

Pinellas County Schools

# DUNEDIN 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

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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)

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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

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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

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## A. School Mission and Vision

### Provide the school's mission statement

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100% Student Success

### Provide the school's vision statement

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The mission of Dunedin Elementary is to be responsive to the academic, emotional, and social needs of each child. We will work to close the opportunity gap by preparing all students for college and career readiness and success in a global society.

## 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

Christina Murphy

murphychr@pcsb.org

##### Position Title

Principal

##### Job Duties and Responsibilities

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The principal and AP monitor the learning environment and support teacher growth through observation and feedback. Based on the data, teams are provided with differentiated support from school leaders and coaches. Instructional Leader. Intentional focus on all aspects of school improvement. Develop and monitor goals and action steps developed by the school leadership team. Curriculum Specialist/Learning Specialist. PBIS Coordinator. Safety and Operations Manager. Instructional walk-throughs. Teacher observation and evaluation. Testing Coordinator. MTSS team member. ILT. CST. Oversee all curriculum areas. Manage, analyze, and interpret school data from a

variety of sources, followed by effective action planning to identify and close achievement gaps to meet academic goals. Active participant in collaborative planning. Provide teachers with constructive and honest feedback to continuously improve instructional practice.

## **Leadership Team Member #2**

### **Employee's Name**

Tammy Killian

killiant@pcsb.org

### **Position Title**

Assistant Principal

### **Job Duties and Responsibilities**

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The principal and AP monitor the learning environment and support teacher growth through observation and feedback. Based on the data, teams are provided with differentiated support from school leaders and coaches. Instructional Leader. Intentional focus on all aspects of school improvement. Develop and monitor goals and action steps developed by the school leadership team. Curriculum Specialist/Learning Specialist. PBIS Coordinator. Safety and Operations Manager. Instructional walk-throughs. Teacher observation and evaluation. Testing Coordinator. MTSS team member. ILT. CST. Oversee all curriculum areas. Manage, analyze, and interpret school data from a variety of sources, followed by effective action planning to identify and close achievement gaps to meet academic goals. Active participant in collaborative planning. Provide teachers with constructive and honest feedback to continuously improve instructional practice.

## **Leadership Team Member #3**

### **Employee's Name**

Lynne Anthony

anthonyl@pcsb.org

### **Position Title**

School Social Worker

### **Job Duties and Responsibilities**

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Assists our families and students with resources to address food insecurities, counseling, homelessness, crisis intervention, and any other social-emotional needs. In addition, she monitors our attendance and leads the Child Study Team, which addresses barriers to student attendance which has a strong impact on academic performance. The social worker also serves on our leadership, MTSS and PBIS team.

## Leadership Team Member #4

**Employee's Name**

Sarah Bailey

baileysar@pcsb.org

**Position Title**

Reading Coach

**Job Duties and Responsibilities**

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Support ELA curriculum lesson planning aligned to standards. Support school leadership by helping to develop and implement goals and action steps to increase reading and writing achievement. Build capacity by increasing teacher leadership. Literacy Leader. Monitor all data related to ELA, including computer-based learning programs. Promote a culture of collaboration and high standards for instruction. Help teachers create formative assessments within ELA. Oversee academic pacing calendar to ensure all grade-level standards are taught. Facilitator of ELA PD. MTSS team member. Participate in instructional walk-throughs. Attend monthly district coaching meetings and implement ideas/tasks. Apply and communicate knowledge of research-based instructional practices that are effective. Analyze ELA data with teachers and the school leadership team and assist with developing action plans. Assist teachers with collaborative planning around the ELA standards using district reading modules and resources. Pull small groups for students needing intervention and enrichment. Support curriculum planning and PLCs using extended planning time. Provide teachers with constructive and honest feedback to continuously improve instructional practice.

## Leadership Team Member #5

**Employee's Name**

Erin Macking

mackinge@pcsb.org

**Position Title**

Math Coach

**Job Duties and Responsibilities**

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Promote a culture of collaboration and high standards for instruction. Support school leadership by helping to develop and implement goals and action steps to increase math achievement. Build capacity by increasing teacher leadership. Support math curriculum lesson planning aligned to benchmarks and within grade level limitations. Facilitate Math PD, work with teachers during collaborative planning. Develop, monitor, and assist teachers in analysis and use of math formative assessments to drive instruction. Ensure interim assessments are completed by all grade levels. Monitor the pacing of the math instructional calendar to ensure all standards are taught. Engage

teachers in doing the math before instructing students. Monitoring and supporting the math block and intervention. Math ILT leader. Monitor and take action on all data related to math, including learning computer-based programs. Analyze and interpret math data and use it to help guide lesson planning, assessment, coaching, and effective action planning. Pull small groups for students needing intervention and enrichment. Developing math spiral review plans. Supporting curriculum planning and PLCs using extended planning time. Engage in Learning Walks with ILT. Attend monthly district coaching meetings and implement ideas/ tasks. Provide teachers with constructive and honest feedback to continuously improve instructional practice.

## 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.*

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School data and feedback from parent and staff surveys were analyzed by the leadership team, staff, and SAC to determine next steps. Academic areas with the largest gaps will be areas of focus for the 2025-2026 school year. Professional Learning Communities will focus on data analysis, collaborative planning, standards-based instruction, and utilization of high-yield strategies.

In addition, teachers and students will continuously monitor progress and goal setting with action steps and partner with families to move towards increased proficiency. PBIS strategies will be implemented and monitored, creating a positive culture and climate. We will also provide PreK-2 staff development for the 2025-2026 school year by becoming a PELI school and utilizing a PreK-2 PELI Coach to engage in weekly common planning, monthly Data PLCs, and coaching cycles.

## 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)).

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Through ongoing data analysis, the ILT and MTSS team will examine data and make decisions about next steps. The grade level teams will use data in their weekly collaborative planning sessions to ensure meeting the needs of all students. Once per quarter, SIP will be reviewed during a faculty

meeting. Data will be analyzed multiple times a year, and the plan will be revised as needed.



## 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>YES</b>
<b>2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>100.0%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>YES</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>BLACK/AFRICAN AMERICAN STUDENTS (BLK)</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: C</b> <b>2023-24: B</b> <b>2022-23: C</b> <b>2021-22: C</b> <b>2020-21:</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	50	64	71	70	47	77				379
Absent 10% or more school days	0	19	21	18	10	18				86
One or more suspensions	0	1	0	1	2	4				8
Course failure in English Language Arts (ELA)	0	0	0	0	0	0				0
Course failure in Math	0	0	0	0	1	1				2
Level 1 on statewide ELA assessment	0	7	17	23	22	0				69
Level 1 on statewide Math assessment	0	10	6	22	9	15				62
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	5	5	6	1	0				17
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	3	5	10	2	0				20

#### 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	7	3	10	4	21				45

#### 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	3	2	3	0	0				8
Students retained two or more times	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		24	18	16	18	22				98
One or more suspensions				1		2				3
Course failure in English Language Arts (ELA)				1	1	1				3
Course failure in Math					1					1
Level 1 on statewide ELA assessment					17	30				47
Level 1 on statewide Math assessment					11	20				31
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	6	7	9	11						33
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	2	5	7	12	20					46

**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	2	5	13	17				38

**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	4		1					7
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*	42	64	59	50	61	57	34	54	53
Grade 3 ELA Achievement	49	67	59	68	63	58	41	54	53
ELA Learning Gains	54	62	60	55	64	60			
ELA Lowest 25th Percentile	55	59	56	47	62	57			
Math Achievement*	46	69	64	51	66	62	38	61	59
Math Learning Gains	53	67	63	54	68	62			
Math Lowest 25th Percentile	63	56	51	59	58	52			
Science Achievement	53	70	58	52	69	57	28	62	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	56	67	63	66	65	61	31	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	52%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	471
Total Components for the FPPI	9
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
52%	56%	41%	47%	49%		56%

\* 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	46%	No		
English Language Learners	51%	No		
Black/African American Students	44%	No		
Hispanic Students	54%	No		
Multiracial Students	54%	No		
White Students	61%	No		
Economically Disadvantaged Students	48%	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	42%	49%	54%	55%	46%	53%	63%	53%					56%
Students With Disabilities	21%	20%	54%		38%	64%	80%	50%					40%
English Language Learners	43%	46%	50%	43%	47%	53%	64%	56%					56%
Black/African American Students	31%	30%	55%	50%	27%	44%	62%	50%					
Hispanic Students	44%	56%	47%	46%	50%	59%	77%	50%					55%
Multiracial Students	40%		58%		58%	58%							
White Students	58%		68%		61%	50%		70%					
Economically Disadvantaged Students	37%	38%	54%	55%	43%	51%	57%	49%					52%

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	50%	68%	55%	47%	51%	54%	59%	52%					66%
Students With Disabilities	18%	38%	52%	56%	24%	61%	68%	31%					47%
English Language Learners	43%	68%	52%	45%	56%	53%	57%	30%					66%
Black/African American Students	36%	60%	41%		42%	57%		33%					
Hispanic Students	50%	65%	60%	50%	59%	59%	60%	48%					63%
Multiracial Students	50%				46%								
White Students	65%	78%	61%		54%	39%		73%					
Economically Disadvantaged Students	45%	65%	50%	45%	47%	56%	63%	45%					64%

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	34%	41%			38%			28%					31%
Students With Disabilities	8%	8%			11%			9%					43%
English Language Learners	22%	38%			33%			0%					62%
Black/African American Students	13%	19%			33%			18%					
Hispanic Students	34%	42%			38%			26%					58%
Multiracial Students	46%				38%								
White Students	52%	54%			46%			45%					
Economically Disadvantaged Students	32%	38%			36%			29%					61%

## 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	46%	65%	-19%	57%	-11%
ELA	4	43%	62%	-19%	56%	-13%
ELA	5	36%	61%	-25%	56%	-20%
Math	3	44%	68%	-24%	63%	-19%
Math	4	47%	68%	-21%	62%	-15%
Math	5	39%	65%	-26%	57%	-18%
Science	5	53%	67%	-14%	55%	-2%

### III. Planning for Improvement

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#### 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?

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L25 learning gains had an increase of 8%, moving from 47 to 55%.

We identified the L25 students and made sure that teachers knew who they were when teaching whole and small groups. Intentional planning for these groups with differentiated instruction ensured that we were doing the right thing for the right kids.

##### **Lowest Performance**

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

---

ELA achievement showed the lowest performance. There were several factors that contributed to the low proficiency in the 3rd grade - staff turnover in one of the third-grade classes caused inconsistencies and a lack of stability for 1/3 of the grade level. In 4th grade, each class had 24-26 kids on the roster. The increase in complexity of 4th-grade curriculum proved to be incredibly challenging for the 4th graders, who left 3rd grade at 68% proficiency. 5th grade had several behavior issues that seemed to derail the flow of our classes regularly.

As we reflect on the trends, we believe that we need to set higher expectations across the board for all learners, academic and behavioral.

##### **Greatest Decline**

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

---

3rd grade ELA achievement showed the greatest decline. Several factors contributed to the low proficiency in the 3rd grade - staff turnover in one of the third-grade classes caused inconsistencies and a lack of stability for 1/3 of the grade level.

As we reflect on the trends, we believe that we need to set higher expectations across the board for all learners, academic and behavioral.

##### **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.

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The greatest gap is in the area of math achievement. Students continue to lack foundational math skills, and many have a weak number sense. Several of our teachers newer to the intermediate math curriculum seem to lack a deeper understanding of the depth of the math benchmarks.

### **EWS Areas of Concern**

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

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Attendance

the number of Level 1 students in reading and math

### **Highest Priorities**

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

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ALL CONTENT AREAS

Core instruction

Tier 2 & 3 instruction

Attendance

ESE and Black Subgroup Data

## 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

#### 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.

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More than 50% of students are not proficient in math and ELA as measured by FAST. Student learning will be impacted when all instructional staff plan collaboratively for core content using standards-based resources and relevant data to develop and implement rigorous lessons for students

#### 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.

---

Proficiency in all core content subjects will rise to 62% as measured by the FAST and STAR assessments in May of 2026. These scores will rise from the previous year's scores of 42% in ELA, 46% in Math, and 53% in science.

#### Monitoring

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

---

Collaborative planning will be monitored through administrative walk-throughs, looking for elements of common planning across grade levels. Weekly PLCs will be focused on content-specific planning using state standards and district pacing guides. For math, we will plan for Target Task Alignment, ensuring that the tasks are aligned to the learning target and/or benchmark.

District and State assessment data will also be reviewed, analyzed, and used in planning to make effective instructional decisions. Also, instructional coaches will be involved in all aspects of the monitoring.

#### Person responsible for monitoring outcome

Christina Murphy

**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:**

Common Planning-all grade levels will receive time weekly to plan lessons with their same grade-level instructional staff.

**Rationale:**

When lessons are intentionally planned with standards-based material and resources to address different types of learners and different levels of understanding, student learning will increase.

**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**

PLCs

**Person Monitoring:**

Tammy Killian

**By When/Frequency:**

weekly

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

Grade-level and content-specific PLCs will occur weekly and will include planning for upcoming lessons, using standards-based resources, district pacing guides, formative data, and collaboration within the team.

**Action Step #2**

Standards-based instruction with differentiation

**Person Monitoring:**

Christina Murphy

**By When/Frequency:**

weekly

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

Instruction will be implemented to include differentiation to address the varied levels and types of learners in the classroom. Evidence will include activities aligned to state standards with rigor and students having discussion on the focused standard using complete sentences, academic vocabulary and writing across the content areas.

**Action Step #3**

Collaborative Planning

**Person Monitoring:**

Christina Murphy

**By When/Frequency:**

weekly

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



**step:**

Additional duty hours will be scheduled and paid for, to allow teachers, instructional coaches and administration time to plan and collaborate in addition to their weekly meetings. This will include planning to address current and future school improvement goals.

**Area of Focus #2**

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

**ESSA Subgroups specifically relating to Students With Disabilities (SWD), 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 students with disabilities data continued to remain far below 50% proficiency in the following areas: ELA - 21% Math - 38%

A significant number of SWD students are in our ESE self-contained classrooms, and curricular, planning / instructional support is needed.

Our black students continued to remain far below 50% proficiency in the following areas: ELA - 31% Math - 27%

Our school demographics show that 23% of our total population consists of black students. There is a significant gap between white and black students' proficiency in all content areas.

**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 goal is for both of these subgroups to achieve 50% proficiency in all content areas on district and state assessments.

**Monitoring**

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

Instructional Leadership Team members (Principal, Assistant Principal, Math and Reading coaches) will monitor data through the use of a grade and content level Excel document to include common assessments, formative and summative assessments, attendance, and subgroups.

**Person responsible for monitoring outcome**

Christina Murphy

**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:**

UFLI, Flamingo, and other appropriate interventions will be used with identified students, as needed. Teachers and staff will provide a safe and equitable learning environment in which African American students build a growth mindset and increase perseverance to achieve academic, behavioral, and social/emotional success. In order to reduce the disparity within our black subgroup's data in attendance, discipline, and academics, professional development is necessary for ALL adults on our campus. The professional development should be on increasing the student engagement of our black students through the use of culturally responsive teaching practices, an equitable mindset, relevant topics and material, and the setting of high expectations.

**Rationale:**

This strategy will bring awareness to the cultural needs of African American students by keeping students engaged during instruction, connected throughout the school community, and increasing their proficiency in all subject areas. Systematic instruction to include breaking lessons into sequential and manageable steps that increase in difficulty level.

**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**

Family Communication

**Person Monitoring:**

Principal and AP

**By When/Frequency:**

weekly

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

Administration will monitor the communication between school and home for our students every week. The goal will be to work with the family to support the overall success of each student.

**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.

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Our area of focus is to concentrate on specific instructional practices that are evidence-based and have been proven to raise student achievement in ELA. This has been identified as a crucial need based on previous ELA achievement proficiency results for the 2024-2025 school year. As a result of our low proficiency of 41% in grades 3-5, we will implement several strategies to raise ELA achievement in all grade levels K-5.

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

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For grades PreK-2, we will fully implement the Pinellas Early Literacy Initiative which includes a focus on ensuring equitable use of resources, including instructional supports, school based professional development, cycles of coaching, and feedback.

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

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For grades 3-5, we will utilize a full time ELA Instructional Staff Developer to work directly with teachers in the following areas: creating standards-based lessons with rigorous tasks aligned to ELA benchmarks, improving instructional delivery by using high yield strategies that allow students to be actively participating, implementing coaching cycles, data analysis, and providing actionable feedback.

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### **Grades K-2: Measurable Outcome(s)**

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For the 2024-2025 school year, our students who were assessed on STAR Early Literacy achieved an overall proficiency of 60%. By May 2026, students assessed on STAR Early Literacy will achieve an overall proficiency of 75%.

For the 2024-2025 school year, our students who were assessed on STAR Reading achieved an overall proficiency of 55%. By May of 2026, students assessed on STAR Reading will achieve an overall proficiency of 70%.

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### **Grades 3-5: Measurable Outcome(s)**

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For the 2024-2025 school year, our grades 3-5 students achieved an overall proficiency of 41%. By May 2026, grades 3-5 students will achieve an overall proficiency of 62% in ELA.

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### **Monitoring**

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

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The Instructional Leadership Team (Principal, AP, PELI Coach, and Reading Coach) will facilitate weekly collaborative planning sessions and Data PLCs to monitor implementation and impact. ELA Coaches will also conduct coaching cycles and provide actionable feedback. Administrators will

conduct daily walk-throughs and have one on one data chats with all teachers in order to stay up to date on student progress.

**Person responsible for monitoring outcome**

Tammy Killian- 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:**

For grades K-2, we will use the following practices/interventions: UFLI (phonics instruction) Flamingo small group interventions, including decoding/encoding, reading strategies, fluency, and comprehension strategies Oral language instruction

**Rationale:**

Literacy development includes instruction in foundational reading and comprehension. These evidence-based strategies and action steps will enable students to read words, relate those words to oral language, and read connected text with sufficient accuracy and fluency to understand that they read.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Description of Intervention #2:**

For grades 3-5 will use the following practices/interventions: Accelerated Reading Groups Pop Up small groups PCS ELA Module lessons Writing across all content areas

**Rationale:**

The continuation of literacy development involves deepening fluency strategies and the ability to read multi-syllabic words, as well as increased comprehension strategies with a focus on increased academic vocabulary acquisition.

**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**

Literacy Coaching

**Person Monitoring:**

Ashlie Brierlie

**By When/Frequency:**

Weekly

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

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

**Action Step #2**

Literacy Leadership

**Person Monitoring:**

Tammy Killian -AP

**By When/Frequency:**

Weekly

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

• School Literacy Leadership Team is meeting regularly to look at data to make informed decisions about what professional learning and supports need to be in place to maximize student growth in reading. • Build capacity by identifying teachers, coaches, and district staff who can support training in understanding how high-quality instructional materials connect to evidence-based practices and the B.E.S.T. ELA benchmarks. • Guide and support professional learning that strengthens teachers' capacity to use evidence-based practices to help students organize thinking, make cross-curricular connections, and engage with complex academic content. • School Literacy Leadership Team plans family reading nights grounded in family-friendly, evidence-based practices to support the homeschool connection.

**Area of Focus #4**

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

**specifically relating to****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.

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 No Answer Entered
**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.

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 No Answer Entered
**Monitoring**

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

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 No Answer Entered

**Person responsible for monitoring outcome****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:****Rationale:****Tier of Evidence-based Intervention:****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****Person Monitoring:****By When/Frequency:**

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

## IV. Positive Learning Environment

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**Area of Focus #1**

Student Attendance

**Area of Focus Description and Rationale**

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

Attendance continues to be a barrier at Dunedin Elementary. Using data analytics, we identified that 22% of our students had more than 10% of school days absent, with the highest absenteeism rates being in grades K and 1. These absences have a huge impact on student learning, as these are highly formative years where students are creating a foundation for their learning in all content areas.

**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.

Prior year data shows that our attendance has remained consistent with 22% of our students having

10% or more days absent. Our goal is to improve attendance to 90% of our students having 95% attendance. We will be more aggressive in our Child Study Team with our plan of action for improvement of the attendance of each learner.

### **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.

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CST meetings occur biweekly. We will use these meetings to address concerns early and regularly. Each team member will play a role in contributing ideas and effort in increased attendance. Ongoing monitoring will impact student achievement outcomes as absenteeism is addressed and remedied through the appropriate actions of our CST team.

### **Person responsible for monitoring outcome**

Lynne Anthony-School Social Worker

### **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:**

Front office staff and CST team will make regular phone calls to check in with families after the third unexcused absence.

#### **Rationale:**

Consistent communication with families will give us the opportunity to teach parents/guardians about the importance of student attendance and how it affects student achievement. It also gives us the opportunity to provide support to families who are experiencing challenges and/or barriers that may be affecting their ability to get their children to school.

#### **Tier of Evidence-based Intervention:**

Tier 2 – Moderate Evidence

#### **Will this evidence-based intervention be funded with UniSIG?**

No

### **Action Steps to Implement:**

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

#### **Action Step #1**

**Person Monitoring:**

**By When/Frequency:**

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

### **Area of Focus #2**



## 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.

We have a comprehensive PBIS plan. Staff, students, and their families are all trained on our PBIS processes. We also have a behavior team that addresses behavioral issues, and we use data to define which students may need Tier 2 or Tier 3 services, in which case, we use the MTSS process. This team uses a problem-solving worksheet as needed based on data.

**Measurable Outcome**

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

Our Positive Behavior and Intervention System will support the engagement and content-based tasks of our students in grades PreK-5th. PBIS will also improve the morale and culture of our school. 44 of our students received an Office Referral in the 24-25 school year. We would like to reduce that number by 10% through the use of improved PBIS supports.

**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.

Monitoring will occur through analysis of ODPs and minor infraction reports as recorded through FOCUS. Student engagement will decrease the number of behaviors in any classroom setting and that will be monitored by walkthrough feedback.

**Person responsible for monitoring outcome**

Administration Team

**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:**

We use the Second Step program on our morning news show daily. This allows all students to receive additional instruction in social skills and appropriate behaviors, actions, and reactions. Students also have the opportunity to practice appropriate skills through role play, student discussions, and writing opportunities.

**Rationale:**

Some students are not yet equipped with the social skills needed to interact safely and appropriately



in school settings. These skills are a responsibility of the school to teach to all students.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

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

**Action Step #1****Person Monitoring:****By When/Frequency:**

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

**Area of Focus #3****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.

---

No Answer Entered

**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.

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No Answer Entered

**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.

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No Answer Entered

**Person responsible for monitoring outcome****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:****Rationale:**

**Tier of Evidence-based Intervention:**

**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**

**Person Monitoring:**

**By When/Frequency:**

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

## V. Title I Requirements (optional)

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### 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.

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<https://www.pcsb.org/dunedin-es>

All stakeholders can learn about the SIP and all aspects of the school on the school's website, <https://www.pcsb.org/dunedin-es>. A Title I meeting is held at the start of the school year, and this information is provided to all families. The goals stated in this plan are reviewed monthly during leadership meetings, MTSS Meetings, and at PTA and SAC meetings to monitor progress and gather input from all involved stakeholders.

#### 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)).

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Family engagement is a key strategy essential for student achievement. Our PTA is working to recruit families for their support. As a school, our plans include the following: scheduled awards ceremonies, bi-monthly FOCUS communication with families, collaboration on the year-long events calendar with PTA and School, share/post event calendar on website, communication bulletin board, continue with SAC and PTA meetings, utilize district survey for parent feedback on school academics and communication. Based on our assessment results for this year, we will integrate specific academic

trainings for our families to support at home by building their capacity.

Families will be engaged multiple times during each quarter of the school year to learn about their child's academic progress as well as to be connected with the school community. Events include parent conferences, literacy night, family bingo night, and other informational sessions. Adult English Language Classes begin on August 13th to support our families who are learning the language.

The school's Family Engagement Plan will be available to all stakeholders on the school website <https://www.pcsb.org/dunedin-es>.

### **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)).

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Professional Learning Communities will focus on data analysis, collaborative planning, standards-based instruction, and utilization of high-yield strategies.

In addition, teachers and students will continuously monitor progress and goal setting with action steps and partner with families to move towards increased proficiency. PBIS strategies will be implemented and monitored creating a positive culture and climate. We will also provide PreK-2 staff development for the 2025-2026 school year by becoming a PELI school and utilizing a PreK-2 PELI Coach to engage in weekly common planning, monthly Data PLCs, and coaching cycles.

The school will strengthen academics by supporting and allowing teachers to collaboratively plan standards-based lessons with content coaches. Lessons will have a focus on being tightly aligned to standards, will use data to provide differentiated instruction to meet the varied needs in each class, and provide students multiple opportunities to discuss and engage with the content. High expectations for all will be a focus of the 25-26 school year.

### **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)).

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This plan was developed and will be implemented in part using Title 1 funds, including having 3 hourly teachers on campus to support the growth of our tier 2 and tier 3 students. 100% of our students

receive free lunch and breakfast.

Dunedin Elementary works closely with the City of Dunedin, Walmart, Kiwanis Club, and several local churches and businesses. We have been able to support the needs of families with childcare, health care, school supplies, housing due to homelessness, and several enrichment activities. Our school PTA now has parent members who have been supportive of our family events.

## 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)).

n/a

#### Preparing for Postsecondary Opportunities and the Workforce

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

n/a

#### Addressing Problem Behavior and Early Intervening Services

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

n/a

#### 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)).

n/a

#### 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)).

Title I funds continue to support the full day three-year old program allowing the district to provide

continuity of service for a full two years in early childhood prior to entering kindergarten. This seamless, two-year programming provides a strong foundation for school readiness and future educational success. This leads to a smooth transition between preschool and kindergarten for both students and parents. Families are familiar with the personnel, environment, rules, and safety procedures.

We also hold a Ready, Set, Kindergarten event in February to allow incoming families and students to come on campus and learn a little about kindergarten routines and expectations.

## VI. ATSI, TSI and CSI Resource Review

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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.

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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).

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No Answer Entered



## VII. Budget to Support Areas of Focus

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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