ELISA NELSON ELEMENTARY

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

Our learning community is committed to providing high-quality learning experiences that will empower students to pursue personal passions and ambitious goals through self-efficacy, innovation, and perseverance.

Provide the school's vision statement

Every learner is inspired and supported to be a confident, innovative, and dynamic thinker who will shape a new and better world for the future.

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
Leigh L. Brown

brownlei@pcsb.org

Position Title
Principal

Job Duties and Responsibilities

Performs all key, educational responsibilities, functions, and duties relevant to the position. Meets education and experience requirements, and any other pertinent criteria/ certification.

Leadership Team Member #2

Employee's Name
Calla Alford

alfordcal@pcsb.org

Position Title
Assistant Principal

Job Duties and Responsibilities

 Performs all key, educational responsibilities, functions, and duties relevant to the position. Meets education and experience requirements, and any other Pinellas ORANGE GROVE ELEMENTARY SCHOOL 2024-25 SIP Printed: 08/06/2024 Page 3 of 40 pertinent criteria/ certification.

Leadership Team Member #3

Employee's Name
Luke Harness

harnessl@pcsb.org

Position Title
School Counselor

Job Duties and Responsibilities

 Performs all key, educational responsibilities, functions, and duties relevant to the position. Meets education and experience requirements, and any other pertinent criteria/ certification.

Leadership Team Member #4

Employee's Name
Rachel Martin

martinrac@pcsb.org

Position Title
Media Specialist

Job Duties and Responsibilities

 Performs all key, educational responsibilities, functions, and duties relevant to the position. Meets education and experience requirements, and any other pertinent criteria/ certification

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 and Assistant Principal engaged the faculty in a workshop to evaluate the extent of success in implementing the action steps within each goal. Teachers and staff worked in small groups to evaluate the current state of implementation and made recommendations in each area and included any potential obstacles, identified the need of resources and/or professional development for teachers. They shared their findings and recommendations with the larger group. The principal presented the findings from the staff discussions and recommendations to the School Advisory Council (SAC). Both staff and SAC use student academic achievement data and school climate survey data to evaluate success of each action step and make recommendations for 2025-2026.

3. SIP Monitoring

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

The SIP will be regularly monitored through classroom observations of action step implementation and ongoing data analysis of progress monitoring assessment data. Teachers will participate in SIP committees organized by subject area specific goals. They will meet quarterly to identify obstacles and propose solutions to ensure that teachers receive necessary supports to implement action steps. In Professional Learning Communities (PLC's) all teachers will meet weekly to plan data-informed instruction and enriched learning experiences for students. Members of the School Advisory Council (SAC) will receive regular updates from the principal for each goal and related action steps along with progress monitoring assessment data reports. SAC will make recommendations for any improvements or modifications throughout the year. Administration will conduct formal and informal observation of classroom instructions to check for fidelity of implementation of SIP action steps and support teachers needing improvement through professional development, one-one coaching, and provide opportunities for teachers to observe expert teachers. One-One data chats with teachers after each progress monitoring assessment will be conducted by administration to identify needs for modifications. In areas where strategies need to be modified, administration and teachers will collaborate to develop and communicate a mid-year action plan.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **1-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**NO**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**14.8%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
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)** **ASIAN STUDENTS (ASN)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: A** **2023-24: A** **2022-23: A** **2021-22: A** **2020-21: A**

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	0	42	68	84	100	107	0	0	0	401
Absent 10% or more school days	0	5	5	4	4	9	0	0	0	27
One or more suspensions	0	0	0	1	2	1	0	0	0	4
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	2	10	0	0	0	0	12
Level 1 on statewide Math assessment	0	1	2	2	2	8	0	0	0	15
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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	0	0	0	1	9	0	0	0	10

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	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		4	10	6	17	5				42
One or more suspensions										0
Course failure in English Language Arts (ELA)					1					1
Course failure in Math										0
Level 1 on statewide ELA assessment				1	4	8				13
Level 1 on statewide Math assessment				1	5	1				7
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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

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

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

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				1						1
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 CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	88	64	59	84	61	57	84	54	53
Grade 3 ELA Achievement	91	67	59	88	63	58	88	54	53
ELA Learning Gains	69	62	60	70	64	60			
ELA Lowest 25th Percentile	65	59	56	59	62	57			
Math Achievement*	89	69	64	88	66	62	89	61	59
Math Learning Gains	75	67	63	82	68	62			
Math Lowest 25th Percentile	61	56	51	71	58	52			
Science Achievement	95	70	58	89	69	57	89	62	54
Social Studies Achievement*			92						
College and Career Acceleration									
Middle School Acceleration									
Graduation Rate									
Progress of ELLs in Achieving English Language Proficiency (ELP)		67	63		65	61		64	59

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

†District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	79%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	633
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
79%	79%	88%	73%	70%		

* 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	59%	No		
Asian Students	96%	No		
Hispanic Students	71%	No		
Multiracial Students	94%	No		
White Students	79%	No		
Economically Disadvantaged Students	64%	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	88%	91%	69%	65%	89%	75%	61%	95%					
Students With Disabilities	49%	58%	57%	60%	61%	57%	52%	75%					
Asian Students	92%				100%								
Hispanic Students	73%		58%		77%	74%							
Multiracial Students	100%		75%		100%	100%							
White Students	89%	91%	71%	62%	90%	72%	62%	96%					
Economically Disadvantaged Students	72%	82%	50%	50%	73%	61%	38%	82%					

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	84%	88%	70%	59%	88%	82%	71%	89%					
Students With Disabilities	48%	53%	53%	48%	48%	68%	63%	53%					
Asian Students	90%				100%								
Hispanic Students	79%	82%	63%		79%	74%		90%					
Multiracial Students	93%				100%								
White Students	85%	88%	70%	61%	88%	84%	78%	90%					
Economically Disadvantaged Students	81%	79%	70%	64%	81%	80%	62%	86%					

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	84%	88%			89%			89%					
Students With Disabilities	39%	36%			55%			59%					
Asian Students	94%				100%								
Black/African American Students	62%				69%								
Hispanic Students	80%				85%								
Multiracial Students	85%				100%								
White Students	85%	89%			89%			91%					
Economically Disadvantaged Students	75%	75%			80%			77%					

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	91%	65%	26%	57%	34%
ELA	4	84%	62%	22%	56%	28%
ELA	5	89%	61%	28%	56%	33%
Math	3	88%	68%	20%	63%	25%
Math	4	88%	68%	20%	62%	26%
Math	5	92%	65%	27%	57%	35%
Science	5	95%	67%	28%	55%	40%

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?

Science proficiency improved significantly from 89% in 2024 to 95% in 2025, marking a six percentage point increase. This progress resulted from the dedicated efforts of the school community, which implemented specific action steps in science education. A strong foundation of trust and a shared vision among the team was essential to this success. Teachers regularly utilized Professional Learning Communities (PLCs) to analyze data and identify focus areas for both whole groups and subgroups. Collaboration played a crucial role, involving the sharing of resources, development of intervention strategies, and creation of enrichment opportunities to enhance teaching practices. In their implementation and strategies, formative assessments were carefully evaluated and used to design small group interventions, such as "lunch bunch," "pop-ups," and Extended Learning Programs (ELP). The team actively integrated several strategies from their book study into daily instruction and organized peer walkthroughs with another grade level to gather feedback. Ongoing efforts by teachers consistently employed strategies tailored to support the needs of gifted learners, enhance engagement, and provide hands-on, inquiry-based opportunities. Special attention was given to the Nature of Science Standards, which were successfully highlighted through events like the Science Fair, Science Night, and a science-themed field day held in the spring.

Lowest Performance

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

 The decline in Math L25 student gains can be attributed to several interrelated factors identified through data analysis and classroom observations. There was a lack of consistency with student-centered instruction and standards-based instruction with rigor, often time with a focus on curriculum pacing over deep understanding, leading to surface-level mastery.

Greatest Decline

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

 The decline in Math L25 student gains can be attributed to several interrelated factors identified through data analysis and classroom observations. There was a lack of consistency with student-

centered instruction and standards-based instruction with rigor, often time with a focus on curriculum pacing over deep understanding, leading to surface-level mastery.

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.

Performance in all subject proficiency is well above the state average. This can be attributed to the dedication to the teachers and ENE team to ensure delivery of the SIP action steps.

EWS Areas of Concern

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

Student absence is a concern for students at Elisa Nelson. We had 27 students that were absent 10% or more. However, this is an improvement from last year's data (42 students absent 10% or more). We will continue with our attendance initiative working with parents to ensure that students at are school every day.

Highest Priorities

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

Enhance Teacher Clarity through Collaborative Planning

- Intentional use of data to drive planning and instruction
- Create learning boards to boost teacher clarity defining the critical content, target, and purpose for learning.
- Clarify the high yield instructional strategy.
- Clarify the evidence to ensure it is aligned to the appropriate level of rigor
- Empower teacher leaders to support, coach, and guide colleagues through collaboration

High-Yield Strategies & Rich Tasks

- Higher order thinking questions to enrich and accelerate student thinking while deepening understanding
- Incorporate writing to learn strategies across all content areas
- Embedding criteria-based tasks and products that demonstrate advanced thinking
- Emphasis of hands-on investigations, research, and inquiry-based learning
- Student-centered problem-solving routines and authentic discourse
- Daily intensive reading interventions will include instruction in *Seeing Stars*, *Visualizing & Verbalizing*, and metacognitive strategies for students with reading difficulties

Interdisciplinary Engagement

- Implementation of thematic concepts/units through cross-curricular planning and utilization of

supplementary materials to enhance student engagement and deepen understanding
- Maintain a student-centered pedagogy where students have increasing autonomy and responsibility for their own learning
- Use engagement strategies, establish and maintain effective relationships and communicate high expectations for all students

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.

Collaborative planning is vital for school improvement as it promotes shared responsibility and professional growth among educators, benefiting student learning. Teachers use data collectively to tailor strategies, ensuring alignment in goals and methods, which enhances educational outcomes and consistency. This results in a rich learning experience, better addressing individual student needs. Additionally, it empowers teacher leaders, nurturing a supportive environment for sharing best practices and overcoming challenges, ultimately improving teaching techniques. Collaboration also encourages interdisciplinary units, fostering student engagement and helping them make connections across subjects. Moreover, collaboration builds community and trust, essential for maintaining high expectations and achieving student success. A strong, supportive environment helps students feel connected and motivated, aiding their academic and personal growth. In summary, collaborative planning clarifies objectives, empowers leaders, fosters student-centered learning, and builds a supportive educational community, significantly enhancing student learning.

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 English Language Arts will increase from 88% in 2025 to 92% in 2026 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Proficiency in Grade 3 English Language Arts will increase from 92% in 2025 to 94% in 2025 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Proficiency in Mathematics will increase from 89% in 2025 to 92% in 2026 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Proficiency in Science will increase from 95% in 2025 to 96% in 2026 as measured by SSA (Science State Assessment).

Monitoring

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

School leaders will conduct regular instructional walk-throughs and monitor achievement data through one-one data chats with teachers. Through on-going feedback and reflections connection instructional practices with student achievement outcomes, administration and teachers will make adjustments to instructional strategies, small group formations, and intervention to achieve our goal. This Area of Focus, Instructional Practice, will be measured by FAST Assessment data.

Person responsible for monitoring outcome

Leigh L. Brown

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:

Enhance Teacher Clarity through Collaborative Planning: - Intentional use of data to drive planning and instruction - Create learning boards to boost teacher clarity defining the critical content and purpose for learning. - Clarify the high yield instructional strategy. - Clarify the evidence to ensure it is aligned to the appropriate level of rigor - Empower teacher leaders to support, coach, and guide colleagues through collaboration

Rationale:

The rationale for enhancing teacher clarity through collaborative planning is grounded in the belief that clear, focused, and data-driven instruction leads to improved student outcomes. By providing teachers with the tools, strategies, and support they need, schools can create a cohesive and effective learning environment that benefits both educators and 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

Data Driven Instruction

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

Leigh L. Brown   ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will regularly utilize formative assessment measures, standards-based pre-assessments, and intentional questions to identify and differentiate instructions to meet individual learners' needs and provide opportunities for compacting and accelerating curriculum as appropriate (extensions/ enrichment activities).

Action Step #2
Learning Boards

Person Monitoring: **By When/Frequency:**
Leigh L. Brown   ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
- Learning boards will be created to boost teacher clarity defining the critical content and purpose for learning. - Teachers will define the critical content, instructional strategy and purpose for learning for all content areas. - Teachers will clarify the evidence to ensure it is aligned to the appropriate level of rigor

Action Step #3
Collaborative Planning

Person Monitoring: **By When/Frequency:**
Leigh L. Brown   ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
- Teachers will meet regularly for collaborative planning. Teachers are empowered to support, coach, and guide colleagues. - During collaborative planning, synthesize the benchmarks, benchmark clarifications, and content limits to fully understand the expected outcomes of the standards in order to maximize impact on student learning. - Teachers will adapt instruction to meet the unique needs of students within the classroom (Gifted and/or specific reading difficulties). - Teachers will engage in regular structures for planning/PLCs where they are able to engage in data/student work analysis as well as intellectual prep & lesson rehearsal (previewing/engaging in hands-on tasks, previewing resources, etc.) for upcoming lessons.

Area of Focus #2

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

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

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

Benchmark-aligned instruction ensures that teaching is directly linked to the learning goals and standards students are expected to master by the end of a grade level or course. This alignment is critical for maximizing academic growth, improving assessment performance, and closing

achievement gaps.

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 English Language Arts will increase from 88% in 2025 to 92% in 2026 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Proficiency in Grade 3 English Language Arts will increase from 92% in 2025 to 94% in 2025 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Proficiency in Mathematics will increase from 89% in 2025 to 92% in 2026 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Proficiency in Science will increase from 95% in 2025 to 96% in 2026 as measured by SSA (Science State Assessment).

Monitoring

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

School leaders will conduct regular instructional walk-throughs and monitor achievement data through one-one data chats with teachers. Through on-going feedback and reflections connection instructional practices with student achievement outcomes, administration and teachers will make adjustments to instructional strategies, small group formations, and intervention to achieve our goal. This Area of Focus, Instructional Practice, will be measured by FAST Assessment data.

Person responsible for monitoring outcome

Leigh L. Brown

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:
High-Yield Strategies & Rich Tasks: - Higher order thinking questions to enrich and accelerate student thinking while deepening understanding - Incorporate writing to learn strategies across all content areas - Embedding criteria-based tasks and products that demonstrate advanced thinking - Emphasis of hands-on investigations, research, and inquiry-based learning - Student-centered problem-solving routines and authentic discourse - Daily intensive reading interventions will include instruction in Seeing Stars, Visualizing & Verbalizing, and metacognitive strategies for students with reading

difficulties

Rationale:
Implementing high-yield and high-engagement strategies in the classroom is crucial for fostering an environment where students excel academically, socially, and emotionally. These strategies enhance student achievement by encouraging a deeper understanding of subjects, moving beyond memorization to promote a comprehensive grasp of material. They accelerate critical thinking by pushing students to analyze and create, preparing them for real-world challenges. By prioritizing active learning, students become active participants in their education. They encourage autonomy by fostering student-centered approaches that promote responsibility and self-efficacy. They facilitate interdisciplinary learning, connecting ideas across disciplines to enrich understanding and relevance. Driving continuous improvement, data-driven instruction aligns strategies with student needs by using data to inform teaching, thereby improving outcomes. In summary, these strategies enhance academic performance and holistic development, fostering a love for learning and excellence.

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
Higher Order Thinking Questioning

Person Monitoring:	**By When/Frequency:**
Calla Alford	ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will utilize research-based best practices for high order thinking structures and questioning techniques with a goal to enrich and accelerate student thinking while deepening understanding and allow students to lead, explore, and experiment with understanding of complex concepts.

Action Step #2
SEM-R Structures and Practices

Person Monitoring:	**By When/Frequency:**
Rachel Martin	ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will implement supported Independent Reading daily and engage students in one-one conferences, 1-2 times per week utilizing the SEM-R Bookmarks or other support structures.

Action Step #3
Reading Intervention Strategies

Person Monitoring:	**By When/Frequency:**
Calla Alford	ongoing

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

Center for Literacy Innovation (CLI) teachers will utilize Seeing Stars and Visualizing and Verbalizing strategies in daily intensive intervention small group lessons for students with reading difficulties and monitor daily intervention groups using the Instructional Records method prescribed in the Lindamood Bell program.

Action Step #4
Authentic Discourse, Thinking, and Reasoning

Person Monitoring:
Calla Alford

By When/Frequency:
ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will support authentic discourse and productive struggle. Specifically in mathematics, teachers will implement the Mathematical Thinking and Reasoning standards by utilizing the Powerful Problem-solving tools to construct viable arguments and critiquing reasoning of others, examining logic of their errors in procedural knowledge when problem solving and engaging in explicit decision-making, tasks that require students to form and evaluate their hypothesis.

Action Step #5
High-Engagement Strategies

Person Monitoring:
Calla Alford

By When/Frequency:
ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will integrate highly engaging, hands-on learning experiences by incorporating problem-based opportunities that encourage students to explore and develop their own thoughts. To motivate and enhance student engagement, they will employ instructional practices such as setting positive expectations for success, introducing novel tasks to spark curiosity, and designing meaningful activities that connect to students' interests. Students will be encouraged to ask questions, set personal goals, and make choices. Additionally, student inquiry skills will be strengthened through the consistent implementation and monitoring of higher-level thinking, achieved through questioning, class discussions, problem-solving activities, and collaborative study groups.

Action Step #6
Writing to Learn

Person Monitoring:
Calla Alford

By When/Frequency:
ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Incorporate writing to learn scientific strategies to help students deepen their understanding by reflecting, explaining, and reasoning through ideas using written language through content notebooks, here students are given the opportunity to explain their thinking, provide evidence, and reflect on lessons/understanding through the use of writing prompts or exit tickets.

Action Step #7
Active Monitoring with Feedback

Person Monitoring:
Calla Alford

By When/Frequency:
ongoing

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

Teachers will provide meaningful feedback to students by actively engaging in real-time classroom observations, circulating among students to quickly identify and correct any misconceptions. They will incorporate formative assessments, such as quizzes or exit tickets, to evaluate student comprehension and offer tailored feedback suited to individual needs. By conducting one-on-one conferences, teachers can deliver personalized feedback, discuss student progress, and set goals that promote a growth mindset. Teachers will further encourage reflective practices and provide specific feedback.

Area of Focus #3

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

Instructional Practice specifically relating to Student Engagement

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.

Interdisciplinary engagement in the classroom is crucial as it encourages students to make connections between different subjects, fostering a more comprehensive understanding of the material. By integrating diverse disciplines, students can apply knowledge from one area to another, enhancing critical thinking and problem-solving skills. The rationale for this approach is based on data from the previous year, which highlighted the need for a more integrated curriculum. This method helps students see the relevance of what they are learning in real-world contexts, making their education more engaging and meaningful. By focusing on interdisciplinary engagement, teachers can develop their expertise in delivering interconnected lessons that resonate with students. This approach also allows for the incorporation of various teaching strategies, catering to the unique needs of the students and promoting a robust classroom environment.

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 English Language Arts will increase from 88% in 2025 to 92% in 2026 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Proficiency in Grade 3 English Language Arts will increase from 92% in 2025 to 94% in 2025 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Proficiency in Mathematics will increase from 89% in 2025 to 92% in 2026 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Proficiency in Science will increase from 95% in 2025 to 96% in 2026 as measured by SSA (Science

State Assessment).

Monitoring

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

School leaders will conduct regular instructional walk-throughs and monitor achievement data through one-one data chats with teachers. Through on-going feedback and reflections connection instructional practices with student achievement outcomes, administration and teachers will make adjustments to instructional strategies, small group formations, and intervention to achieve our goal. This Area of Focus, Instructional Practice, will be measured by FAST Assessment data.

Person responsible for monitoring outcome

Leigh L. Brown

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:

Interdisciplinary Engagement - Implementation of thematic concepts/units through cross-curricular planning and utilization of supplementary materials to enhance student engagement and deepen understanding - Maintain a student-centered pedagogy where students have increasing autonomy and responsibility for their own learning - Use engagement strategies, establish and maintain effective relationships and communicate high expectations for all students

Rationale:

Interdisciplinary engagement enhances student learning by connecting concepts across multiple subject areas, promoting deeper understanding and real-world application. Rather than teaching subjects in isolation, interdisciplinary instruction encourages students to synthesize knowledge, develop critical thinking skills, and solve complex problems through multiple lenses. This approach aligns with how knowledge is used in everyday life and in the workforce, fostering relevance and engagement.

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

Implementation of thematic concepts/units

Person Monitoring: **By When/Frequency:**
Leigh L. Brown   ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
-theme will be identified -determine how it will span all curriculum areas -learning objectives will be mapped -design integrated activities and assessment -incorporate real-world connections -infuse creativity -showcase student work

Action Step #2
Maintain a student-centered pedagogy

Person Monitoring: **By When/Frequency:**
Calla Alford   ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
-establish a culture of ownership -use choice-driven learning -facilitate student-led discussions and collaboration -create authentic learning opportunities

Action Step #3
Use engagement strategies, establish and maintain effective relationships and communicate high expectations for all students

Person Monitoring: **By When/Frequency:**
Leigh L. Brown   ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
-build strong, respectful relationships -set and communicate high expectations for all learners -promote student ownership and voice

Area of Focus #4

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.

Black Students scored 18% lower in ELA and 10% lower than the school as measured by the FAST assessment. By encouraging interdisciplinary engagement through all content areas and monitoring for engagement with weekly check in with Black Students, this gap should decrease.

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 English Language Arts will increase from 60% in 2025 to 70% in 2026 as measured by

the FAST Assessment (Florida Assessment of Student Thinking).

Proficiency in Mathematics will increase from 80% in 2025 to 90% in 2026 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Monitoring

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

School leaders will conduct regular instructional walk-throughs and monitor achievement data through one-one data chats with teachers. Through on-going feedback and reflections connection instructional practices with student achievement outcomes, administration and teachers will make adjustments to instructional strategies, small group formations, and intervention to achieve our goal. This Area of Focus, Instructional Practice, will be measured by FAST Assessment data.

Person responsible for monitoring outcome

Leigh L. Brown

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:

Administration will implement Weekly Academic Performance Check-Ins as part of a multi-tiered system of support (MTSS) to improve academic outcomes for Black students. These check-ins will provide regular opportunities for educators to review student data, identify academic concerns early, and provide timely support.

Rationale:

Research shows that frequent, personalized feedback and goal setting increase student achievement, particularly for historically underserved groups, including Black 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

Data-Driven Student Conferences

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

Leigh L. Brown   Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Weekly one-on-one check-ins between students and administration to review academic progress, celebrate growth, and set short-term learning goals.

IV. Positive Learning Environment

Area of Focus #1

Other: Student Expectations

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.

As a DAP program, it is essential to have a robust student experience that calls for high achievement for each student as well as targeted work to accelerate student learning through the high expectations and an exceptional student experience tuned to meet the unique needs of the learners.

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 English Language Arts will increase by 4% from 88% in 2025 to 92% in 2026 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Proficiency in Grade 3 English Language Arts will increase by 4% from 92% in 2025 to 94% in 2025 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Proficiency in Mathematics will increase by 3% from 89% in 2025 to 92% in 2026 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Proficiency in Science will increase from 95% in 2025 to 96% in 2026 as measured by SSA (Science State Assessment).

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.

Student and stakeholder surveys implementation, analysis, and actionable reflection strategies will guide the team in decision-making processes.

Person responsible for monitoring outcome
Leigh L. Brown

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:
Nature and Needs of Gifted Students

Rationale:
Gifted students possess advanced cognitive abilities, heightened creativity, and/or exceptional talent in one or more domains. Their learning needs differ significantly from those of their age-level peers, necessitating a differentiated approach to education. Addressing the nature and needs of gifted students is essential to ensure their academic, emotional, and social development is nurtured to its full potential.

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
Facilitate peer interaction.

Person Monitoring:	**By When/Frequency:**
Leigh L. Brown	ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Facilitate peer interaction with classmates to support social-emotional development.

Action Step #2
Include affective curriculum

Person Monitoring:	**By When/Frequency:**
Luke Harness	ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Include affective curriculum to support gifted students' identity, perfectionism, and emotional intensity.

Action Step #3
Celebrations

Person Monitoring:	**By When/Frequency:**
Luke Harness	ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Celebrate student strengths and talents through showcases, exhibitions, or publications.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

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

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

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

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

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