

Pinellas County Schools

FOREST LAKES 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

100% Student Success

Provide the school's vision statement

Forest Lakes Elementary School—A Community in Pursuit of Highest Student Achievement

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

Mark Ruscetta

ruscettam@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

Develop and monitor areas of focus for school improvement plan. Work with staff to determine strategies and action step to achieve goals set in school improvement plan. Schedule agenda items for faculty meetings, SIP meetings, priority meetings, and PLCs as well as determine needs for professional development.

Leadership Team Member #2

Employee's Name

Nicole McClister

mcclistern@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Assists principal in implementing all strategies and action steps laid out in school improvement plan.

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.

Invited staff to meet at the end of the school year to provide input into goals for PBIS, Attendance, Math, ELA, and Science. In the summer a committee of instructional staff met to review data and develop SIP goals and action steps around the input from school committees. Present plan to staff during preschool meeting to review goals and action steps. Adjust as needed based on feedback from staff. Present plan to SAC after review from staff and adjust as needed based on feedback.

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)).

SBLT will meet at a minimum of two times a month. Part of SBLT meetings is to track the data of all students and determine next steps based on data. Weekly student services meetings are held to track the data of students who have the greatest gaps. Minutes will show the tracking of the student's behavior and academic performance. Teams will meet weekly in PLC to review data from classroom formative and summative assessments and will reflect on progress of goals set by team. Each grading period and testing cycle we will review data as a whole staff and will adjust goals/action steps as needed.

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	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	60.6%
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) ENGLISH LANGUAGE LEARNERS (ELL) 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: A 2023-24: A 2022-23: A 2021-22: A 2020-21: B

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	65	71	62	80	60	71				409
Absent 10% or more school days	0	16	5	5	4	8				38
One or more suspensions	0	0	0	0	0	0				0
Course failure in English Language Arts (ELA)	0	0	0	1	1	5				7
Course failure in Math	0	0	0	0	1	3				4
Level 1 on statewide ELA assessment	0	0	6	14	7	0				27
Level 1 on statewide Math assessment	0	14	5	11	1	10				41
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	0	0	2	1	0				3
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	6	3	6	1	0				16

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	1	3	2	8				20

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	1	4	0	0				5
Students retained two or more times	0	0	0	0	0	0				0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		15	10	12	10	17				64
One or more suspensions										0
Course failure in English Language Arts (ELA)				3	6					9
Course failure in Math				3	3	1				7
Level 1 on statewide ELA assessment				4	8	14				26
Level 1 on statewide Math assessment				3	7	8				18
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		1	4	7						12
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		1	4	4	10					19

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	6	13				22

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		2						3
Students retained two or more times										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	71	64	59	70	61	57	68	54	53
Grade 3 ELA Achievement	79	67	59	62	63	58	61	54	53
ELA Learning Gains	58	62	60	74	64	60			
ELA Lowest 25th Percentile	54	59	56	66	62	57			
Math Achievement*	77	69	64	72	66	62	74	61	59
Math Learning Gains	67	67	63	68	68	62			
Math Lowest 25th Percentile	41	56	51	53	58	52			
Science Achievement	74	70	58	83	69	57	72	62	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	79	67	63	73	65	61	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	67%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	600
Total Components for the FPPI	9
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
67%	69%	69%	69%	61%		56%

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

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	50%	No		
English Language Learners	68%	No		
Hispanic Students	65%	No		
Multiracial Students	57%	No		
White Students	71%	No		
Economically Disadvantaged Students	59%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	71%	79%	58%	54%	77%	67%	41%	74%					79%
Students With Disabilities	41%	50%	45%	50%	53%	57%	36%	69%					
English Language Learners	58%		62%		74%	67%							79%
Hispanic Students	67%	70%	61%	67%	66%	46%		71%					74%
Multiracial Students	56%		40%		72%	73%		45%					
White Students	75%	80%	60%	50%	81%	72%	47%	84%					88%
Economically Disadvantaged Students	58%	63%	59%	69%	67%	55%	29%	48%					83%

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	70%	62%	74%	66%	72%	68%	53%	83%					73%
Students With Disabilities	35%	29%	55%	47%	37%	38%	41%	43%					40%
English Language Learners	61%		75%		72%	92%							73%
Hispanic Students	62%	44%	70%	60%	62%	67%	64%	78%					81%
Multiracial Students	54%				69%								
White Students	74%	66%	74%	67%	76%	72%	56%	85%					69%
Economically Disadvantaged Students	53%	45%	69%	61%	54%	56%	55%	77%					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	68%	61%			74%			72%					61%
Students With Disabilities	29%	33%			52%								
English Language Learners	65%				45%								72%
Black/African American Students	67%				67%								
Hispanic Students	70%	85%			57%			64%					
Multiracial Students	50%	40%			79%								
White Students	69%	60%			79%			74%					
Economically Disadvantaged Students	59%	48%			61%			55%					

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	76%	65%	11%	57%	19%
ELA	4	71%	62%	9%	56%	15%
ELA	5	55%	61%	-6%	56%	-1%
Math	3	88%	68%	20%	63%	25%
Math	4	72%	68%	4%	62%	10%
Math	5	66%	65%	1%	57%	9%
Science	5	71%	67%	4%	55%	16%

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?

Grade 3 ELA Proficiency: 62% to 79%. Students with disabilities: 29% to 50%

Math Achievement: 72% to 77%. Students with disabilities: 37% to 53%

Math Learning Gains: Students with disabilities: 38% to 57%

Science Proficiency: Students with disabilities: 43% to 69%.

Grade 3 ELA proficiency showed the largest amount of growth and this growth occurred because the ELA teachers actively participated in collaborative planning and focused instruction on increased rigor.

Lowest Performance

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

ELA Learning Gains: 74% to 58%. Students with disabilities: 55% to 45%

ELA L25: 66% to 54%

Math L25: 53% to 41%. Students with disabilities: 41%-36%

Science Proficiency: 83% to 74%

Math L25 had the lowest performance and this was due to a strong emphasis on core instruction during collaborative planning.

Greatest Decline

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

ELA Learning Gains decreased 16 percentage points from 74% to 58%. The decline was due to a strong emphasis on core instruction during collaborative planning.

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.

No areas had a gap when compared to state averages.

EWS Areas of Concern

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

1. Lowering the number of students absent 10% or more of school in grades 1-5.
2. Lowering the number of level 1 students in ELA according to FAST assessment in grades 3-5.
3. Lowering the number of students with 2 or more EWS indicators in grades 4-5.

Highest Priorities

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

1. Motivate and deepen student engagement.
2. Ensure instructional supports are in place for all students during core instruction and intervention.
3. Identify and plan for students not meeting the grade level benchmarks during PLC/collaborative planning.
4. Focus on L25 tracking in all grade levels and plan for differentiated resources for instruction.
5. Incorporating community circles and Harmony lessons to focus on relationship building.

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 ELA

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.

Standards-based data (FSA, unit assessments, etc.) collected from 2024-2025 school year showed an increase in grade level proficiency in ELA to 71%. Students across grades 3-5 are performing below grade level in reading and need standards-based instruction that meets the depth of the standard and interventions to fill gaps based on their individual needs.

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 5% from 71% to 76% as measured by end of the year FAST assessments. Proficiency in 3rd Grade ELA will increase from 79% to 80% as measured by end of the year FAST assessments.

Monitoring

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

PM1 and PM2 along with Istation (ISIP) and data unit assessments will be used to monitor student progress toward proficiency throughout the year. Data chats around grade level and individual students will be held after each cycle.

Person responsible for monitoring outcome

Mark Ruscetta

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:

Strategically focus on whole group and small group instruction to ensure explicit and systematic instruction is targeted to the needs of the students. Provide additional supports, school based professional development, and coaching/feedback to increase teacher content knowledge in the science of reading and instructional routines to improve student achievement.

Rationale:

To develop literacy skills, students need instruction in foundational reading skills and reading comprehension skills. Using assessment data to align and target specific skills during intervention periods as well as focus on the use of high-yield routines during core instruction, along with targeted interventions, will allow all students to progress to mastery of grade level benchmarks.

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

Tracking students and interventions

Person Monitoring:

Mark Ruscetta

By When/Frequency:

ongoing-monthly

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

Implement a plan for tracking students not meeting the benchmark in K-3 grade, including the intervention being provided, and frequently monitoring progress. Develop a team approach to planning for student needs and delivering small group instruction.

Action Step #2

Instructional Supports

Person Monitoring:

Mark Ruscetta

By When/Frequency:

each module/unit

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

Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with special needs, English Language supports, as well as extensions for students above benchmark. Utilize pop up small group supports to include access to grade-level text and beyond as well as small group instruction based on data.

Action Step #3

PLC Data Analysis

Person Monitoring:

Mark Ruscetta

By When/Frequency:

each module/unit

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

Provide regular structures for planning where teachers engage in data/student work analysis and lesson planning for scaffolds that address gaps in student learning. Teams will plan for providing

interventions for students who are not meeting the benchmark.

Action Step #4

Professional Development

Person Monitoring:

Mark Ruscetta/Nicole McClister

By When/Frequency:

ongoing

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

Use district modules to provide all students with consistent opportunities to engage in complex, grade level content and tasks aligned to the rigor of the standard/benchmark. Make strategic decisions about implementation of the curriculum to maximize impact for all students. Teachers and administrators engage in Just-in-Time professional development (Module Roll-Outs) to engage in backwards planning, deepen understanding of the BEST ELA Benchmarks, as well as lessons designed to support students as they meet the rigorous demands of the grade-level benchmarks.

Action Step #5

Writing to learn strategies

Person Monitoring:

Mark Ruscetta/Nicole McClister

By When/Frequency:

Monthly

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

Regularly integrate opportunities for students to write responses to reading that explicitly connects the content of the text to specific Florida BEST ELA Benchmarks.

Action Step #6

Collaborative Planning

Person Monitoring:

Mark Ruscetta/Nicole McClister

By When/Frequency:

ongoing - weekly

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

Use district PCS Modules curriculum to provide all students with consistent opportunities to engage in in complex, grade-level content, knowledge-building, and tasks aligned to the rigor of the standard/benchmark; and make strategic decisions about implementation of the curriculum to maximize impact on student learning. Provide regular structures for planning/PLCs where teachers regularly engage in data/student work analysis as well as intellectual prep and lesson rehearsal including planning for scaffolds that address gaps in student learning.

Action Step #7

Participation in Strategy Walks

Person Monitoring:

Mark Ruscetta

By When/Frequency:

ongoing

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

Grade-level teachers will participate in strategy-walks supported by admin and district. Walks are non-evaluative classroom visits aimed at observing and learning from each other's use of a specific strategy. They should follow the introduction of a new strategy in professional learning sessions and result in a diverse collection of ideas for implementation. Teachers have the opportunity to "browse, borrow, and build" from one another in job-embedded professional learning.

Area of Focus #2

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

Instructional Practice specifically relating to Math

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.

Standards-based data collected from 2024-2025 school year showed 77% proficiency in Math. Students (23%) across grades 3-5 are performing below grade level in math and need standards-based instruction that meets the depth of the standard and interventions to fill gaps based on their individual needs.

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 Math will increase from 77% to 80% as measured by end of the year FAST assessments.

Monitoring

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

PM1 and PM2 along with Dreambox and unit assessments will be used to monitor student progress toward proficiency throughout the year. Data chats around grade level and individual students will be held after each cycle.

Person responsible for monitoring outcome

Mark Ruscetta

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:

Strategically focus on whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles that is targeted to the needs of the students. Developing cognitive engagement with content, tracking formative assessments data with feedback, and building procedural fluency will be the focus for the 2025-2026 school year.

Rationale:

Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches to problem solving as well as arguments about solution strategies. Using evidence of student thinking to assess progress toward understanding allow teachers to adjust instruction throughout a lesson in ways that both support and extend learning.

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

Collaborative Planning and Strategy-Walks participation

Person Monitoring:

Mark Ruscetta/Nicole McClister

By When/Frequency:

Bi-weekly

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

Teachers and administrators engage in Common Planning utilizing the PCS Effective Planning Protocol (T&L Handbook) and the Best Instructional Guide to Mathematics (B1G-M) to support Implementation of the B.E.S.T. Standards to synthesize the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards. Teachers will participate in strategy-walks supported by admin and district.

Action Step #2

PLC Data Analysis

Person Monitoring:

Mark Ruscetta

By When/Frequency:

each module/unit

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

Provide regular structures for planning where teachers regularly engage in data/student work analysis and lesson planning for scaffolds that address gaps in student learning. Teams will plan for providing interventions for students who are not meeting the benchmark.

Action Step #3

Instructional Supports

Person Monitoring:

Mark Ruscetta

By When/Frequency:

each module/unit

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

Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with special needs, English Language supports, as well as extensions for students above benchmark. Utilize the intervention portion of the block to provide additional supports for core and fluency.

Action Step #4

Tracking Students and Interventions

Person Monitoring:

Mark Ruscetta

By When/Frequency:

ongoing-monthly

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

Implement a plan for tracking students not meeting the benchmark (including L25) including the intervention being provided, and frequently monitoring progress. Develop a team approach to plan and deliver instruction for student needs across the grade level.

Action Step #5

Professional Development

Person Monitoring:

Mark Ruscetta

By When/Frequency:

ongoing-monthly

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

Focus on fluency and spiral review routines school-wide. Professional development to increase teacher knowledge of stages of fluency and math foundational skills. Teachers and administrators engage in Just-in-Time Content Professional Learning to become familiar with the design to understand what students are expected to master, including the vertical progression of standards, horizontal alignment of standards, Mathematical Thinking and Reasoning Standards (MTR's) and stages of fluency.

Action Step #6

Writing to Learn

Person Monitoring:

Mark Ruscetta/Nicole McClister

By When/Frequency:

ongoing-monthly

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

Integrate writing-to-learn strategies, such as math journals, sentence stems, and written explanations of problem-solving—to clearly explain mathematical thinking and make real-world connections.

Area of Focus #3

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

Instructional Practice specifically relating to Science**Area of Focus Description and Rationale**

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

Our current level of performance is 74% based on SSA proficiency scores. The focus will be on student-centered instruction at the level of the standard, including prior year standards being assessed. The teaching will include prior year standards and vocabulary along with new standards at the level of the standard in order for proficiency to increase.

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 science will increase to 75% as measured by end of the year SSA assessments.

Monitoring

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

Unit assessments, mid-year, and mock assessments will be used to progress monitor student progress toward proficiency throughout the year. Data chats around grade level and individual students will be held after each cycle and discuss regularly at PLCs.

Person responsible for monitoring outcome

Mark Ruscetta

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:

Monitor whole group instruction to ensure instruction is designed and implemented according to evidence-based strategies. A focus on classroom discussion routines and high engagement strategies to activate prior knowledge of previously taught standards will be a focus of instruction.

Rationale:

Activating prior knowledge helps students see the connections between previous learning and new instruction, builds on what students already know, provides a framework for learners to better understand new information, and gives instructors formative assessment information to adapt instruction. This will support our focus on assuring students have mastered prior year standards. Classroom discussion is a method of teaching, that involves the entire class in a discussion. This practice allows teachers to see if students have learned the concepts that are being taught. Discussions will enhance student-centered rich conversations around the standard/learning target, providing students opportunities to analyze and apply their learning through discussion and maintain high engagement.

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

Collaborative Planning

Person Monitoring:

Mark Ruscetta

By When/Frequency:

ongoing

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

During collaborative planning that occurs within school hours or after-school planning sessions, ensure grades K-5 have a deep understanding of the science curriculum, correlation to FSASS, materials management, and pacing/scheduling. During collaborative planning, make strategic decisions about implementation of the curriculum to maximize impact on student learning, including, but not limited to common planning, materials management, and use of collaborative structures for high-level engagement tasks.

Action Step #2

Instructional Supports and Strategy-Walks participation

Person Monitoring:

Mark Ruscetta

By When/Frequency:

ongoing

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

Ensure instructional supports are in place for all students during core instruction, including supports for exceptional needs, English Language supports, as well as extensions. Teachers will participate in strategy-walks supported by admin and district.

Action Step #3

PLC Data Analysis

Person Monitoring:

Mark Ruscetta

By When/Frequency:

each module/unit

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

Collaborate around collective goal setting to improve student outcomes, track data of students not meeting the benchmarks, and planning for additional opportunities for review/reteach.

Action Step #4

Writing to Learn

Person Monitoring:

Mark Ruscetta/Nicole McClister

By When/Frequency:

ongoing-monthly

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

Integrate writing-to-learn strategies through the use of science notebooks, where students can record their thinking using sentence stems, written explanations, and/or diagrams—to clearly explain scientific thinking.

Area of Focus #4

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)**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.

Standards-based data showed students performing below grade level in English Language Arts and Math. 50% of students were proficient in ELA according to 2024-2025 FAST scores. 53% of students were proficient in Math according to 2023-2024 FAST scores.

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 10% from 50% to 60% as measured by end of the year FAST assessments.

Proficiency in Math will increase 10% from 53% to 63% as measured by end of the year FAST assessments.

Monitoring

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

ESE students growth toward proficiency will be monitored through district formative assessments and state progress monitoring. Administration will check the progress of IEP goal data through data chats with ESE and Gen Ed teachers after each grade level module/unit assessment.

Person responsible for monitoring outcome

Mark Ruscetta/Nicole McClister

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:

Ensure instructional supports are in place for all ESE students during core and intervention instruction. Ensure specially designed instruction is based on student needs/data. Enhance staff capacity through PLC/professional development in providing interventions with a strong focus on foundational skills. Enhance inclusion practices to allow gen ed teachers and ESE teachers to collaboratively work toward student's standard mastery on grade level standards.

Rationale:

Using the foundational skill diagnostic tools, targeted interventions can be provided based on student's individual gaps in learning. Focus on professional learning in the use of research-based interventions matched to students goals. Utilizing various service models will allow gen ed and ESE teachers to collaboratively plan for filling gaps while working towards grade level standards.

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

Goals/Services

Person Monitoring:

Mark Ruscetta/Nicole McClister

By When/Frequency:

Monthly

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

Identify needs through use of diagnostic tools (ELFAC, PAST, Phonics Survey, running records) and track student's needs through a data tracking tool used for all ESE and L25 students. Use data to determine instructional needs/intervention, write IEP goals, and determine service delivery models based on student needs.

Action Step #2

PLC/Collaborative Planning

Person Monitoring:

Mark Ruscetta/Nicole McClister

By When/Frequency:

Monthly

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

PLCs/Unit planning meetings monthly will be used to collaborate between ESE teachers, classroom teachers and administration. Focus will be on progress in general education classroom, use of accommodations, and IEP goal progress.

Action Step #3

Support/Professional Development

Person Monitoring:

Mark Ruscetta/Nicole McClister

By When/Frequency:

Monthly

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

Administration and ESE Staff Developers will facilitate PLC meetings to support teachers with resources, data tracking (progress monitoring), scheduling, social skills planning, and IEP Development.

Action Step #4

Data Tracking

Person Monitoring:

Mark Ruscetta/Nicole McClister

By When/Frequency:

Monthly

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

Review IEP goals, OPM data, state assessment data to determine instructional goals and service delivery model for each student with ESE team and MTSS team.

Area of Focus #5

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.

Based on FAST progress monitoring cycle 3 data, Black/African American student's proficiency was 4% higher than their non-black peers, while their learning gains were 14% higher in ELA. In Math, proficiency was 9% lower than non-black peers with learning gains 22% lower.

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.

Increase Black/African American student's proficiency in ELA from 78% to 83%.

Increase math proficiency from 67% to 72%.

Monitoring

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

PM1 and PM2 along with Istation (ISIP) and data unit assessments will be used to monitor student progress toward proficiency throughout the year. Data chats around grade level and individual students will be held after each cycle.

Person responsible for monitoring outcome

Mark Ruscetta

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:

Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles. We will also ensure that each student in this subgroup has a staff member monitoring their progress and using regular goal setting and data chats with the student, creating relational capacity and connection to the school community.

Rationale:

As we continue to monitor the proficiency of our entire student body, we are ensuring that students

this subgroup are being monitored closely within their whole group lesson as well as small group instructional setting. The student's plan of instruction will be discussed more closely to ensure that we are planning for the needs of identified students, and that students are aware of these goals, and they are part of the problem-solving process during PLC and MTSS meetings.

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

PLC/Data Analysis

Person Monitoring:

Mark Ruscetta/Nicole McClister

By When/Frequency:

Monthly

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

Provide regular structures for planning where teachers engage in data/student work analysis and lesson planning for scaffolds that address gaps in student learning. Teams will plan for providing interventions for students who are not meeting the benchmark in this subgroup. When analyzing class data, individual subgroups will be analyzed and students will be monitored individually.

Action Step #2

Check In/Support for Students

Person Monitoring:

Mark Ruscetta/Nicole McClister

By When/Frequency:

Monthly

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

Develop and implement walk through plan to ensure intentional data analysis and problem solving for identified students to allow for prompt adjustments to whole and small group instruction. Conduct data chats with students and check in on progress after each module/unit.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

Data collected through parent surveys, student surveys, parent/community input meetings, and school walkthroughs show a need to continue to expand our PBIS system with a focus on building

relationships through restorative practices and recognition systems.

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.

Increase the ways students can be recognized for academic accomplishments (growth in areas, meeting expectations in academic programs, goal setting).

Increase the ways students can be recognized for following the Guidelines for Success and goals set within their classroom through class wide incentive programs.

Increase the opportunities for collaborative structures to build relationships through restorative circles (meet ups) weekly.

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.

Data on the recognition of students will be done through our tier one plan each month and at the end of each grading period. This will be monitored through student and parent surveys. Data on our PBIS and restorative circles will be collected through our Tier 1 data system.

Person responsible for monitoring outcome

Nicole McClister

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:

Through a focus on our PBIS Tier 1 implementation, we will engage our school-wide community to create our school's culture and establish a climate where everyone feels welcome and seen. The goal is that all teachers, students, and families perceive their school's climate more positively.

Rationale:

Tier 1 systems, data, and practices support everyone – students, educators, and staff – across all school settings. They establish a foundation for positive and proactive support. Tier 1 support is robust, differentiated, and enables most (80% or more) students to experience success.

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

Academic Recognition

Person Monitoring:

Nicole McClister

By When/Frequency:

ongoing

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

Recognize student academic accomplishments (goals, report cards, online programs) throughout the month and at the end of the grading period. Communicate the celebrations with families and the school community. Create public displays through website, social media, and campus displays.

Action Step #2

Tier 1 Systems

Person Monitoring:

Nicole McClister

By When/Frequency:

ongoing

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

Classrooms will create a goal-oriented group incentive tied to the Guidelines for Success. Data will be tracked by teachers.

Action Step #3

Restorative Circles

Person Monitoring:

Nicole McClister

By When/Frequency:

ongoing

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

Teachers will use restorative circles weekly to build relationships, teach guidelines and expectations, solve problems, and focus on building school wide positive culture.

Action Step #4

Curriculum

Person Monitoring:

Nicole McClister

By When/Frequency:

ongoing

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

Use Harmony Curriculum™ as instructional tool and classroom resource to support teaching students about healthy relationships and to build social and emotional skills in students inside and outside the classroom.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

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

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

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

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

No

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