BLANTON 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

Inspire lifelong learning and provide opportunities for students to gain knowledge, skills, and develop character for success in our changing world.

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
Charmion Berg

bergcha@pcsb.org

Position Title
Principal

Job Duties and Responsibilities

The Principal is the instructional and operational leader within the school community and is critical to improving student outcomes, through the hiring, development, support, supervision and retention of high-quality instructional and support staff. As the school leader, the Principal creates a culture of rigorous learning, belonging and engagement for staff, students and families through collaboration and distributive leadership. In alignment with the Florida Principal Standards, the Principal leads the school team to increased school and student outcomes by prioritizing instruction while effectively balancing the operational, safety, and policy responsibilities of a school-building leader

Leadership Team Member #2

Employee's Name

Tenishelah Johnson

johnsonten@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal is an instructional and operational leader within the school community and is critical to improving student outcomes through staff development and effectiveness. In collaboration with and aligned to the direction of the Principal, the Assistant Principal supports the creation of the culture of rigorous learning, belonging and engagement for staff, students and families throughout the school community. In alignment with the Florida Assistant Principal Standards, the Assistant Principal supports and leads assigned school teams to increased school and student outcomes through ongoing training, coaching, feedback and support by prioritizing instruction while effectively balancing operational, safety and policy responsibilities, as assigned.

Leadership Team Member #3

Employee's Name

Kayla Cavanaugh

cavanaughka@pcsb.org

Position Title

MTSS Coach

Job Duties and Responsibilities

To provide assistance and professional growth to teachers, including training and mentoring in the use of materials, assessment strategies and best practices to improve student achievement.

Leadership Team Member #4

Employee's Name

Dawn Newland

newlandd@pcsb.org

Position Title

ELA Coach

Job Duties and Responsibilities

 To provide assistance and professional growth to teachers, including training and mentoring in the use of materials, assessment strategies and best practices to improve student achievement.

Leadership Team Member #5

Employee's Name
Christopher Mosher

mosherch@pcsb.org

Position Title
Behavior Specialist

Job Duties and Responsibilities

 Establishes principles of behavior change procedures with basic understanding of applied behavior analysis. Conducts and facilitates Functional Behavior Assessments and implements Positive Behavior Intervention Plans. Establishes specific behavior management programs for students as needed. Consults with school personnel, parents, and others regarding behavior strategies. Functions in the areas of behavior management and crisis intervention and is responsible to the school principal

Leadership Team Member #6

Employee's Name
Noah Barker

barkerno@pcsb.org

Position Title
Library Media Technology Specialist

Job Duties and Responsibilities

 To provide leadership and expertise to ensure the school library media/technology program is aligned with the mission, goals, and objectives of both the school and district and an integral component of the instructional program providing equitable access to diverse information formats. Plans, promotes, executes and evaluates the library media/technology program and services to ensure its quality by effectively managing staff, school technology inventories, budgets and facilities. Instill a love of learning and empower students to be critical thinkers, enthusiastic readers, producers of digital content, savvy technology users, skillful researchers, and ethical users of information

Leadership Team Member #7

Employee's Name
Patricia Galdames

galdamesp@pcsb.org

Position Title
PELI Coach

Job Duties and Responsibilities

To provide assistance and professional growth to teachers, including training and mentoring in the use of materials, assessment strategies and best practices to improve student achievement.

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 SIP is reviewed by SAC at the first SAC meeting of the year. The SAC adds input and feedback, if needed, to adjust the plan. During the development of the SIP, the leadership team provides input based on the previous year's data to determine areas of focus and development for continued school success. A copy of the SIP is available in the office and on the website for families and community partners to view throughout the year.

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 by the School Based Leadership Team, Instructional Leadership Team, and MTSS Team after each FAST cycle. Modifications will be made based on student progress towards mastery of grade level standards.

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	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **ENGLISH LANGUAGE LEARNERS (ELL)** **ASIAN STUDENTS (ASN)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: B** **2023-24: C** **2022-23: B** **2021-22: B** **2020-21: C**

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	45	66	69	60	69	57				366
Absent 10% or more school days	3	24	16	22	21	15				101
One or more suspensions	0	4	4	11	8	0				27
Course failure in English Language Arts (ELA)	0	0	0	0	2	3				5
Course failure in Math	0	0	0	0	2	3				5
Level 1 on statewide ELA assessment	0	1	11	32	16	0				60
Level 1 on statewide Math assessment	3	8	15	24	12	12				74
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	1	5	6	2	0				14
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	2	4	9	11	5	0				31

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	3	7	4	21	10	15				60

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	4	2	3	9	0	0				18
Students retained two or more times	0	0	0	1	0	0				1

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	2	19	21	31	18	18				109
One or more suspensions		1		2	1	3				7
Course failure in English Language Arts (ELA)				1	3					4
Course failure in Math				1	2					3
Level 1 on statewide ELA assessment				6	15	17				38
Level 1 on statewide Math assessment				6	16	16				38
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			3	7	10	12				32

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	1	7						11
Students retained two or more times			2							2

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	47	64	59	48	61	57	39	54	53
Grade 3 ELA Achievement	39	67	59	53	63	58	31	54	53
ELA Learning Gains	59	62	60	64	64	60			
ELA Lowest 25th Percentile	60	59	56	67	62	57			
Math Achievement*	59	69	64	47	66	62	54	61	59
Math Learning Gains	79	67	63	43	68	62			
Math Lowest 25th Percentile	65	56	51	38	58	52			
Science Achievement	74	70	58	59	69	57	58	62	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	53	67	63	57	65	61	46	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)	N/A
OVERALL FPPI – All Students	59%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	535
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
59%	53%	49%	57%	43%		51%

* 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	54%	No		
English Language Learners	53%	No		
Asian Students	55%	No		
Black/African American Students	46%	No		
Hispanic Students	52%	No		
White Students	69%	No		
Economically Disadvantaged Students	59%	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	47%	39%	59%	60%	59%	79%	65%	74%					53%
Students With Disabilities	42%	45%	62%		48%	82%	62%						40%
English Language Learners	42%	48%	48%		49%	79%		50%					53%
Asian Students	46%	36%	50%		73%	79%							47%
Black/African American Students	33%	27%	50%		42%	71%	50%						
Hispanic Students	38%	53%	50%	55%	42%	72%		45%					57%
White Students	57%	32%	71%		72%	87%		96%					
Economically Disadvantaged Students	46%	40%	59%	57%	58%	80%	74%	69%					51%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	48%	53%	64%	67%	47%	43%	38%	59%					57%
Students With Disabilities	16%		58%	70%	19%	32%	33%	27%					
English Language Learners	32%		55%		30%	33%		50%					57%
Asian Students	69%	60%			75%								58%
Black/African American Students	32%	33%	68%		32%	33%		42%					
Hispanic Students	43%	45%	56%		31%	39%		71%					61%
White Students	56%	71%	64%	64%	56%	51%		52%					
Economically Disadvantaged Students	44%	50%	63%	68%	42%	42%	35%	57%					54%

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	39%	31%			54%			58%					46%
Students With Disabilities	24%	14%			33%								
English Language Learners	26%	20%			49%			71%					64%
Asian Students	67%				75%								81%
Black/African American Students	28%	15%			40%			28%					
Hispanic Students	30%	27%			49%			43%					50%
White Students	43%	38%			62%			75%					
Economically Disadvantaged Students	35%	30%			52%			55%					65%

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	38%	65%	-27%	57%	-19%
ELA	4	46%	62%	-16%	56%	-10%
ELA	5	45%	61%	-16%	56%	-11%
Math	3	45%	68%	-23%	63%	-18%
Math	4	63%	68%	-5%	62%	1%
Math	5	63%	65%	-2%	57%	6%
Science	5	65%	67%	-2%	55%	10%

III. Planning for Improvement

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

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

Most Improvement

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

Our greatest improvement was in math. We increased proficiency by 12%, learning gains by 36%, and L25 Learning Gains by 27%. Our math teachers received weekly coaching and planning from our math ISD. Additionally, our 4th grade math teacher received addition coaching from our assistant principal. We also developed a plan for the 2nd half of the school year in which every 4th grade math class and one 3rd grade class had an additional instructional leadership member to coteach and support the class as a whole, "bubble" students, and L25 students.

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 ELA data showed the lowest performance. We decreased proficiency in 3rd grade by 14%. The contributing factors are lack of a strong foundational knowledge of reading in our 3rd grade students.

Greatest Decline

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

Our greatest decline from the prior year is our ELA Learning Gains and 3rd grade ELA proficiency. The factors that contributed to this decline is our intense focus on math coaching and support and lack of strong foundational knowledge of reading in our 3rd grade students.

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 greatest gap compared to the state average is our 3rd grade ELA proficiency. The factors that contributed to this decline is a lack of strong foundational knowledge of reading.

EWS Areas of Concern

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

1. Number of Level 1 s on the FAST ELA in 3rd grade (32)

2. Number of Level 1s on the FAST Math in 3rd grade (24)

Highest Priorities

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

1. 3rd Grade ELA Proficiency
2. ELA Proficiency
3. ELA Learning Gains
4. Maintaining Math Learning Gains

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 areas of focus will include fidelity of small group implementation through the use of data, student led academic discourse, and advancing thinking through writing about reading across content areas. Academic discourse affects student learning because it increases student engagement and promotes critical thinking, and enhance metacognitive skills. Small group implementation and intervention is vital for student success to ensure individual student needs are consistently met and gaps are addressed. Writing is the most powerful teaching tool we have. Research tells us that writing, thinking, and reading are permanently linked and writing is the tool to unlock the other two. Studies have found that when students write about texts and content (not just in English but in social students, science, and math) their reading comprehension and learning is enhanced. Writing about what was learned linked with academic discourse can yield great benefits. Last year, we implemented an academic discourse and small group action plan; however, our data in ELA remained relatively stagnant. We are going to focus on writing about content with a more focused push on student discourse and small group differentiation to ensure the needs of individual students are continuously met and students are given ample opportunity to grapple with concepts through writing and discussion.

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.

Goals for the 2026 PM3 FAST
- ELA
    - 47% of all students were proficient on the 2025 ELA FAST with a goal of 55% for the 2026 ELA FAST
    - 59% of all students made learning gains on the 2025 ELA FAST with a goal of 65% for the 2026 ELA FAST
    - 60% of L25 students made learning gains on the 2025 ELA FAST with a goal of 70% for

the 2026 ELA FAST
- 39% of 3rd grade students were proficient on the 2025 ELA FAST with a goal of 50% for the 2026 ELA FAST
- Math
    - 59% of all students were proficient on the 2025 Math FAST with a goal of 65% for the 2026 Math FAST
    - 79% of all students made learning gains on the 2025 Math FAST with a goal of 80% for the 2026 Math FAST
    - 65% of L25 students made learning gains on the 2025 Math FAST with a goal of 70% for the 2026 Math FAST

Goal for the 2025 SSA
- The percent of all students achieving proficiency on the 2025 Spring SSA was 74%. The goal for all students achieving proficiency on the 2025 Spring SSA is 80%.

Monitoring

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

Monitoring will occur through involvement by the administrative team and coaches during curriculum meetings, SBLT meetings, PLCs, walkthroughs with feedback, and through the analysis of assessment data.

Person responsible for monitoring outcome
Charmion Berg

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:
Academic discourse

Rationale:
Academic discourse encourages the development of problem-solving skills, expressing ideas clearly, learning how to collaborate, and actively engage with content.

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

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

Description of Intervention #2:
Writing to learn

Rationale:
Writing to learn deepens student understanding, improves retention, and supports critical thinking across content areas.

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

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

Description of Intervention #3:
Differentiation

Rationale:
Differentiation ensures that instruction meets each student's needs by responding to different learning types. This creates the best learning experience possible by differentiating based on content, process, product, or the learning environment as a whole.

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
Small Group Instruction

Person Monitoring: **By When/Frequency:**
Dawn Newland/Patricia Galdames/Berg   May 2026/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Classroom teachers will participate in PD and guided PLCs with administration, the ELA coach (3rd-5th), the PELI coach (VPK-2nd), and math coach. 2. All classroom teachers will analyze data during PLCs to develop and plan and differentiate for small group instruction. 3. Administration and coaches will monitor the fidelity of small group instruction in reading and math. 4. Monitoring will occur through involvement by administration and coaches during PD and PLCs, SBLT meetings, walkthroughs, and data analysis.

Action Step #2
Write to Learn

Person Monitoring: **By When/Frequency:**
Tenishelah Johnson   May 2026/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Classroom teachers will receive PD on effective writing strategies. 2. Incorporate writing to learn strategies to help students deepen their understanding by reflecting, explaining, and reasoning through mathematical and scientific ideas using written language. 3. Classroom teachers will participate in planning with administration/coaches to implement writing strategies into their instruction. 4. Monitoring will occur through involvement by administration and coaches during PD

and PLCs and walkthroughs.

Action Step #3
Academic Discourse

Person Monitoring: **By When/Frequency:**
Kayla Cavanaugh   May 2026/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Classroom teachers will receive PD in academic discourse strategies 2. Classroom teachers will participate in guided lesson planning with a focus on academic discourse. This will include the use of AVID strategies such as Collaborative Study Groups as well as student and teacher moves from MTR 4.1-Engage in discussions that reflect on the mathematical thinking of self in others. 3. Monitoring will occur through involvement by administration and coaches during PD and PLCs and walkthroughs.

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.

Our areas of focus will include fidelity of small group implementation through the use of data, student led academic discourse, and advancing thinking through writing about reading across content areas. Academic discourse affects student learning because it increases student engagement and promotes critical thinking, and enhance metacognitive skills. Small group implementation and intervention is vital for student success to ensure individual student needs are consistently met and gaps are addressed. Writing is the most powerful teaching tool we have. Research tells us that writing, thinking, and reading are permanently linked and writing is the tool to unlock the other two. Studies have found that when students write about texts and content (not just in English but in social students, science, and math) their reading comprehension and learning is enhanced. Writing about what was learned linked with academic discourse can yield great benefits. Last year, we implemented an academic discourse and small group action plan; however, our data in ELA remained relatively stagnant. We are going to focus on writing about content with a more focused push on student discourse and small group differentiation to ensure the needs of individual students are continuously met and students are given ample opportunity to grapple with concepts through writing and discussion.

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 students achieving ELA proficiency on the 2025 Spring FAST was 33% with a goal of 40% for the 2026 Spring FAST.

Monitoring

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

Monitoring will occur:
1. During PLCs by classroom teachers, supporting teachers (ESE/ESOL/Gifted), coaches, and administration while planning for instruction.
2. Student engagement will be monitored by the Instructional Leadership Team through walkthroughs. Feedback will be provided.
3. During data chats after each PM assessment cycle by classroom teachers, supporting teachers (ESE/ESOL/Gifted), coaches, and administration.

Person responsible for monitoring outcome
Tenishelah Johnson

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:
Academic discourse

Rationale:
Academic discourse encourages the development of problem-solving skills, expressing ideas clearly, learning how to collaborate, and actively engage with content.

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

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

Description of Intervention #2:
Writing to learn

Rationale:
Writing to learn deepens student understanding, improves retention, and supports critical thinking across content areas.

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

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

Description of Intervention #3:
Differentiation

Rationale:
Differentiation ensures that instruction meets each student's needs by responding to different learning types. This creates the best learning experience possible by differentiating based on content, process, product, or the learning environment as a whole.

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
Monitoring for Progress & Action Planning

Person Monitoring:	**By When/Frequency:**
Kayla Cavanaugh	May 2026/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. The SBLT and MTSS teams will monitor and discuss black student achievement data. 2. Coaches and administration will work with classroom teachers to develop action plans for students, based on this data. 3. Monitoring will occur through involvement by administration and coaches during PD and PLCs, SBLT meetings, walkthroughs, and data analysis.

Action Step #2
Planning for Academic Discourse and Small Group Instruction

Person Monitoring:	**By When/Frequency:**
Tenishelah Johnson	May 2026/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Classroom teachers will participate in PC and guided PLCs with administration and instructional coaches to plan for small groups and ways to implement academic discourse. 2. All classroom teachers will analyze data during PLCs to develop and plan and differentiate for small group instruction. 3. Administration and coaches will monitor the fidelity of small group instruction in reading and math. 4. Monitoring will occur through involvement by administration and coaches during PD and PLCs, SBLT meetings, walkthroughs, and data analysis.

Area of Focus #3

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.

Our areas of focus will include fidelity of small group implementation through the use of data, student led academic discourse, and advancing thinking through writing about reading across content areas. Academic discourse affects student learning because it increases student engagement and promotes critical thinking, and enhance metacognitive skills. Small group implementation and intervention is vital for student success to ensure individual student needs are consistently met and gaps are addressed. Writing is the most powerful teaching tool we have. Research tells us that writing, thinking, and reading are permanently linked and writing is the tool to unlock the other two. Studies have found that when students write about texts and content (not just in English but in social students, science, and math) their reading comprehension and learning is enhanced. Writing about what was learned linked with academic discourse can yield great benefits. Last year, we implemented an academic discourse and small group action plan; however, our data in ELA remained relatively stagnant. We are going to focus on writing about content with a more focused push on student discourse and small group differentiation to ensure the needs of individual students are continuously met and students are given ample opportunity to grapple with concepts through writing and discussion.

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

Fully implement the Pinellas Early Literacy Initiative by focusing on VPK-2nd grade classrooms, ensuring equitable use of resources, including instructional supports, school-based professional development, cycles of coaching, and feedback.

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

Ensure whole group and small group instruction during the ELA block is designed and implemented according to the evidence-based principles academic discourse and formative assessment with corrective feedback.

Grades K-2: Measurable Outcome(s)

- 31% of students in 2nd grade scored a Level 3 or higher on the 2025 ELA FAST with a goal of 60% (51% of 1st graders scored above a Level 3 on the 2025 ELA FAST)
- 51% of students in KG-2nd grade scored a Level 3 or higher on the 2025 ELA FAST with a goal of 60%

Grades 3-5: Measurable Outcome(s)

47% of students in 3rd-5th grades scored a 3 or above on the 2025 ELA FAST with a goal of 55% for the 2026 ELA FAST

Monitoring

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

Monitoring will occur through involvement by the administrative team and coaches during curriculum meetings, SBLT meetings, PLCs, walkthroughs with feedback, and through the analysis of assessment data.

Person responsible for monitoring outcome
Dawn Newland/Patricia Galdames

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:
Academic Discourse

Rationale:
Academic discourse encourages the development of problem-solving skills, expressing ideas clearly, learning how to collaborate, and actively engage with content.

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

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

Description of Intervention #2:
Writing to learn

Rationale:
Writing to learn deepens student understanding, improves retention, and supports critical thinking across content areas.

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

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

Description of Intervention #3:
Differentiation

Rationale:
Differentiation ensures that instruction meets each student's needs by responding to different learning types. This creates the best learning experience possible by differentiating based on content, process, product, or the learning environment as a whole.

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
Small Group Instruction

Person Monitoring:	**By When/Frequency:**
Dawn Newland/Patricia Galdames	May 2026/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Classroom teachers will participate in PD and guided PLCs with administration, the ELA coach (3rd-5th), the PELI coach (VPK-2nd), and math coach. 2. All classroom teachers will analyze data during PLCs to develop and plan and differentiate for small group instruction. 3. Administration and coaches will monitor the fidelity of small group instruction in reading and math. 4. Monitoring will occur through involvement by administration and coaches during PD and PLCs, SBLT meetings, walkthroughs, and data analysis.

Action Step #2
Write to Learn

Person Monitoring:	**By When/Frequency:**
Tenishelah Johnson	May 2026/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Classroom teachers will receive PD on effective writing strategies. 2. Incorporate writing to learn strategies to help students deepen their understanding by reflecting, explaining, and reasoning through mathematical and scientific ideas using written language. 3. Classroom teachers will participate in planning with administration/coaches to implement writing strategies into their instruction. 4. Monitoring will occur through involvement by administration and coaches during PD and PLCs and walkthroughs.

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.

Our area of focus will be to redevelop and implement our schoolwide PBIS Plan. This will affect

student learning by improving the culture and climate of the school. This area was identified as a crucial need from the prior year due to an increased number of behavior referrals and an observed need for consistency with clear guidelines across the school.

Measurable Outcome

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

During the 2024-2025 school year, 56 students received 179 referrals according to Data Analytics. Our goal for the 2025-2026 school year is to reduce the number of students receiving referrals to 45 or less and the total number of referrals to 130or less.

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.

Referral data will be analyzed during SBLT and MTSS meetings by administration, coaches, and leadership teams.

Person responsible for monitoring outcome
Christopher Mosher

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).
Description of Intervention #1:
PBIS

Rationale:
PBIS promotes positive behavior, prevents issues before they escalate, ensuring equity and consistency, uses data to inform decisions, fosters collaboration, improves school climate, supports diverse student needs, and achieves long-term positive impacts on student outcomes and school culture.

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

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

Action Steps to Implement:
Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3

action steps and the person responsible for each step.

Action Step #1
PBIS Calendar

Person Monitoring:	**By When/Frequency:**
Christopher Mosher	September 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The PBIS team will develop and present a yearlong incentive calendar to recognize students with positive behaviors. This will be presented during pre-school activities to the entire staff.

Action Step #2
Teach & Implement

Person Monitoring:	**By When/Frequency:**
Christopher Mosher	May 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Staff will teach students the expectation of the PBIS plan by September and implement the plan with fidelity throughout the remainder of the year. Progress of implementation will be discussed and monitored during ILT and SBLT meetings.

Action Step #3
Data Monitoring & Interventions

Person Monitoring:	**By When/Frequency:**
Kayla Cavanaugh	May 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The MTSS team will regularly monitor behavior data to provide feedback to classroom teachers with intervention supports for Tier 2 and Tier 3 students.

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.

To ensure transparency and stakeholder engagement, Blanton Elementary School will disseminate the School Improvement Plan (SIP) and Schoolwide Program Plan (SWP) through multiple channels. These include:

- **School Advisory Council (SAC) Meetings:** The SIP and progress updates will be presented and discussed at SAC meetings. Meeting agendas and minutes will be posted on the school website (https://www.pcsb.org/blanton-es) and made available upon request.
- **Annual Title I Meeting:** Held in the fall, this meeting provides an overview of Title I services, SIP goals, and the school's budget priorities. Families will receive printed materials and a presentation in family-friendly language.
- **Parent and Community Resource Station:** Located in the front office, this station will include hard copies of the SIP, the PFEP, and information in multiple languages as needed.
- **Social Media and FOCUS:** Key SIP goals and progress updates will be shared in digestible formats via the school's Facebook page and through FOCUS messages.
- **Conferences:** SIP goals will be referenced during student-led conferences and academic events to help families connect schoolwide strategies to their child's academic plan.

All communication will be offered, to the extent practicable, in a language that parents can understand using translation services or bilingual staff members.

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)).

Blanton will build positive relationships with parents and families by providing consistent communication (at least biweekly calls/emails from the school and calls from teachers), hosting multiple family events each semester including at least 2 parent conferences. We will build positive relationships with community stakeholders by developing partnerships. Community members will be invited to participate in specific events and activities and our Family and Community Liaison will correspond with community members regularly.

Blanton's Family Engagement Plan will be made available to all stakeholders on the school's website (https://www.pcsb.org/blanton-es) as well as in the Title I Binder located in the Title I Station in the front office. Information about the Family Engagement Plan and its locations will be provided to all stakeholders during the Title I Annual Meeting.

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 areas of focus will include fidelity of small group implementation through the use of data, student led academic discourse, and advancing thinking through writing about reading across content areas. Classroom teachers will receive PD and coaching to develop and implement strategies within the classroom. They will also participate in collaborative planning and data analysis with their peers, administration, and coaches to identify gaps and plan for instruction.

How Plan is Developed
If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

The plan is developed in coordination and integration with federal programs (Title I) and local programs (R'Club).

The School Improvement Plan is developed in collaboration with stakeholders and aligned with other

federal, state, and local services. At Blanton Elementary, we coordinate with:

- **Federal Programs:** Title I funds support an MTSS Coach, and an ELA Coach
- **Student Services and Mental Health Programs:** We partner with the district's student services team, school counselors, and community mental health agencies to address student well-being.
- **Community Partners:** We partner with organizations like Feeding Pinellas and Clothes to Kids to provide resources to our families in needs.
- **Violence Prevention and PBIS:** Our Positive Behavior Intervention and Support (PBIS) systems are aligned with schoolwide expectations.
- **Nutrition Programs:** We coordinate with the district's Food and Nutrition Department to ensure all students receive breakfast and lunch at no cost.

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)).

Blanton offers a full-time school counselor who provides whole group lessons, and whole group and 1 on 1 lessons/counseling. Additionally, we have a part time social worker and psychologist who provide individual support to students. We offer Girlfriends Club for 4th and 5th grade students and our Family and Community Liaison is working to develop a mentorship program. Additionally, we have a Behavior Specialist who will be working with individual students/teacher and will develop and implement a schoolwide PBIS plan.

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)).

Blanton implements a PBIS plan to encourage positive behaviors. We also have an MTSS team and utilize the RTI process for Tier 2 and Tier 3 students. We host the SAVE Club throughout the school year.

The Muli-Tiered System of Supports (MTSS) model aligns resources in schools for providing high quality
instruction and intervention matched to student needs. The MTSS model addresses both academic and
behavior needs of students through instruction and intervention developed to meet those needs. The

problem solving/response to intervention (PS/RtI) component of MTSS is required in Every Student Succeeds

Act (ESSA) and the Individuals with Disabilities Educa◇on Improvement Act (IDEA 2004).

In an effective Multi-Tiered System of Supports: learning is accelerated to close gaps and prevent new ones;

fewer students are at risk over time; decisions about who needs additional support can be made rapidly;

rates of intervention success are high; and goals are defined in terms of improved achievement.

The school based MTSS coach is used to support the framework by facilitating or modeling the components

of MTSS: provide opportunities to practice problem-solving skills; provide collaborative / performance feedback to staff; develop coaching activities based on PD feedback, implementation fidelity; and student

outcomes.

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)).

Blanton Elementary prioritizes high-quality professional learning and staff development to build instructional excellence and data literacy, with a strong focus on retention and support of effective educators.

- **Data Chats:** Teachers engage in data chats every PM cycle, supported by instructional coaches and administrators. These sessions focus on formative assessment data, progress monitoring, and action planning.
- **Professional Learning Communities (PLCs):** Weekly PLCs allow grade-level teams to collaborate on standards-aligned planning, analysis of student work, and differentiated instruction strategies.
- **Instructional Coaching:** Our Reading and MTSS Coaches provide job-embedded support through modeling, co-teaching, and coaching cycles. Teachers receive regular feedback from administrators through instructional walkthroughs.
- **New Teacher Induction and Mentoring:** New staff receive structured onboarding, mentoring support, and monthly check-ins from school leaders.
- **Strategic Retention:** We build a positive school culture by celebrating teacher growth, recognizing contributions in staff meetings, and providing leadership pathways (e.g., teacher leads, club sponsors).

- **Targeted PD:** PD is aligned to school goals and personalized based on teacher/team needs. These efforts ensure continuous professional growth and instructional consistency across classrooms.

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)).

Blanton Elementary is proud to house a full-day PreK-3 program, to provide a strong two-year foundation for school readiness.

- **Full-Day 3-Year-Old Program:** Our early childhood program offers developmentally appropriate instruction, integrated play, and social-emotional learning to prepare students for Kindergarten.
- **Smooth Transitions:** The continuity between our PreK-3 and Kindergarten programs helps students and families build familiarity with school staff, routines, and expectations. This seamless transition supports a confident start to formal schooling.
- **Family Engagement:** We provide families with resources and strategies to reinforce early learning at home.
- **Ready Set Kindergarten and Tours:** Families of rising Kindergarten students are welcomed to tour classrooms, meet teachers, and participate in hands-on learning sessions. Materials are provided in multiple languages to ensure accessibility.

These practices foster a strong school-home connection and ensure our youngest learners are equipped for long-term success.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

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

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