

Pinellas County Schools

# CYPRESS WOODS ELEMENTARY SCHL



## 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..... 6
  - D. Early Warning Systems ..... 7
- II. Needs Assessment/Data Review ..... 10
  - A. ESSA School, District, State Comparison ..... 11
  - B. ESSA School-Level Data Review ..... 12
  - C. ESSA Subgroup Data Review ..... 13
  - D. Accountability Components by Subgroup..... 14
  - E. Grade Level Data Review ..... 17
- III. Planning for Improvement..... 18
- IV. Positive Learning Environment ..... 23
- V. Title I Requirements (optional)..... 26
- VI. ATSI, TSI and CSI Resource Review ..... 29
- VII. Budget to Support Areas of Focus ..... 30

## 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

---

Teach It! Learn It! Live It!

### Provide the school's vision statement

---

To achieve Cypress Woods Elementary's vision, we will prepare our students to become independent learners with the desires, skills, and abilities necessary for lifelong learning. This will require creating a learning environment which is centered around students, directed by teachers, and supported by home and community.

## 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

Christopher (Scott) Stevens

##### Position Title

Principal

##### Job Duties and Responsibilities

---

Duties include, but are not limited to, promoting and maintaining high student achievement by shaping a vision of academic success for all students, monitoring the School Improvement Plan and school-wide data, providing curricular and instructional leadership and support, maintaining overall school operations, ensuring a safe and supportive learning environment, cultivating leadership in others, and fostering a positive school climate that meets the needs of all learners, staff, and families.

## **Leadership Team Member #2**

### **Employee's Name**

Kristin Drainville

### **Position Title**

Assistant Principal

### **Job Duties and Responsibilities**

---

Assists in monitoring School Improvement Plan, instructional leadership and support, developing and maintaining a positive and safe school climate, monitoring school wide data, Early Childhood learning, school testing coordinator, teacher evaluations and walk throughs, discipline, Family Engagement, Safety/Emergency Drills, Transportation, CST, MTSS member, PBIS lead.

## **Leadership Team Member #3**

### **Employee's Name**

Taryn Ecker

### **Position Title**

School Psychologist

### **Job Duties and Responsibilities**

---

School Based Leadership Team (SBLT), Multitiered System of Supports (MTSS), Data Based Problem Solving and Response to Intervention (RTI), Positive Behavior Intervention Supports (PBIS), Facilitate individual academic and behavior plans, Assessing and supporting student needs, Comprehensive evaluations for Exceptional Student Education (ESE) and Section 504, Small group and individual counseling and skills training, Crisis support, Threat Management, Bullying Investigations.

## **Leadership Team Member #4**

### **Employee's Name**

Melinda Hassenplug

### **Position Title**

School Social Worker

### **Job Duties and Responsibilities**

---

Child Study Team, Attendance, School Based Leadership Team (SBLT), Assessing and supporting student needs, small group/individual counseling, Crisis support.

## **Leadership Team Member #5**

### **Employee's Name**

Laura Trudell

**Position Title**

School Counselor

**Job Duties and Responsibilities**

---

504 Coordinator, School Based Leadership Team (SBLT), Positive Behavior Intervention Supports (PBIS), Assessing and supporting student needs, small group, individual and whole class counseling, Crisis support, Threat Management, Bullying Investigations.

**Leadership Team Member #6****Employee's Name**

Jaclyn Reyes

reyesja@pcsb.org

**Position Title**

Library Media Technology Specialist

**Job Duties and Responsibilities**

---

Assists in monitoring action steps in our SIP, reviews school wide data, supports initiatives with ELA and technology, part of decision-making team with respect to school wide initiatives, instructional support and data monitoring.

**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.*

---

Stakeholders are involved in the development of the School Improvement Plan (SIP) at all stages -- including the use of an annual survey for families, students and staff during the school year, a SIP review and planning meeting(s) in the summer, and through our SAC which includes members from school staff, parents and community members. We analyze STAR/FAST PM cycle data and district assessments data relevant to our goal areas. SIP Team discuss/monitor current goals & actions steps, analyze best practices and determine the next steps in goal setting & action planning to create a School Improvement Plan draft. Our school's Areas of Focus are determined, and an action plan is

created with strategies to maximize school improvement and meet students' needs. After the draft plan is developed, goals and action steps are adjusted based on the feedback of our SAC prior to the final vote of the plan.

### **3. SIP Monitoring**

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

---

The School Improvement Plan (SIP) is monitored monthly by dedicated SIP teams, which review student data and assess the effectiveness of action steps. The School-Based Leadership Team closely track the progress of students in all subgroups—especially those with the largest achievement gaps—to evaluate whether interventions are positively impacting learning outcomes. Components of the SIP are regularly reviewed through grade-level PLCs and site-embedded professional development. Additionally, a mid-year reflection and a 90-day action plan are created to address any identified areas of need and to revise the plan accordingly. Revisions are considered following each district assessment cycle and grading period to ensure continued alignment with student needs.

## C. Demographic Data

<b>2025-26 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>ELEMENTARY PK-5</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2024-25 TITLE I SCHOOL STATUS</b>	<b>NO</b>
<b>2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>28.0%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2024-25 ESSA IDENTIFICATION</b> *UPDATED AS OF 1	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2024-25 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)</b> <b>ENGLISH LANGUAGE LEARNERS (ELL)</b> <b>HISPANIC STUDENTS (HSP)</b> <b>MULTIRACIAL STUDENTS (MUL)</b> <b>WHITE STUDENTS (WHT)</b> <b>ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2024-25: A</b> <b>2023-24: A</b> <b>2022-23: A</b> <b>2021-22: A</b> <b>2020-21: A</b>



## 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	62	97	83	91	99	95	0	0	0	527
Absent 10% or more school days	0	12	12	6	8	14	0	0	0	52
One or more suspensions	0	0	1	0	1	0	0	0	0	2
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	1	1	0	0	0	2
Level 1 on statewide ELA assessment	0	1	10	9	3	8	0	0	0	31
Level 1 on statewide Math assessment	0	5	8	7	4	3	0	0	0	27
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	3	2	1	0	0	0	0	7
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	2	5	2	2	0	0	0	0	11

#### Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	3	2	0	3	4	0	0	0	12

#### 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	1	1	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		15	9	9	9	18				60
One or more suspensions				1						1
Course failure in English Language Arts (ELA)					1	4				5
Course failure in Math					2	7				9
Level 1 on statewide ELA assessment					3	18				21
Level 1 on statewide Math assessment					1	3				4
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		9	10	6						25
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		9	3	1	1					14

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

The number of students by current grade level that had two or more early warning indicators:

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

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

The number of students retained:

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

## 2. Grades 9-12 (optional)

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

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

## A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	76	64	59	74	61	57	75	54	53
Grade 3 ELA Achievement	81	67	59	83	63	58	69	54	53
ELA Learning Gains	68	62	60	62	64	60			
ELA Lowest 25th Percentile	66	59	56	50	62	57			
Math Achievement*	87	69	64	86	66	62	85	61	59
Math Learning Gains	74	67	63	77	68	62			
Math Lowest 25th Percentile	57	56	51	65	58	52			
Science Achievement	75	70	58	82	69	57	86	62	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	67	67	63	90	65	61	73	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	72%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	651
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
72%	74%	81%	79%	75%		73%

\* 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	53%	No		
English Language Learners	73%	No		
Hispanic Students	67%	No		
Multiracial Students	75%	No		
White Students	74%	No		
Economically Disadvantaged Students	68%	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	76%	81%	68%	66%	87%	74%	57%	75%					67%
Students With Disabilities	52%	61%	48%		71%	55%	25%	56%					
English Language Learners	61%		73%		89%	100%		50%					67%
Hispanic Students	71%		65%		76%	68%	64%	60%					
Multiracial Students	79%				71%								
White Students	77%	85%	67%	68%	90%	77%	59%	76%					71%
Economically Disadvantaged Students	68%	74%	68%	63%	79%	68%	52%	65%					75%



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	74%	83%	62%	50%	86%	77%	65%	82%					90%
Students With Disabilities	62%	100%	59%	53%	70%	81%	74%	59%					
English Language Learners	55%		67%	55%	77%	61%							90%
Asian Students	82%				91%								
Hispanic Students	72%	91%	63%		85%	69%		74%					
Multiracial Students	81%		73%		88%	82%							
White Students	76%	81%	63%	50%	88%	78%	62%	84%					89%
Economically Disadvantaged Students	65%	73%	60%	50%	77%	72%	62%	74%					100%

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	75%	69%			85%			86%					73%
Students With Disabilities	57%	62%			53%			61%					
English Language Learners	47%				82%								91%
Asian Students	73%				64%								
Hispanic Students	76%	63%			93%			90%					
Multiracial Students	57%				81%								
White Students	78%	69%			87%			89%					
Economically Disadvantaged Students	65%	63%			73%			80%					

## 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	81%	65%	16%	57%	24%
ELA	4	77%	62%	15%	56%	21%
ELA	5	70%	61%	9%	56%	14%
Math	3	87%	68%	19%	63%	24%
Math	4	88%	68%	20%	62%	26%
Math	5	80%	65%	15%	57%	23%
Science	5	73%	67%	6%	55%	18%

### 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?

---

ELA proficiency for the 2024-25 school year was 76%, which was an increase of 2% from the previous year. This increase was a direct result in a change in data-driven planning for ELA. Teachers continued to collaboratively plan but scheduled out more data reviews to coincide with module assessments and state assessments. Increased access to ELA intervention curriculum and an increase in Extended Learning Programs (ELP) for ELA. School schedule updated to streamline support for struggling readers.

ELA gains included -- 66% L25 (+16% gains from previous year), 68% Learning Gains (+6% gains from previous year), 5th Grade ELA 71% (+6 gains from previous school year), and 5th Grade L25 70% (+25% gains from previous year).

##### **Lowest Performance**

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

---

Math L25% scored at 57%, with 5th grade math scoring at 52%. Our 5th grade groups is the group of students who experienced the COVID pandemic when they were in kindergarten. Students missed core face to face instruction for part of their Kindergarten year and much of their First-grade year. Also, during the 2024-25 school year, our district encountered multiple hurricanes which lead to the learning loss.

##### **Greatest Decline**

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

---

Science proficiency for the 2024-25 school year was 75%, which was a decrease of 7% from the previous year. In looking through data analysis of strands, showed a significant lower score of physical science.

##### **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.

---

Cypress Woods Elementary School outperformed the State average in proficiency for Reading, Math & Science. Our achievement levels consistently exceed district and state levels.

Math proficiency as a school was 26 points higher than the state average. Highlighted gaps: 5th grade was 25 points higher than the state average, 4th grade was 28 points higher than the state average, and 3rd grade was 26 points higher than the state average.

### **EWS Areas of Concern**

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

---

Data from EWS, showed an increase for students in Level 1's for primary grades in ELA.

### **Highest Priorities**

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

---

- 1) SWDs proficiency in Reading, Math and Science
- 2) ELA proficiency, learning gains and L25 learning gains
- 3) Math proficiency, learning gains and L25 learning gain
- 4) Science proficiency

## 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 Collaborative Planning, Differentiation

#### Area of Focus Description and Rationale

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

FAST data from 2024-2025 indicates that students with diverse learning needs achieved growth at a lower rate than their grade level peers. Overall, ELA proficiency was 76%, ESE 53%, ESOL 57%, 100% Gifted and L25 66%. 3rd grade ELA proficiency for PM3 was 81%. Overall, Math proficiency was 87%, ESE 67%, ESOL 86%, 100% Gifted and L25 57%. Science proficiency was 81%, ESE 58%, Gifted 96% and ESOL 63%. There is a need for consistent growth among subgroups of diverse learners in order to close the gap with their typically performing peers.

#### 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.

80% proficiency for ELA

90% proficiency for Math

80% proficiency for Science

85% proficiency for 3rd Grade ELA

70% proficiency for L25s in ELA, Math and Science.

70% proficiency for ESE students in ELA, Math and Science

70% proficiency for ESOL students in ELA and Math.

These goals are to be achieved on the 2026 PM3 FAST by collaboratively planning for and delivering benchmark-aligned instruction as a non-negotiable for improving outcomes for whole group and small group instruction.

#### Monitoring

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

Student success will be monitored through performance on district and state-wide common Pinellas CYPRESS WOODS ELEMENTARY SCHL 2024-25 SIP Printed: 08/06/2024 Page 22 of 31 assessments. SBLT will monitor and participate in collaborative planning and PLCs.

**Person responsible for monitoring outcome**

Christopher (Scott) Stevens

**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:**

Educators and service providers will collaboratively plan to deeper the understanding of each persons role in student's education and achievement. Collaborative planning allows for all stakeholders to have an in-depth understanding of each students learning needs and how to address them across providers, ensuring differentiation

**Rationale:**

Effective teaching establishes clear goals related to the critical content of the standards that students are learning and uses the goals to inform instructional decisions made across educators and service providers. Effective collaboration will ensure that all students make and attain reasonable goals. Teachers will use data and set goals that will allow for differentiated instruction with a focus on small group instruction.

**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**

Collaborative planning

**Person Monitoring:**

Christopher (Scott) Stevens

**By When/Frequency:**

On-going

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

\*ELA Champions identified at each grade level \*Collaborative planning opportunities across grade levels and service providers \*Just-in-time content area PD: teacher leaders, district roll-outs, TDEs, Dreambox & McGraw Hill content specific PD, \*Student goal setting for each PM cycle \*Intentionally Planning for differentiated, small group instruction \*Data focused PLCs on district summative assessments (module, benchmark, Big Ideas) \*Evidence of differentiation and small group instruction during walk-throughs \*Provide all students with consistent opportunities to engage in in complex, grade-level content and activities aligned to the rigor of the standard/benchmark. \*Monitor the use of

appropriate practices and scaffolding to ensure students' needs are met.

## 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 Black/African American students for grades 3-5, scored at 75% proficiency for FAST ELA, 50% for Math, and 67% proficiency in Science for PM3 during the 2024-25 school year. Our Black/African American students in grades K-2, scored 50% in proficiency for STAR Early Literacy/Reading and 67% in proficiency for STAR Math. Currently our Black/African American students for grades 3-5 are performing 20-30% lower on FAST PM3, compared to their non-Black/African American peers in the areas of Math, ELA and Science.

#### 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.

African American students will perform at 75% proficient for ELA, Math and Science as measured by the PM3 FAST Assessment, by collaboratively planning for and delivering differentiated instruction.

#### Monitoring

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

Student success will be monitored through performance on district and state-wide common assessments. SBLT will monitor and participate in collaborative planning and PLCs.

#### Person responsible for monitoring outcome

Christopher (Scott) Stevens

#### 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:

Educators and service providers will collaboratively plan to deeper the understanding of each person's role in student's education and achievement. Analyzing student data and progress during



PLC to differentiate instruction will ensure that each student's individual needs are addressed.

**Rationale:**

An increase in differentiated instruction will ensure that all student's needs are addressed both in the Core instruction and intervention

**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**

Differentiation

**Person Monitoring:**

Christopher (Scott) Stevens

**By When/Frequency:**

On-going

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

\*Collaborative planning opportunities across grade levels and service providers \*Just-in-time content area PD: teacher leaders, district roll-outs, TDEs, Dreambox & McGraw Hill content specific PD, \*Intentionally Planning for differentiated, small group instruction \*Data focused PLCs on district summative assessments (module, benchmark, Big Ideas) \*Evidence of differentiation and small group instruction during walk-throughs \*Provide all students with consistent opportunities to engage in in complex, grade-level content and activities aligned to the rigor of the standard/benchmark. \*Monitor the use of appropriate practices and scaffolding to ensure students' needs are met.

## 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.

---

A positive school culture and learning environment is characterized by supportive, inclusive conditions that meet the diverse needs of all students. It is built on strong relationships, clear roles in student learning, and a shared commitment to trust, respect, and high expectations. Consistent implementation of PBIS has positively influenced student behavior and academic achievement. Continued focus in this area is expected to drive further learning gains across all subjects.

**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.

---

Student achievement in the areas of ELA, Math and Science will increase 4-5 percent in each area and behavior referrals will decrease by 10%.

**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.

---

Outcomes will be measured by student performance on FAST PM3 and referral data. PBIS Team will review monthly behavior data.

**Person responsible for monitoring outcome**

Kristin Drainville, Assistant Principal

**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:**

If we focus on intentional planning of recognizing positive behavior and achievement in our daily classroom routines, and throughout the campus, we will not only provide students a foundation for safe and positive learning, but also enhance their ability to succeed in school, academically and behaviorally. Explicitly teaching positive behavior expectations through the use of classroom circles/ Harmony lessons and the use of our PBIS system will support our positive school culture.

**Rationale:****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**

Positive Behavior and Interventions Supports

**Person Monitoring:**

Kristin Drainville, Assistant Principal

**By When/Frequency:**

Monthly

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

\*PBIS Committee review, plan, and make suggested changes \*Seek school and community feedback

\*Develop changes in planning and rollout implementation at beginning of school year \*Increase in academic celebrations campus-wide \*Celebrate student growth by cycle \*Continued use of Harmony meetup (circles) \*Implement classroom lessons on positive culture \*Increase in character celebrations

## V. Title I Requirements (optional)

---

### A. Schoolwide Program Plan (SWP)

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

#### Dissemination Methods

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

List the school's webpage where the SIP is made publicly available.

No Answer Entered

#### Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

#### Plans to Strengthen the Academic Program

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

No Answer Entered

#### How Plan is Developed

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

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

---

No Answer Entered

## B. Component(s) of the Schoolwide Program Plan

### Components of the Schoolwide Program Plan, as applicable

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

#### Improving Student's Skills Outside the Academic Subject Areas

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

---

No Answer Entered

#### Preparing for Postsecondary Opportunities and the Workforce

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

---

No Answer Entered

#### Addressing Problem Behavior and Early Intervening Services

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

---

No Answer Entered

#### Professional Learning and Other Activities

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

---

No Answer Entered

#### Strategies to Assist Preschool Children

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

---

No Answer Entered

## VI. ATSI, TSI and CSI Resource Review

---

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

### Process to Review the Use of Resources

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

---

No Answer Entered

### Specifics to Address the Need

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

---

No Answer Entered

## VII. Budget to Support Areas of Focus

---

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

**No**



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