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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

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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)

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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

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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

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## A. School Mission and Vision

### Provide the school's mission statement

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It is the mission of Rockway Elementary School in unity with all stakeholders to empower the students to become critical thinkers, productive citizens, and caring individuals. This mission will be accomplished by providing challenging educational experiences based on high academic standards in a nurturing environment.

### Provide the school's vision statement

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Rockway Elementary School is a beacon of light that guides our students to be life-long learners and active participants in creating a better future.

## B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

### 1. School Leadership Membership

#### School Leadership Team

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

#### Leadership Team Member #1

##### Employee's Name

Shante N. Thompson

PR4721@dadeschools.net

##### Position Title

Principal

##### Job Duties and Responsibilities

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- Maintain effective communication with the school community stakeholders on a consistent basis to create a positive school culture.
- Facilitate and support school operations, management of facilities, finances, human resources and analyze school data to make effective schoolwide decisions that impact teacher performance and student learning.

- Conduct formal and informal evaluations of faculty and staff to monitor performance of all employees.
- Recruit and retain instructional and non-instructional professionals/personnel at the school site.
- Coordinate school-wide activities for students, staff, and parents in collaboration with community partners.
- Collaborate with colleagues at neighboring schools to establish community-wide incentives and activities.

## **Leadership Team Member #2**

### **Employee's Name**

Laura E. Smythers

laurasmythers@dadeschools.net

### **Position Title**

Assistant Principal

### **Job Duties and Responsibilities**

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- Assist principal with upholding the school's vision and mission, as well as the execution of tasks to ensure day to day operations run smoothly.
- Support principal with data-based decision making and ensure systems, such as the implementation of the MTSS model and scheduling of students in intervention.
- Assist principal with additional duties assigned, as appropriate, including budget, school operations and curriculum.

## **Leadership Team Member #3**

### **Employee's Name**

Ximena Herrera

xherrera@dadeschools.net

### **Position Title**

Reading Coach

### **Job Duties and Responsibilities**

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The Reading Coach works collaboratively with the leadership team and all teachers to ensure that the Reading Program is being implemented with fidelity.

The Reading Coach spearheads professional development initiatives and provide in-class assistance on an individual basis.

The Reading Coach leads collaborative planning sessions to ensure that ELA lessons are standards-based and aligned to District Pacing Guides.

In addition, the Reading Coach oversees intervention programs and assists with collecting and disaggregating progress monitoring data to ensure that intervention programs are effective.

## **Leadership Team Member #4**

### **Employee's Name**

Mabel Jimenez

mtjimenez@dadeschools.net

### **Position Title**

Math Coach

### **Job Duties and Responsibilities**

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The Math Coach works collaboratively with the leadership team and all teachers to ensure that the Math Program is being implemented with fidelity. The Coach spearheads professional development initiatives and provide in-class assistance on an individual basis. The Coach leads collaborative planning sessions to ensure that Math lessons are standards-based and aligned to District Pacing Guides. In addition, the Coach oversees intervention/ tutoring programs and assists with collecting and disaggregating progress monitoring data to ensure that intervention/ tutoring programs are effective.

## **Leadership Team Member #5**

### **Employee's Name**

Laura Perez

lperez2@dadeschools.net

### **Position Title**

Teacher Leader / Grade Level Chair

### **Job Duties and Responsibilities**

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- Active member of the SLT supporting overall school improvement to include participation in the school improvement process and creation of the annual school improvement plan.
- Support SLT in designing professional development for Opening of Schools.
- Support staff in use of technology resources.
- Lead department meetings for Special Area faculty and support staff.
- Communicate with departments utilizing various platforms to support virtual collaboration.
- Support school STEAM initiatives by engaging team members in STEAM integration, planning, and establishing community partnerships.
- Participate in monthly Leadership Team meetings.
- Provide support to new and second-year teachers.

- Collaborate with support services personnel to improve student outcomes.
- Provide ongoing feedback to improve systems for student engagement and learning.

## **Leadership Team Member #6**

### **Employee's Name**

Cristina Grisales

cblanchard@dadeschools.net

### **Position Title**

Teacher Leader / Grade Level Chair

### **Job Duties and Responsibilities**

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- Active member of the SLT supporting overall school improvement to include participation in the school improvement process and creation of the annual school improvement plan.
- Support SLT in designing professional development for Opening of Schools.
- Support staff in use of technology resources.
- Lead department meetings for Special Area faculty and support staff.
- Communicate with departments utilizing various platforms to support virtual collaboration.
- Support school STEAM initiatives by engaging team members in STEAM integration, planning, and establishing community partnerships.
- Participate in monthly Leadership Team meetings.
- Provide support to new and second-year teachers.
- Collaborate with support services personnel to improve student outcomes.
- Provide ongoing feedback to improve systems for student engagement and learning.

## **Leadership Team Member #7**

### **Employee's Name**

Kathryn Sadurni

ksadurni@dadeschools.net

### **Position Title**

Teacher Leader / Grade Level Chair

### **Job Duties and Responsibilities**

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- Active member of the SLT supporting overall school improvement to include participation in the school improvement process and creation of the annual school improvement plan.
- Support SLT in designing professional development for Opening of Schools.
- Support staff in use of technology resources.
- Lead department meetings for Special Area faculty and support staff.

- Communicate with departments utilizing various platforms to support virtual collaboration.
- Support school STEAM initiatives by engaging team members in STEAM integration, planning, and establishing community partnerships.
- Participate in monthly Leadership Team meetings.
- Provide support to new and second-year teachers.
- Collaborate with support services personnel to improve student outcomes.
- Provide ongoing feedback to improve systems for student engagement and learning.

## 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.*

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The School Improvement Plan (SIP) development process involves several steps to engage stakeholders and incorporate their input effectively:

**Identification:** Identify key stakeholders, including school leadership, teachers, parents, students, and community/business leaders through EESAC.

**Engagement:** Communicate the SIP development process to stakeholders through meetings, emails, and newsletters.

**Input Gathering:** Hold meetings, workshops, and surveys to collect insights on strengths, weaknesses, and goals from different stakeholder groups.

**Data Analysis:** Analyze the collected input to identify common themes and priorities across stakeholders.

**Drafting:** Create a draft SIP reflecting the collective input gathered.

**Feedback:** Share the draft with stakeholders for validation and feedback.

**Refinement:** Incorporate feedback to refine and finalize the SIP.

**Communication:** Communicate the final SIP to stakeholders, outlining goals and strategies.

**Implementation:** Execute the SIP while keeping stakeholders informed of progress.

**Review:** Periodically review the plan's effectiveness, involving stakeholders in assessments and adjustments as needed.

Through this collaborative process, the SIP becomes a well-rounded plan aligned with the needs and aspirations of the entire school community.

### 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)).

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Data Collection: Gather student performance data and identify gaps.

Progress Checks: Regularly assess SIP implementation and impact.

Stakeholder Involvement: Collaborate with teachers and administrators to evaluate progress.

Data Review: Analyze data to measure effectiveness and achievement gap reduction.

To ensure continuous improvement:

Identify Issues: Recognize gaps and challenges from data analysis.

Stakeholder Input: Gather insights from stakeholders on causes and solutions.

Strategic Adjustments: Revise SIP strategies to address challenges.

Incorporate Best Practices: Integrate proven methods for better outcomes.

Ongoing Monitoring: Continuously assess progress with data-driven insights.

This iterative process ensures the SIP's effectiveness in enhancing student achievement and closing achievement gaps.

### C. Demographic Data

<b>2025-26 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>ELEMENTARY PK-5</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2024-25 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>90.7%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>YES</b>
<b>2024-25 ESSA IDENTIFICATION</b> *UPDATED AS OF 1	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2024-25 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)</b> <b>ENGLISH LANGUAGE LEARNERS (ELL)</b> <b>HISPANIC STUDENTS (HSP)</b> <b>ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2024-25: A</b> <b>2023-24: A</b> <b>2022-23: A</b> <b>2021-22: A</b> <b>2020-21:</b>

## 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	46	50	62	48	56	52	0	0	0	314
Absent 10% or more school days	0	3	3	2	4	4	0	0	0	16
One or more suspensions	0	1	0	0	1	0	0	0	0	2
Course failure in English Language Arts (ELA)	0	0	2	9	10	3	0	0	0	24
Course failure in Math	0	0	0	10	8	5	0	0	0	23
Level 1 on statewide ELA assessment	0	0	0	20	11	7	0	0	0	38
Level 1 on statewide Math assessment	0	0	0	9	4	4	0	0	0	17
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	4	2	10	26	17	15	0	0	0	74
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	5	6	1	0	0	0	0	12

#### 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	0	5	26	16	10	0	0	0	57

#### 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	1	0	2	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

**Prior Year (2024-25) As Last Reported (pre-populated)**

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		5	3	3	2	5				18
One or more suspensions		1			1					2
Course failure in English Language Arts (ELA)			2	9	12	4				27
Course failure in Math				9	7	6				22
Level 1 on statewide ELA assessment				1	9	19				29
Level 1 on statewide Math assessment					5	11				16
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	25						26
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		10	2	5	5					22

**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				3	11	12				26

**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		1						2
Students retained two or more times										0

## 2. Grades 9-12 (optional)

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

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

## A. ESSA School, District, State Comparison

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

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	60	65	59	71	63	57	72	60	53
Grade 3 ELA Achievement	52	65	59	67	63	58	77	60	53
ELA Learning Gains	67	65	60	59	64	60			
ELA Lowest 25th Percentile	65	62	56	57	62	57			
Math Achievement*	73	72	64	76	69	62	80	66	59
Math Learning Gains	82	66	63	73	65	62			
Math Lowest 25th Percentile	64	59	51	63	58	52			
Science Achievement	74	63	58	75	61	57	86	58	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	81	66	63	69	64	61	74	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	69%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	618
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
69%	68%	77%	62%	55%		60%

\* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

\*\* Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

## C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	52%	No		
English Language Learners	68%	No		
Hispanic Students	69%	No		
Economically Disadvantaged Students	67%	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	60%	52%	67%	65%	73%	82%	64%	74%					81%
Students With Disabilities	25%	25%	43%	70%	50%	80%	81%	42%					52%
English Language Learners	57%	51%	65%	62%	70%	86%	71%	69%					81%
Hispanic Students	61%	53%	67%	64%	73%	82%	63%	74%					81%
Economically Disadvantaged Students	59%	49%	71%	67%	72%	79%	53%	69%					82%

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	71%	67%	59%	57%	76%	73%	63%	75%					69%
Students With Disabilities	29%	27%	60%	73%	41%	52%	40%	30%					67%
English Language Learners	71%	65%	61%	57%	74%	75%	71%	73%					69%
Hispanic Students	71%	68%	60%	61%	77%	73%	63%	76%					70%
Economically Disadvantaged Students	72%	58%	56%	59%	73%	70%	61%	75%					68%

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	72%	77%			80%			86%					74%
Students With Disabilities	30%	42%			30%								58%
English Language Learners	73%	72%			76%			83%					68%
Hispanic Students	73%	78%			80%			85%					70%
Economically Disadvantaged Students	77%	86%			81%			86%					69%

## 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	2024-25 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	50%	60%	-10%	57%	-7%
ELA	4	56%	59%	-3%	56%	0%
ELA	5	69%	60%	9%	56%	13%
Math	3	62%	69%	-7%	63%	-1%
Math	4	80%	68%	12%	62%	18%
Math	5	74%	62%	12%	57%	17%
Science	5	70%	56%	14%	55%	15%

### III. Planning for Improvement

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#### 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?

---

**The data component that showed the most improvement was the performance of students in the L25 Math subgroup in 4th Grade, which increased from 51% to 92%.** This remarkable growth reflects targeted instructional strategies and a commitment to equity in learning outcomes.

##### New actions our school took in this area included:

- **Consistent differentiated instruction** tailored to meet the diverse needs of learners, ensuring that students received support aligned with their skill levels and learning styles.
- **Ongoing data tracking and analysis** by teacher to monitor progress, adjust instruction, and provide timely interventions.
- **Increased small-group instruction and targeted intervention** for students in the L25 group to reinforce foundational skills and build confidence.

##### 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 was Kindergarten ELA, with only 44% proficiency.** This outcome was primarily influenced by the unfortunate extended medical leave of the assigned ELA teacher, which impacted instructional continuity during a critical developmental period for early literacy.

##### Contributing factors included:

- **Inconsistent instruction and limited small-group support** due to staffing challenges.
- **Reduced exposure to foundational literacy routines**, such as phonemic awareness and guided reading.
- **Limited progress monitoring and intervention**, which affected the ability to respond to student needs in real time.

##### Greatest Decline

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

contributed to this decline.

---

**The data component that showed the greatest decline from the prior year was 3rd Grade ELA proficiency, which dropped from 57% to 50%.** This decline was influenced by multiple factors that impacted instructional effectiveness and student performance.

**Contributing factors included:**

- **A shift in the ELL student population**, with several students newly qualifying for proficiency measurement after reaching two years in the country. These students were still developing foundational English language skills, which affected overall proficiency rates.
- **Inconsistent small-group targeted instruction** for select students, which limited opportunities for differentiated support and intervention.
- **Challenges in instructional continuity and planning**, particularly in meeting the diverse needs of learners within the classroom.

**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 greatest gap in performance compared to the state average was observed in **Grade 3 ELA**, which was **7% lower** than the state benchmark. This was the only data point that fell below the state average, and the primary contributing factor was the high number of English Speakers of Other Languages learners. These students are typically within a two-year window of acquiring academic English proficiency, during which they may struggle with standardized assessments that rely heavily on language comprehension and expression. Additionally, the diverse linguistic backgrounds and varying academic needs of ESOL students present instructional challenges that can impact early literacy outcomes. While this gap is notable, it reflects a trend commonly seen in schools with significant ESOL populations, where performance tends to improve in later grades as students gain greater proficiency in English.

**EWS Areas of Concern**

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

---

Reflecting on the Early Warning System (EWS) data from Part I, two potential areas of concern stand out. First, there are **substantial ELA deficiencies across grades 2 through 5**, indicating a consistent struggle with literacy development beyond the primary grades. This trend suggests a need for targeted instructional support and intervention strategies to address foundational reading and comprehension skills. Second, the presence of a high number of **ELA Level 1 students in grades 3 and 4** is particularly concerning, as these students are performing at the lowest achievement level. This may reflect gaps in early literacy acquisition or challenges in transitioning to more complex texts and tasks. Together, these data points highlight the urgency of strengthening Tier 1 instruction,

enhancing differentiation, and providing focused support for struggling readers, especially in the intermediate grades.

**Highest Priorities**

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

---

1. Tier 1 Instruction in Primary Grades in ELA and Math
2. 3rd - 4th Grade ELA Proficiency
3. 5th Grade Math Proficiency and Learning Gains
4. Maintain Science Proficiency
5. Teacher Growth Mindset

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

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

### **Area of Focus #1**

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

### **Instructional Practice specifically relating to Benchmark-aligned instruction**

#### **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.

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According to the historical data of 3rd grade, in 2023 our students were at 55% proficient in ELA, in 2024 our students were at 57% proficient in ELA and in 2025 at 50% proficient in ELA and in 3rd grade Math in 2024 our students were at 57% proficient and 62% proficient in 2025. Based on the data and the identified contributing factors of students coming in with 49% proficiency in ELA and 67% proficiency in Math, we will implement the Targeted Element of Benchmark-aligned Instruction with a focus on the Formative Assessment Process.

#### **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.

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With the implementation of the Targeted Element of Benchmark-aligned Instruction with a focus on Formative Assessment Process, our 3rd grade students will increase 5% percentage points in ELA and Math scoring a level 3 or higher on the 2025-2026 FAST ELA and Math Assessment by May 2026.

#### **Monitoring**

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

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To monitor the implementation and impact of the Targeted Element of Benchmark-aligned Instruction with a focus on the Formative Assessment Process, a comprehensive plan will be followed to ensure progress toward the goal of increasing the percentage of 3rd grade students scoring Level 3 or higher on the 2025–2026 FAST ELA and Math Assessment by 5 percentage points. Implementation will be tracked through regular classroom walkthroughs, lesson plan reviews, and teacher participation in professional learning, all aimed at ensuring fidelity to benchmark-aligned instruction and effective use of formative assessments. Impact will be measured through ongoing analysis of formative assessment data, periodic progress monitoring assessments, and monthly data chats to adjust

instruction and provide targeted support. Students will also engage in goal setting and self-monitoring to foster ownership of their learning. Progress will be evaluated by comparing end-of-year FAST ELA and Math results with baseline data, and findings will be shared with stakeholders to reflect on outcomes and guide future instructional planning.

**Person responsible for monitoring outcome**

Shante N. Thompson

**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:**

Formative assessment is a deliberate process used by teachers and students during instruction that provides actionable feedback that is used to adjust ongoing teaching and learning strategies to improve students' self-assessment, reflection, and attainment of curricular learning targets/goals (Smarter Balanced Assessment Consortium, 2013). Formative assessment process builds students' metacognition, increases students' motivation, resulting in self-regulated, lifelong learners. Some common classroom formative assessments include: summaries, quick-writes, reflections, checklists, charts, graphic organizers, visual representations, and short quizzes, aligned to content standards.

**Rationale:**

This intervention will contribute significantly to overall school improvement by directly addressing key instructional gaps identified in the data, particularly in the area of ELA and Math proficiency. By focusing on benchmark-aligned instruction and the formative assessment process, teachers will be better equipped to deliver targeted, standards-based lessons and make real-time instructional adjustments based on student needs. This ensures that all students, especially those performing below grade level, receive timely support and enrichment. The expected outcome of implementing this intervention is a measurable increase in student achievement in 3rd grade ELA and Math, specifically a 5 percentage point increase in the number of students scoring Level 3 or higher on the 2025–2026 FAST ELA and Math Assessment by May 2026. Beyond this specific goal, the intervention is also expected to lead to broader improvements in instructional quality through consistent use of benchmark-aligned instruction and formative assessment practices. These improvements will foster a more responsive, data-informed teaching environment, enhance student engagement and ownership of learning, and contribute to closing achievement gaps across subgroups. Ultimately, this will support the school's overall academic performance and progress toward long-term improvement goals.

**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**

Planning for Formative Assessment

**Person Monitoring:**

Ximena Herrera

**By When/Frequency:**

September 5, 2025

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

Teachers will intentionally integrate formative assessment tools such as quick-writes, exit tickets, graphic organizers, and short quizzes aligned to content standards during lessons and document them in their lesson plans. These strategies will be used not just to check for understanding, but to guide instructional decisions in real time. By making formative assessment a routine part of instruction, students will receive ongoing feedback that helps them monitor their progress and adjust their learning strategies.

**Action Step #2**

Planning and Implementing Formative Assessments

**Person Monitoring:**

Ximena Herrera

**By When/Frequency:**

September 19, 2025

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

During collaborative planning sessions, teachers will engage in the intentional sharing and modeling of planned formative assessments. This process will include peer feedback and the collection of exemplar strategies, which will be refined and implemented in classroom instruction to enhance student learning and engagement.

**Action Step #3**

Support of Implementation of Formative Assessments

**Person Monitoring:**

Ximena Herrera

**By When/Frequency:**

September 26, 2025

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

The Reading Coach will facilitate a model lesson demonstrating the implementation of a planned formative assessment strategy. Following the demonstration, the coach will lead a reflective discussion with teachers to analyze the impact on student learning, interpret feedback data, and collaboratively determine next instructional steps.

**Area of Focus #2**

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.

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According to the 2025 FAST PM3 data, 54% of our Kindergarten students scored below a Level 3 on

the STAR Reading assessment, 44% of our 1st graders scored below a Level 3, and 53% of our 2nd graders scored below a Level 3 as compared to the 2024 FAST PM3 data, where 52% of our Kindergarten students scored below the 40th percentile, 53% of our 1st graders scored below the 40th percentile, and 59% of our 2nd graders scored below the 40th percentile. Based on this data and the identified contributing factors of high numbers of ESOL 1 students and a prominent population of students with disabilities, effective planning for the differentiated needs of various learners, explicit instruction and use of visual learning supports, we will implement the Targeted Element of Instructional Practice ELA required by RAISE specifically relating to Anchor Charts through Tier 1 explicit instruction.

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

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Anchor Charts serve as artifacts of classroom learning. Like an anchor, they hold students' and teachers' thoughts, in alignment to standards and skills, as well as ideas and processes in place. Anchor charts can be displayed as reminders of prior learning and built upon over multiple lessons. Anchor charts are a critical need in ELA instruction for Kindergarten–2nd grade because they serve as visual scaffolds that reinforce key literacy concepts and strategies in a developmentally appropriate way. Young learners benefit from consistent, accessible references that support memory, language development, and independent application of skills. Anchor charts help make abstract ideas—such as decoding strategies, story elements, or grammar rules—more concrete and understandable. They also promote student ownership when co-created during instruction, encouraging engagement and deeper comprehension. For ESOL students and struggling readers, anchor charts provide essential language support and repeated exposure to academic vocabulary. Overall, Anchor Charts strengthen Tier 1 instruction by aligning with best practices in early literacy and supporting differentiated learning in a visible, interactive format.

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

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Anchor Charts serve as artifacts of classroom learning. Like an anchor, they hold students' and teachers' thoughts, in alignment to standards and skills, as well as ideas and processes in place. Anchor charts can be displayed as reminders of prior learning and built upon over multiple lessons. Anchor charts are a critical need in ELA instruction for intermediate grades because they provide students with ongoing visual support for increasingly complex literacy skills. As students in grades 3–5 transition from learning to read to reading to learn, anchor charts help reinforce strategies for comprehension, text analysis, vocabulary development, and writing structure. They serve as reference tools that promote independence, allowing students to revisit key concepts during reading and writing tasks. For students performing at Level 1 or those with persistent ELA deficiencies, anchor charts offer scaffolding that bridges gaps in understanding and supports retention of instructional content. Additionally, they help maintain consistency across classrooms by visually aligning instruction with grade-level standards and learning goals. When used effectively, anchor charts strengthen Tier 1 instruction and contribute to improved academic outcomes in literacy.

**Grades K-2: Measurable Outcome(s)**

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With the implementation of the Targeted Element of RAISE with a focus on Anchor Charts, 51% of our Kindergarten, 1st Grade and 2nd Grade students will receive a Level 3 on the 2025-2026 FAST ELA Assessment by April 2026.

**Grades 3-5: Measurable Outcome(s)**

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With the implementation of the Targeted Element of RAISE with a focus on Anchor Charts, 60% of our 3rd grade students will be proficient in ELA on the 2025-2026 FAST ELA Assessment with a level 3 or higher by May 2026.

**Monitoring**

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

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The implementation and impact of using anchor charts in ELA classrooms will be monitored by the Literacy Leadership Team through a combination of classroom walkthroughs, lesson plan reviews, and student engagement checks. Instructional leaders will observe how anchor charts are created, displayed, and referenced during Tier 1 instruction, ensuring they are aligned with learning objectives and accessible to students. Teachers will be encouraged to reflect on their use of anchor charts during PLCs, sharing strategies and adjusting practices based on student needs. To measure impact, student work samples and formative assessment data will be analyzed to determine whether anchor chart strategies are supporting literacy growth, particularly among students with identified ELA deficiencies. This ongoing monitoring will help ensure anchor charts are used effectively to enhance instruction and improve student outcomes.

**Person responsible for monitoring outcome**

Laura Smythers

**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:**

Anchor Charts serve as artifacts of classroom learning. Like an anchor, they hold students' and teachers' thoughts, in alignment to standards and skills, as well as ideas and processes in place. Anchor charts can be displayed as reminders of prior learning and built upon over multiple lessons.

**Rationale:**

Anchor Charts serve as visual aides in classrooms and by co-creating and displaying these charts, students are reminded of prior learning, and teachers can build upon them across multiple lessons. This strategy supports memory retention, fosters independence, and reinforces key concepts in a developmentally appropriate way.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Description of Intervention #2:**

Anchor Charts serve as artifacts of classroom learning. Like an anchor, they hold students' and teachers' thoughts, in alignment to standards and skills, as well as ideas and processes in place. Anchor charts can be displayed as reminders of prior learning and built upon over multiple lessons.

**Rationale:**

Anchor Charts serve as visual aides in classrooms and by co-creating and displaying these charts, students are reminded of prior learning, and teachers can build upon them across multiple lessons. This strategy supports memory retention, fosters independence, and reinforces key concepts in a developmentally appropriate way.

**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**

Professional Learning Preparation with Reading Coach

**Person Monitoring:**

Laura Smythers

**By When/Frequency:**

August 11, 2025

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

The action to be taken is for administration to meet with the Reading Coach to collaboratively plan and prepare for professional learning focused on creating and using effective anchor charts in ELA instruction. This meeting will ensure alignment on instructional goals, clarify expectations for anchor chart use across grade levels, and establish a consistent framework for training teachers. To monitor the impact of this action step, the school will track the outcomes of the professional learning sessions, including teacher participation and feedback. Administration will also conduct follow-up walkthroughs to observe anchor chart implementation in classrooms and review lesson plans for evidence of intentional use. Ongoing check-ins between administration and the Reading Coach will help assess progress, address challenges, and adjust support as needed to ensure the training leads to improved instructional practices and student outcomes.

**Action Step #2**

Professional Learning on Creating Effective Anchor Charts

**Person Monitoring:**

Ximena Herrera

**By When/Frequency:**

August 29, 2025

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

The action to be taken is to provide professional learning on creating effective anchor charts to support ELA instruction in Kindergarten–5th grade. This training will focus on best practices for co-

creating charts with students, aligning visuals with instructional goals, and using charts to reinforce literacy strategies during Tier 1 instruction. To monitor the impact of this action, the school will conduct classroom walkthroughs to observe anchor chart usage, review lesson plans for intentional integration, and collect student work samples to assess how anchor chart strategies are being applied. Additionally, teacher reflections and PLC discussions will be used to evaluate the effectiveness of the training and identify areas for continued support. These steps will ensure that anchor charts are being used consistently and effectively to enhance student learning and literacy outcomes.

### **Action Step #3**

Collaborative Planning and Anchor Chart Creation for standards in September

#### **Person Monitoring:**

Laura Smythers

#### **By When/Frequency:**

September 26, 2025

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

The action to be taken is to engage teachers in collaborative planning and anchor chart creation aligned to ELA standards for the month of September. During collaborative planning sessions, teachers will work together to identify key literacy skills and concepts, design anchor charts that support those standards, and determine how and when they will be introduced and referenced during instruction. This process ensures consistency across classrooms and promotes intentional use of visual supports to enhance Tier 1 instruction. To monitor the impact of this action step, administration and instructional coaches will conduct lesson plan reviews to confirm alignment between anchor charts and instructional goals. Classroom walkthroughs will be used to observe the presence, quality, and use of anchor charts during instruction. Additionally, student work samples and formative assessment data will be analyzed to assess whether the anchor charts are helping students apply targeted literacy strategies. Feedback from teachers during PLC discussions will also inform adjustments and ongoing support.

### **Area of Focus #3**

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

#### **Instructional Practice specifically relating to Math**

##### **Area of Focus Description and Rationale**

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

According to the 2025 FAST PM3 data for Math, our 3rd and 5th grade students in the L25 decreased in level, scoring 50% in learning gains of the L25 compared to 67% and 76% respectively. Based on the data and the identified contributing factors of students with varying foundational needs and academic needs in the area of Math, we will implement the Targeted Element of Math with a focus on Differentiated Instruction.

##### **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.

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With the implementation of the Targeted Element of Math with a focus on Differentiated Instruction, our 3rd and 5th grade L25 students will increase 10% percentage points on the 2025-2026 FAST Math Assessment by May 2026.

### **Monitoring**

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

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To monitor the implementation and impact of the targeted focus on Differentiated Instruction in math, a multi-tiered approach will be used to ensure fidelity and progress toward the desired outcome. Teachers in 3rd and 5th grade will receive ongoing professional learning and planning support to effectively integrate differentiated strategies into daily math instruction. Instructional coaches and administrators will conduct regular classroom walkthroughs using a focused observation tool to document evidence of differentiation practices, such as flexible grouping, scaffolded tasks, and use of manipulatives. Student progress will be tracked through formative assessments, topic-based checkpoints, and quarterly district assessments to identify growth trends and adjust instruction as needed. Data chats will be held quarterly to review L25 student performance, and targeted interventions will be refined based on student needs. By May 2026, the goal is for L25 students to demonstrate a 10 percentage point increase on the FAST Math Assessment, with progress monitored through both qualitative instructional data and quantitative student achievement metrics.

### **Person responsible for monitoring outcome**

Mabel Jimenez

### **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:**

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Research demonstrates this method benefits a wide range of students.

### **Rationale:**

Differentiated Instruction is an effective approach for addressing the academic deficiencies of L25 students in math because it allows educators to tailor learning experiences to meet the diverse needs of struggling learners. These students often face challenges with foundational skills, processing speed, and engagement, which can hinder their ability to grasp grade-level content. By modifying the content, process, and products of instruction based on individual readiness and learning styles,

teachers can provide targeted support that builds confidence and promotes mastery. Differentiated strategies such as small group instruction, scaffolded tasks, and hands-on activities help make abstract math concepts more accessible and meaningful. This approach also supports equity by ensuring that all students, regardless of their starting point, have access to rigorous and relevant learning opportunities. Ultimately, Differentiated Instruction empowers L25 students to grow academically by meeting them where they are and guiding them toward success.

**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**

Professional Learning Planning with Math Coach

**Person Monitoring:**

Shante Thompson

**By When/Frequency:**

August 11, 2025

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

The action to be taken is for administration to meet with the Math Coach to collaboratively plan and prepare professional learning focused on implementing effective differentiated instruction strategies in math. This meeting will ensure alignment on instructional goals, clarify expectations for differentiation across grade levels, and establish a consistent framework for training teachers. To monitor the impact of this action step, the school will track outcomes of the professional learning sessions, including teacher participation, feedback, and evidence of strategy implementation. Administration will conduct follow-up walkthroughs to observe differentiated instruction in math classrooms and review lesson plans for intentional use of scaffolding, flexible grouping, and targeted supports. Ongoing check-ins between administration and the Math Coach will help assess progress, address challenges, and adjust support as needed to ensure the training leads to improved instructional practices and measurable gains in student achievement.

**Action Step #2**

Professional Learning on Differentiated Instruction in Math

**Person Monitoring:**

Shante Thompson

**By When/Frequency:**

August 12, 2025

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

The action to be taken is to provide professional learning on implementing effective differentiated instruction strategies to support math instruction in Kindergarten–5th grade, specifically targeting 3rd and 5th grade. This training will focus on best practices for tailoring instruction to meet diverse student needs, including the use of flexible grouping, scaffolded tasks, and visual supports to reinforce key math concepts during Tier 1 instruction. To monitor the impact of this action, the school will conduct classroom walkthroughs to observe differentiated strategies in use, review lesson plans for intentional integration, and collect student work samples to assess how these strategies are supporting learning. Additionally, teacher reflections and PLC discussions will be used to evaluate the effectiveness of the training and identify areas for continued support. These steps will ensure that

differentiated instruction is being used consistently and effectively to enhance student understanding and improve math outcomes.

### **Action Step #3**

Collaborative Planning and DI Rotation Charts September

#### **Person Monitoring:**

Mabel Jimenez

#### **By When/Frequency:**

September 26, 2025

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

The action to be taken is to engage teachers in collaborative planning focused on designing and implementing differentiated math instruction aligned to grade-level standards for the month of September. During these planning sessions, teachers will work together to identify key math concepts and skills, develop differentiated tasks and supports, and determine how and when these strategies will be introduced and reinforced during Tier 1 instruction. This process promotes consistency across classrooms and ensures intentional use of differentiation to meet the needs of all learners, especially L25 students. To monitor the impact of this action step, administration and instructional coaches will review lesson plans to confirm alignment between differentiated strategies and instructional goals. Classroom walkthroughs will be conducted to observe the presence, quality, and effectiveness of differentiation during instruction. Additionally, student work samples and formative assessment data will be analyzed to evaluate how well students are engaging with and applying the targeted math strategies. Teacher reflections and PLC discussions will also inform ongoing support and adjustments to improve instructional practices and student outcomes.

## **IV. Positive Learning Environment**

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### **Area of Focus #1**

Other: Teacher Growth Mindset

#### **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 the school climate survey feedback from staff, 72% of teachers state that their ability to do the best possible job at their school is limited by student deficiencies in basic academic skills. Based on the data and the identified contributing factors of students coming in from primary grades with 53% proficiency in ELA and 66% proficiency in Math and deficiencies not being remediated or addressed, we will implement the Targeted Element of Teacher Growth Mindset with a focus on Collective Efficacy.

#### **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.

With the implementation of the Targeted Element of Teacher Growth Mindset, with a focus on

Collective Efficacy, teachers will demonstrate increased confidence in their shared ability to positively impact student learning. This will be evidenced by a 50% reduction in self-reported instructional limitations, as measured by staff surveys and reflective practice tools, by June 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 area of focus—strengthening collective efficacy through the implementation of a targeted teacher growth mindset—will be monitored using a combination of staff surveys, reflective practice tools, and/or documentation from Professional Learning Communities (PLCs). Staff surveys will be administered at the beginning, middle, and end of the school year to measure changes in self-reported instructional limitations and perceptions of collective efficacy. Reflective tools such as journals or guided forms will allow teachers to regularly document their instructional challenges and successes, while PLC meeting notes and peer feedback logs will provide evidence of collaborative efforts and shared learning.

This ongoing monitoring will directly impact student achievement by ensuring that instructional barriers are identified and addressed in real time. As teachers engage in reflective practices and receive peer support, their confidence in their ability to influence student outcomes will grow. This collective belief will lead to more consistent, high-quality instruction across classrooms. Ultimately, as teachers feel more empowered and supported, students will benefit from more responsive teaching, higher expectations, and improved academic performance. The goal is to achieve a 50% reduction in self-reported instructional limitations by June 2026, signaling a significant shift in teacher mindset and collaborative practice.

### **Person responsible for monitoring outcome**

Shante N. Thompson

### **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:**

Collective Efficacy can be seen as a staff's shared belief that through their collective action, they can positively influence student outcomes and achievement. In fact, research indicates that collective efficacy is the number one factor influencing student achievement.

### **Rationale:**

The rationale for using Collective Efficacy as a targeted intervention lies in its powerful, research-backed impact on student achievement. Collective efficacy refers to a staff's shared belief in their collective ability to positively influence student outcomes through intentional, collaborative action. According to educational researcher John Hattie, collective teacher efficacy has the highest effect

size among all factors influencing student achievement—greater than factors like socioeconomic status, prior achievement, or even individual teacher effectiveness. When educators believe in their shared capacity to make a difference, they are more likely to engage in meaningful collaboration, persist through challenges, and implement high-impact instructional strategies. This belief fosters a culture of trust, accountability, and continuous improvement, where teachers support one another, reflect on practice, and take collective responsibility for student success. As a result, schools with strong collective efficacy often see improvements not only in academic outcomes but also in teacher morale, retention, and professional growth.

**Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

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

**Action Step #1**

Professional Learning Communities Calendar

**Person Monitoring:**

Laura Smythers

**By When/Frequency:**

August 15, 2025

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

Plan for a structure and prioritize professional learning communities on a monthly basis that will provide high-impact instructional strategies and teacher support. As a result, teachers will have a protected time and space to collectively work and engage each other with best practices for teaching and learning.

**Action Step #2**

PLC Topics

**Person Monitoring:**

Laura Smythers

**By When/Frequency:**

August 29, 2025

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

The Leadership Team will outline the most needed topics for the PLC for the first 3 sessions and determine what research-based practices to engage teachers in purposeful, trust-building and reflective dialogue to impact student learning and professional growth.

**Action Step #3**

Collective Goal Setting at Each PLC

**Person Monitoring:**

Laura Smythers

**By When/Frequency:**

September 12, 2025

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

At September's PLC, facilitate a team-based goal setting session aligned with our school-wide priorities, as well as, professional goals for the specific teachers and grade levels to promote team work and self-reflection.

## V. Title I Requirements (optional)

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### 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.

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Effectively sharing the SIP, UniSIG budget, and SWP with key stakeholders—including students, families, staff, school leadership, local businesses, and community organizations—requires a clear and inclusive communication strategy. The following protocol outlines how this information will be shared to ensure accessibility and engagement:

- **School Website:** A dedicated section will be maintained on the school's website to host all relevant documents and updates. Stakeholders can access this information at <https://rockwayelementary.net/title-i-school-information/>.
- **Parent-Teacher and Parent Academy Meetings:** Details of the SIP, budget, and SWP will be discussed during parent-teacher conferences and monthly Parent Academy meetings. These sessions will provide opportunities for families to ask questions and offer feedback.
- **Staff Collaboration and Community Engagement:** Teachers, staff and community members will be engaged through Faculty and EESAC meetings to help disseminate information and ensure consistent messaging across classrooms. Their input will be valuable in reaching students and families effectively.
- **Feedback and Monitoring:** Stakeholders will be encouraged to share feedback during EESAC and Parent Academy meetings. This input will be used to assess understanding, address concerns, and guide future communication efforts.

By implementing this structured approach, the school ensures that the SIP, UniSIG budget, and SWP are communicated in a transparent, accessible, and engaging manner, fostering collaboration and shared ownership of school improvement goals.

### **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)).

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Building strong relationships with parents, families, and community stakeholders is essential to fulfilling our school's mission, supporting student success, and keeping families informed. To achieve this, the school will implement the following strategies:

- **Clear Communication Channels:** Regular updates will be shared through the school website, calendars, and social media platforms. The website will serve as a central hub for important documents, announcements, and event information.
- **Parent Engagement Programs:** Through Parent Academy, the school will offer workshops on topics such as academic support at home, curriculum awareness, and college and career readiness to empower families in their child's education.
- **Parent-Teacher Conferences:** Scheduled conferences will provide opportunities for meaningful dialogue about student progress, strengths, and areas for growth, fostering a collaborative partnership between families and educators.
- **Family Events:** Events like open houses, meet-and-greets, and school celebrations will create welcoming spaces for families to connect with staff and each other in a positive, informal setting.
- **Community Partnerships:** The school will collaborate with local businesses and organizations through joint initiatives, volunteer opportunities, and shared resources to enrich student learning and community involvement.
- **Volunteer Opportunities:** Parents and community members will be encouraged to participate in mentoring, tutoring, and extracurricular activities, strengthening the school-community bond.

- **Student Showcases:** STEAM and academic showcases will celebrate student achievements and invite families to engage directly with their child's learning journey.
- **Two-Way Feedback:** Feedback will be actively collected through surveys, focus groups, and town hall meetings. Input from families will guide improvements in school programs and policies.
- **Cultural Sensitivity and Inclusion:** The school will celebrate cultural diversity and promote inclusive practices to ensure all families feel respected, valued, and represented.
- **Home-School Partnerships:** Teachers and families will work together to support students' academic and social-emotional development, recognizing parents as essential partners in education.

The Parental Family Engagement Plan (PFEP) is made publicly available on the school website at: <https://rockwayelementary.net/title-i-school-information/>.

By implementing these strategies, the school will foster a supportive and inclusive environment that strengthens relationships, enhances student outcomes, and ensures families are informed and engaged throughout their child's educational experience.

### **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)).

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To elevate academic achievement and ensure students receive a rigorous and engaging education, our school has developed a comprehensive plan aligned with the School Improvement Plan (SIP). This plan focuses on enriching the curriculum, increasing the quality of instructional time, and meeting the diverse needs of all learners.

- **Differentiated Instruction in Math:** Teachers will receive ongoing professional learning in differentiated instruction to better support all students, particularly those in the L25 subgroup. Instructional strategies will include flexible grouping, scaffolded tasks, and targeted interventions to ensure access to grade-level content and promote academic growth.
- **ELA Anchor Charts:** In English Language Arts, teachers will co-create anchor charts with

students to visually reinforce key literacy skills and strategies. These charts will be aligned with instructional goals and used consistently across classrooms to support comprehension and writing development.

- **Formative Assessments:** Regular formative assessments will be embedded into instruction to monitor student progress and guide instructional decisions. Teachers will use data from exit tickets, performance tasks, and topic checks to adjust instruction and provide timely support or enrichment.
- **Extended Learning Opportunities:** The school will expand learning time through enrichment courses in STEAM and the Arts, educational field trips, and guest speaker events. These experiences will deepen student engagement and connect classroom learning to real-world applications.
- **Technology Integration:** Through the 1:1 device initiative, students will have access to digital tools that support personalized learning, blended instruction, and continuous access to educational resources beyond the school day.
- **Professional Learning for Staff:** Teachers will participate in ongoing training and collaborate in professional learning communities to share best practices, explore innovative teaching methods, and refine instructional strategies.
- **Family and Community Engagement:** Parent Academy workshops and partnerships with local organizations will provide families with tools to support learning at home and offer students hands-on experiences that enrich the curriculum.
- **Data-Driven Instruction:** Assessment data will be regularly analyzed to identify trends, inform instruction, and ensure that all students are progressing toward mastery of grade-level standards.

By implementing these strategies, our school aims to create a dynamic and inclusive academic environment that supports student success, fosters intellectual growth, and prepares learners for future academic challenges.

### **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)).

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N/A

## 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)).

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N/A

#### 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)).

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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)).

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N/A

#### 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)).

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N/A

#### 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)).

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N/A

## **VI. ATSI, TSI and CSI Resource Review**

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This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

### **Process to Review the Use of Resources**

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

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No Answer Entered

### **Specifics to Address the Need**

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

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No Answer Entered

## VII. Budget to Support Areas of Focus

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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