

Pinellas County Schools

EISENHOWER ELEMENTARY SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Eisenhower Elementary achieves success by increasing opportunities for all scholars by providing a respectful community with high expectations and student-centered instruction in order to prepare all students for college and career readiness.

Provide the school's vision statement

Growing tomorrow's leaders today.

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

Tijuana Baker

bakerti@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

Instructional Leader

Leadership Team Member #2

Employee's Name

Laura Hasson

hassonl@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Instructional Leader

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

Barbara Brawner

brawnerb@pcsb.org

Position Title

ELA Coach-Primary

Job Duties and Responsibilities

ELA Instructional Coaching

Lesson demonstration

Lesson planning

Supports Data analysis and action planning

2. Stakeholder Involvement

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

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

The principal involved stakeholders in the development of the school improvement plan to make more informed decisions. The principal recruited staff to engage in the development of the SIP. The principal also met with district personnel as well as other colleagues to gain a broader understanding of the improvement needs of the school.

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)).

- 1 School Advisory Team- This committee will meet monthly to discuss progress, challenges, and potential revisions to the plan.
2. Grade Level and Department Data Chats: Regularly collect and analyze data on student achievement, including test scores, formative assessments, and other relevant data points. Use this data to identify areas of improvement and to track progress over time.
3. Classroom observations and walkthroughs: Conduct regular classroom observations to assess the implementation of instructional strategies and interventions outlined in the School Improvement plan. Provide feedback to teachers and identify areas where additional support or modifications may be needed.
4. Student progress monitoring: Implement a system for tracking individual student progress, particularly for those students who are part of the achievement gap. This can include regular check-ins, progress reports, and targeted interventions to address specific needs.
5. Parent and community involvement: Engage parents and the wider community in the monitoring process. Encourage their participation in regular meetings, surveys, and feedback sessions to gather their perspectives on the effectiveness of the School Improvement plan.
6. Ongoing professional development: Provide regular professional development opportunities for teachers to ensure they have the knowledge and skills necessary to implement the strategies outlined in the plan. This can include workshops, training sessions, and peer collaborations.
7. Collaboration and communication: Foster a culture of collaboration and open communication among staff members. Encourage regular meetings and discussions to share best practices, challenges, and potential revisions to the plan.
8. Continuous improvement cycles: Establish regular review cycles to assess the effectiveness of the School Improvement plan. Use the data collected and feedback received to identify areas for improvement and make necessary revisions to the plan.
9. Stakeholder feedback: Seek feedback from students, parents, staff, and community members on the impact of the School Improvement plan. Conduct surveys, focus groups, or town hall meetings to gather their perspectives and incorporate their suggestions into the plan.
10. External evaluations: Consider involving external evaluators or consultants to conduct periodic evaluations of the School Improvement plan. Their independent assessments can provide valuable insights and recommendations for improvement.

C. Demographic Data

| | |
|--|---|
| 2025-26 STATUS (PER MSID FILE) | ACTIVE |
| SCHOOL TYPE AND GRADES SERVED (PER MSID FILE) | ELEMENTARY PK-5 |
| PRIMARY SERVICE TYPE (PER MSID FILE) | K-12 GENERAL EDUCATION |
| 2024-25 TITLE I SCHOOL STATUS | YES |
| 2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE | 100.0% |
| CHARTER SCHOOL | NO |
| RAISE SCHOOL | YES |
| 2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1 | N/A |
| ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG) | |
| 2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK) | STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL) |
| SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i> | 2024-25: B 2023-24: B 2022-23: C 2021-22: B 2020-21: |

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

| INDICATOR | GRADE LEVEL | | | | | | | | | TOTAL |
|---|-------------|----|----|----|----|----|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| School Enrollment | 74 | 80 | 99 | 97 | 85 | 73 | | | | 508 |
| Absent 10% or more school days | 0 | 20 | 28 | 32 | 21 | 23 | | | | 124 |
| One or more suspensions | 0 | 1 | 2 | 2 | 1 | 0 | | | | 6 |
| Course failure in English Language Arts (ELA) | 0 | 0 | 0 | 0 | 0 | 0 | | | | 0 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | | | | 0 |
| Level 1 on statewide ELA assessment | 0 | 1 | 29 | 53 | 23 | 0 | | | | 106 |
| Level 1 on statewide Math assessment | 0 | 17 | 26 | 43 | 20 | 12 | | | | 118 |
| 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 | 12 | 17 | 10 | 0 | | | | 40 |
| Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4) | 0 | 12 | 17 | 20 | 12 | 0 | | | | 61 |

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 | 6 | 16 | 23 | 19 | 16 | | | | 80 |

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 | 0 | 2 | 6 | 0 | 0 | | | | 8 |
| Students retained two or more times | 0 | 0 | 0 | 1 | 0 | 0 | | | | 1 |

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

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

| INDICATOR | GRADE LEVEL | | | | | | | | | TOTAL |
|---|-------------|----|----|----|----|----|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more school days | | 34 | 28 | 37 | 29 | 39 | | | | 167 |
| One or more suspensions | | | | 1 | | 2 | | | | 3 |
| Course failure in English Language Arts (ELA) | | | | | 20 | | | | | 20 |
| Course failure in Math | | | | 2 | 1 | | | | | 3 |
| Level 1 on statewide ELA assessment | | | | 6 | 28 | 43 | | | | 77 |
| Level 1 on statewide Math assessment | | | | 3 | 15 | 25 | | | | 43 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3) | | | | | | | | | | 0 |
| Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4) | | | | 6 | 28 | | | | | 34 |

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

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

| INDICATOR | GRADE LEVEL | | | | | | | | | TOTAL |
|--------------------------------------|-------------|---|---|---|----|----|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | | | 3 | 5 | 12 | 24 | | | | 44 |

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 | | | | 7 | | | | | | 7 |
| Students retained two or more times | | | | | | 2 | | | | 2 |

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

| ACCOUNTABILITY COMPONENT | 2025 | | | 2024 | | | 2023** | | |
|--|--------|-----------|--------|--------|-----------|--------|--------|-----------|--------|
| | SCHOOL | DISTRICT† | STATE† | SCHOOL | DISTRICT† | STATE† | SCHOOL | DISTRICT† | STATE† |
| ELA Achievement* | 54 | 64 | 59 | 47 | 61 | 57 | 42 | 54 | 53 |
| Grade 3 ELA Achievement | 57 | 67 | 59 | 45 | 63 | 58 | 46 | 54 | 53 |
| ELA Learning Gains | 63 | 62 | 60 | 58 | 64 | 60 | | | |
| ELA Lowest 25th Percentile | 58 | 59 | 56 | 52 | 62 | 57 | | | |
| Math Achievement* | 60 | 69 | 64 | 56 | 66 | 62 | 56 | 61 | 59 |
| Math Learning Gains | 54 | 67 | 63 | 57 | 68 | 62 | | | |
| Math Lowest 25th Percentile | 41 | 56 | 51 | 62 | 58 | 52 | | | |
| Science Achievement | 54 | 70 | 58 | 55 | 69 | 57 | 50 | 62 | 54 |
| Social Studies Achievement* | | | 92 | | | | | | |
| Graduation Rate | | | | | | | | | |
| Middle School Acceleration | | | | | | | | | |
| College and Career Acceleration | | | | | | | | | |
| Progress of ELLs in Achieving English Language Proficiency (ELP) | 65 | 67 | 63 | 74 | 65 | 61 | 44 | 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 | 56% |
| OVERALL FPPI Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 0 |
| Total Points Earned for the FPPI | 506 |
| 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 |
| 56% | 56% | 51% | 55% | 46% | | 60% |

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

| 2024-25 ESSA SUBGROUP DATA SUMMARY | | | | |
|-------------------------------------|---------------------------------|--------------------|---|---|
| ESSA SUBGROUP | FEDERAL PERCENT OF POINTS INDEX | SUBGROUP BELOW 41% | NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41% | NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32% |
| Students With Disabilities | 43% | No | | |
| English Language Learners | 49% | No | | |
| Black/African American Students | 47% | No | | |
| Hispanic Students | 56% | No | | |
| Multiracial Students | 62% | No | | |
| White Students | 67% | No | | |
| Economically Disadvantaged Students | 54% | 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 | 54% | 57% | 63% | 58% | 60% | 54% | 41% | 54% | | | | | 65% |
| Students With Disabilities | 30% | 31% | 64% | | 58% | 41% | | 18% | | | | | 58% |
| English Language Learners | 40% | 42% | 52% | 45% | 55% | 55% | 41% | 47% | | | | | 65% |
| Black/African American Students | 43% | 57% | 61% | 75% | 47% | 31% | 31% | 28% | | | | | |
| Hispanic Students | 56% | 59% | 60% | 45% | 65% | 57% | 43% | 54% | | | | | 63% |
| Multiracial Students | 54% | | | | 69% | | | | | | | | |
| White Students | 65% | 53% | 74% | | 63% | 65% | | 80% | | | | | |
| Economically Disadvantaged Students | 53% | 56% | 65% | 60% | 57% | 49% | 38% | 49% | | | | | 63% |

| 2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS | | | | | | | | | | | | | |
|--|----------|------------------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|-------------------|--------------|
| | ELA ACH. | GRADE 3 ELA ACH. | ELA LG | ELA LG L25% | MATH ACH. | MATH LG | MATH LG L25% | SCI ACH. | SS ACH. | MS ACCEL. | GRAD RATE 2022-23 | C&C ACCEL 2022-23 | ELP PROGRESS |
| All Students | 47% | 45% | 58% | 52% | 56% | 57% | 62% | 55% | | | | | 74% |
| Students With Disabilities | 17% | 21% | 36% | 38% | 50% | 78% | 94% | 31% | | | | | 68% |
| English Language Learners | 38% | 36% | 65% | 68% | 53% | 55% | 67% | 39% | | | | | 74% |
| Black/African American Students | 38% | 45% | 44% | 23% | 41% | 55% | 60% | 39% | | | | | |
| Hispanic Students | 44% | 40% | 66% | 72% | 60% | 58% | 68% | 50% | | | | | 75% |
| Multiracial Students | 80% | | | | 53% | | | | | | | | |
| White Students | 57% | 50% | 53% | | 68% | 68% | | 73% | | | | | |
| Economically Disadvantaged Students | 43% | 42% | 56% | 51% | 52% | 57% | 63% | 50% | | | | | 73% |

| 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 | 42% | 46% | | | 56% | | | 50% | | | | | 44% |
| Students With Disabilities | 20% | 29% | | | 38% | | | 17% | | | | | 43% |
| English Language Learners | 29% | 41% | | | 54% | | | 37% | | | | | 61% |
| Black/African American Students | 28% | 24% | | | 43% | | | 25% | | | | | |
| Hispanic Students | 36% | 40% | | | 55% | | | 45% | | | | | 60% |
| Multiracial Students | 82% | | | | 82% | | | | | | | | |
| White Students | 58% | 71% | | | 65% | | | 68% | | | | | |
| Economically Disadvantaged Students | 38% | 42% | | | 54% | | | 47% | | | | | 63% |

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 | 52% | 65% | -13% | 57% | -5% |
| ELA | 4 | 47% | 62% | -15% | 56% | -9% |
| ELA | 5 | 45% | 61% | -16% | 56% | -11% |
| Math | 3 | 52% | 68% | -16% | 63% | -11% |
| Math | 4 | 66% | 68% | -2% | 62% | 4% |
| Math | 5 | 47% | 65% | -18% | 57% | -10% |
| Science | 5 | 47% | 67% | -20% | 55% | -8% |

III. Planning for Improvement

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

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

Most Improvement

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

Our ELA proficiency of 3 or higher showed the most increase from 47% to 54% when comparing PY PM3 to our Current Year PM3 ELA FAST 3+ proficiency. Additionally, our 3rd grade ELA proficiency showed significant increase from 45% proficiency in PY PM3 to 57% proficient in PM3. Our school implemented targeted small pop-up instruction for students scoring at a level 2.1 and 2.2 3 days per week using skilled staff who formed relationships with students who needed support with target, task alignment, stamina and motivation. Additionally, we used our district math and ELA staff developers to coach in through modeling and coteaching regularly with teachers using a differentiated support model for staff supports. Administration worked closely with teachers and staff developers with planning and intervention support models.

Lowest Performance

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

Our Math L25 current year Learning gains showed a significant decrease to 43% from PM2 to Prior Year PM3 of 62%. This trend is indicative that our lowest performing scholars are not being supported through interventions targeting their gaps reading and comprehension. Math intervention planning and implementation of quality core instruction for L25 students based on observations and walkthroughs are not consistently occurring.

Greatest Decline

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

Our Math L25 current year Learning gains showed a significant decline to 43% from PM2 to Prior Year PM3 of 62%. This trend is indicative that our lowest performing scholars are not being supported through interventions targeting their gaps reading and comprehension. Math intervention planning and implementation of quality core instruction for L25 students based on observations and walkthroughs are not consistently occurring.

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.

Our Math L25 current year Learning gains showed a significant decrease to 43% from PM2 to Prior Year PM3 of 62%. This trend is indicative that our lowest performing scholars are not being supported through interventions targeting their gaps reading and comprehension. Math intervention planning and implementation of quality core instruction for L25 students based on observations and walkthroughs are not consistently occurring.

EWS Areas of Concern

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

- Math L25 Learning Gains
- Number of students with a substantial mathematics
- Scholars absent 10% or more of the school year

Highest Priorities

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

- Quality Instruction and Collaborative Planning
- Building and using teacher and staff leadership skills
- Cross grade level articulation
- Climate and Culture and Trust
- Authentic family engagement

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.

The data from the FAST assessment for the 2024-2025 academic year suggests that some scholars are not performing proficiently at their grade level in ELA, Math, and Science. Upon analyzing the data, it appears that the lack of support within collaborative planning within grade level teams and inconsistent delivery of interventions may be contributing to this issue. These collaborative planning sessions and interventions are meant to address the gaps in academic learning that hinder scholars' comprehension, ability to analyze and synthesize text, use vocabulary effectively, and understand scientific concepts and mathematical principles. Additionally, the balance of time dedicated to collaborative systems, monitoring and providing feedback to scholars during core instruction seems to be inadequate. This conclusion is supported by the number of scholars who are performing below level three or above in their respective subjects and the lack of evidence of consistent collaborative planning sessions with teams. It is clear that there is a need for targeted and effective collaborative planning and interventions to support these scholars in reaching their grade level expectations. It is crucial to ensure that all scholars receive sufficient support and guidance during core instruction, while actively engaging in grade-level tasks in ELA, math, and science. Addressing these issues will require a comprehensive approach that includes consistent and high-quality collaborative planning, cross grade level planning, learning walks, model classrooms, universal framework for math block rational, consistent interventions, as well as improved monitoring and feedback practices. By implementing these changes, we can expect to see an improvement in scholars' academic performance and their ability to meet grade-level expectations.

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 ELA will increase by 6% from 54% to 60%

Grade 3 Proficiency in ELA will increase by 5% from 57% to 62%

Learning Gains in Math L25 will increase by 20% from 43% to 63%

Proficiency in Science will increase by 10% from 54% to 64%

Monitoring

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

This area of focus will be monitored by regular data collection and progress monitoring of ELA, Math and Science PLC's. Additionally, classroom observations, feedback from teachers and staff, and student and parent surveys will be used to monitor progress. Various formal and informal assessments will be conducted to determine whether the implemented strategies are effective in achieving the desired outcome and make any necessary adjustments or improvements.

Person responsible for monitoring outcome

Tijuana Baker

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:

Teachers will utilized Flamingo small group reading instruction and UFLI for reading intervention. Teacher assigned Dreambox and B1G M tasks will be used for math intervention in small groups or 1:1.

Rationale:

These interventions will be used to help close the gap in grade level benchmarks. Interventions will be monitored for fidelity during set intervention time by coaches and administration. During data chats, SBLT will discuss how students are responding to interventions and if we need to adjust the intervention or the amount of time.

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

Create a culture of collaboration where teachers learn and inspire and trust each other.

Person Monitoring:

Tijuana Baker

By When/Frequency:

Weekly

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

Recruit/retain a strong ELA Champion at each grade level. • ELA Champions support others in collaboratively planning and implementing new curriculum materials to maximize impact on student learning. • Cultivate a trusting and motivating culture where curiosity, improvement, & risk-taking are valued. • Utilize district model classroom support documents when planning & facilitating classroom learning walks. • Collaborate and use assessment data to inform instructional decisions. • Collaborate and focus on strengthening practices and support to implement math and science standards as well as a universal framework for learning.

Action Step #2

Highlighting literacy instruction in K-2

Person Monitoring:

Barbara Brawner

By When/Frequency:

weekly

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

Strategically focus on K-2 teachers and instruction to develop student literacy instruction. • Ensure teachers understand the K-2 B.E.S.T. ELA Standards and are referencing the Pink Pages when planning • Ensure teachers integrate phonological awareness, phonics, word study and spelling, fluency, vocabulary and comprehension strategies into an explicit, systematic and sequential reading lessons • Implement a plan for identifying students not meeting benchmarks and monitoring those identified • Utilize Flamingo small group routine for interventions, as well as a reteach of UFLI (select students not ready for Flamingo) to move students forward in their reading acquisition • Use ELA Champs to share information during PLC sessions and incorporate new teachings into collaborative planning • Incorporate instructional walks focusing on targeted areas and provide constructive feedback

Action Step #3

Strategically focus on 3-5 teachers and instruction to develop Science instruction that improves student achievement in science.

Person Monitoring:

Laura Hasson

By When/Frequency:

Weekly

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

• Ensure teachers understand the Florida Science grade level Standards by meeting regularly to collaboratively plan with a focus on rigor of instruction and ownership of all instructional staff. • Protect the Science block for daily instruction. Ensure teachers integrate vocabulary into daily science lessons as well as in all other core subjects and throughout the day (lunch and morning news). • Implement a plan for identifying students not meeting benchmarks and monitoring those identified. Use district cycle assessments to reteach throughout the school year. • Utilize Science power words in daily warmups and lessons. • Use hands on and real-life instruction throughout the science curriculum. • Incorporate instructional walks focusing on targeted areas and provide constructive feedback.

Action Step #4

Student Math Learning Outcomes Improvement

Person Monitoring:

Renee Vrable

By When/Frequency:

Weekly

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

Teachers, math coach, and administrators engage in Common Planning (during or after school)

utilizing the Best Instructional Guide to Mathematics (B1G-M) to support Implementation of the B.E.S.T. Standards and other instructional initiatives to synthesize the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards. • Coach will support building teacher capacity and instruction by conducting coaching cycles, coteaching, modeling, and observing with feedback. • Ensure feedback, professional development, and PLC's support the Florida B.E.S.T. Standards and promote strong alignment between standard, target and task. • Teachers and students will track data regularly (benchmark assessments, PM assessments, and daily classwork) to intervene and celebrate.

Area of Focus #2

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.

Based on the end of the year 2024-2025 STAR and FAST data of our scholars in grades 2, 4, and 5, we will focus on making significant gains and increase proficiency in reading during the 2025-2026 school year. These efforts will affect student learning by building background knowledge, engaging students to be active participants in their learning, and develop skills to think critically while reading complex texts.

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

Strategically focus on K-2 teachers and instruction, by ensuring equitable use of resources, including instructional supports, school-based professional development, coaching, and feedback.

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

Strategically focus on grades 3-5 teachers and instruction, by ensuring equitable use of resources, including instructional supports, school-based professional development, coaching, and feedback.

Grades K-2: Measurable Outcome(s)

Increase our 2nd grade end-of-year proficiency by 20% (38%-58%) as measured by STAR Reading.

Grades 3-5: Measurable Outcome(s)

Increase our 4th grade end-of-year proficiency by 15% (47% to 62%) as measured by FAST Reading.
Increase our 5th grade end-of-year proficiency by 15% (45% to 60%) as measured by FAST Reading.

Monitoring

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

Ongoing progress monitoring will occur in PLCs in collaboration with coaches, administration and teachers.

Person responsible for monitoring outcome

Tijuana Baker

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:

Provide print-rich, explicit, systematic, and scaffolded instruction to scholars. Teach students to decode words, analyze word parts, and recognize words through whole and small group instruction. Teach students how to use reading comprehension strategies.

Rationale:

To become better readers and writers, scholars need instruction in both foundational reading and reading comprehension. Utilizing evidence-based strategies and action steps will enable students to read words fluently to understand the text that they read.

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

School Literacy Leadership Team

Person Monitoring:

Barbara Brawner

By When/Frequency:

Bi-Weekly

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

School Literacy Leadership Teams are 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.

Action Step #2

Literacy Coaching

Person Monitoring:

Tijuana Baker

By When/Frequency:

Bi-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 using strategies that significantly improve student outcomes in phonemic awareness, phonics, fluency, oral language, vocabulary, comprehension, and/or writing.

Action Step #3

Professional Learning

Person Monitoring:

Amy Lightfoot

By When/Frequency:

Weekly

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

Professional Learning Communities (PLCs) are guided by assessment data and are ongoing, engaging, interactive, collaborative, and job-embedded, and provide time for teachers to collaborate and plan instruction.

Area of Focus #3

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

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

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

Ensure teacher clarity, differentiated small group instruction is designed and implemented in alignment with evidence-based practices. Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.

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.

Overall Proficiency for black scholars in ELA Proficiency will increase 10% from, 42% to 52%, as measured by state monitoring assessment. Overall Proficiency for black scholars in ELA Gains will increase 5% from, 60% to 65%, as measured by state monitoring assessment. Overall Proficiency for black scholars in Science Proficiency will increase 11% from, 49% to 60%, as measured by state monitoring assessment.

Monitoring

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

Instructional Leadership Team will attend collaborative learning community planning sessions to

support data-driven planning. Instructional Coaches will track/share content data to influence planning/professional development. This team meets weekly to report ongoing progress monitoring in the following areas of leverage using questions: Data Analysis/Driven Instruction: How are scholars performing- by class/ethnicity/sub-group? Are data folders used to track and communicate? Are teachers utilizing the data tracker to monitor scholar progression? Observation and Feedback: How did we monitor our expectations this week (look-for monitoring document)? Learning Boards: For each lesson is the purpose understood? Are strategies clear and applied? Standard Task Alignment- Is instruction at grade level/to the full extent of the standard? Can scholars explain strategies/ solutions? Instructional Planning: Is the Planning Protocol used with fidelity? Are planning sessions focused? Are Learning Boards aligned? Have we planned for small groups connected to the needs of our learners? Professional Development: Is application/evidence of professional development evident? What professional development is needed to influence instruction/outcomes?

Person responsible for monitoring outcome

Tijuana Baker, 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:

Explicit and direct instruction; multi-sensory approach to all learning; utilize a systematic approach for the delivery of instruction

Rationale:

Multi-sensory instruction uses visual, auditory, kinesthetic-tactile modalities in acquisition of reading and math skills. Direct and explicit instruction includes modeling of the skills along with guided practice until mastery is achieved; direct explanations and clearly explained skills comprises explicit instruction; teachers are clear, unambiguous, direct and visible—until students meet mastery. Systematic instruction includes breaking lessons into sequential and manageable steps that go from simple to complex skills

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:

IV. Positive Learning Environment

Area of Focus #1

Other: < no answer entered for other >

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.

Providing a variety of opportunities for families to be informed about their child's academic status/ volunteering strengthened the family school connections. If families have an increased stake in their child and the school community as a whole, then trust and willingness to participate in a multitude of events will be evident. To continue this positive trend, we will offer family engagement/ volunteer and chaperone opportunities to a diverse group of families throughout the year.

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 percentage of parents/families volunteering in their child's classroom, attending academic school events and chaperoning school field trips and events.

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.

Meeting attendance sheets, Sign-in applications

Person responsible for monitoring outcome

Tijuana Baker

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:

1. Effectively communicate with families about their students' progress and school processes/ practices. 2. Provide academic tools to families in support of their students' achievement at home. 3. Purposefully involve families with opportunities for them to advocate for their students. 4. Intentionally

build positive relationships with families. 5. Provide multiple opportunities monthly to engage families through school functions to build positive, respectful, and caring relationships between families and the school. 6. Seek parent approved volunteers first before school staff.

Rationale:

Families that have increased communication and opportunities within the school environment will feel a greater sense of trust and willingness to participate.

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 Engagement Opportunities

Person Monitoring:

Tijuana Baker

By When/Frequency:

Ongoing- May 2026

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

August (Testing) 7 Meet the Teacher 1PM – 2:30PM PTA/SAC/Title 1 General Meeting 11 First Day of School September 1 Labor Day – No school for students and staff 3 Volunteer Orientation 18 Muffins with Mom (7:50AM-8:30AM) 19 No School for students 25 Open House 6:00PM-7:30 PM October 10 End of first quarter 13 No school for students 15 Spirit Night (Chick-fil-A) 23 SAC Meeting in Multipurpose Rm – 7:50am 24 All Pro Dads (7:50AM-8:30AM) 24 Concert/Trunk or Treat 6:00 – 7:30PM (PTA) November 6 Veterans Program/Concert 6:00pm 12 Great American Teach-In 20 SAC Meeting in Media Center – 7:50AM 21 All Pro Dads (7:50AM-8:30AM) 22-30 Thanksgiving Holiday – No school December (Testing) 8-19 Bookfair 13 Holiday Breakfast/ Winter Concert/Bookfair 8:30AM-11:00AM (PTA) 19 End of second quarter 17 Spirit Night (Chick-fil-A) 19 All Pro Dads (7:50AM-8:30AM) 20-31 Winter Holidays – No school 1/1-1/4 January 1-4 Winter Holidays continued No School for students 19 Dr. MLK Day – No school for students and staff 21 Student Led Conference Night (Dinner Provided) 30 All Pro Dads (7:50AM-8:30AM) February 11 PTA Sweetheart Bingo/Valentines Concert 6:00pm 13 No School for students 16 No School for students 18 Spirit Night (Chick-fil-A) 25 SAC Meeting (7:50AM-8:30AM) 27 All Pro Dads (7:50AM-8:30AM) March 13 End of third quarter 14-22 Spring Break – No school 26 SAC Meeting in Multipurpose Rm – 7:50AM 27 All Pro Dads (7:50AM-8:30AM) April (Testing) 3 No School for students (Good Friday) 15 Spirit Night (Chick-fil-A) 16-24 Bookfair 21 No school for students 22 SAC Meeting in Multipurpose Rm – 7:50AM 23 STEAM Night/Spring Concert Book Fair 24 All Pro Dads (7:50AM-8:30AM) 27 No School for students May (Testing) 4-8 Teacher Appreciation Week TBA PTA General Meeting 8 Muffins with Mom (7:50AM-8:30AM) TBA Kindergarten Moving Up Ceremony TBA VPK Moving Up Ceremony TBA NEHS Awards Ceremony 25 Memorial Day (No School) TBA 5th Grade Moving UP Ceremony 28 End of fourth quarter 28 Last Day of school (1/2 Day- Dismissal 12:55pm)

Action Step #2

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

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.

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.

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)

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.

Eisenhower's SIP will be located on the school website <https://www.pcsb.org/eisenhower-es>

Eisenhower Elementary School believes in involving parents in all aspects of our instructional programs, therefore our school will encourage parents to become active members of our School Advisory Council (SAC). More than 50 percent of the members of the SAC are required to be parent (non-employee) representatives. The SAC has the responsibility for developing, implementing, and evaluating the various school level plans, including the School Improvement Plan (SIP) and Parent and Family Engagement Plan (PFEP). Therefore, parents will be provided opportunities to give input in the development and decision-making process of all activities related to the school. An annual evaluation will be conducted using surveys completed by stakeholders. The results will be analyzed to evaluate the effectiveness of the school's programs. Parents may request additional support either directly through their child's teacher or grade level administrator or at scheduled SAC meetings. Information regarding school activities and input opportunities are sent home in multiple languages via newsletters, school communication platforms (FOCUS Messenger and the school website). Bi-lingual translation is made available during all events. Missed meeting information will be sent home and posted on the website.

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)).

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

Eisenhower Elementary School believes in involving parents in all aspects of its Title I programs; therefore our school will encourage parents to become active members of our School Advisory Council (SAC). More than 50 percent of the members of the SAC are required to be parent (non-employee) representatives. The SAC has the responsibility for developing, implementing, and evaluating the various school level plans, including the School Improvement Plan (SIP) and Parent and Family Engagement Plan (PFEP). Therefore, parents will be provided opportunities to give input in the development and decision-making process of all Title I activities related to the school. An annual evaluation will be conducted using surveys completed by stakeholders. The results will be analyzed to evaluate the effectiveness of the school's parent involvement program. Parents may request additional support either directly through their child's teacher or grade level administrator. A parent may also request support during regularly scheduled SAC or PTO meetings. Expectations for the home school partnership will be agreed upon and signed through the Title 1 Compact. This will be reviewed during the initial school meeting, fall and spring conferences. We will schedule events to welcome and connect families with our school community: Meet the Teacher Prior to the Start of School, Open House and Title 1 Night, Ready Set Kindergarten Teachers will communicate scholar performance and related supports and extension following each state progress monitoring cycle. End of Year Student Conference Night will welcome families. Scholars will explain and demonstrate their progress for the year in their family language. High Point will conduct Family Night Evenings to unite families with the learning community. During these events teachers will facilitate activities that empower families to work together to enhance scholar learning. Families will receive materials to take home for practice.

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)).

We plan to strengthen the academic program in our school, increase the amount and quality of family engagement time, and help provide an enriched and accelerated curriculum via the Extended Learning Program and Promise Time. Additionally, we host family engagement events that are tied to specific content areas, as well as other opportunities for families to develop an interest in our school

and its mission. We have family nights and events for students, parents, grandparents and other family members throughout the school year shared through our school-wide event/activity calendar and various social media outlets. Some of our events include All Pro Dads, Muffins with Moms, Open House, Meet the Teacher, Trunk or Treat, STEAM Night, student-led conferences, Sweetheart Bingo, chorus concerts, Spirit Nights, Holiday Breakfast, and many volunteer opportunities. Regular and on-going communication, through newsletters, frequent Focus messages and our school website and social media outlets, are effective in garnering the support of our families and the community. Events and positive news are communicated in our newsletters and other media. We work with our PTA and community partners to host family engagement activities that allow the school and business communities to come together and further develop those relationships within the school and community. All efforts work together to strengthen the positive relationships between family, school, and community while providing the best education for our students.

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)).

We have met with community organizations including a local church Calvary Baptist to continue partnerships. We All Pro Dads and mentoring opportunities with our most struggling children. We make referrals to Pinellas Support Team for families requesting assistance. We have implemented STEM lessons and utilized RAP tutors.

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)).

The **Title I Support Assistant** is responsible for assisting in the organizing and implementing of academic and behavior support programs (PBIS, MTSS) at the school. Some of the ways this is achieved: assists teachers with data analysis, supports with documenta◇on relative to the problem-solving process; assist teachers with involving scholars, parents, and families at all levels of the MTSS process; and participates in monthly training to remain current on techniques and services related to enrichment, intervention, and prevention.

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)).

Title I funds continue to support the full day three-year old program at select elementary school 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 scholars and parents. Families are familiar with the personnel, environment, rules, and safety procedures.

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 |