ORCHARD VILLA ELEMENTARY SCHL

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

Orchard Villa Elementary School is dedicated to delivering a high-quality education rooted in rigorous academic standards and the cultivation of positive, supportive communitity. Our mission is to ensure that all students are prepared to lead productive, fulfilling lives as lifelong learners and responsible citizens.

Provide the school's vision statement

The faculty and staff at Orchard Villa Elementary are dedicated to delivering a high-quality education for all students, while cultivating a positive and nurturing environment that upholds academic excellence, integrity, respect, and compassion.

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
Allyson Hartman

331144@dadeschools.net

Position Title
Instructional Coach

Job Duties and Responsibilities

As the intermediate reading coach, targeted instructional support and resources are provided to teachers PreK–5 to strengthen classroom instruction. Using the Impact Cycle coaching model, the coach partners with teachers to implement effective, evidence-based practices and delivers ongoing professional development throughout the school year.

Leadership Team Member #2

Employee's Name
Yolanda Williams-Evans

203206@dadeschools.net

Position Title
Assistant Principal

Job Duties and Responsibilities

The assistant principal's role is to support the daily operations of the school while ensuring a safe, inclusive, and academically focused environment for students and staff. This includes assisting the principal in developing and implementing school-wide goals, overseeing instructional practices, and supporting teachers through coaching, professional development, and performance evaluations.

Leadership Team Member #3

Employee's Name
Crystalyn Williams

282236@dadeschools.net

Position Title
Math Instructional Coach

Job Duties and Responsibilities

The role of the math instructional coach is to support and enhance the quality of math instruction with the ultimate goal of improving student achievement. This involves working collaboratively with teachers to model effective, standards-aligned lessons, co-plan instruction, and implement high-impact strategies tailored to meet the diverse needs of students. The coach also facilitates professional development through workshops, PLCs, and one-on-one coaching cycles that provide constructive feedback to build instructional capacity.

Leadership Team Member #4

Employee's Name
Tanya S. Daly-Barnes

pr4171@dadeschools.net

Position Title
Principal

Job Duties and Responsibilities

The principal's role is to serve as the instructional and operational leader, guiding the overall vision, culture, and success of the school. The principal is responsible for setting high academic expectations, supporting effective teaching practices, and ensuring that all students have access to a high-quality education in a safe and nurturing environment. This includes developing and implementing school-wide goals, guiding data-driven decisions, and fostering a culture of continuous improvement among staff.

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.

Our school is deeply committed to involving all stakeholders in developing a comprehensive and effective School Improvement Plan (SIP) that reflects the needs and priorities of our entire school community. To achieve this, the school leadership team—comprising the principal, assistant principal, community business partners, and instructional coaches—establishes the goals, structure, and timeline of the SIP process while emphasizing the importance of stakeholder involvement. Teachers and staff, with their expertise in identifying effective instructional practices and areas needing professional development, play a crucial role in this collaboration. This engagement begins during the first week of school, during professional development sessions when the SIP is being developed. Data findings are shared with the staff, and opportunities for contribution are provided both at this time and throughout the year. Student representatives and community stakeholders are actively involved through our advisory committee, ESSAC, which meets monthly. This committee offers valuable insights from the students' perspective, addresses community needs, and provides resources and support to help achieve the school's goals. Through these efforts, our school ensures that all stakeholders have meaningful opportunities to contribute to the development of the SIP throughout the year.

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)).

Once reviewed and approved by the school leadership team and EESAC committee, the SIP is communicated to all stakeholders. The SIP is then implemented with ongoing involvement from stakeholders to monitor progress throughout the implementation phase, via regular updates, feedback sessions, and participation in ongoing progress monitoring. Regular monitoring occurs during our weekly SLT meeting and teacher collaboration planning time, where we discuss student progress, share successful strategies, and identify areas where additional support is needed, particularly for students with significant achievement gaps. Opportunities to adjust the action steps throughout the year are identified in August. As data is collected through assessments, stakeholder feedback is encouraged to identify any gaps between the SIP's goals and actual outcomes.

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	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
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)	**ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: B** **2023-24: B** **2022-23: C** **2021-22: B** **2020-21:**

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	53	40	52	56	43	34				278
Absent 10% or more school days	0	4	8	12	6	5				35
One or more suspensions	0	0	1	0	0	0				1
Course failure in English Language Arts (ELA)			4	11	10	1				26
Course failure in Math			3	3	3	3				12
Level 1 on statewide ELA assessment				16	8	5				29
Level 1 on statewide Math assessment				13	7	8				28
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		6	16	23	12	12				69
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	8	5	10	6					30

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	4	7	25	15	10				61

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	1			10	2	1				14
Students retained two or more times				3	1	1				5

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		3	9	8	9	6				35
One or more suspensions			1	1	1					3
Course failure in English Language Arts (ELA)		4	8	13	1					26
Course failure in Math			2	4	1	6				13
Level 1 on statewide ELA assessment				9	9	11				29
Level 1 on statewide Math assessment				5	8	11				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)		8	17	22						47
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		6	10	10	6					32

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		5	14	17	18	14				68

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			1	9						10
Students retained two or more times				3	1	1				5

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*	52	65	59	42	63	57	37	60	53
Grade 3 ELA Achievement	46	65	59	40	63	58	35	60	53
ELA Learning Gains	67	65	60	59	64	60			
ELA Lowest 25th Percentile	67	62	56	80	62	57			
Math Achievement*	52	72	64	53	69	62	52	66	59
Math Learning Gains	54	66	63	65	65	62			
Math Lowest 25th Percentile	43	59	51	87	58	52			
Science Achievement	64	63	58	33	61	57	33	58	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	59	66	63	61	64	61	48	63	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	56%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	504
Total Components for the FPPI	9
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
56%	58%	44%	55%	25%		45%

* 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%
English Language Learners	52%	No		
Black/African American Students	58%	No		
Hispanic Students	54%	No		
Economically Disadvantaged Students	52%	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	52%	46%	67%	67%	52%	54%	43%	64%					59%
English Language Learners	39%	36%	59%	60%	52%	62%							59%
Black/African American Students	58%	52%	70%		52%	49%		67%					
Hispanic Students	46%	38%	62%	60%	55%	63%							56%
Economically Disadvantaged Students	50%	46%	64%		47%	52%		57%					50%

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	42%	40%	59%	80%	53%	65%	87%	33%					61%
English Language Learners	27%	27%	72%	80%	45%	67%							61%
Black/African American Students	40%	44%	53%		52%	65%		32%					
Hispanic Students	48%	36%	68%		59%	63%							63%
Economically Disadvantaged Students	36%	30%	56%	80%	50%	64%	83%	30%					67%

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	37%	35%			52%			33%					48%
Students With Disabilities	40%				30%								
English Language Learners	33%	40%			57%								61%
Black/African American Students	31%	24%			51%			37%					
Hispanic Students	54%	57%			52%								65%
Economically Disadvantaged Students	37%	35%			49%			35%					67%

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	37%	60%	-23%	57%	-20%
ELA	4	50%	59%	-9%	56%	-6%
ELA	5	46%	60%	-14%	56%	-10%
Math	3	44%	69%	-25%	63%	-19%
Math	4	66%	68%	-2%	62%	4%
Math	5	20%	62%	-42%	57%	-37%
Science	5	56%	56%	0%	55%	1%

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?

ELA and Science achievement showed the greatest improvement among all data components for the 2024-2025 school year. ELA achievement improved from 42% proficiency to 52% and science proficiency increased from 33% to 64%. The factors that contributed to the academic gain of these data components include a focus on data analysis, targeted individual and small group instruction, and supplemental instruction.

Lowest Performance

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

The data component that showed the lowest performance for the 2024-2025 school year is math L25 learning gains. Math L25 LG achievement decreased from 93% in 2024 to 43% in 2025. The primary factor that contributed to the decline in performance is the inconsistent implementation of differentiated instruction tailored to student deficits.

Greatest Decline

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

The data components that showed the greatest decline from the previous year was math overall learning gains and L25 gains. Math LG achievement decreased from 65% to 54%, and L25 from 93% to 43%. Factors contributing to low performance include the lack of supplemental interventions and inconsistency with remediation platforms like IXL.

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.

The data component that had the greatest gap when compared to the state average was 5th grade math achievement, with a performance discrepancy of 37%. The primary factor that contributed to this gap was an assigned teacher both new to 5th grade instruction and absent for an extended period. Differentiated instruction in this grade was not implemented consistently.

EWS Areas of Concern

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

Reflecting on the EWS data from Part I, a key area of concern is 3rd grade proficiency for the 2025–2026 school year. The data shows that 16 incoming 3rd grade students have demonstrated a significant reading deficiency, making targeted remediation a priority for this cohort.

Highest Priorities

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

For the 2025–2026 school year, one priority is to increase learning gains and L25 achievement in both math and ELA. Strategies to support this goal include targeted L25 pull-out sessions led by instructional coaches, tailored differentiated instruction, and consistent progress monitoring with data-driven adjustments. Another priority is to remediate academic deficits within the 3rd grade cohort. Additional priorities include maintaining current levels of science achievement and increasing proficiency in 5th grade math.

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 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.

Overall ELA learning gains increased from 59% to 67% from 2024 to 2025. Comparatively, however, the learning gains among the lowest 25% decreased from 86% the previous year to 67% the 24-25 school year. The 19% drop in performance among L25 students necessitates immediate, differentiated small group interventions and progress monitoring plans among this subgroup.

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.

As a result of the successful implementation of interventions and differentiation, grades 3-5 should experience an L25 learning gains achievement at or above 70% of all eligible students, thereby increasing overall learning gains achievement. Assuming the composition and amount of L25 students remains the same, ELA L25 learning gains should be increased to at least 70%.

Monitoring

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

To monitor student progress towards the aforementioned objective, formative and summative assessments should be reviewed consistently to gauge student progress towards L25 goals. Formative assessments to be monitored biweekly include phonics OPMs administered during differentiated instruction. Quarterly, phonics inventories should be re-administered and reviewed upon completion. Additionally, FAST data should be reviewed and analyzed subsequent to each assessment. Data from PM1 to PM2 will be a significant indicator of progress, gauging whether students made adequate scale score improvement between each testing window. Students should progress at least 50% toward their scale score goal from PM1 to PM2 in order to met their L25 learning gains target by PM3. Progress monitoring assessments will provide data regarding student performance for each specific benchmark within each reporting category, as well as indicate

necessary areas of remediation.

Person responsible for monitoring outcome
Allyson Hartman

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 evidence-based intervention to be implemented to achieve the measurable outcome is small group instruction. Accordingly, phonics inventories and diagnostic assessments should be administered within the first 3 weeks of school to identify student deficits. Subsequently, the instructional coach and teachers should review the data to create instructional groupings and identify resources. Teachers can then target the identified academic deficits that hinder progress on statewide assessments during small group instruction.

Rationale:
The intention behind the evidence-based small group instruction intervention is to provide targeted remediation for students with similar learning needs by grouping them according to specific skill deficits.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

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

Action Step #1
Instructional Walkthroughs

Person Monitoring:	**By When/Frequency:**
Administration & Instructional Coaches	September 30th/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
In order to ensure the implementation and fidelity of differentiated instruction, the school leadership team should conduct monthly walkthroughs to assess the practice. Walkthroughs will allow the school leadership team to determine whether or not DI is implemented adequately, and allows for the opportunity to make instructional adjustments accordingly. Adjustments may include Coach-Teacher-Collaboration cycles focused on the implementation of differentiated instruction, changes to the schedules of interventionists to offer support where necessary, refined instructional groupings or resources. Moreover, walkthroughs are an opportunity to assess whether consistent completion of DI resources is evident in student folders and resource books, which would indicate effective implementation. If resources are incomplete or not monitored in the form of OPMs and trackers, the instructional coach will review the products with teachers and develop a plan of action to ensure

consistent completion and monitoring of resources. In addition to instructional walkthroughs, small group instruction will be monitored during collaborative planning product reviews. Data points to review the efficacy of small group instruction include iReady lessons for the lowest 25% and phonics OPMs completed during small group instruction.

Action Step #2

Administer quarterly phonics inventory and biweekly OPMS to L25 students in grades 3-5. Score the inventory and identify the specific deficits of students, use OPMs as a progress monitoring tool.

Person Monitoring:	**By When/Frequency:**
Allyson Hartman	October 17th/Quarterly

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

After each grading period, teachers should re-administer the phonics inventory during differentiated instruction to monitor student progress and gauge the efficacy of instruction. Teachers will collaborate with the instructional coach to determine whether students have mastered phonetic skills previously covered during differentiated instruction. In addition to quarterly administration of the phonics inventory, students will be monitored biweekly via differentiated instruction Ongoing Progress Monitoring assessments (OPMs). OPMs will assess student mastery of the phonetic skill focused on in DI during the 2 week cycles. Teachers and students will monitor this data via trackers in the students' DI folder. If data indicates the student did not master the phonetic skill, the teacher will collaborate with the instructional coach to determine a plan for remediation during collaborative planning. These plans will include specified remediation days during the upcoming DI cycle, and targeted pull-out intervention during specials if necessary.

Action Step #3

Analyze OPM, iReady and FAST data to determine whether students are on track to meet their L25 learning gains target.

Person Monitoring:	**By When/Frequency:**
Leadership Team	August 29th/Biweekly

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

After each FAST progress monitoring assessment, the teachers and instructional coach will meet with administration to debrief assessment results. Specifically, the team will analyze PM1 results and determine whether students have made 50% progress towards their end of year goal from PM1 to PM2. From there, the instructional coach will develop a plan of action for students who made inadequate progress from PM1 to PM2, including targeted instruction. In addition to monitoring FAST data, teachers and the instructional coach will monitor biweekly data provided during differentiated instruction. Students will be assessed using Ongoing Progress Monitoring assessments (OPMs). If OPMs do not indicate adequate progress, the resources used for the student, as well as their group level, will be adjusted. iReady AP assessments are an additional tool to monitor student progress. The iReady assessments fall between the FAST testing windows, which will allow for monitoring of student progress between PM assessments. On iReady AP1, students should score commensurately with their FAST results. If data indicates a gap in performance on the two assessments, the teacher and coach will analyze iReady data to determine which area the student has deficits in. From there, the instructional coach will adjust DI resources to target the needs of students.

Area of Focus #2

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

According to FAST data, overall learning gains decreased from 65% in 23-24 to 54% in 24-25. Similarly, learning gains among the lowest 25% decreased from 93% in 23-24 to 43% in 24-25. The 11% drop in overall LG and 50% drop in L25 achievement necessities a strong emphasis on differentiated instruction and immediate interventions.

Measurable Outcome

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

The measurable outcome to achieve during the 2025-2026 school year is to increase overall learning gains back to 65%, and L25 gains to at least 85%. Previously, overall learning gains and L25 achievement was 65% and 93%, respectively. Using previous strategies, DI and immediate interventions, math should significantly improve achievement overall and L25 learning gains on PM3.

Monitoring

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

To monitor the impact of differentiated instruction, the instructional coach and teachers will develop a tracking system to monitor student progress during DI. To monitor online interventions, teachers will monitor student progress on IXL by reviewing their performance online. Furthermore, data chats will be conducted monthly to review biweekly assessments, iReady diagnostics, and FAST data. FAST data will be assessed closely as it is a significant indicator of progress. Specifically, the coach and teacher will review data to determine whether students made at least 50% progress toward their scale score goal from PM1 to PM2. The instructional coach and teachers will review all data points to determine student progress and adjust instruction accordingly.

Person responsible for monitoring outcome

Crystalyn Williams

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 evidence-based intervention to be implemented to increase learning gains is differentiated instruction. The instructional coach and teachers in collaboration will establish instructional groupings and resources following each biweekly assessment to remediate deficits.

Rationale:
Differentiated instruction is an evidence-based intervention that targets the academic needs of all students. The fluidity of instructional groupings and resources will allow the teachers to consistently provide remediation and enrichment to students, thereby supporting the effort to increase learning gains.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3

action steps and the person responsible for each step.

Action Step #1
Collaborative Planning

Person Monitoring:	**By When/Frequency:**
Tanya Daly-Barnes	By August 29th/Biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The instructional coach will meet with teachers to establish instructional groups and identify appropriate resources for differentiated instruction. From there, the instructional coach and teachers will use collaborative planning as an opportunity to monitor student progress within DI and make adjustments as necessary.

Action Step #2
Impact Cycles

Person Monitoring:	**By When/Frequency:**
Crystalyn Williams	By September 30th, Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The instructional coach will provide targeted coaching cycles to support implementation of differentiation instruction. The impact cycles will focus on resources used for differentiation, the instructional framework of the practice, and progress monitoring.

Action Step #3
Professional Development

Person Monitoring:	**By When/Frequency:**
Crystalyn Williams	By August 12th, Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The instructional coach will provide professional development on differentiated math instruction strategies, including data analysis, instructional groupings, differentiated resources, and scaffolding.

Area of Focus #3

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

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

Area of Focus Description and Rationale

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

According to FAST data, 76% of 1st grade students scored below a level 3 on the 2024-2025 statewide assessment, 54% of 3rd grade students, and 68% percent of 2nd grade students.

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

76% of 1st grade students and 68% percent of 2nd grade students scored below a level 3 on the 24-25 STAR Reading assessment and require immediate interventions. Accordingly, the pedagogical focus for grades K-2 will be on the implementation of differentiated instruction (DI), an evidenced-based strategy effective in addressing academic deficits.

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

On the 2024–2025 statewide assessment, 54% of 3rd grade students scored below Level 3. To address this proficiency gap, the school will implement differentiated instruction as the primary instructional strategy. Student groupings and instructional resources will be tailored to target specific skill deficits, ensuring that instruction is responsive to individual learning needs and supports growth toward proficiency.

Grades K-2: Measurable Outcome(s)

With successful implementation of the targeted area of focus, the percentage of second grade students scoring below Level 3 is projected to decrease by at least 5 percentage points, reducing the number of Level 1 and 2 students to 63% or lower. Currently, 24% of the incoming 2nd grade cohort demonstrates proficiency, making differentiated instruction a critical priority for increasing achievement and closing foundational skill deficits.

Grades 3-5: Measurable Outcome(s)

32% of the incoming 3rd grade cohort demonstrated proficiency in 2024-2025, making 68% of the cohort below grade level. The 2025-2026 measurable outcome for grade 3 is to increase proficiency within the cohort to 36%. Of the 47 accountable students, 17 scored above the 30th percentile on PM3, making these students the target for proficiency the 2025-2026 school year. Upon the successful implementation of the area of focus, the amount of students in 3rd grade who score below

a level 3 should not exceed 64%. Given that only 32% of the incoming 3rd grade cohort is proficient, differentiated instruction is a priority.

Monitoring

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

To ensure consistent implementation of differentiated instruction, the leadership team will observe the practice via instructional walkthroughs. To assess the effectiveness of the differentiated instruction, the leadership team and teachers will engage in monthly data discussions to monitor progress towards measurable outcomes. Data chats will determine the impact of differentiated instruction by reviewing FAST assessment data, biweekly PMAs, biweekly OPMs and daily intervention instruction. When necessary, differentiated resources and groupings will be adjusted to better target academic deficits. The instructional coach and teacher will further monitor the impact of DI by recording various data points of students in trackers and online to ensure the consistent and satisfactory trajectory of progress.

Person responsible for monitoring outcome
Allyson Hartman

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:
To achieve these measurable outcomes in grades 2 and 3, several evidence-based practices are to be implemented to support the instructional practice of differentiated instruction. These evidence-based practices include instructional coaching and the integration of differentiated graphic organizers. The transformation coach will work in partnership with teachers to analyze student data and plan differentiated instruction accordingly. Coach-Teacher Collaboration Cycles will be used as a mechanism to support differentiated instruction and monitor student performance. Differentiated graphic organizers will help scaffold whole-group instruction for lower-level learners.

Rationale:
The evidence-based practice of instructional coaching will empower teachers to effectively plan for DI and target individual academic deficits. The evidence-based practice of differentiated graphic organizers will allow for differentiated whole-group instruction that encourages student participation throughout the entirety of the reading block, not just participation limited to DI.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

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

Action Step #1
Collaborative Planning

Person Monitoring:	**By When/Frequency:**
Allyson Hartman	By August 18th/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The instructional coach and teacher will meet by August 15th to establish instructional groupings and identify resources for differentiated instruction using PM3 data. Thereafter, the coach and teachers will meet weekly to discuss the progress of students and effectiveness of resources.

Action Step #2
Implement a data tracking system to monitor student progress in DI.

Person Monitoring:	**By When/Frequency:**
Allyson Hartman	By August 29th/Biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The instructional coach and teacher will establish a system for tracking student progress in DI, specifically on Ongoing Progress Monitoring Assessments (OPMs.) Data tracking will allow the instructional coach, teacher, and student to monitor the progress of specific students and identify any trends across instructional groupings.

Action Step #3
Monthly Data Chats

Person Monitoring:	**By When/Frequency:**
Tanya Daly-Barnes	September 30th, Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The leadership team will meet with teachers on a monthly basis to review assessment data, reflect on student performance, and make adjustments to instructional rigor as needed to support improved outcomes.

Action Step #4
Impact Cycles

Person Monitoring:	**By When/Frequency:**
Tanya Daly-Barnes	September 30th, Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The instructional coach will engage all teachers in impact cycles focused on instructional routines and delivery aligned to differentiated instruction. Through these cycles, the coach will both observe classroom practices and model effective strategies for implementing differentiated instruction.

Area of Focus #4

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

Instructional Practice specifically relating to Collaborative Planning

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.

On the statewide assessment, 55% of incoming 5th grade students and 89% of incoming 1st grade students scored at or above Level 3, making instructional rigor a priority across grade levels. To strengthen rigor, collaborative planning will be leveraged as an opportunity for teachers to design and align instruction that challenges students and promotes higher levels of thinking and application. To ensure instructional rigor, the teacher and coach will discuss plans including the SITT and MOPP strategy, supplemental resources like IXL and reading across genre questions, and enrichment activities using the BEST literature library.

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.

As a result of consistent instructional rigor, 5th grade proficiency is projected to reach 51%, with at least 17 of the 33 accountable students scoring at Level 3 or higher on the statewide assessment. In addition, kindergarten proficiency is expected to be maintained at 80% or higher.

Monitoring

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

Collaborative planning will serve as the foundation for ensuring rigorous instruction that leads to higher student proficiency. Administration and the ELA Curriculum Support Specialist will actively monitor this process by attending collaborative planning sessions to confirm that rigor is intentionally embedded in lesson design. Instructional delivery will then be monitored by both the instructional coach and administration through regular walkthroughs, providing feedback to strengthen classroom practice. Student progress toward proficiency will be measured using PMA, FAST PM1, and PM2 data as key indicators of growth.

Person responsible for monitoring outcome

Allyson Hartman

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 school will implement Differentiated Instruction (DI) within the Multi-Tiered System of Supports

(MTSS) to target individual student needs in reading and math, alongside Collaborative Planning to ensure rigorous, standards-aligned instruction. These evidence-based interventions will be monitored through administrative and Curriculum Support Specialist participation in planning sessions, instructional walkthroughs by the coach and administration, and analysis of PMA, FAST PM1, and PM2 data to measure progress and guide instructional adjustments.

Rationale:
Collaborative planning will provide opportunities for the instructional coach and teachers to intentionally design lessons that integrate instructional rigor and differentiated instruction, ensuring both the advancement of student proficiency.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

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

Action Step #1
Instructional Walkthrough

Person Monitoring:	**By When/Frequency:**
Tanya Daly-Barnes	August 30th, Biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Instructional walkthroughs will be used to determine whether instructional delivery reflects the rigor discussed during collaborative planning. The school leadership team will monitor the implementation of strategies such as SIT and MOPP, enrichment through platforms like IXL, and the use of higher-level Depth of Knowledge (DOK) questions during whole-group instruction.

Action Step #2
Data Chats

Person Monitoring:	**By When/Frequency:**
Allyson Hartman	By August 30th, Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Monthly data chats will serve as an opportunity to assess whether targeted students are adequately progressing towards proficiency. FAST PM1 to PM2 data will serve as a significant indicator of progress, as students should demonstrate 50% progress toward their EOY scale score goal. PMA, OPM and intervention scores are other data points to be assessed during data chats.

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.

One area of focus is improving student attendance, particularly in grades 2 and 3, where 8 and 12 students, respectively, were absent 10% or more of school days. Regular attendance at these grade levels is imperative to ensure consistent access to instruction, mastery of foundational skills, and the prevention of future academic gaps.

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, 20 students in grades 2 and 3 were absent 10% or more of school days. By implementing the "Attendance Hero" initiative, chronic absenteeism in these grades will be reduced by 25%, decreasing the number of chronically absent students from 20 to 15 or fewer by the end of 2025–2026.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The "Attendance Hero" initiative will be monitored through a combination of monthly attendance reports, classroom walkthroughs, and instructional impact checks tied to student performance data. Student attendance will be reviewed regularly to identify trends, celebrate improvements, and address patterns of concern early. The school leadership team will acknowledge students with improved and perfect attendance monthly. The school counselor and administrative team will conduct home visits for students with 4 or more absences per month.

Person responsible for monitoring outcome
Tanya S. Daly-Barnes, Principal

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:
To improve student attendance, the school will implement the Attendance Hero PLC, an evidence-based strategy that combines positive reinforcement, family engagement, and early intervention. The PLC will be created to monitor student attendance and recognize students monthly for both perfect

and improved attendance through school-wide acknowledgments, incentives, and celebrations. The PLC will also ensure regular communication with families to reinforce the importance of attendance and to provide support in addressing barriers.

Rationale:
The evidence-based strategy of a Professional Learning Community (PLC) ensures a specific group of individuals are responsible for monitoring student attendance and developing effective incentives to improve it. Through regular PLC meetings, teachers and staff collaboratively review attendance data, identify students at risk of chronic absenteeism, and implement targeted supports. The PLC also designs and monitors incentive programs, such as recognition for improved or perfect attendance, to foster a positive school-wide culture of attendance.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

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

Action Step #1
Establish a student attendance PLC to implement the Attendance Hero Initiative

Person Monitoring:	**By When/Frequency:**
Tanya Daly-Barnes	By September 30th, Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The principal will gauge staff interest in joining the Student Attendance PLC during the first faculty meeting and establish a team of members. Monthly meetings will then be scheduled to review attendance data, monitor progress, and plan student incentives that promote improved and consistent attendance.

Action Step #2
Monitor attendance data and identify at-risk students.

Person Monitoring:	**By When/Frequency:**
Tanya Daly-Barnes, School Counselor	By September 30th, Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The PLC will review monthly attendance reports, track trends, and identify students approaching or exceeding the 10% absence threshold.

Action Step #3
Community Outreach

Person Monitoring:	**By When/Frequency:**
Ms. Yolanda Williams	September 30th, Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The family liaison, school counselor, and attendance PLC will conduct outreach for students with recurring absences, including home visits if necessary, to identify barriers to attendance, including

transportation, health, family needs and connect families to appropriate supports and resources.

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.

www.orchardvillaelementary.net
The SIP is shared with all stakeholders during monthly faculty and EESAC meetings. The SIP is also accessible via our school website at www.orchardvillaelementary.net. Any adjustments made to the SIP during each implementation phase are shared with staff and stakeholders during faculty meetings and EESAC meetings.

Positive Relationships With Parents, Families and other Community Stakeholders
Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

https://orchardvillaelementary.net/title-i/
Orchard Villa provides monthly school calendars to all students and families to ensure community involvement and foster positive relationship with all stakeholders. Opportunities for parental involvement in school activities are provided throughout the school year, including back to school meet and greet, parent data chat night, and STEM activities. These community activities help to fulfill our mission of parental involvement and open communication.

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)).

To strengthen our academic program and increase the quality of learning, our school provides a range of in-school, before-school, and after-school intervention and enrichment opportunities. Tier 2 and Tier 3 interventions are offered daily during the school day for students performing two or more grade levels behind in ELA. Additionally, enrichment activities such as Saturday School, soccer, chess, STEM, and poetry are available after regular school hours. These programs are designed to provide targeted support and enrichment to accelerate student learning and academic growth. Collaborative planning, instructional walkthroughs, and differentiated instruction are all evidence-based practices included in our area of focuses that serve to strengthen our academic program and increase the quality of learning. Our partnerships with Florida International University and with the MiamiSCORES programs are just two examples of extracurricular activities that seek to strengthen our academic program.

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)).

This plan was developed collaboratively by our leadership team and is supported by federal, state, and local funding sources. These funds help provide staffing and instructional resources essential to the success of our intervention and enrichment programs. Additionally, the school's nutrition program ensures that all students participating in before- and after-school activities receive meals free of charge each day.

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)).

Our full-time counselor delivers individual and small group counseling, focusing on social-emotional skills, conflict resolution, and student well-being. Moreover, faculty has been trained on the MTSS process to identify needs early and coordinate specialized services such as speech, occupational therapy, and behavioral interventions. Our school has partnered with Jessie Trice Health Care System, the MDCPS Mental Health Department, and our on-campus school counselor. With these resources, we can ensure students are identified and provided with support as it relates to areas outside of academics.

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)).

N/A

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)).

The school has established and communicated a school-wide behavioral plan and motto that apply to all students. This plan integrates a Multi-Tiered System of Supports (MTSS) to provide early behavioral interventions and prevention strategies consistently implemented by all staff. Teachers, the school counselor, mental health coordinator, and administrators collaborate to identify students in need and address problem behaviors with appropriate services. In addition, the Student Incentive Committee monitors attendance and behavior reports, such as *Values Matter* and *Do the Right Thing*, to track progress and recognize positive behaviors on a monthly basis.

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)).

In effort to improve instruction, teachers, interventionists, and instructional support personnel meet with instructional coaches weekly to monitor student progress, give feedback on instruction, and plan for remediation and enrichment. Additionally, monthly professional developments are provided to share best practices and improve instruction. To retain effective teachers, the school has established a PLC for teachers with less than 5 years of teaching experience to provide support and professional development during their first few years of teaching.

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)).

The primary ELA instructional coach plans bi-monthly with the early childhood (Head Start) teachers at our school site to review FAST PreK data, align instruction, and vertical alignment. Parents of early childhood education programs are provided with monthly parent workshops to ensure a smooth transition into elementary.

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.

N/A

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).

N/A

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