

Jefferson County School District

JEFFERSON SCHOOLS K-12



2026-27 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

One School, One Team, Making a Difference

Provide the school's vision statement

Our vision is to provide positive, safe, and motivating environment for children to learn. We believe that all children should enjoy their learning, achieve their potential, and become independent life-long learners.

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

Yolanda Smith-Davis

ysmith-davis@jeffersonschools.net

Position Title

Principal

Job Duties and Responsibilities

The principal serves as the instructional leader of the school and is responsible for ensuring a safe, positive, and effective learning environment for all students. Duties include supervising and evaluating staff, overseeing curriculum and instructional programs, managing school operations and budgets, promoting student achievement, fostering positive relationships with families and the community, and ensuring compliance with district, state, and federal policies. The principal works collaboratively with stakeholders to support continuous school improvement and the overall success of students and staff.

Leadership Team Member #2

Employee's Name

Christie Owens

cowens@jeffersonschools.net

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal supports the principal in the daily operation and management of the school. Responsibilities include supervising instructional programs, monitoring student achievement, supporting teachers with professional growth, maintaining student discipline, coordinating school activities, and ensuring a safe and positive learning environment. The Assistant Principal collaborates with staff, students, parents, and community stakeholders to promote academic success and uphold the school's mission and goals.

Leadership Team Member #3

Employee's Name

Allyn Howard

ahoward@jeffersonschools.net

Position Title

Assistant Principal/ESE Coordinator

Job Duties and Responsibilities

The Assistant Principal supports the principal in the daily operation and management of the school. Responsibilities include supervising instructional programs, monitoring student achievement, supporting teachers with professional growth, maintaining student discipline, coordinating school activities, and ensuring a safe and positive learning environment. The Assistant Principal collaborates with staff, students, parents, and community stakeholders to promote academic success and uphold the school's mission and goals.

Leadership Team Member #4

Employee's Name

Cayco Brooks

cbrooks@jeffersonschools.net

Position Title

Elementary Education School

Job Duties and Responsibilities

An elementary teacher is responsible for creating a safe, engaging, and supportive learning environment that promotes student growth and achievement. Duties include planning and delivering standards-based instruction, assessing student progress, differentiating lessons to meet individual needs, maintaining classroom management, and fostering positive relationships with students, parents, and colleagues. Elementary teachers also monitor academic and social-emotional development, communicate regularly with families, and participate in school activities and professional development to support continuous improvement.

Leadership Team Member #5**Employee's Name**

Tamisha Ealy

tealy@jeffersonschools.net

Position Title

Elementary Teacher

Job Duties and Responsibilities

An elementary teacher is responsible for creating a safe, engaging, and supportive learning environment that promotes student growth and achievement. Duties include planning and delivering standards-based instruction, assessing student progress, differentiating lessons to meet individual needs, maintaining classroom management, and fostering positive relationships with students, parents, and colleagues. Elementary teachers also monitor academic and social-emotional development, communicate regularly with families, and participate in school activities and professional development to support continuous improvement.

Leadership Team Member #6**Employee's Name**

Jennifer Redfern

jredfern@jefferson

Position Title

Elementary Teacher

Job Duties and Responsibilities

An elementary teacher is responsible for creating a safe, engaging, and supportive learning environment that promotes student growth and achievement. Duties include planning and delivering standards-based instruction, assessing student progress, differentiating lessons to meet individual needs, maintaining classroom management, and fostering positive relationships with students,

parents, and colleagues. Elementary teachers also monitor academic and social-emotional development, communicate regularly with families, and participate in school activities and professional development to support continuous improvement.

Leadership Team Member #7

Employee's Name

My'Asia Arnold

marnold@jeffersonschools.net

Position Title

Secondary Teacher

Job Duties and Responsibilities

A Secondary Teacher is responsible for planning and delivering engaging, standards-based instruction to students in grades 6–12. They create lesson plans aligned with state standards, assess student learning through a variety of methods, and use data to guide instruction and improve student achievement. Secondary teachers establish a positive classroom environment that promotes academic success, student engagement, and appropriate behavior. They communicate regularly with parents, collaborate with colleagues, participate in professional development, and support school initiatives. Additionally, they monitor student progress, provide interventions and enrichment as needed, maintain accurate records, and serve as positive role models who encourage students' academic, social, and emotional growth.

Leadership Team Member #8

Employee's Name

Algeletha Mitchell

amitchell@jeffersonschools.net

Position Title

Secondary Teacher

Job Duties and Responsibilities

A Secondary Teacher is responsible for planning and delivering engaging, standards-based instruction to students in grades 6–12. They create lesson plans aligned with state standards, assess student learning through a variety of methods, and use data to guide instruction and improve student achievement. Secondary teachers establish a positive classroom environment that promotes academic success, student engagement, and appropriate behavior. They communicate regularly with parents, collaborate with colleagues, participate in professional development, and support school initiatives. Additionally, they monitor student progress, provide interventions and enrichment as

needed, maintain accurate records, and serve as positive role models who encourage students' academic, social, and emotional growth.

Leadership Team Member #9

Employee's Name

Quasheena Knight

qknight@jeffersonschools.net

Position Title

Secondary Teacher

Job Duties and Responsibilities

A Secondary Teacher is responsible for planning and delivering engaging, standards-based instruction to students in grades 6–12. They create lesson plans aligned with state standards, assess student learning through a variety of methods, and use data to guide instruction and improve student achievement. Secondary teachers establish a positive classroom environment that promotes academic success, student engagement, and appropriate behavior. They communicate regularly with parents, collaborate with colleagues, participate in professional development, and support school initiatives. Additionally, they monitor student progress, provide interventions and enrichment as needed, maintain accurate records, and serve as positive role models who encourage students' academic, social, and emotional growth.

Leadership Team Member #10

Employee's Name

Andrew Tillman

atillman@jeffersonschools.net

Position Title

Secondary Teacher

Job Duties and Responsibilities

A Secondary Teacher is responsible for planning and delivering engaging, standards-based instruction to students in grades 6–12. They create lesson plans aligned with state standards, assess student learning through a variety of methods, and use data to guide instruction and improve student achievement. Secondary teachers establish a positive classroom environment that promotes academic success, student engagement, and appropriate behavior. They communicate regularly with parents, collaborate with colleagues, participate in professional development, and support school initiatives. Additionally, they monitor student progress, provide interventions and enrichment as needed, maintain accurate records, and serve as positive role models who encourage students'

academic, social, and emotional growth.

Leadership Team Member #11

Employee's Name

Eddie Metcalf

emetcalf@jeffersonschools.net

Position Title

Dean of Students

Job Duties and Responsibilities

The Dean of Students is responsible for promoting a safe, positive, and productive learning environment that supports student achievement and well-being. The Dean works collaboratively with administrators, teachers, students, parents, and community stakeholders to maintain high standards of student conduct, attendance, and academic success.

Key responsibilities include overseeing student discipline and behavior management; implementing and monitoring school-wide positive behavior support programs; conducting investigations related to student misconduct; and ensuring compliance with district, state, and federal policies and procedures. The Dean of Students monitors attendance and develops interventions to improve student engagement and reduce chronic absenteeism.

Additionally, the Dean supports student academic success by working with teachers and counselors to identify students in need of behavioral, social-emotional, or academic assistance. The position involves communicating regularly with parents and guardians, facilitating student conferences, coordinating restorative practices, and helping to create a positive school culture. The Dean also assists with supervision during school activities, supports crisis response efforts, and contributes to school improvement initiatives that enhance student outcomes and overall school climate.

Leadership Team Member #12

Employee's Name

Nicole Roddenberry

nroddenberry@jeffersonschools.net

Position Title

ESE Resource Teacher

Job Duties and Responsibilities

An elementary ESE teacher is responsible for creating a safe, engaging, and supportive learning environment that promotes student growth and achievement. Duties include planning and delivering standards-based instruction, assessing student progress, differentiating lessons to meet individual

needs, maintaining classroom management, and fostering positive relationships with students, parents, and colleagues. Elementary teachers also monitor academic and social-emotional development, communicate regularly with families, and participate in school activities and professional development to support continuous improvement.

Leadership Team Member #13

Employee's Name

Ida Walker

iwalker@jeffersonschools.net

Position Title

Elementary Teacher

Job Duties and Responsibilities

An elementary teacher is responsible for creating a safe, engaging, and supportive learning environment that promotes student growth and achievement. Duties include planning and delivering standards-based instruction, assessing student progress, differentiating lessons to meet individual needs, maintaining classroom management, and fostering positive relationships with students, parents, and colleagues. Elementary teachers also monitor academic and social-emotional development, communicate regularly with families, and participate in school activities and professional development to support continuous improvement.

Leadership Team Member #14

Employee's Name

Indy Mack

imack@jeffersonschools

Position Title

Elementary Teacher

Job Duties and Responsibilities

An elementary teacher is responsible for creating a safe, engaging, and supportive learning environment that promotes student growth and achievement. Duties include planning and delivering standards-based instruction, assessing student progress, differentiating lessons to meet individual needs, maintaining classroom management, and fostering positive relationships with students, parents, and colleagues. Elementary teachers also monitor academic and social-emotional development, communicate regularly with families, and participate in school activities and professional development to support continuous improvement.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Advisory Council (SAC) meets monthly and includes all required stakeholders. These meetings provide valuable input and feedback on the School Improvement Plan (SIP) to support the school in achieving its mission and vision. In addition, SAC meetings are open to the entire community, encouraging transparency and stakeholder engagement. The school leadership team also met on several occasions to collaborate on responses to narrative questions and to develop targeted action plans designed to improve student achievement and overall school performance.

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 school administration will monitor the implementation and effectiveness of instructional practices by conducting regular classroom walkthroughs to ensure lessons are aligned with grade-level standards, demonstrate appropriate rigor, and follow approved lesson plans. The leadership team will provide support through collaborative lesson planning, instructional coaching, and the identification of students who require additional interventions to achieve mastery of standards and benchmarks. School administrators and teachers will continuously analyze student performance data to make informed instructional adjustments throughout the school year. Additionally, grade-level and departmental teams will engage in common planning to promote consistency in instruction, assessment practices, and the use of uniform grading categories. These collaborative efforts will help ensure that all students receive the high-quality educational experiences and supports necessary for academic success.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION PK-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 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) 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>	2025-26: B 2024-25: C 2023-24: B 2022-23: C 2021-22: D

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	59	54	53	54	50	51	57	45	44	467
Absent 10% or more school days	22	21	16	18	21	26	22	15	16	177
One or more suspensions	9	3	11	7	9	11	14	12	15	91
Course failure in English Language Arts (ELA)	5	4	3	3	3	0	0	0	0	18
Course failure in Math	5	3	2	1	2	1	1	0	0	15
Level 1 on statewide ELA assessment	29	26	28	10	10	18	21	12	13	167
Level 1 on statewide Math assessment	25	25	23	11	9	14	19	12	14	152
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	13	9	17	11	11	12	1	13	9	96
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	6	8	5	15	1	8	0	1	0	44

Current Year 2026-27

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	23	19	18	12	13	19	19	15	16	154

Current Year 2026-27

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	5	4	5	5	0	0	0	0	1	20
Students retained two or more times	0	0	0	0	0	0	2	1	2	5

Prior Year (2025-26) 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	
School Enrollment	47	56	63	53	50	59	54	44	48	474
Absent 10% or more school days	19	24	27	21	23	25	27	18	23	207
One or more suspensions	1	8	4	4	13	13	23	16	23	105
Course failure in English Language Arts (ELA)	4	5	5	2	6					22
Course failure in Math	4	3	4		5	1	1		4	22
Level 1 on statewide ELA assessment	4	11	23	9	11	21	20	13	17	129
Level 1 on statewide Math assessment	4	12	13	11	11	16	19	13	20	119
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	4			50			23	24	102
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	5	6	2	6	9	16	19	13	20	96

Prior Year (2025-26) 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	6	15	14	9	28	15	22	20	26	155

Prior Year (2025-26) 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	4	6	12			1	1		4	28
Students retained two or more times							3	1	2	6

2. Grades 9-12 (optional)

Current Year (2026-27)

Using 2025-26 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
	9	10	11	12	
School Enrollment	32	41	41		114
Absent 10% or more school days	13	21	19		53
One or more suspensions	9	7	5		21
Course failure in English Language Arts (ELA)	11	11	2		24
Course failure in Math	0	1	6		7
Level 1 on statewide ELA assessment	12	8	8		28
Level 1 on statewide Algebra assessment					0

Current Year (2026-27)

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
	9	10	11	12	
Students with two or more indicators	15	18	18		51

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	13	29	18	27	87

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	0	0	0	0	0
Students retained two or more times	0	0	0	0	0

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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	48	48	64	40	40	61	33	32	58
Grade 3 ELA Achievement	55	55	64	44	44	62	37	37	59
ELA Learning Gains	61	61	62	53	52	61	47	46	59
ELA Lowest 25th Percentile	61	62	55	42	43	55	58	56	54
Math Achievement*	53	53	64	39	38	62	41	41	59
Math Learning Gains	57	57	61	45	45	60	64	62	61
Math Lowest 25th Percentile	56	56	52	46	48	53	57	61	56
Science Achievement	50	49	60	41	41	57	40	38	54
Social Studies Achievement*	64	62	77	46	46	74	56	56	72
Graduation Rate	96	93	77	84	77	72	97	72	71
Middle School Acceleration	75	75	79	67	67	75	97	96	71
College and Career Acceleration	78	73	61	85	80	56	88	88	54
Progress of ELLs in Achieving English Language Proficiency (ELP)						61	26	26	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)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						63%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						754
Total Components for the FPPI						12
Percent Tested						98%
Graduation Rate						96%
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
63%	53%	57%	33%	37%	29%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	50%	No		
English Language Learners	56%	No		
Black/African American Students	60%	No		
Hispanic Students	69%	No		
Multiracial Students	73%	No		
White Students	71%	No		
Economically Disadvantaged Students	62%	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.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	48%	55%	61%	61%	53%	57%	56%	50%	64%	75%	96%	78%	
Students With Disabilities	23%		56%	59%	28%	51%	56%	28%	52%		100%	50%	
English Language Learners	35%		66%	67%	58%	63%	70%	33%					
Black/African American Students	43%	67%	58%	57%	45%	54%	53%	38%	55%	80%	96%	71%	
Hispanic Students	50%		72%	69%	61%	67%	73%	53%			100%	75%	
Multiracial Students	72%		79%		82%	58%							
White Students	56%	50%	59%	70%	64%	58%		78%	84%		91%	100%	
Economically Disadvantaged Students	47%	56%	63%	60%	53%	60%	58%	42%	59%	71%	96%	80%	

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	40%	44%	53%	42%	39%	45%	46%	41%	46%	67%	84%	85%	
Students With Disabilities	28%	9%	47%	44%	30%	40%	35%	31%	36%				
English Language Learners	27%		44%	26%	40%	57%	54%	23%					
Black/African American Students	33%	35%	46%	42%	30%	40%	43%	37%	40%	75%	84%	81%	
Hispanic Students	42%		53%	29%	47%	53%	57%	38%	45%				
Multiracial Students	67%				73%								
White Students	56%		70%		51%	54%		63%	70%				
Economically Disadvantaged Students	39%	45%	52%	45%	38%	44%	49%	40%	44%	73%	81%	88%	

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	33%	37%	47%	58%	41%	64%	57%	40%	56%	97%	97%	88%	26%
Students With Disabilities	14%		43%	55%	17%	56%	57%	17%		100%			
English Language Learners	26%		54%	56%	47%	74%	70%	23%					26%
Black/African American Students	28%	29%	44%	59%	36%	61%	55%	28%	48%	98%	95%	80%	
Hispanic Students	35%		58%	65%	52%	71%	64%	52%	40%	100%			26%
White Students	45%		45%		52%	62%		60%	83%	93%			
Economically Disadvantaged Students	31%	37%	47%	55%	40%	60%	57%	36%	50%	98%	100%	83%	

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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.

SUBJECT	GRADE	2025-26 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	54%	54%	0%	60%	-6%
ELA	4	31%	31%	0%	60%	-29%
ELA	5	50%	49%	1%	61%	-11%
ELA	6	60%	56%	4%	62%	-2%
ELA	7	33%	33%	0%	62%	-29%
ELA	8	57%	52%	5%	60%	-3%
ELA	9	55%	53%	2%	60%	-5%
ELA	10	44%	40%	4%	61%	-17%
Math	3	72%	72%	0%	66%	6%
Math	4	56%	56%	0%	65%	-9%
Math	5	48%	47%	1%	62%	-14%
Math	6	46%	43%	3%	60%	-14%
Math	7	60%	60%	0%	53%	7%
Math	8	52%	46%	6%	61%	-9%
Science	5	43%	42%	1%	60%	-17%
Science	8	23%	21%	2%	52%	-29%
Civics	8	70%	69%	1%	75%	-5%
Biology	10	89%	85%	4%	60%	29%
Algebra	8	85%	85%	0%	84%	1%
Algebra	9	30%	27%	3%	41%	-11%
Algebra	10	61%	56%	5%	31%	30%
Geometry	11	21%	21%	0%	26%	-5%

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
History	11	58%	52%	6%	75%	-17%
Biology	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Biology	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Biology	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry	9	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry	10	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	10	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

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?

Our 2025-2026 outcomes reflect strong academic acceleration, with mathematics performance increasing by 14% overall and students in the lowest quartile in ELA demonstrating a 19% improvement. These gains are attributed to a strengthened focus on standards-based instruction, including clear learning targets, aligned assessments, and targeted re-teaching cycles.

During the 2025–2026 school year, both student and teacher attendance improved, supporting greater instructional continuity and contributing to sustained academic growth. Increased attendance allowed for more consistent instruction, stronger student engagement, and improved opportunities for intervention and enrichment.

Lowest Performance

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

ELA achievement has remained an area of concern across grade levels, with performance data indicating a need for focused instructional support and strategic interventions. Several trends have contributed to current outcomes, including a high number of teachers who are new to the profession and are continuing to build capacity in delivering rigorous, standards-based instruction. Additionally, recent changes in school administration have resulted in shifts in leadership structures, expectations, and instructional systems. These transitions have impacted consistency in instructional delivery, progress monitoring, and implementation of schoolwide literacy initiatives. To address these challenges, the school will prioritize targeted professional development, instructional coaching, data-driven decision-making, and ongoing monitoring to ensure high-quality ELA instruction and improved student achievement.

Greatest Decline

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

Eighth-grade science experienced challenges at the beginning of the school year due to staffing instability, including having a substitute teacher in place. Additionally, the instructor's limited

experience in a secondary school setting impacted instructional consistency and student achievement. These factors contributed to gaps in content delivery, student engagement, and overall academic performance.

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.

Seventh-grade ELA demonstrated a 28% achievement gap compared to the state average. This indicating a significant need for instructional improvement. A contributing factor was the lack of consistent standards-based instruction, which impacted students' mastery of grade-level benchmarks and overall academic performance. Strengthening instructional alignment to standards and increasing focused support for teachers will be essential to improving student outcomes.

EWS Areas of Concern

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

Attendance and the number of students retaining a Level 1 in ELA and Mathematics continue to be significant factors impacting student achievement. Chronic absenteeism has limited instructional time and hindered academic progress for many students. Additionally, students who have remained at a Level 1 in ELA and Mathematics require targeted interventions, consistent progress monitoring, and intensive instructional support to address foundational skill gaps and improve overall performance.

Highest Priorities

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

The school will focus on strengthening foundational skills in PreK–2 by implementing UFLI with fidelity and ensuring consistent standards-based instruction. Teachers will provide targeted small-group interventions to address individual student needs, close skill gaps, and build early literacy proficiency. Ongoing progress monitoring and data-driven instructional adjustments will support student growth and improve overall academic outcomes.

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

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

Area of Focus #1

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

After reviewing the data, fourth and seventh grade showed a decline in ELA proficiency. Fourth grade proficiency decreased from 44% to 36%, while seventh grade proficiency declined from 37% to 34%. These decreases indicate a need for targeted instructional support, strengthened standards-based instruction, and focused interventions to address learning gaps and improve student achievement in ELA.

Measurable Outcome

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

By the end of the 2026–2027 school year, fourth-grade ELA achievement will increase from 36% to 45%, as measured by state assessment proficiency data. This growth will be supported through strengthened standards-based instruction, targeted interventions, and data-driven instructional practices designed to address student learning gaps and improve overall literacy outcomes.

By the end of the 2026–2027 school year, seventh-grade ELA achievement will increase from 34% to 45%, as measured by state assessment proficiency data. This improvement will be driven by consistent standards-based instruction, focused small-group interventions, and ongoing progress monitoring to ensure students demonstrate growth toward grade-level proficiency.

Monitoring

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

Teachers will review prior PM3 data to identify student strengths and areas of need and will continuously monitor PM1 and PM2 assessment data throughout the school year. In addition, teachers will analyze monthly STAR Assessments data to track student progress and inform instructional decisions. Weekly data chats will be used to review student performance, identify trends, and adjust instruction as needed. Teachers will also implement standards-based lesson plans to

ensure instruction remains aligned to grade-level expectations and student learning needs.

Person responsible for monitoring outcome

Administrative Team 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:

Using Lexia Core5, Lexia PowerUP, Magnetic Reading, Beable, Phonics for Reading, and IXL

Rationale:

Lexia PowerUp Literacy is well-suited for Tier 3 reading interventions because it diagnoses and addresses foundational skill gaps while providing scaffolded, adaptive instruction tailored to each students' needs. It is rated promising as a tiered intervention through ESSA evidence. It supports teachers with real-time data and targeted intervention resources, helping them deliver focuses, intensive support. The program also engages older students through age-appropriate content that respects their maturity, fostering motivation and confidence. Backed by high-quality evidence of effectiveness, Powerup offers research-based solution for struggling readers in grades 6-12.

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

Program fidelity of Computer programs

Person Monitoring:

ELA Department Chair and Principal

By When/Frequency:

BiMonthly

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

Fourth- and seventh-grade ELA instructors will implement all instructional programs with fidelity to ensure consistent delivery of standards-based instruction and targeted interventions. The administrative team will review PM1, PM2, and computer-based assessment data to monitor student growth and identify areas requiring additional support. In addition, the administration team will conduct weekly classroom walkthroughs and lesson plan reviews to ensure instructional alignment, monitor implementation, and provide ongoing support to teachers.

Action Step #2

Small Group Intervention with State Approved Intervention Programs

Person Monitoring:

Administration Team

By When/Frequency:

BiMonthly

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

Teachers will provide targeted small-group instruction based on student performance data collected from monthly STAR Assessments assessments, PM1 and PM2 data, and ongoing formative assessments. This data-driven approach will allow teachers to identify learning gaps, differentiate instruction, and provide timely interventions to support student growth and improve academic achievement.

Area of Focus #2

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

Instructional Practice specifically relating to Science**Area of Focus Description and Rationale**

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

Based on the 2025-2026 8th Grade Science data, our overall Science achievement dropped 6% and we are 27% lower than the state average.

Measurable Outcome

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

In 2026-2027 our 8th grade science scores will increase from 25% to 40%. Students will be given a standards based assessment throughout the year and instruction will be based on the collected data.

Monitoring

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

Teachers and students will have monthly data chats to discuss focus of instruction.

Person responsible for monitoring outcome

Administrative Team 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:

Standards Based Formative Assessments, IXL, Released NGSSS Assessments

Rationale:

Standards Based Formative Assessments and Released NGSSS Assessments will be given multiple times throughout the year to monitor student achievement towards mastery of standards. IXL will be used to supplement areas of weakness based on assessments.

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

Teachers will give assessments and provide interventions based on student data collected.

Person Monitoring:

Administrative Team and Teachers

By When/Frequency:

Monthly

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

School will monitor data and adapt instruction throughout the year based on student data and achievement.

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.

Based on 2025–2026 school data, 230 students were absent for 10% or more of the school year, indicating a significant concern with chronic absenteeism. Student attendance is directly linked to academic achievement, as consistent participation in instruction is essential for academic growth and success. Improving student attendance will be a critical focus area to increase student achievement and overall school performance.

Measurable Outcome

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

By the end of the 2026–2027 school year, the number of students classified as chronically absent, defined as missing 10% or more of school days, will decrease from 230 students to 180 students or

fewer. This reduction will be achieved through targeted attendance interventions, family engagement, consistent monitoring, and school-wide strategies designed to improve daily student attendance and support academic success

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.

Student attendance will be monitored regularly through FOCUS. FOCUS will provide daily absence notifications to parents, and attendance letters will be sent to families when students accumulate excessive absences. These proactive communication strategies will strengthen parent involvement, increase awareness of attendance concerns, and support improved student attendance throughout the school year.

Person responsible for monitoring outcome

Administrative Team 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 school will implement PBIS and attendance incentive programs throughout the school year to promote positive student behavior and improve attendance. Incentives and recognition opportunities will be used to encourage consistent attendance, reinforce positive behaviors, and foster a school culture that values daily participation and student success.

Rationale:

Student attendance is directly related to academic achievement, as consistent participation in classroom instruction is essential for student learning and growth. Regular attendance increases opportunities for engagement, skill development, and academic success, while excessive absences can negatively impact student performance and overall achievement.

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

The school will continue the implementation of PBIS and attendance incentive programs to promote positive student behavior and improve attendance. Through ongoing recognition and incentives, the school will encourage consistent attendance, reinforce positive behaviors, and foster a culture that

supports student engagement and academic success.

Person Monitoring:

Administrative Team 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 take attendance daily and contact parents regarding student absences. Teachers will also notify the administration team of students with excessive absences for additional follow-up and intervention. The administration team will communicate with parents regarding noncompliance with the school attendance policy and provide support to address attendance concerns.

Monthly PBIS celebrations will be held based on students' behavior and attendance points to encourage positive behaviors and consistent school attendance. In addition, attendance awards will be presented every nine weeks to recognize and reward students with strong attendance.

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, TSI, 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.

Our district's process begins with collaborative team meetings to review all curriculum resources provided to teachers. During these meetings, we determine whether the resources are being implemented with fidelity or if we already have effective supports in place that meet the same need. We also analyze classroom walkthrough data to identify trends and determine the professional learning communities (PLCs) and areas of support our teachers need. In addition, we gather direct feedback from teachers about the resources and instructional supports they need to improve student achievement in target areas. To further support continuous growth, we provide monthly professional development opportunities that are aligned with our instructional goals and the needs identified through walkthrough data and teacher feedback.

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).

PLCs for the Cognitive Science of Learning and Engagement Strategies

IXL

Lexia

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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