

Pinellas County Schools

ANONA 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 Anona community will unite to create and maintain a quality and safe learning environment enabling each student to succeed.

Provide the school's vision statement

100% Student Success

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Denise Ballard

ballardde@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

The elementary school principal is the instructional and operational leader of the school, responsible for creating a safe, inclusive, and academically challenging environment that supports student achievement and staff development.

Leadership Team Member #2

Employee's Name

Ann Palmer

palmerannm@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal supports the principal in leading the school by assisting with instructional leadership, school operations, discipline, staff supervision, and parent/community engagement. This role helps ensure a safe, organized, and high-achieving school environment.

Leadership Team Member #3**Employee's Name**

Dr. Sheba Walker

walkersheb@pcsb.org

Position Title

Behavior Specialist

Job Duties and Responsibilities

The Behavior Specialist supports elementary students in Autism Spectrum Disorder (ASD) and general education units by developing and implementing behavioral interventions that promote positive student outcomes. This role collaborates with teachers, support staff, and families to create structured, individualized behavior plans, provide staff training, and ensure a safe, supportive learning environment tailored to the needs of students with autism. The Behavior Specialist monitors progress, collects data, and adjusts strategies as needed to improve behavior, engagement, and academic success.

Leadership Team Member #4**Employee's Name**

Brianna Diaz

diazbri@pcsb.org

Position Title

Elementary Guidance

Job Duties and Responsibilities

The Elementary School Guidance Counselor supports students' academic, social, and emotional development. They provide individual and group counseling, deliver classroom lessons on topics like social skills and conflict resolution, and collaborate with teachers, parents, and administrators to promote a positive school climate and student success.

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 staff was involved in process of creating the SIP for the 2023 2024 school year. Teachers reflected upon last year's goals and modified the goals, continued the goals, or created new goals based on the data. Community members were given the same opportunity to reflect, ask questions, and make suggestions for the upcoming year. The leadership team and volunteers were involved in the writing of the plans for next year and will continue to work with the leadership team throughout the year with monitoring of implementation.

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 monitored through bi-weekly SBLT meetings focused on student performance data, with special attention to subgroups showing the greatest achievement gaps. Progress will be tracked using assessment results, classroom walkthroughs, and feedback from instructional staff.

Implementation of strategies will be reviewed regularly, and adjustments will be made based on data and stakeholder input. Updates will be shared during SAC meetings, faculty sessions, and family events to ensure transparency and engagement.

The SIP will be revised as needed to reflect current needs, ensuring continuous improvement and equitable outcomes for all students.

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	74.8%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK)* HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: A 2022-23: A 2021-22: A 2020-21: A

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	41	50	74	78	83	67	0	0	0	393
Absent 10% or more school days	0	10	13	14	14	11	0	0	0	62
One or more suspensions	0	0	1	1	1	1	0	0	0	4
Course failure in English Language Arts (ELA)	0	0	0	0	0	1	0	0	0	1
Course failure in Math	0	0	0	0	0	1	0	0	0	1
Level 1 on statewide ELA assessment	0	0	0	14	10	0	0	0	0	24
Level 1 on statewide Math assessment	0	6	11	16	4	5	0	0	0	42
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	3	5	9	3	4	0	0	0	24

Current Year 2025-26

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

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

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		19	11	15	14	15				74
One or more suspensions		3		1		7				11
Course failure in English Language Arts (ELA)				4	1					5
Course failure in Math				1	1	2				4
Level 1 on statewide ELA assessment				8	3	12				23
Level 1 on statewide Math assessment				6	4	8				18
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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		2		7	3	11				23

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

The number of students retained:

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

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*	69	64	59	64	61	57	64	54	53
Grade 3 ELA Achievement	65	67	59	70	63	58	65	54	53
ELA Learning Gains	65	62	60	64	64	60			
ELA Lowest 25th Percentile	48	59	56	59	62	57			
Math Achievement*	77	69	64	83	66	62	79	61	59
Math Learning Gains	80	67	63	76	68	62			
Math Lowest 25th Percentile	61	56	51	63	58	52			
Science Achievement	84	70	58	81	69	57	86	62	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	38	67	63	87	65	61	64		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)	ATSI
OVERALL FPPI – All Students	65%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	587
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
65%	72%	74%	74%	68%		79%

* 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	43%	No		
English Language Learners	66%	No		
Black/African American Students	36%	Yes	1	
Hispanic Students	79%	No		
Multiracial Students	67%	No		
White Students	71%	No		
Economically Disadvantaged Students	62%	No		

D. Accountability Components by Subgroup

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

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	69%	65%	65%	48%	77%	80%	61%	84%					38%
Students With Disabilities	39%	31%	53%	42%	42%	47%	45%						
English Language Learners	67%				92%								38%
Black/African American Students	27%				45%								
Hispanic Students	73%	69%	74%		84%	74%		100%					
Multiracial Students	61%		60%		67%	80%							
White Students	74%	71%	65%	37%	80%	84%	74%	83%					
Economically Disadvantaged Students	61%	57%	63%	50%	67%	73%	44%	79%					

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	64%	70%	64%	59%	83%	76%	63%	81%					87%
Students With Disabilities	33%	33%	54%	47%	54%	58%	50%	50%					
English Language Learners	30%				90%								87%
Black/African American Students	55%				45%								
Hispanic Students	56%	73%	61%		88%	91%		92%					92%
Multiracial Students	53%		67%		68%	50%							
White Students	69%	70%	66%	65%	87%	75%	53%	86%					
Economically Disadvantaged Students	52%	58%	52%	47%	74%	69%	57%	74%					

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	64%	65%			79%			86%		
Students With Disabilities	33%	21%			47%			46%		
Hispanic Students	63%				78%					
Multiracial Students	62%				76%					
White Students	67%	65%			83%			84%		
Economically Disadvantaged Students	54%	50%			71%			87%		

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	65%	65%	0%	57%	8%
ELA	4	69%	62%	7%	56%	13%
ELA	5	71%	61%	10%	56%	15%
Math	3	71%	68%	3%	63%	8%
Math	4	78%	68%	10%	62%	16%
Math	5	82%	65%	17%	57%	25%
Science	5	84%	67%	17%	55%	29%

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?

Based on the Spring FAST data for 2025, ELA achievement in grades 3–5 showed the most significant improvement. Grade-level PLCs collaborated to plan instruction aligned with standards and tailored teaching approaches for each content area. Teachers incorporated data-driven planning to target areas of need during intervention time, and students requiring additional support were offered tutoring outside of the designated ELA block. In addition, 5th grade science instruction was strengthened through cross-curricular integration, hands-on investigations, and a focus on vocabulary development, contributing to improved student understanding and performance in science.

Lowest Performance

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

Based on the Spring FAST data for 2024, ELA learning gains declined across grades 3–5. Grade-level PLCs reviewed the data and collaborated to plan instruction aligned with standards and tailored teaching approaches. Teachers incorporated data-driven planning to identify and address areas of need during intervention time, and students requiring additional support were offered tutoring outside of the designated ELA block.

Greatest Decline

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

The Lowest 25% of students in ELA did not demonstrate expected learning gains and showed the greatest decline from the previous year. One grade level showed minimal growth, indicating that interventions may not have been sufficiently targeted or consistently implemented. Contributing factors may include gaps in foundational skills, limited differentiation, and inconsistent progress monitoring.

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.

During the 2024–2025 school year, all areas performed above the state average based on data from the previous year's Spring FAST assessment.

EWS Areas of Concern

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

A high number of students with attendance rates reflecting 10% or more absences remains a significant concern.

Additionally, the number of students performing at Level 1 in ELA and Math, particularly in 2nd and 3rd grades, indicates a need for targeted academic support and intervention.

Highest Priorities

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

Tier 2 and Tier 3 Data Analysis

Utilize data to identify areas of need for each scholar and inform targeted interventions that support academic growth.

Inclusive Practices for ESE Students

Strengthen inclusive instructional practices to better support the achievement and engagement of students with exceptionalities.

Support Strategies for Male Learners

Identify and apply instructional, cultural, and engagement strategies specifically designed to support and motivate male students.

Equity-Based Support for Black Students

Implement culturally responsive teaching, build strong student-teacher relationships, and provide targeted academic and social-emotional supports to close achievement gaps and promote success for Black 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 Intervention

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.

Achievement data from FAST and ongoing progress monitoring indicated an increase in the number of scholars scoring at Level 1 in both ELA and Math. To address this, students requiring additional support will receive targeted interventions aligned to specific standards and learning targets. These interventions will focus on skill development to promote growth and improve overall proficiency in both subjects. In 5th grade science, targeted support will also be provided through small group instruction, vocabulary development, and hands-on learning opportunities to build conceptual understanding and improve science performance.

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.

ELA proficiency is expected to increase from 70% to 72%, and Math proficiency from 81% to 83%, on the Spring 2025 FAST assessment, reflecting growth from the 2024–2025 school year results. In addition, 5th grade Science proficiency is projected to increase from 85% to 86% based on targeted instruction and standards-based interventions.

Monitoring

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

Professional development will focus on specific intervention strategies, instructional resources, and effective small group instruction across content areas, including ELA, Math, and Science. The implementation and impact of these practices will be regularly monitored. Student achievement data will be reviewed through ongoing progress monitoring during monthly PLC and SBLT meetings, with an emphasis on identifying and addressing gaps in all core subjects, including 5th grade science.

Person responsible for monitoring outcome

Denise Ballard

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:

PLCs will engage in ongoing professional development focused on research-based intervention practices, the use of specific instructional resources, and effective small group instruction. This training will support teachers in planning and delivering targeted lessons aligned with student data.

Rationale:

Teachers must be equipped with up-to-date knowledge and tools to meet the diverse learning needs of students. Focused professional development ensures that instructional practices are aligned with the latest research and are implemented consistently across classrooms. By enhancing teacher capacity, we increase the likelihood of student success during core and intervention instruction.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Teachers will utilize Tier 2 and Tier 3 resources to provide skill-specific interventions based on student performance and standards-based learning targets. Instructional delivery and resource use will be monitored for fidelity through classroom walkthroughs and administrative reviews.

Rationale:

Effective intervention depends not only on selecting the right strategies, but also on consistent and high-quality implementation. Monitoring ensures that interventions are being used as intended and allows for timely adjustments. This approach supports equitable access to rigorous instruction for all students, particularly those most at risk for academic failure.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Student achievement data will be collected through FAST assessments and ongoing progress monitoring tools. This data will be reviewed monthly during PLC and SBLT meetings to evaluate the effectiveness of interventions and adjust instruction as needed.

Rationale:

Regular progress monitoring allows instructional teams to identify trends, track student growth, and respond promptly to learning gaps. Embedding this practice into the PLC and SBLT structure promotes a data-driven culture that prioritizes student outcomes and continuous improvement.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Teachers will participate in professional development focused on effective small group instruction and the use of differentiated intervention resources to meet diverse student needs.

Person Monitoring:

Denise Ballard

By When/Frequency:

By May 2026/Monthly monitoring

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

Deliver Training to Instructional Staff by facilitating hands-on, grade-level appropriate PD sessions focused on grouping strategies, progress monitoring, and selecting appropriate interventions. and include modeling and opportunities for teachers to practice and plan. Provide Instructional Resources by distributing intervention materials aligned to standards and student data. Monitor Implementation During PLCs by scheduling PLC time to review lesson plans and student groupings to discuss strategies, successes, and challenges in implementing small group instruction. Conduct Classroom Walkthroughs and observe the use of small group and intervention practices in classrooms and provide feedback and coaching support based on observation data. Analyze Student Progress Monthly and review formative and benchmark assessment data to evaluate the impact of small group instruction to adjust instruction and groupings based on student progress and needs.

Area of Focus #2

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.

Support for ESE and Underperforming Student Groups. Achievement gaps persist among certain student populations, including ESE students and male learners. Addressing these gaps requires intentional strategies that promote equity and belonging. By fostering inclusive classrooms and culturally responsive practices, we create environments where all students can thrive academically and socially.

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 Spring 2026, **at least 50% of ESE students** will demonstrate progress toward mastery of grade-level standards, as measured by IEP goal attainment, benchmark assessment data (e.g., FAST), and ongoing progress monitoring tools.

Monitoring

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

Regularly check in with teachers, ESE staff, and interventionists to gather feedback on the effectiveness of interventions and make adjustments as needed.

Person responsible for monitoring outcome

Ann Palmer

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:

Providing small group instruction that focuses on specific skill deficits in reading, math, or behavior, based on formative assessment data.

Rationale:

Small Group Instruction (e.g., Guided Reading for literacy or Math Intervention Groups) is a well-supported practice, demonstrating positive outcomes for students with disabilities.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Using a co-teaching model where ESE teachers and general education teachers collaborate to deliver instruction and provide support in the least restrictive environment.

Rationale:

Co-teaching has shown positive results for ESE students, particularly in inclusive settings, by increasing engagement and access to the general education curriculum.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

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

Action Step #1

Train teachers on best practices for small group instruction, emphasizing differentiation techniques for diverse learners, including ESE students.

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

Denise Ballard

May 2026/Monthly monitoring

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

Schedule monthly PLC and SBLT meetings to review data, discuss interventions, and ensure alignment across grade levels and subject areas.

Action Step #2

Provide professional development on effective co-teaching strategies, ensuring both teachers collaborate in planning and instruction.

Person Monitoring:

Denise Ballard

By When/Frequency:

December 2025

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

Regularly check in with teachers, ESE staff, and interventionists to gather feedback on the effectiveness of interventions and make adjustments as needed.

Area of Focus #3

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)**Area of Focus Description and Rationale**

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

The achievement gap between Black student populations and the overall school community remains a critical concern. Addressing this disparity requires intentional, equity-focused strategies that foster a strong sense of belonging. By cultivating inclusive classrooms and implementing culturally responsive practices, we can create learning environments where all students—especially our Black students—have the opportunity to thrive both academically and socially.

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.

ELA and math proficiency for BLK students will increase, with 60% demonstrating progress toward mastering grade-level standards, as measured by the Spring 2025 FAST assessment, showing growth compared to the 2024–2025 school year results.

Monitoring

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

Progress will be tracked through formative assessments, student work samples, teacher observations, and data from platforms like Performance Matters or Focus. Additional indicators such as attendance, engagement, and student reflections will also be used to provide a comprehensive view of academic growth and support needs.

Person responsible for monitoring outcome

Denise Ballard

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:

Use effective teaching strategies such as group work, discussions, speaking and writing activities, and direct vocabulary instruction, along with consistent feedback, to support students in reaching grade-level expectations. Provide targeted Tier 2 and Tier 3 interventions for learning goals where students show low proficiency.

Rationale:

Implementing high-impact instructional strategies—such as cooperative learning, academic discussions, and integrated speaking and writing activities—promotes deeper student engagement and supports the development of critical thinking and communication skills. Direct vocabulary instruction builds the language foundation necessary for comprehension across all subjects. Providing consistent, actionable feedback helps students understand their progress and areas for improvement. Additionally, offering Tier 2 and Tier 3 interventions ensures that students who are not meeting grade-level expectations receive focused, data-driven support to close learning gaps and achieve academic success.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Provide professional development on strategies such as academic discourse, cooperative learning, vocabulary instruction, and integrating speaking and writing across content areas.

Person Monitoring:

Denise Ballard

By When/Frequency:

By May 2026/Montly

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

The strategy focuses on professional development in academic discourse, cooperative learning, vocabulary instruction, and integrating speaking and writing across subjects. Monitoring will include

observing student participation in discussions, using rubrics to assess the quality of contributions. Cooperative learning will be tracked through peer evaluations, teacher observations, and group project outcomes. Vocabulary progress will be monitored through quizzes, contextual use in writing and speaking, and vocabulary journals. Finally, speaking and writing integration will be assessed through writing samples, oral presentations, and formative assessments like exit tickets and oral responses.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

The percentage of students with attendance rates reflecting 10% or more absences has decreased from the previous year and currently stands at **16%** schoolwide. While this shows improvement, chronic absenteeism continues to impact student achievement across grade levels, as frequent absences result in missed instruction and hinder progress toward mastering essential learning targets.

Measurable Outcome

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

By the end of the 2025–2026 school year, the percentage of students with 10% or more absences will decrease from **16% to 12%**, reflecting a reduction in chronic absenteeism and increased student access to core instruction.

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.

Students with attendance rates nearing or exceeding 10% will be identified for Tier 2 or Tier 3 interventions.

Interventions may include parent conferences, attendance contracts, mentorship, counseling referrals, and support from the school social worker or attendance team.

Person responsible for monitoring outcome

Tricia Ames

Evidence-based Intervention:

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

Description of Intervention #1:

The school will use weekly attendance reports to identify students at risk and implement tiered interventions. Tier 1 supports include schoolwide attendance incentives, positive messaging, and awareness campaigns. Tier 2 interventions involve personalized parent communication, goal-setting meetings, and daily check-ins with designated staff. For Tier 3, more intensive strategies such as attendance contracts, mentorship programs, and collaboration with social workers or community agencies will be used.

Rationale:

Regular attendance is a foundational factor in student achievement, as frequent absences disrupt learning continuity and reduce access to grade-level instruction. Research indicates that students who are chronically absent—missing 10% or more of the school year—are significantly more likely to fall behind academically, especially in reading and math. Implementing a multi-tiered system of support for attendance is a proven, evidence-based approach that allows schools to respond early and appropriately to attendance concerns.

Tier of Evidence-based Intervention:

Tier 2 – Moderate 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

Implement Weekly Attendance Monitoring System

Person Monitoring:

Denise Ballard

By When/Frequency:

Weekly

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

The CST team will generate and review weekly attendance reports. Identify students approaching or exceeding the 10% absenteeism threshold and assign them to appropriate Tier 2 or Tier 3 support interventions. Maintain documentation of interventions and progress.

Action Step #2

Launch Schoolwide Attendance Incentive Program

Person Monitoring:

Ann Palmer

By When/Frequency:

Monthly

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

Develop and promote an incentive program that celebrates improved and consistent attendance. Recognize individual students, classrooms, and grade levels through certificates, announcements,

and monthly rewards to build a positive school culture around showing up every day.

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.

<https://www.pcsb.org/Page/27017>

The school shares information about the School Improvement Plan (SIP), Title I Schoolwide Plan (SWP), and Parent and Family Engagement Plan (PFEP) through multiple channels to ensure transparency and promote stakeholder engagement:

- **Title I Annual Meeting:** During the annual meeting, families are provided with an overview of the SIP, SWP, and PFEP, including school goals, planned strategies, and opportunities for parent involvement. Handouts and summaries are made available in multiple languages, and a copy of each plan is posted on the school website and available in the front office.
- **As a Title I school,** the details regarding the dissemination of the Schoolwide Plan (SWP) can be found in the Communication and/or Accessibility sections of our Parent and Family Engagement Plan (PFEP). We also provide details from our SWP at the following:
 - State of the School events
 - School newsletters
 - Social media updates
 - Parent information stations
 - Parent and community resource rooms
 - School Advisory Council (SAC) meetings
- **School Advisory Council (SAC):** The SIP, SWP, and PFEP are reviewed and discussed during SAC meetings throughout the year. Updates on implementation and progress toward goals are shared regularly. Meeting agendas and minutes are posted on the school's website and displayed in the Parent Resource Corner for accessibility.
- **Building Staff Capacity (PFEP Component):** Staff are trained annually on the goals of the

SIP and PFEP, with a focus on effective family engagement strategies and culturally responsive communication. Staff are encouraged to incorporate SIP and PFEP goals during classroom instruction and when interacting with families.

- **Parent Conferences and Engagement Activities:** Parent-teacher conferences and engagement events are used as opportunities to share progress on SIP, SWP, and PFEP goals. Teachers communicate student progress in alignment with school goals and encourage families to support learning at home. Materials shared during events are tied to the strategies outlined in the plans.
- **Accessibility (PFEP Section):** The school ensures that all communication related to Title I, SIP, SWP, and PFEP is accessible to families. Documents are translated into home languages as needed, and interpreters are available during meetings. Plans are posted in multiple formats (print and digital) and available upon request. The Parent Resource Corner is updated regularly with key documents and summaries.

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)).

<https://www.pcsb.org/domain/11567>

Anona Elementary operates a **schoolwide Title I program**, which means that Title I services benefit all students and are integrated into the fabric of our daily school operations. There is no separation between Title I-funded activities and other school programs. As a result, our entire school community works collectively to support student achievement and engagement.

In addition to our academic supports and family engagement events funded through Title I, Anona Elementary offers a wide variety of schoolwide programs and enrichment opportunities that promote a positive and inclusive school culture:

Academic and Extended Learning Supports

- **Extended Learning Programs** offered before and after school to address learning gaps
- **Leveled Literacy Intervention (LLI)** targeting reading skill development
- **STEM Academies** available during the school year and summer
- **Tutoring** based on student needs as identified through progress monitoring
- **Educational Game Club** and **Computer Club** providing academic reinforcement through interactive learning

Clubs and Enrichment Opportunities

- Over a dozen after-school clubs open to all students, including:

- **Running Club**
- **Multicultural Club**
- **Science Club**
- **Music Club**
- **Chorus**

Character Development and Student Leadership

- **Character Education** lessons integrated throughout the curriculum
- **BUGS (Bringing Up Grades)** and **Finer Diners** celebrating student effort and growth
- **Golden Apple** recognition for positive behavior and academic excellence
- **Safety Patrols** and **Student Ambassadors** providing leadership and service opportunities
- **Peer Mediation Program** supporting social-emotional development and conflict resolution

These programs reflect our commitment to the whole child and align with our Title I goals of improving academic achievement, increasing student engagement, and strengthening family partnerships. Families are encouraged to participate and stay involved through ongoing communication, family engagement events, and opportunities to volunteer or lead.

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)).

Anona Elementary used a gap and root cause analysis to inform its Comprehensive Action Plan (CAP) and establish clear academic and engagement goals.

- **Family Engagement:** A yearlong calendar of academic events focused on reading, math, and science will promote consistent family involvement.
- **Support for Families in Need:** Targeted outreach and resources will be provided to families requiring additional support.
- **Community Partnerships:** Collaborations with Publix, Kona Ice, and Mathnasium will enhance family events through incentives and shared resources.

Instructional Focus Areas

- **Tier 2 & 3 Interventions:** Data-driven instruction will guide targeted supports to accelerate student growth.
- **Inclusive Practices:** Instructional strategies will be strengthened to better support ESE students.
- **Support for Black Learners:** Culturally responsive teaching and targeted interventions will be implemented to close achievement gaps and promote equity.

- Male Learner Support: Engagement strategies tailored for male students will be implemented to boost achievement and motivation.

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)).

At Anona Elementary, data-driven PLCs and intentional collaboration between classroom teachers and interventionists guide instructional planning to meet student needs. The School-Based Leadership Team (SBLT) reviews academic and behavioral data regularly and shares key findings with staff and stakeholders to inform instruction and interventions.

A schoolwide professional development plan has been developed, focusing on student engagement strategies and the effective use of differentiated learning groups to ensure all students receive targeted instruction.

During the development of the Comprehensive Needs Assessment (CNA) and Comprehensive Action Plan (CAP), Anona collaborated with various federal and community programs to inform decision-making. These include:

- ESOL services to support English language learners
- IDEA (ESE) to ensure inclusive practices for students with disabilities
- Title II for professional development planning
- Homeless liaison services to address barriers for students experiencing housing instability
- Voluntary Pre-K and Early Childhood programs for smooth transitions and early learning alignment
- Community partnerships such as Publix, Kona Ice, and Mathnasium to support academic and family engagement events

The School-Parent Compact is used as a tool for shared responsibility and communication. During parent-teacher conferences, teachers review the compact with families, connecting it to student goals and outlining how both school and home will support academic progress. This supports ongoing progress monitoring and reinforces family engagement in student learning.

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)).

The staff at Anona Elementary foster emotionally supportive classrooms where students feel safe to take on challenging tasks and have an equal opportunity to contribute. Teachers create authentic, meaningful lessons that actively engage students and encourage a positive attitude toward learning. Staff members use affective statements to acknowledge students' feelings, build supportive relationships, and empower them to solve problems. Anona's four guidelines for success are: 1) Be Safe, 2) Be Respectful, 3) Be Responsible, and 4) Try Your Best.

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)).

N/A

Addressing Problem Behavior and Early Intervening Services

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

Anona's four guidelines for success are: 1) Be Safe, 2) Be Respectful, 3) Be Responsible, and 4) Try Your Best. Our behavior support system aligns with these guidelines and is reflected in student conduct grades. Students receive daily behavior grades based on clear criteria, and those earning an E, V, or S are eligible for behavior celebrations. Students with an N or U receive reteaching and goal-setting with the counselor and behavior specialist, with communication to families. Guidelines are taught at the start of the year and reinforced monthly. Student anchors also provide daily reminders during morning announcements.

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)).

Leadership team will make strategic decisions about implementation of standards-based intervention resources and small group learning targeted instruction. PLC's will engage in professional development for specific intervention resources and small group instruction.

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)).

The school invited PreK students to the Summer Bridge program to help them transition to kindergarten.

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.

We work with the district through regular data reviews and planning meetings to ensure resources align with student needs. Academic and behavioral data guide decisions about funding, staffing, and instructional supports. We participate in Title I and schoolwide planning to align resources with improvement goals. Budget plans are submitted with justifications, and district feedback ensures resources are used effectively and equitably to support student success.

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).

This year, we will use district instructional coaches, intervention materials, and targeted professional development as key resources to address identified student needs. Data from FAST assessments, classroom performance, and progress monitoring show a need for support in foundational reading and math skills, particularly among our BLK and ESE student populations. Key staff will provide job-embedded support beginning in August, focusing on high-impact strategies and small group instruction. Intervention materials will be used during Tier 2 and Tier 3 time blocks, starting in September, based on diagnostic data. Professional development in culturally responsive teaching and effective interventions will be ongoing throughout the year to build teacher capacity and close achievement gaps.

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