher leaders will engage the staff in monthly professional development opportunities in PLC and Wednesday afternoons. The focus of these trainings will be student engagement (collaborative structures) and small group instructional strategies.

Action Step #3

Differentiation and Intervention

Person Monitoring:

Administration, Instructional Coaches, Teachers

By When/Frequency:

Weekly

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

Based on the results of the above assessments, students will be placed in classroom instructional small groups, offered tutorial services, and provided interventions through the MTSS process. Teachers and instructional coaches will regularly review Framework lessons to ensure benchmark alignment and determine opportunities for differentiation to meet the needs of all students.

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.

During the 24-25 school year, 15.4% of students had fifteen or more absences. This percentage was an increase from the 23-24 school year when 11.5% of students had fifteen or more absences. It is essential that students are in class in order to learn and meet both proficiency and learning gain goals.

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.

Partin Elementary School will decrease the percentage of students with fifteen or more absences by no less than 5%, bringing the total to 10.4% or lower, lower than the 23-24 total..

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.

Administration, guidance, and the school social worker will meet monthly to review attendance data (absences, tardies, and early dismissals) and identify students with an excess. The MTSS team will meet every six weeks to review students with an attendance intervention and identify others who need these supports.

Person responsible for monitoring outcome

Administration, MTSS team, guidance counselors, school social worker, teachers

Evidence-based Intervention:

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

Description of Intervention #1:

State statute requires that school teams shall be diligent in facilitating intervention services and make all reasonable efforts to resolve nonattendance behavior. Using the MTSS problem-solving model, teams are responsible for providing and monitoring appropriate interventions for individual students.

To ensure students are provided with the necessary resources and interventions, schools should form comprehensive teams with clear roles and responsibilities.

Rationale:

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

Tier of Evidence-based Intervention:

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

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Intervention Supports and Motivation to Attend

Person Monitoring:

Administration, Guidance, Social Worker

By When/Frequency:

Monthly

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

Students who have reached ten absences will enter the MTSS system and be provided with an intervention to encourage regular attendance. Weekly attendance numbers will be included in the parent newsletter, celebrating successes and setting a goal for the following week's attendance. Classrooms with the least number of tardies monthly will be entered to win a pizza party.

Action Step #2

Communication

Person Monitoring:

Administration, Guidance, Social Worker, Teachers

By When/Frequency:

Weekly

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

Standardized communication will be provided to the teachers to share with families at 3 and 5 days absent to encourage families to return their students to school before they reach the higher level of absences that lead to truancy. Weekly percentages of students absent and tardy will be included in the weekly newsletter sent home to families. Important facts and tips about attendance will be shared by the guidance counselor and social worker during peak absenteeism times of the school year.

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.

In collaboration with the Assistant Superintendent, school leaders identify and align resources to meet the needs of all students and maximize desired student outcomes. Evaluation of student achievement data and related early warning factors such as attendance and discipline referrals are at the core of this work. Principals review data with the school leadership team, staff, and other relevant stakeholders, then develop or modify goals and strategies to align with the school needs presented. These goals and strategies are then operationalized through action items within the annual School Improvement Plan. These specific interventions or activities are noted within the SIP, and funding resources are assigned.

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).

In the area of literacy, performance data from FAST and iReady in elementary schools or benchmark assessments in secondary schools are used to progress monitor whether core instruction is meeting the needs of students. A benchmark of 80% of students being at or above the 26th percentile is used to monitor whether further supports are needed. This data along with the data from district leadership walkthroughs in ELA classrooms are used by assistant superintendents to help school leaders problem solve after the administration of these assessments.

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