

Pinellas County Schools

BAY POINT ELEMENTARY SCHOOL



2025-26 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

 A. School Mission and Vision 2

 B. School Leadership Team, Stakeholder Involvement and SIP
 Monitoring 2

 C. Demographic Data..... 7

 D. Early Warning Systems 8

II. Needs Assessment/Data Review 11

 A. ESSA School, District, State Comparison 12

 B. ESSA School-Level Data Review 13

 C. ESSA Subgroup Data Review 14

 D. Accountability Components by Subgroup..... 15

 E. Grade Level Data Review 18

III. Planning for Improvement..... 19

IV. Positive Learning Environment 32

V. Title I Requirements (optional)..... 35

VI. ATSI, TSI and CSI Resource Review 39

VII. Budget to Support Areas of Focus 40

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

TO PREPARE SCHOLARS FOR SUCCESS THROUGH HIGH EXPECTATIONS AND RICH, VARIED, AND RELEVANT EXPERIENCES. WE AIM TO DEVELOP CRITICAL THINKERS IN COLLABORATION WITH STAFF AND COMMUNITY.

Provide the school's vision statement

100% SCHOLAR 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

Dr. LaShawn Proctor

proctorph@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

Facilitates and monitors the execution and implementation process of School Improvement Plan. The principal is also responsible for the school's academic success which includes monitoring and tracking the academic and social-emotional performance of students and responding expediently when students demonstrate areas of concern. This leader also evaluates and monitors the effectiveness of instructional activities taking place within classrooms and provides follow-up actions as needed. The principal establishes an orderly, safe, and secure school environment.

Leadership Team Member #2

Employee's Name

Brooke Johannessen

johannessenb@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Supports execution, monitoring and implementation process of School Improvement Plan.

The assistant principal supports the principal with monitoring the school's academic success which includes monitoring and tracking the academic performance and responding expediently when students demonstrate areas of concern. This leader also evaluates and monitors the effectiveness of instructional practices taking place within classrooms, developing follow-up actions as needed.

The assistant principal monitors the positive culture and environment of the school and develops a plan to maintain a positive, safe, and secure school environment.

Leadership Team Member #3

Employee's Name

Ciera Stetz

stetzcc@pcsb.org

Position Title

Magnet Coordinator

Job Duties and Responsibilities

Works directly with the school-based leadership team (SBLT) and classroom teachers in assisting with the full implementation and monitoring of interventions needed for scholar achievement.

Leadership Team Member #4

Employee's Name

Dr. Anne-Marie Nemeth

nemetha@pcsb.org

Position Title

Math Coach

Job Duties and Responsibilities

Works directly with the school-based leadership team (SBLT) and classroom teachers in

assisting with the full implementation and monitoring of the district's adopted math program in response to intervention needed for scholar achievement.

Leadership Team Member #5

Employee's Name

Kelly Stroemich

stroemichk@pcsb.org

Position Title

Science Coach

Job Duties and Responsibilities

Works directly with the school-based leadership team (SBLT) and classroom teachers in assisting with the full implementation and monitoring of the district's adopted science program in response to intervention needed for scholar achievement.

Leadership Team Member #6

Employee's Name

Kyle Fischer

fischerky@pcsb.org

Position Title

School Counselor

Job Duties and Responsibilities

Promotes scholar success while providing preventive services, and responding to identified scholar needs through the implementation of a comprehensive school counseling program that addresses academic, personal and social development for all scholars.

Leadership Team Member #7

Employee's Name

Alexis Davis

davisale@pcsb.org

Position Title

School Psychologist

Job Duties and Responsibilities

Works to support the success of scholars academically, socially, behaviorally, and emotionally. Collaborates with educators, parents, and other professionals to create safe, healthy, and supportive

learning environments that strengthen connections between home, school, and the community for all students. Identifies and assesses the learning, development, and adjustment characteristics and needs of individuals and groups, as well as, the environmental factors that affect learning and adjustment. Provides interventions to students to support the teaching process and to maximize learning and adjustment. Assists in the planning, development, and evaluation of programs to meet identified learning and adjustment needs. Delivers a planned and coordinated program of psychological services.

Leadership Team Member #8

Employee's Name

Erica Ferro

ferroe@pcsb.org

Position Title

School Social Worker

Job Duties and Responsibilities

Works to support the success of scholars academically, socially, behaviorally, and emotionally. Collaborates with educators, parents, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community for all scholars. Identifies and assesses the learning, development, and adjustment characteristics and needs of individuals and groups, as well as the environmental factors that affect learning and adjustment. Provides interventions to scholars to support the teaching process and to maximize learning and adjustments. Assists in the planning, development, and evaluation of programs to meet identified learning and adjustment needs. Delivers a planned and coordinated program of psychological services.

2. Stakeholder Involvement

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

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

The school's Instructional Leadership Team (ILT) met preschool to review data and establish goals. We began drafting action steps. During preschool, the SIP goals and drafted action steps are being presented to staff to review and revise as needed. The drafted SIP will be presented to SAC for feedback and suggestions. A data presentation night will be held with parents where the SIP will be presented. Families will be divided into groups based on goals to provide feedback.

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 monitored during ILT and team leader meetings. The goals and action steps will also be reviewed and revised during administrative PLCs, data chats and SAC meetings. This will take place after assessment periods.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY KG-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
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)* 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: C 2023-24: B 2022-23: C 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	28	51	52	68	57	57				313
Absent 10% or more school days	0	11	7	23	17	12				70
One or more suspensions	0	0	0	0	0	2				2
Course failure in English Language Arts (ELA)	0	0	0	2	1	5				8
Course failure in Math	0	0	0	3	3	2				8
Level 1 on statewide ELA assessment	0	1	11	23	6	13				54
Level 1 on statewide Math assessment	1	6	10	26	12	11				66
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	0	4	4						8
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	3	6	15	3					27

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	2	3	11	6	14				36

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
Students retained two or more times										0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		9	18	24	7	11				69
One or more suspensions										0
Course failure in English Language Arts (ELA)				3	17	2				22
Course failure in Math				2	10					12
Level 1 on statewide ELA assessment				16	3	22				41
Level 1 on statewide Math assessment				11	3	20				34
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				7	2	21				30

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	2	1		8						11
Students retained two or more times				3	1					4

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*	44	64	59	47	61	57	40	54	53
Grade 3 ELA Achievement	48	67	59	37	63	58	39	54	53
ELA Learning Gains	51	62	60	64	64	60			
ELA Lowest 25th Percentile	55	59	56	68	62	57			
Math Achievement*	52	69	64	55	66	62	50	61	59
Math Learning Gains	52	67	63	61	68	62			
Math Lowest 25th Percentile	42	56	51	64	58	52			
Science Achievement	53	70	58	70	69	57	50	62	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	67	63		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	50%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	397
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
50%	58%	45%	49%	44%		57%

* 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	35%	Yes	4	
Black/African American Students	47%	No		
Hispanic Students	80%	No		
Multiracial Students	69%	No		
White Students	65%	No		
Economically Disadvantaged Students	50%	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	44%	48%	51%	55%	52%	52%	42%	53%					
Students With Disabilities	19%	27%	50%	60%	19%	33%	40%						
Black/African American Students	39%	39%	55%	59%	45%	46%	41%	49%					
Hispanic Students	80%				80%								
Multiracial Students	55%				82%								
White Students	60%				70%								
Economically Disadvantaged Students	41%	43%	48%	59%	53%	53%	46%	55%					

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	47%	37%	64%	68%	55%	61%	64%	70%					
Students With Disabilities	5%		46%		14%	23%							
Black/African American Students	44%	33%	60%	63%	49%	60%	63%	64%					
Hispanic Students	69%		70%		88%	90%							
Multiracial Students	67%				58%								
White Students	50%				70%								
Economically Disadvantaged Students	45%	37%	67%	74%	51%	60%	74%	66%					

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	40%	39%			50%			50%					
Students With Disabilities	13%	20%			17%								
Black/African American Students	37%	35%			46%			44%					
Hispanic Students	50%				69%								
Multiracial Students	42%				58%								
White Students	50%				55%			60%					
Economically Disadvantaged Students	34%	40%			45%			42%					

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	48%	65%	-17%	57%	-9%
ELA	4	40%	62%	-22%	56%	-16%
ELA	5	42%	61%	-19%	56%	-14%
Math	3	53%	68%	-15%	63%	-10%
Math	4	47%	68%	-21%	62%	-15%
Math	5	53%	65%	-12%	57%	-4%
Science	5	51%	67%	-16%	55%	-4%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

Our most significant area of improvement this year was third-grade reading proficiency. There was an 11 point increase in this cell. This growth can be largely attributed to the strategic implementation of reading pop-up small groups, which allowed for targeted instruction based on scholars' immediate needs. These flexible, data-driven groups created opportunities for focused skill development and timely intervention. In addition, the consistent monitoring and adjustment of these small groups ensured that instruction remained responsive and aligned with scholar progress. This intentional, hands-on approach not only increased engagement but also helped close learning gaps, resulting in measurable gains in reading achievement.

Lowest Performance

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

Our lowest performing area was overall reading proficiency. This outcome can be attributed to weaknesses in core instruction as well as gaps in scholars' foundational literacy skills. Inconsistent implementation of high-quality, standards-aligned reading instruction contributed to limited progress for many scholars. Additionally, many learners entered their grade levels without fully developed phonemic awareness, decoding skills, and reading fluency, making it difficult for them to access more complex texts. Addressing these foundational gaps will require a renewed focus on strengthening core instruction, providing targeted interventions, and ensuring early literacy development is prioritized schoolwide.

Greatest Decline

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

Our greatest area of decline this year was in math learning gains among scholars in the lowest 25% (L25). This group showed limited progress, indicating that current instructional strategies and interventions were not effectively meeting their needs. Several factors contributed to this decline, including gaps in foundational math skills, a lack of differentiated instruction, and inconsistent use of data to drive targeted support. Moving forward, we will provide professional development focused on

scaffolding strategies, and ensure that teachers have the resources and support necessary to close learning gaps for our most at-risk learners.

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 most significant gap between our school and the state average lies in overall reading proficiency. Our current proficiency rate stands at **43%**, compared to the **state average of 57%**, representing a **14-point deficit**. This gap is attributed to several key factors, including:

- Gaps in **foundational literacy skills** among students, particularly in early grades
- **Inconsistent implementation of evidence-based reading instruction** across classrooms
- A **lack of teacher capacity and professional development** related to best practices in reading instruction

EWS Areas of Concern

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

- 1) Increase SWD proficiency rates
- 2) Decrease number of scholars earning Level 1 on FAST

Highest Priorities

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

1. Strengthen Foundational Literacy Skills (K–2 Focus)
2. Build Teacher Capacity in Evidence-Based Reading Instruction
3. Ensure Consistency in Curriculum and Instruction
4. Use Data to Drive Instruction and Intervention
5. Increase Family and Community Engagement in Literacy

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

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

Our focus is to improve scholar outcomes by strengthening foundational instruction in both **reading and mathematics** across Grades K–5. This includes implementing consistent, benchmark-aligned, evidence-based instructional practices that target early literacy and numeracy development, while also closing learning gaps in upper elementary grades.

Grade-Level Focus:

- **K–2:**
 - *Reading:* Phonemic awareness, phonics, decoding, and early comprehension
 - *Math:* Number sense, counting, basic operations, and place value
- **3–5:**
 - *Reading:* Fluency, vocabulary development, and reading comprehension
 - *Math:* Multi-digit operations, fractions, problem-solving, and conceptual understanding

Impact on Scholar Learning:

In both reading and math, early foundational skill gaps hinder scholars' ability to access and master grade-level content. Weak literacy skills impact all subject areas and scholar confidence, while gaps in numeracy limit the development of more complex problem-solving skills. Addressing both areas in tandem is essential to improving overall academic achievement and long-term learning outcomes.

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 will increase by 7% from 43% to 50% as measured by the 2026 PM 3 FAST Assessment. 3rd grade ELA proficiency will increase by 5% from 48% to 53% as measured by the 2026 PM 3 FAST Assessment.

Math proficiency will increase by 9% from 51% to 60% as measured by the 2026 PM 3 FAST Assessment

Monitoring

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

To ensure successful implementation and measurable impact of our Area of Focus—strengthening foundational instruction in reading and math across Grades K–5—we will establish a structured monitoring system aligned with both instructional practice fidelity and scholar outcomes.

Instructional Walkthroughs and Observations:

Weekly classroom walkthroughs using content-specific look-for tools (aligned to the science of reading and research-based math practices) to assess use of strategies, curriculum alignment, and instructional routines.

PLCs and Collaborative Planning:

Weekly data-driven team meetings and collaborative planning where teachers collaborate to analyze scholar work, discuss instructional strategies, and make necessary instructional adjustments. Focus areas will alternate between reading and math as needed.

Professional Development Participation Tracking:

Monitor attendance and engagement in ongoing PD focused on foundational literacy, numeracy, and data-driven instruction. Follow-up support through coaching cycles will be documented and reviewed.

Person responsible for monitoring outcome

Dr. LaShawn Proctor

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:

Support and strengthen staff ability to analyze and incorporate data into instruction. Support and coach teachers around best instructional practices and the ability to grow from feedback. Grade-level and VE teachers will engage in collaborative planning with content area coaches focused on rigorous, scholar-centered tasks.

Rationale:

Based on EOY data, it is evident that core instruction needs to improve in reading and math.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Targeted Small-Group Reading and Math Intervention. Scholars performing below grade level in reading and are provided with targeted small-group instruction focused on specific skill deficits (e.g.,

decoding, fluency, comprehension) and foundational math concepts such as number sense, operations, place value, and problem-solving. Instruction is hands-on, visual, and differentiated to meet specific skill gaps. Groups are flexible and adjusted based on data.

Rationale:

Based on EOY data, we have a large number of substantially deficient scholars in reading and math. Targeted interventions in small groups have consistently demonstrated improved outcomes for struggling scholars.

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

Unpack Benchmarks

Person Monitoring:

Dr. Proctor and Ms. Johannessen

By When/Frequency:

By May 2026/Weekly

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

1) Ensure all staff have a deep understanding of grade level benchmarks by breaking each benchmark into digestible chunks/targets. 2) Ensure each target has aligned, rigorous, and scholar-centered tasks. 3) Ensure staff differentiates tasks based on need. 4) Implement goal setting opportunities where scholars regularly and visibly participate in setting their own goals, monitoring their academic progress throughout the year, revising their goals based on data, and celebrating successes. During collaborative planning that occurs within school hours or after-school planning sessions, synthesize the benchmarks, benchmark clarifications, and content limits to fully understand the expected outcomes that carry the full weight of the standards. Teachers and administrators engage in Common Planning (during or after school) utilizing the Best Instructional Guide to Mathematics (B1G-M) to support Implementation of the B.E.S.T. Standards and other instructional initiatives to synthesize the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards.

Action Step #2

Improve reading and math proficiency by providing targeted small-group instruction aligned to specific skill deficits identified through assessment data.

Person Monitoring:

Dr. Proctor and Ms. Johannessen

By When/Frequency:

By May 2026/Weekly

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

Use benchmark data to identify scholars below grade level Group scholars by instructional need Schedule regular small-group instruction (3–5 times/week) during dedicated intervention blocks Use structured, evidence-based reading and math routines and materials Progress monitor every 2–3 weeks to inform instruction and regroup as needed Train teachers on effective small-group math facilitation and data use

Area of Focus #2

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.

In the 2025 academic year, ELA proficiency for Black scholars was 40%, representing a slight decrease from the prior year and falling below the 41% ESSA threshold for accountability. This subgroup's performance is a critical area of focus within the school improvement plan. The data indicates not only a persistent achievement gap when compared to the overall scholar population, but also highlights that targeted support is required to ensure Black scholars are meeting or exceeding state expectations. Closing this gap is essential for equity, school accountability, and the long-term academic success of our scholars.

Measurable Outcome

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

The percent of Black scholars achieving ELA proficiency will increase from 40% to 50% as measured by our Spring 2026 FAST assessment data.

Monitoring

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

The leadership team will review all grade level ELA assessments within a week of their completion to determine proficiency on each assessment and the gap between grade level proficiency and proficiency of African American scholars. Leadership team members will hold data chats with classroom teachers on the results of these assessments, including African American scholars' success. The leadership team will review FAST and Istation assessments after each completion to determine proficiency on each assessment and the gap between grade level proficiency and proficiency of African American scholars.

Person responsible for monitoring outcome

Dr. Proctor and ILT

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:

Cultivate a school-wide mindset that ensures teachers are engaging in equitable practices (equitable grading, culturally relevant teaching, restorative practices, etc.) through intentional planning and ensuring all scholars are engaged in rigorous grade level course work. Administration will create a plan to build relational capacity, empower scholar voice, and hold high expectations for all scholars. We will measure long-term scholar outcomes by examining the overall percentage of black scholars in grades 3-5 who are proficient according to the 2026 FAST (reducing the achievement gap).

Rationale:

As educators we are obligated to ensure that scholars are provided multiple opportunities to engage in rigorous, grade level standards-based teaching and learning. Our current data illustrates that black scholars are under performing in all content areas (ELA, math and science) in comparison to white scholars.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Academic Discourse PD

Person Monitoring:

Dr. LaShawn Proctor

By When/Frequency:

August 2025

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

During preschool week teachers will engage in Academic Discourse professional development. Academic discourse will be used as an equity tool. It will help close the opportunity gap by empowering scholars, especially those from historically underserved groups, to take ownership of their learning, access complex texts, and build the language power they need to thrive academically. Administrators and instructional coaches will use a common look-for tool to monitor the use of structured academic discourse routines, scholar participation, especially among Black scholars, and the quality and rigor of scholar responses. Walkthrough data will be disaggregated to assess whether all scholar groups are equitably participating in discourse.

Action Step #2

Provide Targeted Small-Group Literacy Instruction

Person Monitoring:

Dr. Proctor and Ms. Johannessen

By When/Frequency:

By May 2026/weekly

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

Implement strategic, small-group instruction during designated intervention or workshop blocks, using formative data to group scholars by specific literacy needs. Many Black scholars near proficiency may fall short without targeted support. Strategic small-group instruction provides the differentiation and

scaffolding they need to bridge the gap, build confidence, and master grade-level expectations — without being pulled away from core instruction or enrichment opportunities. Administrators and instructional coaches will conduct scheduled and unscheduled walkthroughs focused on: Alignment of small-group instruction to grade-level standards. Use of data to group students and plan lessons. Engagement and participation of Black scholars during small-group time.

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.

The problem/gap is occurring due to the lack of inclusion structures where the Gen-Ed and VE Resource teachers collaboratively team teach to provide differentiation. If both, Gen-Ed and VE Resource teachers consistently utilize data to plan for differentiation and scaffold instruction to increase the achievement of SWD, the problem/gap would be reduced by closing the achievement gap between our ESE and non-ESE scholars.

Measurable Outcome

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

The percent of ESE scholars achieving ELA proficiency will increase from 20% to 42%, and in math from 27% to 42% as measured by the 2026 FAST PM#3.

Monitoring

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

Ongoing monitoring of desired EOY outcomes will occur during grade level data chats and monthly grade level presentations facilitated by the grade level team leader/ESE teacher. The Instructional Leadership Team will continue conduct weekly walkthroughs and track the progress of ESE scholars towards this goal.

Person responsible for monitoring outcome

Dr. LaShawn Proctor and Ms. Johannessen

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:

Ensure that an inclusion model where both, Gen-Ed and VE Resource teachers intentionally plan for the differentiated needs of EACH scholar with consideration of the principles of UDL to ensure content is accessible to the broadest range of learners. In support of the acquisition of core subject, ESE must support Gen-Ed teachers by providing tools for modifications to instructional strategies, provide PD for staff on high impact ESE strategies, and co-plan with scholars in mind.

Rationale:

Based on the trend data of schools with a similar ESE population; school leaders shared that implementing an inclusion (push-in) model with a focus on differentiation, scaffolding instruction and PD on tools for modifications to instructional strategies with co-planning as the major contributing factors to increased ESE improvement in the areas of reading and math.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, 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

Scaffolding Instruction

Person Monitoring:

Dr. Proctor and Ms. Johannessen

By When/Frequency:

May 2026/weekly

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

Ensure instructional supports are in place for all students with special learning needs during core instruction and interventions. Ensure all interventions are implemented with fidelity.

Area of Focus #4

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.

Strategically focus on fully implementing the Pinellas Early Literacy Initiative by focusing on VPK-2 classrooms, ensuring equitable use of resources, including instructional supports, school-based

professional development, cycles of coaching, and feedback

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

In Grades K–2, the school will strengthen foundational literacy instruction by implementing evidence-based practices aligned with the RAISE initiative. Instruction will include daily, explicit phonics and phonemic awareness lessons, supported by structured routines and high-quality instructional materials. Teachers will also create language-rich environments through read-alouds, oral academic discourse, and culturally responsive texts that reflect and affirm the identities of all students, particularly Black scholars. Data from universal screeners and classroom-based assessments will be used to guide small-group instruction that is targeted, responsive, and equitable.

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

In Grades 3–5, the school will deepen reading proficiency through rigorous, grade-level instruction that emphasizes comprehension, vocabulary development, and academic discourse, while remaining aligned with the RAISE initiative. Teachers will implement evidence-based strategies such as close reading, text-dependent questioning, and structured discussion protocols to promote deeper understanding of complex texts. Instruction will be culturally responsive, integrating high-interest literature that affirms the identities and lived experiences of Black scholars to foster engagement and motivation. Data from benchmark assessments, writing samples, and formative checks will be regularly analyzed to inform differentiated small-group instruction and ensure all students—particularly those approaching proficiency—are receiving the support needed to grow. By focusing on both literacy skill development and student identity, this approach aims to close achievement gaps and increase the percentage of Black scholars meeting or exceeding grade-level ELA standards.

Grades K-2: Measurable Outcome(s)

The percent of K-2 scholars achieving ELA proficiency will increase from 49% to 55% as measured by the 2026 PM3 F.A.S.T. Assessment.

Grades 3-5: Measurable Outcome(s)

The percent of 3-5 scholars achieving ELA proficiency will increase from 43% to 50% as measured by the 2026 PM3 F.A.S.T. Assessment.

Monitoring

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

Ongoing monitoring of desired EOY outcomes will occur during grade level and MTSS data

chats. The Literacy Leadership Team will conduct weekly walkthroughs, as well as track grade level and independent teacher progress.

Person responsible for monitoring outcome

Dr. Proctor and Ms. Johannessen

Evidence-based Intervention:

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

Description of Intervention #1:

Evidence-Based Practices/Programs: Provides print-rich, explicit, systematic, and scaffolded instruction. Teach students to decode words, analyze word parts, and recognize words. Reinforce the effectiveness of instruction in alphabets, fluency, and vocabulary. Provide instruction in broad oral language skills. Teach students how to use reading comprehension strategies. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

Rationale:

To develop literacy, students need instruction in two related skills: foundational reading and reading comprehension. Employing evidence-based strategies and action steps will enable students to read words (alphabets), relate those words to their oral language, and read connected text with sufficient accuracy and fluency to understand what they read.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, 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

Literacy Leadership

Person Monitoring:

Dr. Proctor and Ms. Johannessen

By When/Frequency:

May 2026/weekly

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

School Literacy Leadership Team is meeting regularly to look at data to make informed decisions about what professional learning and supports need to be in place to maximize student growth in reading. School Literacy Leadership teams support fully implementing the Pinellas Early Literacy Initiative in grades VPK-2. Guide and support professional learning that emphasizes the reciprocal relationship between oral language, collaborative discussion, and writing, strengthening teachers' capacity to use these practices to help students organize thinking, make cross-curricular connections, and engage with complex academic content. School Literacy Leadership Team plans family reading nights grounded in family-friendly, evidence-based practices to support the homeschool connection.

Action Step #2

Literacy Coaching

Person Monitoring:

Dr. Proctor and Ms. Johannessen

By When/Frequency:

May 2026/weekly

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

Literacy coaches work with school principals to plan and implement consistent professional learning outlined by the Pinellas Early Literacy Initiative, centered on evidence-based practices grounded in the science of reading, the UFLC Flamingo Small group model, and writing, to demonstrate a significant effect on improving student outcomes. Literacy coaches prioritize time to those teachers, activities, and roles that will have the greatest impact on student achievement in reading, namely coaching, modeling, and mentoring in classrooms daily.

Action Step #3

Professional learning

Person Monitoring:

Dr. Proctor and Ms. Johannessen

By When/Frequency:

May 2026/weekly

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

Professional Learning Communities (PLCs) are guided by assessment data and are ongoing, engaging, interactive, collaborative, and job-embedded, and provide time for teachers to collaborate, research, conduct lesson studies, and plan instruction. School-based teams provide teachers with training that integrates the six components of reading (phonemic awareness, phonics, fluency, oral language, comprehension, and vocabulary) into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies outlined in the Pinellas Early Literacy Initiative. School-based teams support Pinellas Early Literacy Initiative professional learning sessions on the science of reading and evidence-based literacy instruction, materials, and assessment using materials created by the University of Florida Lastinger Center.

Area of Focus #5

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

Instructional Practice specifically relating to Science**Area of Focus Description and Rationale**

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

The primary area of focus for science instruction is to deepen the understanding of the Florida's State Academic Standards for Science (FSASS) through teacher clarity, with a targeted emphasis in Grade 5. This includes clearly communicating learning goals, modeling expectations, using consistent academic language, and helping students understand what success looks like in each lesson. When teachers are clear about what students are learning and why, it supports deeper engagement, better retention of concepts, and stronger performance on assessments.

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 increasing **teacher clarity**—especially in how we introduce and guide science tasks—we aim to help more students understand and retain key concepts. Our goal is to raise proficiency from **53% to 60%** this year.

Monitoring

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

Learning Walks & Observations:

Administrators and instructional coaches will conduct regular classroom walk-throughs using a focused look-for tool to identify evidence of teacher clarity (e.g., clear learning targets posted and referenced, modeled expectations, student-friendly success criteria)

Person responsible for monitoring outcome

Dr. Proctor, Ms. Johannessen, and Ms. Stroemich

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:

Teacher Clarity

Rationale:

When focusing on Teacher Clarity, it is important for teachers to have daily learning targets and critical content in mind when presenting science content. Teachers also need to be able to provide effective feedback on and for learning. To do this, there needs to be a clear understanding of the learning goals that are

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, 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

Collaborative Planning and PLC Meetings

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

Dr. Proctor, Ms. Stroemich, and Ms. Johannessen May 2026/weekly

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

During collaborative planning, synthesize the benchmarks, benchmark clarifications, and content limits to fully understand the expected outcomes that carry the full weight of the standards. During collaborative planning, engage in standards articulation to gain a deeper understanding of prior knowledge and future learning to support students' holistic understanding of the Big Ideas in science. Incorporate writing to learn scientific strategies to help students deepen their understanding by reflecting, explaining, and reasoning through ideas using written language through science notebooks, here students are given the opportunity to explain their thinking, provide evidence, and reflect on lessons/understanding through the use of writing prompts or exit tickets.

Action Step #2

Cognitive Task Analysis

Person Monitoring:

Dr. Proctor, Ms. Stroemich, and Ms. Johannessen May 2026/weekly

By When/Frequency:

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

Provide all students with consistent opportunities to engage in complex, grade-level content and activities aligned to the rigor of the standard/benchmark. Integrate writing-to-learn strategies through the use of science notebooks, where students can record their thinking using sentence stems, written explanations, and/or diagrams—to clearly explain scientific thinking. Articulate and advance high expectations for all students consistent with the shared vision for teaching and learning

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.

Scholar voice will be elevated through regular feedback opportunities, leadership roles, and classroom discourse. The school will also strengthen home-school partnerships by engaging families as collaborators in scholar success. These efforts are designed to cultivate a climate where all students are empowered to take academic risks, persist through challenges, and thrive both socially and academically.

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 scholars and families who report a

strong sense of belonging at school will increase from PY, as measured by the annual scholar climate survey.

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.

Scholar Belonging & Engagement- Climate survey responses (sense of belonging, adult relationships, voice in class)

- Participation in leadership roles, peer groups, or school activities

Family Voice- Participation in focus groups, feedback forms, or events

Person responsible for monitoring outcome

Dr. LaShawn Proctor

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 implement a schoolwide, evidence-based climate and engagement framework that promotes belonging, cultural responsiveness, and inclusive family involvement. This intervention focuses on improving school connectedness and emotional safety—both key predictors of academic success—by equipping educators with tools to affirm student identity, build strong relationships, and engage families as active partners in learning.

Rationale:

By implementing culturally responsive teaching, restorative practices, and targeted family engagement strategies, the school is proactively addressing both academic and non-academic barriers to success. This approach not only supports improved outcomes for Black scholars, but also strengthens the overall school culture, fostering a community where all students and families feel seen, valued, and supported.

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

Strengthen Scholar Belonging and Voice

Person Monitoring:

Dr. Proctor and Ms. Johannessen

By When/Frequency:

May 2026

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

Use universal practices like morning meetings (K–5) and scholar check-ins to build emotional safety and community. Create regular opportunities for scholar voice, such as focus groups, advisory councils, and student-led classroom discussions.

Action Step #2

Expand Family Engagement and Communication

Person Monitoring:

Dr. Proctor and Ms. Johannessen

By When/Frequency:

May 2026

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

Host culturally inclusive events that celebrate the identities of students and families (e.g., literacy nights, cultural celebrations). Offer flexible opportunities for families to engage (virtual, evening, multilingual) and include their input in planning.

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.

Bay Point holds monthly SAC meetings. During the first meeting, the Title I plan, budget, and activities are discussed and reviewed with parents. Parents on the SAC committee have input into the school wide plan implementation, review, and monitoring. Throughout the year, we encourage parents to join us and provide input into the Parent and Family Engagement Plan via SAC, at our PFEP nights, through event feedback surveys, and the Title I parent survey.

The SIP is housed on the website, <https://www.pcsb.org/baypoint-es> and the SIP one pager will be housed in the front office for easy parent access. The SIP one pager will also be sent to parents electronically through our Smores family communication.

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)).

Bay Point is committed to knowing our students on a personal level -academically, socially, and emotionally. Our goal is to build positive relationships with parents and families in a variety of ways. Parents have input into the Parent and Family Engagement Plan via SAC, PFEP event feedback, and the Title I parent survey. Each PFEP event has a survey that parents complete at the end to provide feedback on the event. Parents also have an opportunity to request personal support through their

child's teacher, guidance counselor, and administration on individual student related issues or needs.

Parents are kept apprised of information via our webpage (<https://www.pcsb.org/baypoint-es>), school Facebook, school marquee, school messenger, Class Dojo and weekly school electronic communications. At the beginning of the year we provide information to parents about our school both electronically and at our Meet the Teacher event. Through our PCSB Family Portal, parents have live access to their students grades and progress. In addition, parents receive progress reports and report cards, and score reports after each STAR and FAST assessment period. During the fall, we have a Title I family night and parent conferences that are scheduled outside of the school day. Bay Point will aim to learn about our students' families, cultures, and interests. We will create a school-wide learning community which encourages students to care for one another and be responsible for each other.

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)).

Our plan consists of multiple tiers. The first level for school wide impact is providing professional learning which is strategically chosen to raise teacher efficacy. By increasing student engagement through the strategies learned during school-based professional learning opportunities, teachers will actively engage students in learning. Admin and content-based coaches provide teachers with research-based instructional strategies to improve academic achievement and social outcomes. We will also provide our classroom teachers with the time and opportunity to work with our academic coaches to disaggregate their data and monitor progress after each FAST assessment in order to adjust their instructional plans to meet students' differentiated needs.

Bay Point's PELI Coach will provide PD for our K-2 teachers with an emphasis on increasing scholar achievement using RR strategies. Teachers will communicate best reading practices for families to implement at home, to increase family engagement with early literacy development.

The next level provides supports to students based on differentiated needs. We plan to provide grades 3-5 teachers with PD that is aligned to the BEST benchmarks.

In addition, Bay Point will offer scholar experiences such as field trips to help prepare scholar for post secondary opportunities and the workforce. These experiences can empower students to make informed decisions about their future, whether that involves pursuing higher education, entering the

workforce, or engaging in career-specific training. This comprehensive approach helps students bridge the gap between their secondary education and their postsecondary and career aspirations.

The last level will support learning at home. Bay Point's SIP committees will plan high interest activities for parents in the content areas of ELA, math, and science. Activities will include information on how parents can use the skills taught to help their students at home, which positively impacts scholar performance at school.

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)).

Bay Point Elementary and the VPK Office work together to coordinate transition programs for students entering the regular public-school program. Activities include: coordinated meetings with parents, VPK teachers and the kindergarten teachers to discuss the specific learning needs of students, joint parent meetings to discuss transitioning, etc. Bay Point Elementary and the District Title I Office work together to provide information and education on ways parents can help their children at home. Supplemental instructional supports and after-school learning opportunities is provided by the school is shared with parents during the development of the students' IEP.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

The school-based leadership team meets to review our school wide goals and resources available to support the goals. Available funding is allocated to support the instructional needs of our teachers and students. Resources are implemented based on need and student outcomes.

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).

Strategically focus on K-5 teachers and instruction, where acceleration can occur more rapidly by ensuring equitable use of resources including instructional support, school based professional development, cycles of coaching and feedback.

To develop literacy, scholars need instruction in two related sets of skills: foundational reading skills and reading comprehension skills. Employing the evidence-based strategies and action steps will enable students to read words (alphabets), relate those words to their oral language, and read connected text with sufficient accuracy and fluency to understand what they read.

50% or more of our K-5 scholars will demonstrate proficiency on the FAST ELA assessment by May 2026. This will be accomplished by:

Teaching scholars how to use reading comprehension strategies.

Ensuring that each scholar reads connected text every day to support reading accuracy, fluency and comprehension.

Providing print rich, explicit, systematic and scaffolded instruction

Teaching scholars to decode words, analyze word parts, and recognize words.

Reinforcing the effectiveness of instruction in alphabetic, fluency and vocabulary.

Frequent formative assessment data to be reviewed in weekly PLCs with instructional planning and strategies developed during collaborative planning time. Coaching cycles will be implemented with consistent and ongoing feedback to improve instruction and student outcomes. This will be monitored by Dr. Proctor and Ms. Johannessen.

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