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School Board Approval

This plan was approved by the Dade County School Board on 10/8/2025.

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 Redland Elementary School is to foster a holistic and dynamic learning environment that empowers every student to achieve academic excellence while nurturing their social and emotional growth. Through engaging activities, supportive relationships, and collaborative efforts, we are dedicated to preparing students for a future of limitless possibilities.

Provide the school's vision statement

Our vision is to be a beacon of educational innovation, where students flourish academically and socially, becoming confident, compassionate, and resilient individuals. We aspire to create a community where diversity is celebrated, and each student's unique potential is recognized and nurtured.

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

Katori Wisdom

kwisdom@dadeschools.net

Position Title

Principal

Job Duties and Responsibilities

The Principal at Redland Elementary School is responsible for the school's daily activities while ensuring a safe and academically progressive learning community for all students. The job duties and responsibilities of the Principal also include but are not limited to developing and implementing the

school's budget, serving as one of the instructional leaders in the building, monitoring schoolwide interventions while disaggregating data after respective assessments, and conducting periodic Administration/Teacher data conversations. Additionally, the Principal conducts Leadership Team meetings and weekly custodial, cafeteria, and security staff meetings to discuss updates, provide progress, and reward exceptional work. Also, the Principal utilizes various forms of communication to efficiently and effectively communicate with all stakeholders.

Leadership Team Member #2

Employee's Name

Diane Cardona

dcardona@dadeschools.net

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal at Redland Elementary School is responsible for supporting the principal with the school's daily activities while ensuring a safe and academically progressive learning community for all students. The job duties and responsibilities of the assistant principal also include, but are not limited to serving as one of the instructional leaders in the building, monitoring schoolwide interventions while disaggregating data after respective assessments, and conducting periodic Administration/Teacher data conversations. Additionally, the assistant principal conducts Leadership Team meetings and weekly custodial, cafeteria, and security staff meetings to discuss updates, provide progress, and reward exceptional work. Also, the assistant principal utilizes various forms of communication to efficiently and effectively communicate with all stakeholders.

Leadership Team Member #3

Employee's Name

Heather Parker

hparker@dadeschools.net

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal at Redland Elementary School is responsible for supporting the principal with the school's daily activities while ensuring a safe and academically progressive learning community for all students. The job duties and responsibilities of the assistant principal also include but are not limited to serving as one of the instructional leaders in the building, monitoring schoolwide

interventions while disaggregating data after respective assessments, and conducting periodic Administration/Teacher data conversations. Additionally, the assistant principal conducts Leadership Team meetings and weekly custodial, cafeteria, and security staff meetings to discuss updates, provide progress, and reward exceptional work. Also, the assistant principal utilizes various forms of communication to efficiently and effectively communicate with all stakeholders

Leadership Team Member #4

Employee's Name

Samantha Roman

sroman11@dadeschools.net

Position Title

Reading Coach

Job Duties and Responsibilities

The Reading Coach at Redland Elementary School is responsible for attending monthly Leadership Team meetings to develop coaching support, conducting coaching cycles, and facilitating instructional planning sessions. Additionally, the Reading Coach will develop i-Ready assessment calendars and provide testing updates to Administration (to include updates of percent tested), troubleshoot during i-Ready Reading assessments and pull applicable reports after testing. Also, the Reading Coach will plan and prepare for the district writing assessments, will provide data analysis of Reading bi-weekly assessments, and will work alongside the Assistant Principal and Registrar to ensure Tier2/Tier3 students are placed in appropriate interventions, respectively. Furthermore, the Reading Coach will attend Reading ICADS, provide teachers with instructional resources, assist Administration with selecting extended learning resources, and support the school-wide literacy initiative.

Leadership Team Member #5

Employee's Name

Shaquanda Pate

spate1@dadeschools.net

Position Title

Mathematics Coach

Job Duties and Responsibilities

The Mathematics Coach at Redland Elementary School is responsible for attending monthly Leadership Team meetings to develop coaching support, conducting coaching cycles, and facilitating instructional planning sessions. Additionally, the Mathematics Coach will develop i-Ready assessment calendars and provide i-Ready testing updates to Administration (to include updates of

percent tested), troubleshoot during testing, and pull applicable reports after testing. Also, the Mathematics Coach will provide data analysis of Mathematics Topic Assessments, attend Mathematics ICADS, provide teachers with instructional resources, assist Administration with selecting extended learning resources, and the support school-wide Mathematics initiatives.

Leadership Team Member #6

Employee's Name

Ivelice Ferrer

iferrer@dadeschools.net

Position Title

ESOL Chairperson

Job Duties and Responsibilities

The ELL Compliance Specialist at Redland Elementary School is responsible for the appropriate placement of ESOL students. The ELL Compliance Specialist identifies students to be tested, administers the appropriate language assessment (WIDA or OLPS), ensures students are placed appropriately and assigned ESOL services, and provides classroom support for ESOL students. When appropriate, the ELL Compliance Specialist organizes and leads LEP meetings. In addition, the ELL Compliance Specialist is a member of the Leadership team and attends leadership meetings, as well as, district meetings regarding the ESOL program.

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.

All stakeholders, including the school leadership team, teachers, parents and families, as well as EESAC and PTA communities were provided an opportunity to complete a School Climate Survey. Their responses assisted with formulating our School Improvement plan to include action steps and a monitoring system that promotes student achievement and a positive school culture.

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 SIP will be regularly monitored by reviewing the action steps with the Leadership Team on a quarterly basis. During faculty meetings and EESAC meetings, the SIP will be shared with stakeholders. After the SIP is shared, the Leadership Team will monitor implementation by conducting classroom observations/walk-throughs, teacher data chats, and progress monitoring of students' assessments.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	96.9%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: B 2023-24: B 2022-23: B 2021-22: C 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										0
Absent 10% or more school days	5	22	22	15	10	10	0	0	0	84
One or more suspensions	0	0	1	0	0	3	0	0	0	4
Course failure in English Language Arts (ELA)	0	6	14	22	35	40	0	0	0	117
Course failure in Math	0	13	9	18	28	22	0	0	0	90
Level 1 on statewide ELA assessment	0	0	0	30	51	40	0	0	0	121
Level 1 on statewide Math assessment	0	0	0	14	45	32	0	0	0	91
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	22	32	44	56	85	101	0	0	0	340
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	6	19	20	7	25	0	0	0	0	77

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	11	28	30	45	74	71	0	0	0	259

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	15	23	5	17	5	1	0	0	0	66
Students retained two or more times	0	1	0	2	4	3	0	0	0	10

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	5	18	21	12	8	18				82
One or more suspensions			1			2				3
Course failure in English Language Arts (ELA)		4	13	23	27	42				109
Course failure in Math		12	7	19	24	22				84
Level 1 on statewide ELA assessment				22	33	61				116
Level 1 on statewide Math assessment				15	26	35				76
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	13	45	52	66						176
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	12	31	12	22	13					90

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	14	36	21	40	51	72				234

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	15	20	5	23	1					64
Students retained two or more times				2	2	2				6

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	52	65	59	48	63	57	50	60	53
Grade 3 ELA Achievement	60	65	59	50	63	58	43	60	53
ELA Learning Gains	59	65	60	56	64	60			
ELA Lowest 25th Percentile	59	62	56	61	62	57			
Math Achievement*	59	72	64	64	69	62	56	66	59
Math Learning Gains	50	66	63	69	65	62			
Math Lowest 25th Percentile	54	59	51	61	58	52			
Science Achievement	56	63	58	58	61	57	45	58	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	56	66	63	66	64	61	44	63	59

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	56%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	505
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
56%	59%	50%	51%	42%		54%

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

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	52%	No		
English Language Learners	53%	No		
Black/African American Students	72%	No		
Hispanic Students	54%	No		
Economically Disadvantaged Students	58%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	52%	60%	59%	59%	59%	50%	54%	56%					56%
Students With Disabilities	43%	38%	61%	58%	51%	60%	58%	48%					55%
English Language Learners	46%	54%	56%	61%	58%	50%	49%	51%					56%
Black/African American Students	69%	69%	72%		73%	72%		78%					
Hispanic Students	50%	58%	56%	57%	58%	47%	50%	54%					57%
Economically Disadvantaged Students	54%	63%	62%	63%	59%	53%	61%	55%					53%

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	48%	50%	56%	61%	64%	69%	61%	58%					66%
Students With Disabilities	21%	11%	29%	30%	40%	57%	56%	41%					43%
English Language Learners	44%	52%	59%	68%	63%	73%	63%	48%					66%
Black/African American Students	50%		52%		56%	59%		47%					
Hispanic Students	47%	51%	56%	64%	65%	70%	62%	57%					66%
White Students	64%				82%								
Economically Disadvantaged Students	46%	51%	49%	54%	65%	68%	63%	57%					63%

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	50%	43%			56%			45%					44%
Students With Disabilities	47%	39%			48%			50%					38%
English Language Learners	42%	38%			47%			39%					54%
Black/African American Students	64%	58%			74%								
Hispanic Students	47%	42%			54%			44%					54%
White Students	77%				69%								
Economically Disadvantaged Students	47%	42%			55%			41%					50%

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

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

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

SUBJECT	GRADE	2024-25 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	54%	60%	-6%	57%	-3%
ELA	4	35%	59%	-24%	56%	-21%
ELA	5	44%	60%	-16%	56%	-12%
Math	3	64%	69%	-5%	63%	1%
Math	4	39%	68%	-29%	62%	-23%
Math	5	53%	62%	-9%	57%	-4%
Science	5	47%	56%	-9%	55%	-8%

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?

The data component that showed the most improvement was 3rd Grade ELA/Reading. In 2025, 60% of our 3rd Grade students demonstrated proficiency, as compared to the District which performed at 65% and the State at 59%. New actions taken to show this improvement were the consistent implementation of differentiated instruction and extended learning opportunities, as well as conducting interventions with fidelity.

Lowest Performance

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

The data components that showed the least improvement was 4th Grade ELA/ Reading proficiency. In 2025, 35% of our 4th Grade students demonstrated proficiency, as compared to the District which performed at 59% and the State which performed at 56%. A contributing factor that affected the low performance was the inconsistent implementation of differentiated instruction to meet the individual needs of students.

Greatest Decline

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

The data component that showed the greatest decline from the prior year was 4th Grade Mathematics. In 2025 39% of our students demonstrated proficiency, as compared to the District which performed at 68%, and the State which performed at 62%. The factors that may have contributed to this decline was the inconsistent implementation of the Gradual Release of Responsibility Model to build students' confidence and independence.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap when compared to the State's average was 4th Grade Mathematics. 39% of our students demonstrated proficiency as compared to the state with 62%; a 23% point difference. The factors that may have contributed to the gap are the inconsistent implementation of differentiated instruction, the limited exposure to higher order thinking questions and the inconsistent implementation of the Gradual Release of Responsibility Model.

EWS Areas of Concern

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

An area of concern demonstrates that of the 340 students with a substantial reading deficiency, 154 students are in grades Kindergarten through third grade, which falls in the applicable range according to Rule 6A-6.054. Additionally, 121 students scored level 1 on the State assessment.

Highest Priorities

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

Our highest priority for school improvement in the upcoming school year will be as follows:

1. Implement Differentiated Instruction in all grade levels.
2. Conduct Common Planning sessions with an intentional and deliberate approach based on data.
3. Provide Extended Learning opportunities for students in grades 3rd – 5th.
4. Ensure new teachers are provided with tailored Professional Development and instructional coaching.

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.

According to 2024-2025 FAST Assessment results, 35% of incoming 5th Grade students demonstrated proficiency in ELA. This data significantly trails the District's average of 59%, a 24 percentage point difference. There is a crucial need for this group due to inconsistent differentiated instruction. In addition, this group will also be assessed in Science and Writing which are both accountability components. This deficit in Reading impacts students' ability to access content across subject areas and hinders academic success overall.

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 school aims to increase 5th Grade ELA proficiency from 35% to 45% by the end of the 2025-2026 school year, as measured by the FAST ELA PM3 Assessment, reflecting a data-based, measurable outcome for 5th Grade ELA.

Monitoring

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

Implementation and progress will be monitored through bi-weekly teacher/student data chats to review formative assessments and i-Ready AP1 and AP2 Diagnostic results. FAST PM1 and PM2 assessments will be utilized to track incremental progress towards proficiency. Administrative walk-throughs will be used to ensure fidelity to standards-based instruction and the Instructional Coach will support teachers with the implementation of differentiated instruction.

Person responsible for monitoring outcome

Katori Wisdom, Principal and Samantha Roman, Reading Coach

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

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

Rationale:

The rationale for selecting the evidenced-based strategy of differentiated instruction was chosen as it addresses students' individual needs and at the same time holds the teacher accountable for maintaining high expectations for all students as the teacher can tailor examples to match students' readiness levels.

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

Data Analysis

Person Monitoring:

Diane Cardona, Assistant Principal and Samantha Roman, Reading Coach

By When/Frequency:

September 26, 2025

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

Analyze the 2024-2025 FAST PM3 and 2025-2026 FAST PM1 to determine differentiated instructional groups. As a result, initial differentiated instructional groups will be created and will be adjusted as new data becomes available.

Action Step #2

Instructional Resources

Person Monitoring:

Diane Cardona, Assistant Principal and Samantha Roman, Reading Coach

By When/Frequency:

September 26, 2025

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

Utilize individual student data to determine the District instructional resources for differentiated instruction groups. As a result, teachers will be able to identify appropriate District provided resources

for student success.

Action Step #3

Collaborative Planning

Person Monitoring:

Diane Cardona, Assistant Principal and Samantha Roman, Reading Coach

By When/Frequency:

September 26, 2025

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

Teachers will attend instructional planning to collaborate and brainstorm challenges, needs, and share best practices. Teachers will take turns leading and modeling explicit instruction that addresses students' needs. Strategies can include appropriate scaffolding, think-a-louds, and student questioning, to include Depth Of Knowledge.

Action Step #4

Planning Norms and Collaborative Structures

Person Monitoring:

Diane Cardona, Assistant Principal and Heather Parker, Assistant Principal

By When/Frequency:

October 13, 2025 - January 16, 2026

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

The school leadership and instructional coach will define a set of 2 to 3 non-negotiable DI strategies. During the bi-weekly Professional Learning Communities (PLCs) we will focus entirely on collaborative DI planning. This involves teachers bringing student data to the meetings to jointly determine flexible DI groups. We will also create weekly modified assignments/activities for students at varying readiness levels. Brief, and weekly targeted classroom walk-throughs will be conducted by using a checklist to verify the presence of the 2-3 required DI strategies in a given week.

Action Step #5

Extended Learning Services

Person Monitoring:

Katori Wisdom, Principal

By When/Frequency:

October 13, 2025 - January 16, 2026

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

Teachers will incorporate bi-weekly strategies and resources to assist students identified to participate in Extended Learning Services. Administrators will monitor progress through weekly attendance logs and student work samples.

Action Step #6

Data Analysis & Student Grouping

Person Monitoring:

Samantha Roman, Reading Instructional Coach

By When/Frequency:

February 2, 2026 - May 22, 2026

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

Re-group students for small group instruction in ELA/ Reading classes based on FAST PM2 sub-category deficiencies and align Tier 2 and Tier 3 intervention materials to specific student needs. Facilitate weekly collaborative planning sessions to provide tailored support to teachers, focusing on "Time on Task" data and student passing rates on digital platforms (e.g., i-Ready or Imagine Learning).

Action Step #7

Extended Learning Targeted Enrollment Expansion

Person Monitoring:

Heather Parker, Assistant Principal and Samantha Roman, Instructional Coach

By When/Frequency:

February 2, 2026 - May 22, 2026

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

Analyze FAST PM2 data to identify students in the lowest 25th percentile and those hovering near proficiency to enroll them in Saturday Academy. Implement a digital tracking system to monitor student attendance in extended learning and correlate attendance with weekly progress monitoring assessment scores.

Area of Focus #2

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

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

Area of Focus Description and Rationale

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

According to the 2025 FAST PM3 data, a total of 340 students have a substantial Reading Deficiency. Based on this data we will implement the Targeted Element of Intervention with a focus on conducting interventions with fidelity to attempt to close the achievement gap of the identified students during the 2025/2026 school year.

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

The implementation of the Targeted Element of Intervention with fidelity will increase student achievement.

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

The implementation of the Targeted Element of Intervention with fidelity will increase student proficiency and overall student Learning Gains.

Grades K-2: Measurable Outcome(s)

With the implementation of the Targeted Element of Intervention with a focus on conducting Interventions with fidelity, the number of students with a Substantial Reading Deficiency will decrease by an average of 10 percentage points in Kindergarten through 2nd grade in the area of ELA on the 2026 FAST PM3.

Grades 3-5: Measurable Outcome(s)

With the implementation of the Targeted Element of Intervention with a focus on conducting Interventions with fidelity, the number of proficient students in grades 3rd-5th will increase by 5 percentage points (from 52% to 57%) on the 2026 FAST PM3.

Monitoring

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

The Leadership Team will conduct quarterly data chats, adjust instructional groups based on current data in real-time and follow-up with regular walkthroughs to ensure intervention is being effectively implemented. Feedback will be provided as needed.

Person responsible for monitoring outcome

Katori Wisdom, Principal and Samantha Roman, Reading Coach

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 intervention is targeted small group instruction utilizing research-based curriculum with ongoing progress monitoring with an adjustment to instruction and groupings as needed.

Rationale:

Reading intervention includes alignment with research-based practices, individual student needs, and implementation with consistency.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Professional Learning Sessions

Person Monitoring:

Diane Cardona, Assistant Principal and Samantha Roman, Reading Coach

By When/Frequency:

September 26, 2025

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

Provide professional learning opportunities for 3rd-5th grade teachers on how to effectively and

consistently implement and monitor Reading intervention.

Action Step #2

Learning Walks

Person Monitoring:

Heather Parker and Diane Cardona, Assistant Principals

By When/Frequency:

September 26, 2025

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

Teachers will be provided with opportunities to participate in learning walks to observe an exemplary Reading intervention block.

Action Step #3

Administrative Walk-Throughs

Person Monitoring:

Heather Parker and Diane Cardona, Assistant Principals

By When/Frequency:

September 26, 2025

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

Administrators and Reading coach will conduct focused walk-throughs to monitor the implementation of intervention and adjust as needed.

Action Step #4

RAISE Universal Webinars

Person Monitoring:

Katori Wisdom, Principal

By When/Frequency:

October 13, 2025 - January 16, 2026

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

Literacy leaders, reading coach, and teachers will attend monthly Raise Universal Webinars to cover evidence-based strategies for literacy improvement. Information gathered from the webinars will be disseminated during monthly collaborative planning sessions and faculty meetings. Administrators will conduct bi-weekly walk-throughs to observe the implementation of those evidence-based strategies and provide feedback.

Action Step #5

Instructional Coaching Cycles

Person Monitoring:

Katori Wisdom, Principal

By When/Frequency:

October 13, 2025 - January 16, 2026

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

During monthly Leadership Team meetings, the principal, assistant principals and reading coach will collaborate and identify teachers who would benefit from a coaching cycle. Administrators will monitor through the instructional coach's weekly coaching calendar and walk-throughs.

Action Step #6

Strategic Implementation of RAISE Webinar High-Leverage Practices

Person Monitoring:

Heather Parker, Assistant Principal and Samantha Roman, Instructional Coach

By When/Frequency:

February 2, 2026 - May 22, 2026

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

Teachers will implement specific literacy strategies (e.g., phonological awareness or advanced decoding) gained from RAISE webinars. Implementation will be verified through administrative walkthroughs and learning walks focused on "Time on Task" and the use of RAISE-aligned supplemental materials.

Action Step #7

Data-Driven Instructional Coaching Support

Person Monitoring:

Katori Wisdom, Principal and Samantha Roman,
Instructional Coach

By When/Frequency:

February 2, 2026 - May 22, 2026

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

The Instructional Coach will continue to conduct push in support with teachers of Tier 2 and Tier 3 students identified by PM2 data. These cycles will focus on "Knowledge of Learners" to refine student groupings and ensure tailored support during small-group instruction.

Area of Focus #3

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.

According to 2025 FAST PM3 data, our SWDs demonstrated 43% proficiency in Reading and 51% in Mathematics. There is a crucial need for this group because they have yet to attain the necessary foundational skills needed to achieve academic proficiency as evidenced by data trends.

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.

With the implementation of the Targeted Element of Differentiation with a focus on meeting individual student needs, through the utilization of targeted district provided resources and personnel; 51% of our SWD will demonstrate proficiency in Reading and 55% will demonstrate proficiency in Mathematics on the 2026 FAST PM3.

Monitoring

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

The Area of Focus will be monitored through administrative walkthroughs to ensure that SWDs are

receiving instruction based on their Individual Education Plan (IEP), quarterly administrator/teacher data chats will be conducted to ensure that teachers are closely monitoring growth and appropriately addressing the needs of individual students, and bi-weekly teacher/student data chats will be conducted to ensure that SWDs are making adequate grade level progress. Adjustments will be made as needed.

Person responsible for monitoring outcome

Katori Wisdom, Principal and Samantha Roman, Reading Coach

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

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

Rationale:

The rationale for selecting the evidenced-based strategy of differentiated instruction is that it addresses students' individual needs and at the same time holds the teacher accountable for maintaining high expectations for all SWD. Through the use of this strategy, the teacher can tailor examples to match students' readiness levels.

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

Data Analysis

Person Monitoring:

Diane Cardona, Assistant Principal and Samantha Roman, Reading Coach

By When/Frequency:

September 26, 2025

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

Analyze the 2024-2025 FAST PM3 and 2025-2026 FAST PM1 to determine differentiated instructional groups. As a result, differentiated instructions groups will be created and adjusted as needed.

Action Step #2

Targeted Differentiated Instruction

Person Monitoring:

Heather Parker, Assistant Principal and Samantha Roman, Reading Coach

By When/Frequency:

September 26, 2025

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

In an effort to provide targeted differentiated instruction to students in selected classrooms, Exceptional Student Education teachers will push-in to classrooms during a scheduled period of time. Reading and Math coaches will also provide support to these students.

Action Step #3

Administrative Walk-Throughs

Person Monitoring:

Heather Parker and Diane Cardona, Assistant Principals

By When/Frequency:

September 26, 2025

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

Administrators and Reading coach will conduct focused walk-throughs to monitor the implementation of differentiated instruction and adjust as needed.

Action Step #4

Individualized Education Plan

Person Monitoring:

Diane Cardona, Assistant Principal and Heather Parker, Assistant Principal

By When/Frequency:

October 13, 2025 - January 16, 2026

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

Ensure the goals of the IEPs are aligned to address each SWDs' deficiency.

Action Step #5

Extended Learning Services

Person Monitoring:

Katori Wisdom, Principal

By When/Frequency:

October 13, 2025 - January 16, 2026

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

Incorporate aligned strategies and resources to assist selected students during weekly Extended Learning Services. Administrators will monitor progress through weekly attendance logs and student work samples.

Action Step #6

Data-Driven Extended Learning & Tiered Grouping

Person Monitoring:

Diane Cardona, Assistant Principal

By When/Frequency:

February 2, 2026 - May 22, 2026

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

Utilize FAST PM2 and Ongoing Progress Monitoring (OPM) data to identify SWDs for prioritized enrollment in extended learning opportunities. Groups will be fluid and based on specific deficit areas,

with progress reviewed during bi-weekly Leadership Data Chats.

Action Step #7

IEP-to-Lesson Plan Integration

Person Monitoring:

Diane Cardona, Assistant Principal

By When/Frequency:

February 2, 2026 - May 22, 2026

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

Teachers will utilize a "SDI Cheat Sheet" derived from IEP goals to embed specific accommodations and modified strategies (e.g., multisensory phonics, scaffolded graphic organizers) into daily Tier 1 reading blocks.

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.

According to our 2024-2025 School Climate Survey, 37% of our students believe that their peers usually follow the school rules. Because safety is essential for fostering a positive learning environment, we will implement the Targeted Element of Positive Behavior and Intervention System with a focus on setting high expectations to ensure an effective learning environment for all students.

Measurable Outcome

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

With the implementation of the Targeted Element of Positive Behavior Intervention System focusing on following the established school rules, there will be an increase of at least 20%, for a total of 57%, of the students believing that their peers usually follow the school rules.

Monitoring

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

The Positive Behavior and Intervention System will be monitored through the behavioral referrals submitted. Behavior referral data will be shared at monthly Leadership Team meetings to determine the effectiveness of behavior interventions. Feedback will be provided and adjustments will be made as needed.

Person responsible for monitoring outcome

Elise Smith, School Guidance Counselor

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:

A Positive Behavior Intervention System is a structured approach using various settings and resources to encourage and reinforce desirable behaviors while reducing undesired one.

Rationale:

The evidence-based strategy of PBIS was chosen as it addresses negative student behaviors and at the same time reinforces positive student behaviors and holds the teacher accountable for maintaining high expectations for all students.

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

Person Monitoring:

Ms. Diane Cardona, Assistant Principal

By When/Frequency:

Monthly

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

A PBIS Committee will be selected and tasked with the goal of setting established school rules for all students. The committee will share the rules to staff and students. Focus will be placed on monitoring student behavior and providing positive or negative consequences. As a result, teachers will be able to appropriately respond to student behaviors.

Action Step #2

Counseling

Person Monitoring:

Ms. Heather Parker, Assistant Principal

By When/Frequency:

Monthly

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

The school counselor will provide counseling/lessons to address the needs of the students in a given classroom as well as individual counseling in response to infractions related to the established school rules. Clear expectations will be communicated as well as strategies to achieve the desired behaviors.

Action Step #3

Positive 2X10 Check-Ins

Person Monitoring:

Diane Cardona, Assistant Principal and Heather Parker, Assistant Principal

By When/Frequency:

January 16, 2026

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

Teachers will be trained during faculty meetings on how to identify 2-3 students displaying frequent minor negative behaviors and commit to the 2x10 strategy. Teachers will spend 2 minutes a day for 10 consecutive school days engaging in informal, non-academic conversation with that student (i.e., asking about their favorite game, weekend plans, or a special interest). Teachers will complete a brief rating scale (i.e., 1-5) on the quality of the relationship with the student before and after the 10 days to see if rapport has improved.

Action Step #4

"Stop and Think" Social-Emotional Breaks

Person Monitoring:

Diane Cardona, Assistant Principal and Heather Parker, Assistant Principal

By When/Frequency:

January 16, 2026

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

When minor negative behaviors occur staff will calmly direct students to a designated, brief, and structured "Stop and Think" area or activity within the classroom. This break will involve a quick task that prompts self-reflection and emotional regulation (i.e., using a feelings chart, deep breathing exercises, or a short written/drawn reflection on the problem and a plan for a better choice). Teachers will keep a simple log of when a "Stop and Think" break was initiated for a student, the problem behavior, and the chosen coping skill (e.g., deep breaths).

Action Step #5

Scaled Implementation of "Stop and Think" & 2x10 Relationship Building

Person Monitoring:

Heather Parker, Assistant Principal and Elise Smith, School Counselor

By When/Frequency:

February 2, 2026 - May 22, 2026

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

Teachers will utilize the 2x10 relationship-building strategy (2 minutes of non-academic conversation for 10 consecutive days) specifically for students identified via the early warning system (EWS). Classrooms will consistently implement the "Stop and Think" SEL protocol to reduce behavioral infractions and increase instructional "Time on Task."

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.

Redland Elementary School will:

- Conduct various parent nights such as a "Meet and Greet", "Open House", "Fall Family Festival" and other various family activities sponsored by our PTA.
- Post and conduct Educational Excellence School Advisory Committee (EESAC) meeting dates utilizing the school's website, marquee, school calendars, social media and flyers.
- Send home flyers that will advertise various events and or meetings conducted at our school.
- Utilize Final Site to communicate events and meetings with parents/guardians.
- Post on our school's website (www.redlandelementary.net) to disseminate important information.
- Post School Improvement Plan (SIP) on school's website: www.redlandelementary.net.

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)).

Positive relationships with parents, families and other community stakeholders will be fostered through regular communication, parent-teacher conferences, school activities beyond the school day, volunteering opportunities, workshops, and community events. These efforts cultivate collaboration, transparency and a sense of partnership, ultimately contributing to a more supportive and engaged

school community. Redland Elementary Parental and Family Engagement Plan (PFEP) is available at www.redlandelementary.net.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

To strengthen the academic programs at Redland Elementary School, we implement strategies that enhance the district provided curriculum. We utilize personalized learning approaches, provide professional development for teachers, integrate technology effectively into the classroom, provide tutoring and academic support, and regularly assess students' progress. These efforts aim to improve instructional quality, foster engagement, and increase overall academic performance.

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)).

The Title I plan is developed by reviewing the current data and implementing resources/programs such as: Community Involvement Specialist, Project Up-Start, Instructional Coaches (Mathematics and Reading), Parent Resource Center, Parent academy workshops, Grade Level Field trips, as well as Before and After school Extended Learning Opportunities.

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)).

To ensure specialized support services for counseling and school-based mental health, Redland Elementary School will take the following steps:

- Identify students in need of counseling services through screenings and observations to determine those requiring specialized services.
- Foster collaboration between teachers, counselors, parents, and outside mental health agencies while creating a stigma free and supportive school environment that encourages students to seek help without fear of judgment.
- Follow District established protocols for handling mental health crises, including communication plans with parents and proper intervention strategies.
- Ensure students have access to appropriate resources, both within the school day and in the community, such as counseling sessions, support groups, and crisis hotlines.
- Collect and analyze data on student well-being, service utilization, and outcomes to guide decision-making and improvements.

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)).

In order to prepare our students for and create an awareness of postsecondary opportunities and the work force, Redland Elementary School will:

- Provide grade level and school-wide STEAM field trips that expose students to a variety of subjects and educational
- Host career fairs and connect students with professionals in various industries.
- Provide support to students through our dedicated guidance counselor who can help students explore their interests and create a personalized plan when applying to different magnet schools.

- Facilitate magnet fairs where magnet middle schools are invited to speak about their school's program to our 5th grade students.

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)).

- Tier 1: Create a positive and inclusive school environment. This involves teaching and reinforcing positive behavior expectations school wide. Offer interventions, such as rewards and recognition for positive behavior, classroom management techniques, and social-emotional learning programs.
- Tier 2: Identify students who require additional support due to recurring mild problem behaviors. Provide targeted interventions, which may involve small group interventions, check in/ check out systems, mentoring, and social skills groups.
- Tier 3: Identify students with persistent and/or chronic behaviors that require individualized support. Develop personalized behavior intervention plans (BIPs) that include strategies such as functional behavior assessments, counseling, individualized coaching, and collaboration with external specialists.

By implementing this tiered approach, we will create a safe and supportive environment while effectively addressing problem behaviors at various levels of intensity.

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)).

To improve instruction and use data from academic assessments effectively, we will offer various professional learning activities for teachers such as:

- Professional learning opportunities specific to Data Analysis: Provide professional developments that teach teachers how to interpret and analyze academic assessment data.
- Instructional Planning: Facilitate collaborative planning sessions where teachers can discuss assessment results, share best practices, and brainstorm ideas to address challenges.
- Differentiation Strategies: Train teachers in techniques for differentiating instruction based on assessment data, ensuring they can cater to the diverse needs of their students.
- Technology Integration: Provide guidance and professional learning opportunities on using

educational technology tools to streamline assessments, track student progress, and gain insights from data.

- Feedback and Coaching: Offer individualized coaching and feedback sessions to help teachers understand how to adjust instruction based on assessment data.
- Representatives and/or Presenters: Invite experts of District adopted programs to aide in effective usage of the programs, data analysis, and assessments.

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)).

Approaches that we will employ as strategies to transition our preschool children are:

- Host an orientation meeting for incoming kindergarten students (Kindergarten "Rocks 'N' Enrolls) to introduce the elementary school environment.
- Offer Parent Academy workshops to parents on how to support their child's transition, while providing tips and strategies to ease the process.
- Share information on the free educational resource titled "ReadyRosie" to support students' learning.
- Conduct school-based field trips where pre-kindergarten students can visit kindergarten classrooms.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

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