GEORGE W. CARVER ELEMENTARY SCHOOL

2025-26 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of the International Studies/International Education Magnet program at G.W. Carver Elementary is to foster an innovative, multilingual program with an academically challenging and rigorous curriculum, ensuring student achievement and personal growth for success in a global society.

Provide the school's vision statement

Our vision is to provide a multilingual environment that prepares students for global success in an everchanging world.

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
Patricia D. Fairclough

pfairclough@dadeschools.net

Position Title
Principal

Job Duties and Responsibilities

Principals supervise teachers and educational staff and keep track of student performance. They ensure that school facilities remain safe for students and faculty and plan regular maintenance of school grounds and equipment. Principals also research and acquire new materials and resources to improve the experience of both students and teachers.

Leadership Team Member #2

Employee's Name
Kadie Montano

kadiemontano@dadeschools.net

Position Title
Assistant Principal

Job Duties and Responsibilities

The Assistant Principal is responsible for facilitating the day-to-day requirements of the school. She needs to ensure the safety of students, as well as the fulfillment of federal and state student and teacher performance guidelines. This leadership position includes interactions with students, teachers, other administrators, board members, and parents.

Leadership Team Member #3

Employee's Name
Evelyn Martinez

e.martinez@dadeschools.net

Position Title
Magnet Coordinator

Job Duties and Responsibilities

Special Programs/Magnet Coordinator is responsible for coordinating site-based program activities. This includes integrating each program's theme into curricula as assigned, exploring partnerships to enhance educational offerings, and marketing the program to potential families and the community.

Leadership Team Member #4

Employee's Name
Christina Padron

c.padron@dadeschools.net

Position Title
Teacher K-12

Job Duties and Responsibilities

Teachers are responsible for keeping the classroom under control, developing lesson plans, establishing and enforcing a set of rules for the classroom, as well as keeping parents updated on their child's progress. In addition, teachers are charged with preparing students for standardized tests, monitoring and enforcing rules and expectations to ensure safety, encouraging students to learn, and recognizing students deficiencies and strengths to facilitate progress towards proficiency in state and national standards.

Leadership Team Member #5

Employee's Name
Mikala Fils-Aime

328175@dadeschools.net

Position Title
Media Specialist

Job Duties and Responsibilities

Media Specialists are responsible for using evaluation techniques to measure the effectiveness of the school's media program. They can then adjust the program to meet the needs they identify. They can also evaluate, select, and acquire materials and equipment to support the instructional program and meet the needs of the learners.

Leadership Team Member #6

Employee's Name
Rachel Gomez

rachelg@dadeschools.net

Position Title
Teacher K-12

Job Duties and Responsibilities

Teachers are responsible for keeping the classroom under control, developing lesson plans, establishing and enforcing a set of rules for the classroom, as well as keeping parents updated on their child's progress. In addition, teachers are charged with preparing students for standardized tests, monitoring and enforcing rules and expectations to ensure safety, encouraging students to learn, and recognizing students deficiencies and strengths to facilitate progress towards proficiency in

state and national standards.

2. Stakeholder Involvement

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

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

Our learning institution will continue to have a thriving relationship with our award winning PTA. Our goal is to have 100 percent of our teachers to join the PTA so that we can all become invested in working together to strengthen the learning environment. We will continue to build on our community involvement by adding to our current partnerships. Our school will continue to invite all of our driven instructional leaders to join the school leadership team. It is important to have teachers who feel that they have a stake in the betterment and progression of our school. This year we will also focus on student voice. There will be leadership opportunities for our students through our broadcasting team and opportunities for our 5th grade students to run for student council. Parents will have updated school information through Class Dojo and the weekly Thursday communicator that is distributed by the PTA. We will continue to host after school family engagement events so that we can build family relationships at Carver Elementary. Our stakeholders have a vital role in the SIP development process. We review the data from our students, parents, and teachers and compare them to the previous year so that we are able to establish trends for successes and needs for improvement. Our school leadership team also analyzes and reflects on feedback from our community partners so that we can build even stronger connections for our future partnerships.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The School Improvement Plan (SIP) will be formally monitored and reviewed every four weeks by the leadership team. During each review cycle, the team will collect and analyze generated data to measure progress toward projected growth. Particular attention will be given to students with the greatest achievement gaps by examining the effectiveness of tiered instruction and ensuring targeted

supports are in place.

The leadership team will also monitor the use of supplemental curriculum and confirm that IEP accommodations are being implemented effectively within the learning environment. Data analysis will guide us in tracking progress toward our 2025–2026 goals for all Carver learners.

If goals are not being met, we will revise our approach through a holistic problem-solving process. This includes evaluating curriculum, instructional delivery, parent engagement, tiered supports, IEP implementation, and individual student needs to determine the most effective course of action.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**NO**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**30.1%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **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: A** **2020-21:**

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	92	91	98	95	94	100				570
Absent 10% or more school days		8	2	0	0	3				13
One or more suspensions										0
Course failure in English Language Arts (ELA)				1	3	2				6
Course failure in Math			1		3	5				9
Level 1 on statewide ELA assessment				0	5	3				8
Level 1 on statewide Math assessment				0	0	3				3
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	3		3	1	7	7				21
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	2	2	2		1					7

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	1	3	1	8	5				19

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	0	1	1	0	2				5
Students retained two or more times										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		8	2			3				13
One or more suspensions										0
Course failure in English Language Arts (ELA)				1	3	2				6
Course failure in Math			1		3	5				9
Level 1 on statewide ELA assessment				1	2	6				9
Level 1 on statewide Math assessment						4				4
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	5	7	2						15
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	4	1							6

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	4	2	1	4	7				19

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										0
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*	89	65	59	88	63	57	85	60	53
Grade 3 ELA Achievement	91	65	59	91	63	58	85	60	53
ELA Learning Gains	75	65	60	76	64	60			
ELA Lowest 25th Percentile	69	62	56	61	62	57			
Math Achievement*	96	72	64	94	69	62	93	66	59
Math Learning Gains	76	66	63	81	65	62			
Math Lowest 25th Percentile	65	59	51	74	58	52			
Science Achievement	89	63	58	90	61	57	74	58	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	71	66	63	69	64	61	78	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	80%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	721
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
80%	80%	82%	72%	58%		66%

* 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	50%	No		
English Language Learners	83%	No		
Black/African American Students	69%	No		
Hispanic Students	81%	No		
White Students	90%	No		
Economically Disadvantaged Students	63%	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	89%	91%	75%	69%	96%	76%	65%	89%					71%
Students With Disabilities	41%		50%		65%	42%							
English Language Learners	91%	94%	71%	80%	95%	83%	71%	90%					71%
Black/African American Students	68%		59%		82%	65%	60%	77%					
Hispanic Students	90%	90%	77%	75%	96%	75%	63%	89%					70%
White Students	90%	92%	71%		100%	86%		100%					
Economically Disadvantaged Students	70%	67%	49%	39%	85%	63%	50%	85%					60%

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	88%	91%	76%	61%	94%	81%	74%	90%					69%
Students With Disabilities	67%				67%								
English Language Learners	89%	90%	79%	77%	94%	74%		87%					69%
Black/African American Students	54%		52%	36%	73%	61%	67%	67%					
Hispanic Students	91%	90%	78%	71%	96%	81%	79%	96%					67%
White Students	96%	100%	83%		98%	93%		90%					
Economically Disadvantaged Students	78%	74%	70%	56%	86%	72%	76%	84%					

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	85%	85%			93%			74%					78%
Students With Disabilities	38%				69%								
English Language Learners	79%	72%			98%			71%					71%
Black/African American Students	61%	57%			76%								
Hispanic Students	87%	87%			94%			71%					69%
White Students	96%	95%			100%			87%					
Economically Disadvantaged Students	70%	73%			87%			65%					67%

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

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

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

		2024-25 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	89%	60%	29%	57%	32%
ELA	4	87%	59%	28%	56%	31%
ELA	5	86%	60%	26%	56%	30%
Math	3	98%	69%	29%	63%	35%
Math	4	96%	68%	28%	62%	34%
Math	5	92%	62%	30%	57%	35%
Science	5	89%	56%	33%	55%	34%

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?

Data Component: ELA Lowest 25th Percentile (from 61% in 2024 to 69% in 2025).
Our most significant improvement was in the performance of students in the lowest 25th percentile in ELA. This 8-point increase reflects targeted interventions through small-group instruction, intentional use of data trackers, and increased monitoring of tiered supports. We also leveraged supplemental reading resources and strengthened progress monitoring cycles, ensuring teachers had timely data to inform instruction.

Lowest Performance

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

Data Component: Math Lowest 25th Percentile (65% in 2025).
Although this is still above both district and state averages, it remains our lowest-performing area. Contributing factors include challenges in foundational math skills, particularly in problem-solving and application, which require consistent scaffolding. A trend over the past three years indicates fluctuations in this subgroup, suggesting the need for ongoing, targeted tiered instruction, as well as consistent use of math manipulatives and real-world application tasks to deepen understanding.

Greatest Decline

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

Data Component: Math Lowest 25th Percentile (declined from 74% in 2024 to 65% in 2025).
This 9-point decline highlights an area of concern. Contributing factors include gaps in learning transfer from procedural fluency to conceptual understanding. Additionally, the shift in curriculum pacing created challenges in addressing prerequisite skills. We are responding by implementing more intentional scaffolds during Tier 2 and Tier 3 instruction and strengthening teacher professional development in math intervention strategies.

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.

Data Component: Math Achievement (96% school vs. 64% state = 32-point gap).

Although our students continue to excel in math achievement, the greatest gap compared to the state average is in this area. This positive gap reflects our school's strong emphasis on math fluency, consistent use of data-driven instruction, and the integration of STEM-based problem solving. The trend shows steady improvement over the past three years (93% in 2023 → 94% in 2024 → 96% in 2025), suggesting that our instructional practices are not only effective but also sustainable.

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 2024–25, several indicators highlight areas requiring close attention. Chronic absenteeism is evident, with 13 students absent for 10% or more school days, most notably concentrated in Grade 1 with eight students. Although the number is relatively small, this early trend is concerning as it may impact foundational learning and long-term academic success. In addition, 21 students in grades K–3 were identified with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. This is the largest group represented in the EWS data, underscoring the urgency of strengthening early literacy instruction, phonics, and progress monitoring systems to close gaps before they widen in the upper grades.

Academic performance in core areas also presents concerns, particularly in grades 3–5. There were six course failures in English Language Arts and nine in Mathematics, along with eight students performing at Level 1 on the statewide ELA assessment and three students at Level 1 on the Math assessment. These failures and low assessment scores are concentrated in the testing grades, signaling a critical need for targeted interventions, small-group support, and standards-aligned instruction. Taken together, the data suggest that addressing chronic absenteeism and foundational literacy in the early grades, along with reinforcing academic support in upper elementary, will be essential for improving student achievement and reducing risks identified through the EWS indicators.

Highest Priorities

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

For the 2025–2026 school year, Carver Elementary's highest priorities center on addressing the needs of our most fragile learners while also expanding opportunities for all students to thrive. Our first priority is to strengthen tiered supports for the lowest-performing quartile in both ELA and Math, ensuring that students in the bottom 25% receive intentional, data-driven interventions and consistent progress monitoring. Alongside this, we will provide targeted professional development in math intervention strategies and conceptual understanding so that teachers are equipped with effective tools to close gaps and accelerate growth.

At the same time, we recognize the importance of engagement and enrichment. We will leverage technology integration and project-based learning opportunities to sustain high levels of student motivation and achievement. A key instructional priority will also be to embed writing across all grade levels and throughout the curriculum, fostering critical thinking and communication skills that support success across content areas. Finally, we will elevate student voice by expanding leadership opportunities and ensuring students play an active role in shaping their learning environment. Together, these priorities will guide our efforts to ensure equitable growth, deeper learning, and a stronger sense of ownership among all students.

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 Differentiation

Area of Focus Description and Rationale

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

Based on the 2025 data, our area of focus will be **differentiated instructional practices** with an emphasis on **supporting learning gains and improving outcomes for students in the lowest 25th percentile (L25)**. While overall achievement at Carver remains significantly above district and state averages, the data reveals that learning gains in Math decreased from 81% in 2024 to 76% in 2025, and the performance of students in the Math lowest 25th percentile declined sharply from 74% to 65%. Although ELA lowest 25th percentile performance improved (61% → 69%), this subgroup continues to require close monitoring and targeted support.

These trends highlight the need for intentional differentiation that addresses the diverse academic needs of students. By strengthening small-group instruction, leveraging progress monitoring, and ensuring tiered interventions are delivered with fidelity, we will provide the necessary scaffolds to close gaps for our most at-risk learners. Differentiation will also allow high-performing students to be challenged appropriately while ensuring that fragile learners receive individualized support. This focus will directly contribute to improving learning gains across content areas and ensuring equitable growth for all 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.

By May 2026, Carver Elementary will increase overall student learning gains to 90% in both Reading and Math, as measured by statewide assessments. In addition, the percentage of students in the lowest 25th percentile (L25) making learning gains will increase to at least 70% in both Reading and Math.

Monitoring

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

Administration will review Differentiated Instruction (DI) folders through weekly walkthroughs. Both administration and teachers will monitor topic and bi-weekly assessment data, as well as, i-Ready Diagnostics, FAST assessments, & intervention progress monitoring assessments throughout the school year.

Person responsible for monitoring outcome
Kadie Montano

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 research-based approach to teaching that provides students with different learning experiences based on their individual needs and interests. This can be done by varying the content, process, product, and/or environment of instruction. Differentiated instruction can help all students learn effectively, regardless of their background or ability level.

Rationale:
Small group/differentiated instruction is a teaching strategy that allows teachers to tailor their instruction to the individual needs of their students. This can be done by grouping students based on their ability level, learning style, or interests. By providing students with different learning experiences, teachers can help all students to succeed. In addition to providing targeted instruction, small group/ differentiated instruction also allows teachers to have more meaningful discussions with students. These discussions can help teachers to better understand how students are thinking and to provide them with the support they need to learn. Small group/differentiated instruction is the most effective way to remediate or enrich benchmark-based instruction. By grouping students according to their needs, teachers can ensure that all students are receiving the instruction they need to master the benchmarks.

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
Tracking Student Data- Teachers & Administration

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

Patricia Fairclough   09/26/25/ Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administration and teachers will monitor topic and bi-weekly assessment data, as well as, i-Ready Diagnostics, FAST assessments, & intervention progress monitoring assessments throughout the school year. Our lowest 25% population, along with other students identified through available data, will also receive monthly progress monitoring assessments. These assessments will help us track specific progress and ensure that students are receiving the support they need. This data will also be used to inform student conferences where teachers discuss student progress targeted differentiated instruction, and monitor student progress.

Action Step #2
Strategic Instructional planning for differentiation

Person Monitoring:	**By When/Frequency:**
Kadie Montano	September 26, 2025/Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will be trained and supported in planning lessons that incorporate differentiated strategies to meet the diverse needs of students, particularly those in the L25. This includes using varied content, processes, and products, as well as flexible grouping and scaffolding techniques to ensure that all students can access the material at their individual readiness levels. To monitor progress, lesson plans will be reviewed regularly by and walkthroughs will be conducted to observe differentiation in action. Additionally, teachers will engage in collaborative planning sessions to share best practices and refine their approaches based on student data and feedback.

Action Step #3
Data Chats with Administration

Person Monitoring:	**By When/Frequency:**
Patricia D. Fairclough	9/26/25/quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
At the end of the testing window FAST PM1 & I-Ready AP1, administration will meet with teachers to discuss student progress. Together, they will analyze data from ongoing progress monitoring assessments, i-Ready, and topic assessments to identify any areas where students need additional support. Based on this analysis, teachers and administration will make necessary instructional shifts to improve student achievement and improve differentiated instruction. Administration will monitor the impact of this through walk-throughs, lesson plans, and data points.

Area of Focus #2

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.

The area of focus for Carver Elementary is the instructional practice of benchmark-aligned writing across all grade levels and content areas. Students will consistently use the RACE strategy (Restate, Answer, Cite, Explain) in ELA, as well as, in Math, Science, and Social Studies to strengthen their ability to produce clear, evidence-based written responses. Embedding writing across the curriculum ensures that students practice these skills daily, improving both literacy and content knowledge.

Although writing has not yet been included as part of school accountability through the FAST assessment system, Carver has closely monitored student writing development and progress through schoolwide rubrics, quarterly benchmarks, and writing samples. This monitoring has shown that while ELA proficiency overall is strong (89% in 2025), writing proficiency will be strengthened. Students in the lowest 25% subgroup, though improving from 61% in 2024 to 69% in 2025, continue to require targeted support in constructing extended responses and citing text evidence.

By prioritizing benchmark-aligned writing instruction across the curriculum, we will ensure that students, especially in grades 4 and 5, are prepared to meet proficiency standards on the PM3 Writing assessment. This focus will also build stronger literacy foundations in K–3, ensuring all students are equipped with the writing skills necessary for long-term academic success.

Measurable Outcome

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

By May 2026, at least **85% of students in grades 4 and 5** will score proficient or higher on the PM3 Writing assessment, demonstrating mastery of evidence-based writing skills through consistent application of the RACE strategy across all content areas.

Monitoring

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

The monitoring approach is differentiated by grade band to align with developmental expectations and state assessment requirements. In grades K–3, students are building foundational writing skills, so progress will be tracked through quarterly writing samples and data chats that allow teachers to analyze growth and adjust instruction in real time. In grades 4–5, students are preparing for the statewide PM3 Writing assessment, making it essential to monitor progress through quarterly schoolwide benchmarks and standardized rubrics. This alignment between daily instruction, the RACE strategy, and state proficiency expectations ensures meaningful feedback, early identification of gaps, and steady progress toward writing proficiency.

Person responsible for monitoring outcome
Patricia D. Fairclough

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:
Ongoing Progress Monitoring (OPM) is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. OPM can be implemented with individual students or an entire class.

Rationale:
Ongoing Progress Monitoring (OPM) in writing provides teachers with frequent data on how well students are applying the RACE strategy and developing their ability to construct evidence-based responses. By collecting quarterly writing samples in grades K–3 and conducting writing benchmarks in grades 4–5, teachers can quantify student growth, measure responsiveness to instruction, and adjust supports in real time. OPM ensures early identification of students who are struggling with organization, elaboration, or citing text evidence, allowing for targeted interventions that strengthen writing proficiency. This evidence-based approach directly aligns with our SIP measurable outcome of ensuring that 85% of students in grades 4–5 demonstrate proficiency on the PM3 Writing assessment while also building a strong writing foundation in the primary grades.

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
Tracking Student Data

Person Monitoring:	**By When/Frequency:**
Kadie Montano	09/29/25/ Biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administration and teachers will monitor topic and bi-weekly assessment data, as well as the i-Ready Diagnostics, throughout the school year. Our Lowest 25% population, along with any other students identified through available data, will also undergo monthly progress monitoring assessments. These assessments will help us track specific progress and ensure that students are receiving the support they need. This data will also be used to inform student conferences, where teachers will discuss student progress, target instruction, monitor student progress, and adjust instruction as needed.

Action Step #2
Writing Integration Across the Curriculum

Person Monitoring:
Mrs. Patricia Fairclough

By When/Frequency:
by 9/29/25/ Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will embed writing tasks into Math, Science, and Social Studies lessons to provide students with consistent opportunities to practice evidence-based responses. These tasks will require students to use the RACE strategy to explain reasoning, cite evidence from text or data, and communicate clearly in writing.

Action Step #3
Writing PD on the RACE Strategy

Person Monitoring:
Mrs. Patricia D. Fairclough

By When/Frequency:
9/23/25

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will participate in professional development focused on embedding the RACE strategy (Restate, Answer, Cite, Explain) into daily instruction across all content areas. Training will include modeling, collaborative planning, and analysis of student work to ensure consistent implementation. Faculty meetings and grade-level planning sessions will be used to reinforce expectations and share best practices.

Area of Focus #3

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

Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale

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

G.W. Carver Elementary will integrate technology into daily instruction across all grade levels to sustain our high levels of proficiency and further engage students in interactive learning experiences. Current data reflects strong achievement (**ELA proficiency at 89%, Math at 96%, and Science at 89%**), positioning our school well above district and state averages. By leveraging iPads, Apple TVs, and digital platforms, teachers will enhance differentiation, support project-based learning, and provide students with multiple modalities to demonstrate mastery. This area of focus aligns with our priority of maintaining excellence while addressing the needs of diverse learners.

Measurable Outcome

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

By May 2026, 100% of teachers will integrate technology into daily instruction to support differentiation and engagement, as measured by lesson plans, classroom walkthroughs, and

observation data. In addition, at least 90% of students will report positive engagement with technology as a learning tool, as measured by biannual student climate surveys.

Monitoring

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

Implementation of technology integration will be monitored through classroom walkthroughs, lesson plan reviews, and observation data to ensure consistent use of technology as an instructional tool. Impact will be measured by student climate surveys administered twice a year to assess engagement.

Person responsible for monitoring outcome

Patricia D. Fairclough

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:

Technology Integration is the use of technology tools in general content areas in education in order to allow students to apply computer and technology skills to learning and problem-solving. Generally speaking, the curriculum drives the use of technology and not vice versa.

Rationale:

Integrating technology into the classroom enhances engagement and supports personalized learning by offering tools that cater to students' individual needs, especially those in the L25 group. Digital resources such as adaptive learning software adjust lessons to match students' progress, ensuring appropriate levels of challenge. Interactive tools, including educational games and multimedia, increase student engagement by appealing to different learning styles and fostering active participation. Technology also promotes collaboration through virtual classrooms, group projects, and discussion forums, building communication and teamwork skills. Additionally, it provides access to a vast array of resources beyond traditional textbooks, enriching students' learning experiences. The use of real-time feedback and data collection tools allows for immediate assessment of student progress, enabling teachers to adjust instruction as needed. Monitoring can be done by tracking tool usage, analyzing performance data, and gathering feedback from both students and teachers to ensure technology is effectively supporting learning objectives.

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
Integration of IPADs- job embedded professional development

Person Monitoring:	**By When/Frequency:**
Kadie Montano	9/3/2025/monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Professional development on effective iPad integration will be embedded into faculty meetings throughout the school year. These sessions will provide teachers with practical strategies to enhance student engagement, support differentiation, and strengthen instructional delivery using iPads. Training will include modeling of interactive lesson design, exploration of instructional apps aligned to standards, and methods for monitoring student learning through digital tools. Implementation will be supported through peer sharing during meetings and follow-up classroom walkthroughs to ensure application of strategies. Evidence of iPad integration will also be documented in lesson plans and student work products.

Action Step #2
AI Integration Professional Development

Person Monitoring:	**By When/Frequency:**
Christina Padron	Sept. 3/One time

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
A one-time professional development session will be provided for teachers on the purposeful use of artificial intelligence (AI) tools in the classroom. This training will introduce strategies for using AI to support lesson planning, differentiation, and formative assessment, as well as ways to responsibly integrate AI to enhance student engagement and personalize learning. Teachers will explore practical applications of AI that align with instructional goals and standards. The effectiveness of this action step will be monitored by reviewing lesson plans and conducting classroom walkthroughs to confirm the integration of AI strategies into instruction. Impact will be measured through student achievement data points, including progress monitoring results, and through teacher and student surveys that capture levels of engagement, confidence, and perceived effectiveness of AI-supported practices. These measures will ensure that the training leads to meaningful and sustained integration of AI in the classroom.

Action Step #3
Technology Integration with STEM

Person Monitoring:	**By When/Frequency:**
Kadie Montano	October 15, 2025/quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will integrate technology into STEM challenges to provide students with opportunities to collaborate, problem-solve, and apply critical thinking skills to real-world scenarios. Students will use digital tools, coding platforms, and interactive applications to design, test, and refine solutions as part of project-based learning experiences. These challenges will be embedded into instruction across grade levels to strengthen both engagement and academic achievement.

IV. Positive Learning Environment

Area of Focus #1

Other: Empowering the voices of all stakeholders

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.

Empowering stakeholder voice not only fosters trust, collaboration, and shared ownership of school goals but also strengthens teacher and student retention. When students, staff, families, and community members have meaningful opportunities to share ideas and feedback, the school becomes more responsive and supportive. Teachers who feel valued and heard are more likely to remain committed to the school community, while students who see their perspectives reflected in decision-making feel a stronger sense of belonging. This inclusive approach builds positive relationships, enhances school culture, and ensures improvement efforts reflect a collective vision—creating an environment where both educators and students want to stay and thrive.

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

By May 2026, at least 85% of stakeholders (students, parents, and staff) will report that their voices are valued in decision-making and school improvement efforts, as measured by school climate surveys, participation rates in student leadership opportunities (broadcasting team, student council), and increased parent/teacher participation in PTA and School Leadership Team initiatives. Data will be collected with school based end of year satisfaction surveys.

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.

Progress will be monitored through quarterly surveys of students, parents, and staff, as well as participation logs from PTA. The leadership team will review this data every quarter, compare it to baseline results, and make adjustments as needed to ensure stakeholder voice is consistently represented in decision-making.

Person responsible for monitoring outcome
Patricia D. Fairclough

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:
Shared Leadership:Shared Leadership is the practice of governing a school by expanding the number of people involved in making important decisions related to the school's organization, operation, and academics. In general, Shared Leadership entails the creation of leadership roles or decision-making opportunities for teachers, staff members, students, parents, and community members. Shared Leadership is widely seen as an alternative to more traditional forms of school governance in which the principal or administrative team exercises executive authority and makes most governance decisions without necessarily soliciting advice, feedback, or participation from others in the school or community. Examples may include maintaining a strong Parent Teacher Student Association (PTSA) or an engaged Educational Excellence School Advisory Council (EESAC).

Rationale:
The rationale behind shared leadership as an intervention for empowering stakeholder voice lies in the belief that effective decision-making and school improvement require the active involvement and contributions of all members of the school community—teachers, parents, students, and staff. By decentralizing leadership and creating opportunities for all stakeholders to have a say in the direction of the school, we foster a sense of ownership, accountability, and collaboration. Shared leadership recognizes that each individual brings unique perspectives and expertise, and it taps into this collective wisdom to make decisions that are more responsive to the diverse needs of the school community. This approach not only empowers stakeholders to be active participants in shaping policies and practices but also creates a culture of mutual respect, trust, and shared responsibility for the success of all students. Through shared leadership, we build stronger connections, increase engagement, and promote a more inclusive, transparent, and equitable learning environment.

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
Carver Connect: Quarterly Parent Engagement Sessions

Person Monitoring:	**By When/Frequency:**
Patricia D. Fairclough	October 15, 2025 & on-going Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Carver Connect is a quarterly parent engagement session designed to foster stronger partnerships between teachers, parents, and the school community. These sessions provide a platform for parents to learn how to support their child's education at home, ask questions, and engage in meaningful conversations about their child's learning. Each session will focus on practical strategies for helping students succeed in various academic areas, with the flexibility for parents to choose the topics that resonate most with them. Ultimately, Carver Connect is about building a stronger, more inclusive community where everyone has a voice, fostering collaboration, and ensuring that all stakeholders are invested in the success of each student. This will be monitored by quarterly parent surveys.

Action Step #2
Student Perspective Monthly Meetings

Person Monitoring:	**By When/Frequency:**
Patricia D. Fairclough	10/1/25 & Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Monthly Student Feedback Meetings are a dedicated initiative to gather and amplify the voices of students across different subgroups, ensuring that all students' perspectives are heard and valued in shaping the school's environment and practices. Each month, we focus on a different subgroup—such as L25 students, English Language Learners (ELL), and students new to the school—to ensure that their unique needs, experiences, and challenges are understood and addressed. We will make the perspectives gathered from the Monthly Student Feedback Meetings actionable by implementing changes based on student input, then monitor the impact through regular climate surveys to assess improvements in student engagement, inclusivity, and school culture. This continuous feedback loop will ensure that student voices are consistently heard and lead to meaningful, positive change.

Action Step #3
School-based events for all stakeholders

Person Monitoring:	**By When/Frequency:**
Evelyn Martinez	9/1/25 & Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
School-based events like Grandparents Day, Fathers in Education, STEM Night, and Taste of Carver empower stakeholder voices by providing a platform for families and community members to share their unique perspectives, celebrate their identities, and contribute to the school's learning environment. These events foster a sense of shared leadership by involving parents and other stakeholders in planning and organizing, creating ownership and responsibility for the school's success. By building deeper relationships between families, staff, and students, these activities promote collaboration and trust, ensuring that everyone has a role in shaping the school community. To monitor the impact of these school-based events, we will track participation rates to assess how many stakeholders are engaging in each event. By analyzing trends in attendance, we can evaluate the level of community involvement, identify which events resonate most with different groups, and adjust future activities to ensure broader and more meaningful engagement. This data will help us understand how effectively these events are empowering voices and fostering shared leadership within the school community.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods
Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.
No Answer Entered

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).
No Answer Entered

Plans to Strengthen the Academic Program
Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).
No Answer Entered

How Plan is Developed
If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as 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.

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).

No Answer Entered

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