JAMES B. SANDERLIN K-8

2025-26 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

James B. Sanderlin K-8 is committed to teaching and learning with the brain and heart in mind. Our diverse community of active, lifelong learners, will use an inquiry approach through our challenging programmes to become successful internationally-minded citizens.

Provide the school's vision statement

100% Student Success

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
Mark Bender

benderma@pcsb.org

Position Title
PE Teacher

Job Duties and Responsibilities

Classroom Teacher, Leadership Team, School Improvement Plan Writing.

Leadership Team Member #2

Employee's Name
Kimberly Kearney

kearneyk@pcsb.org

Position Title
Teacher - MYP Math

Job Duties and Responsibilities

Classroom Teacher, Leadership Team, School Improvement Plan Writing.

Leadership Team Member #3

Employee's Name
Carrie Cormier

cormierc@pcsb.org

Position Title
Principal

Job Duties and Responsibilities
No Answer Entered

Leadership Team Member #4

Employee's Name
Megan Becker

beckerme@pcsb.org

Position Title
Assistant Principal

Job Duties and Responsibilities
No Answer Entered

Leadership Team Member #5

Employee's Name
Jillian Black

blackji@pcsb.org

Position Title
Assistant Principal

Job Duties and Responsibilities
No Answer Entered

Leadership Team Member #6

Employee's Name

Sarah Sanders

sanderssa@pcsb.org

Position Title
Teacher - PYP Kindergarten

Job Duties and Responsibilities
No Answer Entered

Leadership Team Member #7

Employee's Name
Stacy Garrison

garrisons@pcsb.org

Position Title
Teacher - PYP 1st grade

Job Duties and Responsibilities
No Answer Entered

Leadership Team Member #8

Employee's Name
Allison Boulanger

boulangera@pcsb.org

Position Title
Teacher - PYP 2nd Grade

Job Duties and Responsibilities
No Answer Entered

Leadership Team Member #9

Employee's Name
Kelly Bryan

bryank@pcsb.org

Position Title
Teacher - PYP 3rd Grade

Job Duties and Responsibilities
No Answer Entered

Leadership Team Member #10

Employee's Name
Kourtney Sweeney

chavezko@pcsb.org

Position Title
Teacher - PYP 4th Grade

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #11

Employee's Name
Blaire Kelley

kelleybl@pcsb.org

Position Title
Teacher - PYP 5th Grade

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #12

Employee's Name
Emily Kohan

kochane@pcsb.org

Position Title
Teacher - PYP Gifted

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #13

Employee's Name
Jillian Putney

putneyj@pcsb.org

Position Title
Teacher - MYP Social Studies

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #14

Employee's Name
Dianna Mills

millsdi@pcsb.org

Position Title
Teacher - MYP Science

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #15

Employee's Name
Denise White

whitede@pcsb.org

Position Title
Teacher - MYP ELA

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #16

Employee's Name
Aaron Cassette

cassettea@pcsb.org

Position Title
Teacher - MYP Performing Arts

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #17

Employee's Name
Veronica Leal

lealv@pcsb.org

Position Title
Teacher - MYP Spanish Teacher

Job Duties and Responsibilities
No Answer Entered

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 early creation of the SIP begins with the School Based Leadership Team which includes teacher leaders from every grade level and subject area, magnet coordinators, and administration. The draft of the SIP is then presented to SAC and PTSA (which includes student leadership representatives) as well as the full school staff for feedback and review. The SIP one pager and a condensed version of the draft SIP is sent through a school messenger, Class Dojo and put on the website to gain feedback and input for any priorities moving forward. All of this feedback is collected and used to revise any areas of the SIP before final review from the SAC. The SAC committee is emailed the SIP draft after input and revisions are made ahead of the SAC meeting where they will vote to approve the SIP to be submitted for final district review. This process ensures that all stakeholders from multiple different places are represented in the creation and input of the SIP.

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)).

After each Progress Monitoring windows (FAST and STAR assessments), the faculty comes together in a data chat whole group., SBLT, small group PLCs, and individual data chats with administration to review the data for needs and adjustments to classroom instruction and/or school-based plans and initiatives. All teachers are required to complete a data planning, reflection and tracking tool to indicate what their focal places should be and what needs or support they have in meeting those

needs. This information is used to update school-based needs in the SIP. Principal Cormier then takes the STAR/FAST data to present to SAC and update them on any adjustments or changes that are made based on the data. This school year the emphasis is on ESE student achievement and overall learning gains for all students which will be consistently highlighted in the data presentations for staff and SAC.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**COMBINATION KG-8**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**NO**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**73.1%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)* ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: A** **2023-24: A** **2022-23: A** **2021-22: B** **2020-21:**

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	86	87	90	90	86	87	110	111	97	844
Absent 10% or more school days	0	7	8	12	6	9	17	7	5	71
One or more suspensions	0	1	0	2	2	2	1	8	6	22
Course failure in English Language Arts (ELA)	0	0	0	1	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	14	17	16	10	9	14	9	0	89
Level 1 on statewide Math assessment	0	17	17	19	11	11	17	11	8	111
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	0	5	5						10
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	8	12	7	5					32

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	3	3	6	7	10	3	13	7	52

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	0	1	0	0	0	0	0	1
Students retained two or more times	0	0	0	1	0	0	1	0	0	2

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		11	11	7	15	10	13	10	11	88
One or more suspensions		1	1	2	4	1	1	11	5	26
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment				11	11	7	10	11	12	62
Level 1 on statewide Math assessment				10	7	11	15	5	8	56
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	5	5	2	1						13
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	5	4	4	10	7					30

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		1		1	10	2	8	10	2	34

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
Students retained two or more times										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	70	62	61	67	59	58	62	55	53
Grade 3 ELA Achievement	62	68	62	70	64	59	72	63	56
ELA Learning Gains	64	59	61	68	60	59			
ELA Lowest 25th Percentile	55	52	55	60	53	54			
Math Achievement*	70	66	62	70	62	59	66	61	55
Math Learning Gains	63	63	60	65	59	61			
Math Lowest 25th Percentile	54	55	53	60	51	56			
Science Achievement	70	59	57	67	54	54	60	52	52
Social Studies Achievement*	72	72	74	74	71	72	71	69	68
Graduation Rate		40	72		31	71		44	74
Middle School Acceleration	89	83	75	79	74	71	74	69	70
College and Career Acceleration		19	56		20	54		17	53
Progress of ELLs in Achieving English Language Proficiency (ELP)		59	61		53	59		56	55

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	67%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	669
Total Components for the FPPI	10
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
67%	68%	68%	59%	56%		72%

* 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	39%	Yes	4	
Asian Students	81%	No		
Black/African American Students	49%	No		
Hispanic Students	75%	No		
Multiracial Students	70%	No		
White Students	81%	No		
Economically Disadvantaged Students	54%	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	70%	62%	64%	55%	70%	63%	54%	70%	72%	89%			
Students With Disabilities	23%		57%	61%	33%	41%	34%	27%					
Asian Students	88%		77%		81%	77%							
Black/African American Students	48%	42%	56%	54%	44%	51%	51%	37%	44%	67%			
Hispanic Students	75%		72%		75%	65%		87%					
Multiracial Students	69%	50%	70%		71%	67%		82%	82%				
White Students	87%	81%	68%	56%	92%	72%	73%	91%	89%	97%			
Economically Disadvantaged Students	52%	34%	63%	57%	49%	55%	52%	39%	58%	78%			

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	67%	70%	68%	60%	70%	65%	60%	67%	74%	79%			
Students With Disabilities	21%		31%	25%	29%	50%	50%	21%					
Asian Students	88%		69%		94%	85%							
Black/African American Students	41%	35%	58%	56%	43%	53%	54%	38%	56%	48%			
Hispanic Students	82%		77%		80%	69%		62%					
Multiracial Students	68%		68%		70%	65%	67%	67%					
White Students	85%	86%	76%	67%	89%	73%	74%	91%	90%	91%			
Economically Disadvantaged Students	46%	32%	60%	57%	45%	54%	56%	45%	60%	59%			

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	62%	72%			66%			60%	71%	74%			
Students With Disabilities	26%	31%			26%				17%				
Asian Students	81%				94%								
Black/African American Students	38%	59%			39%			26%	48%	38%			
Hispanic Students	69%				74%								
Multiracial Students	55%				60%			57%					
White Students	81%	84%			85%			77%	93%	90%			
Economically Disadvantaged Students	42%	50%			48%			38%	52%	57%			

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

| | 2024-25 SPRING | | | | | |
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	63%	65%	-2%	57%	6%
ELA	4	69%	62%	7%	56%	13%
ELA	5	71%	61%	10%	56%	15%
ELA	6	72%	61%	11%	60%	12%
ELA	7	70%	59%	11%	57%	13%
ELA	8	73%	59%	14%	55%	18%
Math	3	63%	68%	-5%	63%	0%
Math	4	73%	68%	5%	62%	11%
Math	5	70%	65%	5%	57%	13%
Math	6	65%	63%	2%	60%	5%
Math	7	31%	33%	-2%	50%	-19%
Math	8	71%	64%	7%	57%	14%
Science	5	72%	67%	5%	55%	17%
Science	8	68%	58%	10%	49%	19%
Civics		72%	78%	-6%	71%	1%
Algebra		86%	59%	27%	54%	32%
Geometry		100%	53%	47%	54%	46%

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 greatest areas of growth this year were in ELA and Science.

Our ELA growth is evident in all grade levels, 3rd through 8th grade. We work collaboratively as a team in our PYP classrooms to ensure that differentiated instruction was being provided through intentional planning focused on continuous progress monitoring. In MYP, we focused on standard based planning and worked collaboratively with district instructional coaches to assure that teachers were providing students with tasks that were challenging and at an appropriate depth of knowledge.

Our work in science for both our PYP and MYP classrooms was a continuation from what we implemented last year. Utilizing STEM activities, a wide array of highly engaging science experiences, resources from the Innovation Foundation, and a "walk to science" plan for 5th grade have once again proven to be effective strategies that support our continued growth in science.

Lowest Performance

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

Our lowest area of improvement is the SWD. The past three years we have had continuous staff turnover within our ESE team. Both of our ESE teachers this past school year were new to the position and required significant support with the compliance requirements of their role. This was a major barrier for the entire team. Our PYP ESE teacher will be new to the team again next year which will result in this being one of our biggest areas of focus again next school year.

Greatest Decline

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

Our greatest decline was our 3rd grade ELA achievement. We had a high number of students with significant behavioral concerns. We worked collaboratively with our 3rd grade teachers with PBIS implementation and will continue to support this work next school year.

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.

Again, our lowest area of performance and our greatest gap is with our SWD and L25 students. The ESE team has had a lot of turn-over the past couple of year on top of losing our ESE compliance unit with increased the workload on our two ESE teachers. Our MTSS team showed great improvement this past year, but we are experiencing turn-over within that team as well again for next year. This will continue to be our biggest area of need and focus again this next school year.

EWS Areas of Concern

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

11% of our incoming 5th grade students demonstrate 2 or more early warning indicators.
12% of our incoming 7th grade students demonstrate 2 or more early warning indicators.
15% of our incoming 6th grade students missed 10% or more days of school.

Highest Priorities

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

1) Increased focus on instructional strategies and support for our SWD in order to see substantial student growth. We will work closely with our ESE and MTSS team to close the achievement gap with at least 45% of SWD demonstrating proficiency or significant academic growth.
2) African American student data improving to at least 60% proficient.
3) Increasing the level of PBIS implementation and engagement strategies to improve student behavior and academic growth.

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 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.

Our current level of performance in math is 70% as evidenced by the 2024-2025 PM 3 FAST/EOC assessment in grades 3-8. We expect to increase our proficiency to 75% in the 2025-2026 school year. The area of focus specifically relating to math will be the instructional practice with an emphasis on the consistent delivery of differentiated instruction in all math classrooms. This area of focus has been identified as a crucial need based on gaps among subgroups in our prior year data.

Measurable Outcome

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

1. The percent of all students achieving Math proficiency will increase by 5%, from 70% to 75% as measured by the 2025-2026 FAST Math PM 3/EOC.
2. The percent of students achieving math proficiency for each grade level (data represents the tests taken not necessarily the grade level of the students in middle school) as measured by 2024-25 FAST Math PM 3/EOC:
3rd - The percent of all students achieving Math proficiency will increase by 5%, from 63% to 68%
4th - The percent of all students achieving Math proficiency will increase by 5%, from 73% to 78%
5th - The percent of all students achieving Math proficiency will increase by 5%, from 70% to 75%
6th - The percent of all students achieving Math proficiency will increase by 5%, from 65% to 70%
7th - The percent of all students achieving Math proficiency will increase by 10%, from 31% to 41%
8th - The percent of all students achieving Math proficiency will increase by 5%, from 71% to 76%
EOC - The percent of all students achieving Math proficiency will increase by 7%, from 93% to 100%

Monitoring

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

1. Focused walkthroughs will be conducted to provide feedback to teachers on aligned instructional

strategies, IB principles, and differentiated instruction.

2. Meet monthly with ESE teachers to monitor Dreambox, iXL, and PM data to collaboratively make adjustments to differentiate instruction for students who have an IEP.

3. PLC's will meet weekly to incorporate differentiated instruction, high yield instructional strategies, collaborative structures, and student inquiry and agency into IB unit planners and daily lessons.

4. Monitor Dreambox, IXL, and PM data as an SBLT and make adjustments to the instructional program at each grade level as needed.

5. Monitor Dreambox, IXL, and PM data in MTSS to determine areas of need for additional intervention assistance.

Person responsible for monitoring outcome
Megan Becker

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:
Utilize data from formative assessments, summative assessments, Dreambox (3-5) and IXL (6-8) to organize students with content in a manner that differentiates instruction, provides individualized practice, and opportunities for spiraling of standards.

Rationale:
Utilizing regular formative assessment data will help teachers to identify areas of growth for each student and accurately differentiate instruction for students to close instructional gaps, which will assist in better performance on their PM 3. Correctly identifying student needs and providing interventions that meet their individual needs will increase math confidence within the classroom. Increased confidence in the content area has a direct correlation with student engagement, which will in turn increase student proficiency.

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

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

Description of Intervention #2:
Utilize the BIG-M at all grade levels to intentionally plan lessons that meet the depth of the standards and monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles.

Rationale:
Implementation of the BEST standards and utilization of the BIG-M to ensure the depth of the standards are being met will increase student performance in the math classroom. Utilizing regular formative assessment data will help teachers to identify areas of growth for each student and accurately differentiate instruction for students to close instructional gaps, which will assist in better performance on their PM 3.

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

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

Description of Intervention #3:

Rationale:

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
Utilize systemic documents

Person Monitoring:	**By When/Frequency:**
Megan Becker	Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Progress monitoring data will be utilized to review the student progress toward mastering the grade level standards.

Action Step #2
Administrator Walkthrough

Person Monitoring:	**By When/Frequency:**
Carrie Cormier, Megan Becker, Jill Black	Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Utilize administrator walkthrough tools to provide timely feedback to teachers and highlight evidence.

Action Step #3
Data review

Person Monitoring:	**By When/Frequency:**
Megan Becker	Quarterly (Minimally)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administrator(s) will review progress within the Dreambox and iXL software as well as FAST data and quarter tests for Algebra and Geometry. The progress will be reviewed with PLCs and a plan to close academic gaps will be developed.

Action Step #4
Recognition/Incentive Plan

Person Monitoring:	**By When/Frequency:**
Megan Becker & Jill Black	3 times/year (following assessments)

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

step:
A school-wide recognition/incentive plan will be established to promote learning gains in the area of math. Students will review their data and set goals with the guidance of math teachers. The recognition/incentive plan will encourage the use of high-yield strategies and ensure continuous academic growth.

Area of Focus #2

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

Instructional Practice specifically relating to Social Studies

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.

Our current level of performance is 72% as evidenced by proficiency on the Civics EOC exam and 60% proficiency on the 6th grade US History PM 3. Teachers will focus on instructional practices that identify critical content and engage students in complex tasks and texts, with scaffolded instruction as needed to improve student learning and increase the overall level of proficiency in Social Studies across all grade levels. If we implement these strategies, the data will show a 6% increase in overall proficiency.

Measurable Outcome

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

The percent of students achieving proficiency on the Civics EOC will increase from 74% to 80%, as measured by the Spring 2026 administration of the Civics EOC.

Monitoring

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

Focused walkthroughs will be conducted, focused on high-yield instructional strategies, collaborative structures, district based classroom look-for's. PLC's will be focused on Unit Planner creation, utilizing data from formative assessments, and modification of instruction as needed, incorporating scaffolded/differentiated instruction into instructional lessons.

Person responsible for monitoring outcome

Megan Becker

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:
Reading Strategies based on focus on cognitively complex tasks and use of purposeful questioning to activate student thinking and inquiry related to Social Studies standards in all grade levels.

Rationale:
Reading strategies that focus on cognitive complexity aim to engage readers in a deeper, more critical analysis of the text. Questioning is a powerful tool to engage students, promote critical thinking, and encourage active learning. The use of focused note taking along with developing strategies for students to interact with their notes will foster a deeper understanding of Social Studies content. Writing in this content area allows students to engage with historical content in a more interactive and meaningful way, helping to develop analytical skills.

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

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

Description of Intervention #2:
Utilize primary source documents at varying text complexity levels throughout the year with appropriate literacy strategies across multiple content areas.

Rationale:
Providing differentiation and scaffolded supports will increase engagement and support student understanding of the standards while allowing access to the content through the varying text complexity levels.

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

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

Description of Intervention #3:
Utilize AVID Strategies, including focused note-taking, writing across content areas - using DBQ tasks in social studies classrooms to build understanding related to Social Studies standards

Rationale:
The use of focused note taking along with developing strategies for students to interact with their notes will foster a deeper understanding of Social Studies content. Writing in this content area allows students to engage with historical content in a more interactive and meaningful way, helping to develop analytical skills.

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
Use AVID/WICOR, Literacy and IXL Civics

Person Monitoring:	**By When/Frequency:**
Megan Becker	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Social Studies teachers will plan instructional units that implement AVID/WICOR strategies including content specific reading tasks, intentional/purposeful questioning, inquiry, collaborative structures, note-taking strategies, and writing tasks within the framework of the Social Studies content being studied.

Action Step #2
Use assessment data to drive personalized instruction and review

Person Monitoring:	**By When/Frequency:**
Megan Becker	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Social Studies teacher will use weekly and quarterly assessment data to create personalized review for students. Teachers will also use this data for creating small groups for instruction and review pull outs.

Area of Focus #3

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.

This area of focus is specific to ELA and Reading. Our current level of performance is 70% of students proficient as evidenced by FAST PM 3 data in 2024-2025 for grades 3-8. Our goal was for an increase of ELA proficiency of 5%. Our increase was 3%, taking Sanderlin from 67% to 62%. Although we increased in proficiency and learning gains, we did not reach our full 5% increase in proficiency goal. Our focus in ELA instruction will be to continue to fully align instruction to the BEST standards following the change from Common Core. Increasing the intentional, collaborative planning for ELA aligned to the BEST standards while also emphasizing AVID/WICOR strategies would increase student proficiency and close gaps among subgroups. Additionally, we will be putting much greater emphasis on learning gains and pushing all students to making a full years worth of growth.

Measurable Outcome

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

The percentage of all students increasing ELA proficiency will increase by a minimum 5% by FAST PM #3 in the Spring of 2026 which would move us from 70% overall proficiency to 75%. (All grade levels moving to 70% or greater in overall proficiency. ESE students and those in the bottom quartile will be closely monitored using frequent progress monitoring data throughout the 2025-2026 school year. 3rd - The percent of all students achieving ELA proficiency will increase by 5%, from 62% to 67%. 4th - The percent of all students achieving ELA proficiency will increase by 5%, from 69% to 74%. 5th - The percent of all students achieving ELA proficiency will increase by 5%, from 71% to 76%. 6th - The percent of all students achieving ELA proficiency will increase by 5%, from 72% to 77% 7th - The percent of all students achieving ELA proficiency will increase by 5%, from 70% to 75%. 8th - The percent of all students achieving ELA proficiency will increase by 5%, from 73% to 78%

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

1. Focused walkthroughs will be conducted weekly using three different tools, ELA look-for's and ELA curriculum document, as well as IB and AVID strategies for reading and writing. 2. Meet weekly with PLC's to discuss Unit Planner creation, focused conversations surrounding the BEST Standards, and data chats following each cycle assessment. 3. FAST and STAR data as an SBLT and adjust the instructional program at each grade level as needed. 4. Monitor FAST and STAR data in MTSS to determine areas of need for additional intervention and/ or coaching.

Person responsible for monitoring outcome
Carrie A. Cormier

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:
1. Collaborative planning for ELA aligned to the BEST standards and AVID/WICOR strategies that foster collaborative learning and structures that increase engagement and rigor.

Rationale:
Collaborative planning in the area of ELA improves lesson development and learning outcomes for students. Teachers can collaborate to create targeted instruction for both whole and small group instruction. Their planning can support all students, including those students who struggle with reading while aligning lessons with grade-level BEST standards for reading and writing.

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 leadership team will complete regular walkthroughs in ELA/reading classrooms utilizing the walkthrough tools to monitor instructional strategies and provide meaningful feedback.

Person Monitoring:	**By When/Frequency:**
Carrie Cormier	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The leadership team has a weekly schedule for monitoring their PLC's with classroom walkthroughs. The team discusses this in weekly leadership team meetings to determine adjustments, needs areas for extra support, intervention needs, etc. This information is then discussed with individual teachers and/or grade level teams by the supporting grade level administrator for adjustments and changes.

Action Step #2
Develop a professional learning plan that supports equitable and successful ELA curriculum implementation

Person Monitoring:	**By When/Frequency:**
Megan Becker and Jill Black	Weekly PLC's

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
PLCs develop a plan for collaborative planning specific to ELA including AVID/WICOR strategies, inquiry-based activities, increased agency, and rigor while integrating topics that meet that needs of each IB unit planner. PLC's will meet weekly with their grade level administrator to monitor group planning, data evaluation, MTSS and interventions and to adjust planning according to the needs of the students based on FAST data and progress monitoring

Action Step #3
Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as extensions/ more advanced texts for students above benchmark. These supports include access to grade-level text and beyond as well as small group instruction based on data.

Person Monitoring:	**By When/Frequency:**
SBLT Teams and MTSS Leads	Bi weekly SBLT meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The SBLT Leads and MTSS Team will do deeper dives into struggling students and students not making gains as well as students that need additional enrichments to determine appropriate interventions and levels of support. This support may come from program interventions, part time hourly support, extra intervention time and ELP.

Area of Focus #4

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

The area of focus for the 2025-2026 school year is to increase academic achievement and learning gains for Students with Disabilities (SWD) across all grade levels, with particular emphasis on English Language Arts (ELA) and Mathematics. This focus encompasses students identified under a range of disability categories, including but not limited to Specific Learning Disabilities, Speech or Language Impairments, Autism Spectrum Disorder, and Emotional/Behavioral Disabilities. Our SWD population represents a diverse group with varying support needs, requiring individualized and differentiated instruction to fully access the general education curriculum.

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.

During the 2024-2025 school year, Students with Disabilities at James B. Sanderlin K-8 demonstrated proficiency rates of 22% in English Language Arts (ELA) and 28% in Mathematics, as measured by the PM3 FAST/EOC assessments for grades 3-8. Additionally, 29% of SWD made learning gains in ELA and 51% made learning gains in Math. These rates remain significantly below the schoolwide averages for non-ESE students, who achieved proficiency in ELA and in Math, with comparable gains.

For the 2025-2026 school year, the school's objective is to increase the percentage of SWD achieving learning gains in both ELA and Mathematics by at least 10 percentage points at each relevant grade level. Specifically, the goal is for at least 39% of SWD to make learning gains in ELA and 61% to make gains in Math, as measured by state progress monitoring tools, IEP goal attainment, and standards-based classroom assessments. Progress toward this outcome will be monitored quarterly to ensure timely interventions and support for SWD students across all grade levels.

Monitoring

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

To ensure progress toward the measurable outcomes for Students with Disabilities, the implementation and impact of this Area of Focus will be monitored through a multi-tiered approach:

- Quarterly Data Reviews: Student performance data—including state progress monitoring assessments (FAST/EOC), IEP goal progress, and classroom-based assessments—will be reviewed quarterly by the ESE team, grade-level teachers, and administration to track learning

gains in ELA and Math for SWD at each grade level.

- IEP Progress Monitoring: Teachers will document and review progress toward individual IEP goals every 4-6 weeks. Any student not making adequate progress will be discussed in collaborative problem-solving meetings, and instructional strategies or interventions will be adjusted as needed.
- Walkthroughs and Fidelity Checks: School administrators and ESE specialists will conduct regular classroom walkthroughs to observe the implementation of accommodations, modifications, and evidence-based instructional strategies for SWD. Feedback will be provided to teachers to support high-fidelity implementation.

Person responsible for monitoring outcome
Carrie Cormier, Megan Becker, & Jill Black

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:
Evidence-Based Intervention: Fidelity Checks for SWD At James B. Sanderlin K-8, fidelity checks are implemented as an evidence-based intervention to ensure that instructional strategies and supports for SWD are delivered as intended. Fidelity checks involve systematic, routine reviews of classroom practices to verify that accommodations, modifications, and evidence-based interventions outlined in students' IEPs are being applied accurately and consistently. These checks are conducted through a combination of classroom observations, review of instructional materials, and staff self-assessment tools. The process includes: Scheduled Observations: ESE specialists and administrators conduct regular walkthroughs to observe the delivery of interventions and accommodations for SWD. Implementation Checklists: Teachers complete checklists documenting the frequency and quality of intervention delivery, ensuring alignment with IEP requirements. Review of Student Work: Samples of student work and progress monitoring data are reviewed to confirm that interventions are impacting student outcomes as intended. Collaborative Feedback: Results from fidelity checks are discussed in team meetings, providing targeted feedback and professional development to staff as needed.

Rationale:
Fidelity checks are essential for maintaining the integrity of evidence-based interventions and ensuring that SWD receive the supports necessary for academic growth. Research shows that interventions are most effective when implemented with high fidelity, as deviations can diminish their impact and lead to inaccurate conclusions about student progress. By systematically monitoring and supporting the implementation process, the school can identify gaps, provide timely coaching, and make data-driven adjustments to instruction.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

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

Action Steps to Implement:

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

Action Step #1

Conduct Routine Fidelity Checks: Review Data and Provide Feedback:

Person Monitoring:	**By When/Frequency:**
Carrie Cormier, Megan Becker, & Jill Black	3 times/year (following assessments)

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

ESE Specialists will schedule and perform regular classroom observations using standardized checklists to ensure interventions and accommodations for SWD are implemented as intended. They will also analyze fidelity check data with administration team and give targeted feedback and coaching to teachers following each observation.

Area of Focus #5

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.

Our area of focus in Science across grades K–8 is to increase student proficiency by delivering rigorous, standard-aligned instruction with an emphasis on consistent instruction in K-5 and hands-on, high-order thinking opportunities across all grade levels.

Our current level of performance in science is **70%** as evidenced by the 2024-2025 assessments across all grade levels. This indicates that while some gains have been made, a significant portion of students are not meeting grade-level expectations.

Instructional practices have lacked consistency in frequency in K-5 and depth across all grade levels, which has limited student opportunities to apply scientific knowledge through inquiry-based learning and critical thinking.

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.

Based on the 2024-2025 science performance data, approximately **70%** of students in grades K–8 demonstrated proficiency on benchmark assessments and/or the state science assessment. Our goal is to increase overall science proficiency to at least **75%** by the end of the 2025-2026 school year

across all grade levels.

Grade-level measurable outcomes include:
- **Grades K–2:** Increase performance on quarterly assessments by **5%**, with a focus on building foundational scientific thinking.
- **Grades 3–5:** Improve proficiency on district science assessments by **5%** from an average of **XX% to XX%**, emphasizing consistent exposure to higher-order/application-based questions and vocabulary.
- **Grade 5 (State Tested):** Increase proficiency on the Florida Statewide Science Assessment from **72% to at least 77%**, through collaborative, hands-on instruction and development of stamina through complex questioning strategies.
- **Grades 6–8:** Improve performance on district science common assessments by **5%** from **60% to 65%**, with a focus on student application of knowledge, increased collaborative planning, and assessment checkpoints throughout instruction.
- **Grade 8 (State Tested):** Increase proficiency on the Florida Statewide Science Assessment from **68% to at least 73%**, through collaborative, hands-on instruction and development of stamina through complex questioning strategies.

Progress will be monitored through formative and summative data, including standards-based classroom tasks, quarterly benchmarks, and grade-level assessments. Emphasis will be placed on student growth in responding to high-order thinking tasks.

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

Classroom Observations & Instructional Walkthroughs: School leadership will conduct regular classroom observations to ensure the consistent implementation of standards-based science instruction. These observations will also support teacher development through immediate, constructive feedback.
- **Data Collection & Analysis:** Formative and summative assessment data will be collected and analyzed regularly to track student proficiency.
  - Unit Assessments (Grades K-8)
  - District Benchmarks (Grades 3–5)
  - Mock SSA (Grades 5 and 8)
- **Progress Tracking:** Student progress will be reviewed at regular intervals to assess growth toward the identified proficiency targets. Disaggregated data will help identify gaps in achievement and inform targeted supports and instructional adjustments.
- **Teacher Collaboration & PLCs:** Weekly common planning and PLC meetings will be used for

teachers to collaboratively analyze student data, identify trends, adjust lesson plans, and share strategies that promote critical thinking and application. This will ensure vertical alignment and consistency in instructional practices.

- **Feedback and Reflection:** Teachers and school leaders will engage in ongoing reflection cycles based on data and observations. Instructional decisions will be guided by this feedback and support will be provided as needed.
- **Parent and Student Engagement:** Progress will be communicated to families through regular updates such as progress reports, parent-teacher conferences, and student-led conferences. Students will be encouraged to track their own growth and reflect on areas for improvement.

Person responsible for monitoring outcome

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:
Incorporate challenging, application based science tasks along with structured discussions to promote higher-order thinking and stamina for complex problem-solving.

Rationale:
Using challenging science tasks and group discussions helps students think more deeply and apply what they've learned in new ways. Talking through their ideas with others builds their understanding and confidence, while also getting them ready for tough test questions.

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

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

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
Rigorous, inquiry-based science instruction with high-level thinking tasks

Person Monitoring: **By When/Frequency:**

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Science teachers will facilitate consistent, high-level science instruction that combines standards-aligned content with inquiry-based learning and hands-on investigations. Students will regularly engage in high-level tasks that require critical thinking, problem-solving, and the application of scientific concepts. Instruction will be planned collaboratively during PLCs and monitored through classroom observations, student performance on tasks, and progress monitoring data.

Action Step #2

Person Monitoring: **By When/Frequency:**

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

Area of Focus #6

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)

Area of Focus Description and Rationale

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

While James B. Sanderlin K-8 may have achieved the Federal Index for our Black student subgroup, we remain committed and aligned with our district's *Bridging the Gap Plan* and our shared commitment to closing achievement gaps. To ensure that we are continuing to work towards closing the achievement gap, we have created specific goals to address our outcomes for our Black students.

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.

Our goal is to increase proficiency for our Black student subgroup by 5% on each of our end of year assessments.

Monitoring

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

Student data will be monitored after each progress monitoring assessment to determine effectiveness of strategies and interventions in place.

Focused walkthroughs will be conducted to provide feedback to teachers on aligned instructional strategies, IB principles, and differentiated instruction.

Collaborative planning alongside IB coordinators will happen weekly to ensure that differentiated strategies are put into Toddle for all IB unit planners.

Dreambox, iReady and IXL data will be monitored regularly to determine effectiveness of strategies

and interventions.

Person responsible for monitoring outcome
Cormier, Carrie

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:
Weekly collaborative lesson planning opportunities for all grade levels and subject area teachers to maximize learning of grade level content with scaffolded support from the teacher, ESE teacher, and Intervention specialist. This will ensure differentiated instruction and direct student supports are happening in the classroom to help students become more successful.

Rationale:
Walkthrough data supports the continued need for differentiation of instruction as an area of need in the classroom. This is a critical component to ensure that the needs of all students are being met. Differentiated planning for all students will continue to increase student growth and achievement in our black students.

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

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

Description of Intervention #2:

Rationale:

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
Implement high yield strategies to increase effectiveness of Tier 1 instruction

Person Monitoring:	**By When/Frequency:**
Cormier, Carrie	end of year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Implement high-yield strategies such as cooperative learning, academic discussion, writing across content areas, and explicit vocabulary instruction.

Action Step #2
Increased Targeted Feedback

Person Monitoring:	**By When/Frequency:**
Becker, Megan	End of year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Monitor student progress through frequent checks for understanding and provide targeted feedback

Action Step #3
Use of Responsive Strategies

Person Monitoring:	**By When/Frequency:**
Black, Jillian	By end of year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Use responsive strategies to build confidence and engagement, such as: Calling on all students by name to ensure opportunities to respond Providing specific, meaningful praise tied to effort and growth

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

The Positive Behavior and Intervention System is a proactive approach to establishing the behavioral supports and social culture needed for all students in our school to achieve social, emotional, and academic success, which is relevant to all grades at James B. Sanderlin K-8. PBIS involves teaching expected behaviors, acknowledging positive behaviors, and providing interventions for challenging behaviors in order to improve overall school climate. PBIS positively impacts student learning by creating a safe and predictable environment where students can focus on academics without the distraction of behavioral disruptions. By promoting positive behaviors and providing timely interventions for students who need additional support, PBIS fosters a conducive learning environment for all. The identification of PBIS as a crucial need was based on data from the prior year, which highlighted ongoing challenges with behavior management and student discipline. Analysis of behavior incident reports, student surveys, and teacher feedback indicated a need for systematic improvements in behavior support strategies. The data also revealed disparities in behavior referrals across different student groups, emphasizing the importance of implementing consistent and equitable behavioral interventions.

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.

Based on our 2024-2025 end of year behavior data, we had 124 Major Office Referrals(incidents). After close analysis, the data revealed that 81% of referrals were for African American students, and 23 of those African American students received 2 or more Major Office Referrals this past school year. This shows a clear need for more strategic intervention strategies for these students.
Our 2024-2025 end of year behavior data also reveals a need for additional support for PBIS implementation within the classrooms. According to our data, 60% of Major Office Referrals were written in response to incidents that occurring in the classrooms. Of those incidents, 32% were coded as classroom disruption and defiance of authority and 37% physical altercations.
During the 2025-2026 school year our goal are to reduce the overall number of Major office referrals 20%. This translates to reducing the total number of Major Office Referrals (incidents) to approximately 100 for the upcoming school year.

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.

Effective implementation of the Positive Behavior and Intervention System (PBIS) at our school requires a robust monitoring plan to ensure its impact on student achievement outcomes. Our approach involves continuous data collection, analysis, and feedback loops to track progress and make informed adjustments.
Data Collection: We will regularly collect data on behavior incidents, student attendance, and feedback from teachers and staff regarding PBIS strategies. This data will provide insights into the effectiveness of our interventions and help identify areas needing improvement.

Analysis: Through thorough analysis of collected data, we will monitor trends in behavior incidents, assess the impact of PBIS on creating a positive school climate, and identify any disparities among student groups. This analysis will inform our decision-making process and guide us in refining our PBIS strategies.

Feedback : Regular feedback cycles will be established to ensure that stakeholders, including teachers, staff, and administrators, are kept informed of progress. This feedback will celebrate successes, address challenges promptly, and facilitate collaborative efforts to enhance PBIS implementation.

Impact on Student Achievement Outcomes: Monitoring PBIS implementation directly influences student achievement outcomes by:

Improving School Climate: PBIS promotes a positive and supportive learning environment, reducing behavioral disruptions and allowing students to focus on academic growth.

Enhancing Social-Emotional Learning: By teaching expected behaviors and providing interventions for challenging behaviors, PBIS supports students in developing essential social-emotional skills crucial for academic success.

Promoting Equity and Inclusion: Ongoing monitoring ensures equitable implementation of PBIS across all student groups, addressing behavior disparities and fostering a sense of belonging for every student.

Informing Data-Driven Decisions: Data collected through PBIS monitoring informs strategic decisions about resource allocation, professional development needs, and targeted interventions to support student success.

Our monitoring plan for PBIS aims to achieve measurable outcomes by reducing behavior incidents and creating a positive school culture conducive to academic and social-emotional growth. By leveraging data and feedback, we will continuously improve PBIS implementation to maximize its impact on student achievement and well-being.

Person responsible for monitoring outcome
Carrie Cormier, Jillian Black, Megan Becker

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:
PBIS is an evidence-based framework that promotes a proactive approach to behavior management in schools. It involves teaching behavioral expectations, reinforcing positive behaviors through incentives and recognition, and providing targeted interventions for students who need additional support. Key components include: • Teaching Expectations: Clearly defining and teaching behavioral expectations across all school settings. • Positive Reinforcement: Implementing systems for acknowledging and rewarding positive behaviors. • Interventions: Providing tiered supports (Tier 1, Tier 2, and Tier 3) based on student needs to address challenging behaviors effectively. Implementation Across Grade Levels: • Elementary Grades (K-5): Implementing PBIS through consistent teaching of behavioral expectations, use of positive reinforcement strategies such as token economies or praise systems, and interventions such as check-in/check-out systems for individual students. • Middle Grades (6-8): Extending PBIS practices with a focus on age-appropriate behavioral expectations, peer mentoring programs, and restorative justice practices to address conflicts and build positive relationships. Monitoring the Effectiveness of PBIS: PBIS implementation will be monitored through a variety of methods to ensure its effectiveness in achieving measurable outcomes: • Data Collection: Regular collection of behavior incident reports, attendance records, and student surveys to track trends in behavior incidents and student perceptions of school climate. • Data Analysis: Analyzing collected data to assess progress towards reducing behavior incidents, identifying any disparities among student groups, and evaluating the impact of PBIS practices on

creating a positive school environment. • Feedback and Adjustment: Providing ongoing feedback to staff and stakeholders based on data analysis, celebrating successes, addressing challenges, and making necessary adjustments to PBIS strategies to improve effectiveness.

Rationale:

The selection of PBIS is rooted in a thorough analysis of our school's behavior incident data from previous years. This data highlighted recurring behavioral challenges that disrupt learning and indicated a clear need for systematic, proactive interventions. PBIS offers a structured framework that allows us to address these challenges proactively by establishing clear behavior expectations, implementing targeted interventions, and continuously monitoring progress through data analysis. Promotion of Positive School Climate: PBIS emphasizes creating a positive and supportive school climate by focusing on prevention rather than punishment. It encourages the teaching of behavioral expectations, reinforcing positive behaviors through incentives and recognition, and providing support and interventions for students who need additional help. By implementing PBIS, we aim to cultivate a school environment where students feel safe, respected, and motivated to succeed academically. Equity and Inclusion: PBIS promotes equity and inclusion by ensuring that behavioral expectations and consequences are applied consistently and fairly to all students, regardless of background or circumstances. Our analysis of behavior incident data revealed disparities in disciplinary actions among student groups, highlighting the importance of implementing practices that promote fairness and reduce disciplinary disparities. PBIS provides a structured approach to addressing these disparities and fostering a sense of belonging for all students within our school community.

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
PBIS Leadership Team

Person Monitoring:	**By When/Frequency:**
Shea Nguyen, Jillian Black, Carrie Cormier	Team formation and initial meetings will begin in July and the team will meet monthly throughout the 25-26 school year.

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

School-wide PBIS Implementation Review: review the expectations, processes and procedures currently in place and update/adjust based on most current behavior data from the end of the 24-25 school year. Data Collection: Collect qualitative and quantitative data on PBIS implementation progress, including team meeting minutes, attendance, and engagement. Feedback Mechanisms: Establish regular feedback loops among team members and with the broader school community to gather insights on the effectiveness of PBIS strategies and team dynamics. Progress Reviews: Conduct periodic reviews of the PBIS action plan and team objectives to assess alignment with school goals and identify any adjustments needed. Outcome Assessment: Measure outcomes such as improved behavior incident reports, increased staff and student satisfaction with school climate, and enhanced collaboration among stakeholders.

Action Step #2
Training and Professional Development

Person Monitoring:	**By When/Frequency:**
Shea Nguyen, Jillian Black	Complete initial PBIS training/refresher during pre-school for all staff members; ongoing as needed

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

The school will monitor the impact of this action step through the following methods: 1. Pre- and Post Training Assessments: Administer surveys or assessments to staff members before and after training to gauge their knowledge, attitudes, and readiness to implement PBIS practices effectively. 2.Observations and Feedback: Conduct classroom observations and gather feedback from staff regarding the implementation of PBIS strategies in daily practice. This includes observing how staff members reinforce positive behaviors and manage challenging behaviors. 3. Data Analysis: Analyze behavior incident data and compare trends before and after training to assess any changes in behavior incidents, disciplinary actions, and overall school climate. 4. Professional Learning Communities (PLCs): Establish PLCs or similar forums where staff can discuss and reflect on PBIS implementation, share successes and challenges, and collaborate on refining strategies based on ongoing feedback and data. By monitoring these indicators, the school will ensure that PBIS training effectively equips staff with the knowledge and skills to implement evidence-based practices, resulting in a positive impact on student behavior, school climate, and academic outcomes.

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.

The SIP is located on the James B. Sanderlin K-8 website under the tab labeled "About Us" located at https://www.pcsb.org/Domain/35

We will also disseminate information regarding the SIP through the following methods:

- Back to school flyers in students first day packet
- Annual Title 1 Meeting
- Social Media Postings
- Calls/Text Messages to inform parents on how to access the information.
- State of the Schools
- School Advisory Council (SAC) meetings
- School Newsletter

Additionally, we want families to be more involved in their student's education. We hope to incorporate families into the intervention process. This may look like having a station at family events where this information can be shared. We have seen great success with our targeted intervention groups but believe this success can be even greater and more lasting if families were part of this process. Intervention group families can receive special invites to our family events to ensure they know about these events and are present to learn more about how to support their scholar.

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)).

To ensure effective parent involvement and support partnerships among the school, parents, and the community to enhance student academic achievement, Sanderlin IB World School will implement activities designed to strengthen parent and family engagement.
1. SAC Committee: We will continue to involve parents in all aspects of its Title I program by encouraging active participation in the School Advisory Council (SAC), ensuring that more than 50% of the SAC members are parent representatives. This involvement will include opportunities to contribute to the development, implementation, and evaluation of the School Improvement Plan (SIP) and the Parent and Family Engagement Plan (PFEP).
2. Orientation, Magnet Events, and Open House Events: Throughout the year Sanderlin will organize orientation sessions, magnet events and open house events to review, introduce and reinforce parents to teachers, school policies, and the curriculum.
3. Parent Workshops and Training Sessions: Throughout the year, we will offer workshops and training sessions on various topics, including effective communication with children, supporting homework routines, and understanding curriculum standards. This year, we will add Mental Health and Wellness Workshops to provide parents with tools to support their children's emotional well-being based on the needs parents indicated in the parent survey.
4. Flexible Parent-Teacher Conferences: Providing flexible scheduling options for parent-teacher conferences to facilitate open communication and strengthen the partnership between parents and teachers.
5. Parent Involvement Opportunities: Promoting volunteerism through the PTSA and other avenues for parents to engage in school activities, thereby fostering a sense of belonging within the school community.
6. Utilize Technology: Leveraging technology to strengthen parent-school communication through online portals, email newsletters, online meetings, etc.

The Parent and Family Engagement Plan is located on the James B. Sanderlin K-8 website under the tab labeled "Resources" located at https://www.pcsb.org/Domain/35

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)).

At Sanderlin, 39% of our students with disabilities showed proficiency on end of year FAST assessments. While this number is continuing to grow in an upward trend, it is still significantly lower than our proficiency goal. We would like to increase our proficiency to at least 50% for the 2025-2026 school year.

Strategic scheduling for our ESE teachers to co-plan lessons to ensure differentiation and direct support of ESE students are happening in the classroom to maximize student learning of content with scaffolded support from the ESE teacher.

Continuous differentiation and strategic scheduling will assist in helping to close the gaps and meet the goals. A few action steps below will assist in helping to close the gaps:

1. VE Resource teachers will take part in at least two scheduled collaborative planning sessions a month with Grade level PLC teachers where they will intentionally plan for differentiation using ESE student data.
2. Lesson plan/unit plans will indicate differentiation stratgies the teachers are using with all students and how the VE Resource teacher is using these strategies in a co teach model or pull out model with students.
3. Grade level PLC's will collect and interpret data from multiple data sources including FAST, Dreambox, IXL, iStation and iReady to monitor progress with IEP goals and objectives and drive instruction based on student need, including regular and purposeful adjustments to accommodations and interventions.
4. Title 1 Compact was created:
Parent/Guardian Agreement:
As the parent/guardian of a student in this Title I Magnet program, I agree to:
• Ensure that my child attends school consistently and on time
• Provide a home environment that encourages my child to learn and read
• Talk to my child about his/her school activities on a regular basis
• Show respect and support for my child, the teachers and the school
• Assist the school in developing positive behaviors students
• Support participation in parent events and magnet activities
• Communicate with my child's teacher
• Support all school policies and procedures
• Attend and support school events and activities such as PTSA, SAC and parent trainings
Student Agreement: As a student in this Title I Magnet Program, I agree to:
• Come to school daily prepared to learn

• Do my best in schoolwork and behavior
• Exhibit behaviors that promote a positive learning environment
• Participate in class and school activities
• Treat myself, my school and others with respect
• Work cooperatively with my classmates
• Accept responsibility for my actions

School Agreement: The entire school staff will share the responsibility for student achievement and magnet expectations and will do the following: Hold parent/teacher conferences. Send reports to parents on their child's progress. Provide opportunities for parents to volunteer and participate in their child's school activities. Provide an environment conducive to learning. Respect the scholar, their parents and the diverse culture of the school.

Additionally, the academic program will be strengthened in the Area of Focus of Math using our Title I funds and support as we were able to purchase an additional Math teacher to lower class size and provide extra support.

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)).

James B. Sanderlin Elementary School will conduct meetings with parents and our ESE team to discuss policies and procedures for ESE students, as well as, the specific learning needs and expectations for ESE students.

Our school works with the Sanderlin Center across the street and R Club to provide extra support for students and families. We utilize the Pack a Snack program, provide free breakfast and lunch for all students. Additionally, we have created a robust mentor and volunteer program and work with the "Grandmas" program to provide extra support to our students and teachers in the classrooms

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

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

Each year, administration connects with district ESE personnel to complete inclusive scheduling to ensure that students are placed in courses that correctly meet the needs of their IEP goals.

Upon completion of our FAST assessments, district and school personnel work together to disaggregate data to determine individual student needs to ensure that we are working to effectively match students with the appropriate accommodations to close the achievement gaps.

With the help of data analytics, we consistently receive real time data that incorporates student test scores, behavior, attendance and additional markers that determine student success and achievement. In our regularly scheduled MTSS meetings, our school team reviews that data and adjusts accommodations and instructional strategies to assist students in meeting their short/long-term goals.

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).

At Sanderlin, 39% of our students with disabilities showed proficiency on end of year FAST assessments. While this number is continuing to grow in an upward trend, it is still significantly lower than our proficiency goal. We would like to increase our proficiency to at least 50% for the 2025-2026 school year.

Strategic scheduling for our ESE teachers to co-plan lessons to ensure differentiation and direct support of ESE students are happening in the classroom to maximize student learning of content with scaffolded support from the ESE teacher.

Continuous differentiation and strategic scheduling will assist in helping to close the gaps and meet the goals. Below are a few action steps created to assist in achieving our goal of 50% proficiency:

1. VE Resource teachers will take part in at least two scheduled collaborative planning sessions a month with Grade level PLC teachers where they will intentionally plan for differentiation using ESE student data.

2. Lesson plan/unit plans will indicate differentiation stratgies the teachers are using with all students and how the VE Resource teacher is using these strategies in a co teach model or pull out model with students.

3. Grade level PLC's will collect and interpret data from multiple data sources including FAST, Dreambox, IXL, iStation and iReady to monitor progress with IEP goals and objectives and drive instruction based on student need, including regular and purposeful adjustments to accommodations and interventions.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	**No**

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