

Pinellas County Schools

FUGUITT 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

The mission at Fuguitt Elementary is to prepare our students academically, socially, and emotionally for the next steps in their lives and educational journey.

Provide the school's vision statement

100% Student Success!

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

Dustin Adams

adamsdu@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

The principal monitors the learning environment to ensure content delivery is standards-based, timely with district regulations, and supports teacher growth through observation and feedback. As data becomes available, principal will lead grades 3-5 in weekly PLCs and engage each stakeholder in focused conversations for each unique learner in their classroom. Principal will also ensure this data is taken into consideration during monthly MTSS and CST meetings.

As the instructional leader an intentional focus on all aspects of school improvement is monitored as PM data is presented. 1. Instructional walk throughs. 2. Teacher observation and evaluation. 3. MTSS

team member. CST. Oversee all curriculum areas. Manage, analyze, and interpret school data from a variety of sources, followed by effective action planning to identify and close achievement gaps to meet academic goals in all subgroups. Active participant in collaborative planning. Provide teachers with constructive and honest feedback to continuously improve instructional practice. Supervision and retention of high-quality instructional support staff. Create a culture of rigorous learning, belonging and engagement for stakeholders in a positive school climate.

Leadership Team Member #2

Employee's Name

Eliza Lentz

lentze@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

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

Leadership Team Member #3

Employee's Name

Keirsten Johnson

johnsonkeir@pcsb.org

Position Title

Social Worker

Job Duties and Responsibilities

Child study team, individual counseling with students, home visits, attendance monitoring, documentation/correspondence for truancy

Leadership Team Member #4

Employee's Name

Vanessa Fisher

fisherva@pcsb.org

Position Title

School Counselor

Job Duties and Responsibilities

MTSS member, PBIS coordinator, 504 coordinator, individual counseling with students, small group counseling with students, lunch bunches, family resource information, whole class instruction on character development

Leadership Team Member #5

Employee's Name

Hannah Martin

martinha@pcsb.org

Position Title

School Psychologist

Job Duties and Responsibilities

MTSS coordination, school data tracking for Tier 2 & 3 students, member of IEP teams, co-facilitator for FBAs, individual student evaluation

Leadership Team Member #6

Employee's Name

Alison Blanco- Behavior Specialist

blancoali@pcsb.org

Position Title

Behavior Specialist

Job Duties and Responsibilities

Support Implementation of schoolwide PBIS, provide behavioral interventions to students, conduct and monitor FBAs, review behavior data with SBLT and school team, develop PBIPs, support student services team, support instructional strategies in the classroom and to teachers, provide professional learning to staff, provide social skills instruction.

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.

All Fuguitt stakeholders are involved in the development of the SIP plan which include SIP committee members that represent all grade levels and departments. Input and feedback was provided for the creation of the SIP plan from school staff and SAC through surveys and SIP meetings. Review and reflection will be done throughout the school year through SAC, SIP and surveys.

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 for effective implementation with the use of purposeful planning and data chat protocols. SIP focused data chats with SBLT, grade level/specialist teams and content area committees will take place quarterly. These data chats will include data diving from school-wide, grade level to individual students. Significant priority will be monitoring those students with an achievement gap and students with Early Warning systems. During these data chats, action planning will occur for instructional implementation to address the needs of the students in order for the students to make progress and close the achievement gap. The plan will be revised as necessary through SBLT/SIP committee meetings with feedback from all stakeholders.

C. Demographic Data

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

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	44	61	69	80	64	62				380
Absent 10% or more school days	1	25	26	22	19	20				113
One or more suspensions		1	2	2	1	1				7
Course failure in English Language Arts (ELA)				1		2				3
Course failure in Math				1		2				3
Level 1 on statewide ELA assessment				9	15	17				41
Level 1 on statewide Math assessment				7	33	21				61
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	2	7	15	6	10	11				51
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		2	11	26	2					41

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	1	6	11	20	4	21				63

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	1		1	5						7
Students retained two or more times										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		19	24	21	18	26				108
One or more suspensions		1		2		2				5
Course failure in English Language Arts (ELA)					5					5
Course failure in Math					5	1				6
Level 1 on statewide ELA assessment				12	21	12				45
Level 1 on statewide Math assessment				15	21	10				46
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			1	3	10	16				30

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				3		1				4

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*	57	64	59	55	61	57	53	54	53
Grade 3 ELA Achievement	75	67	59	58	63	58	38	54	53
ELA Learning Gains	48	62	60	61	64	60			
ELA Lowest 25th Percentile	57	59	56	52	62	57			
Math Achievement*	51	69	64	65	66	62	56	61	59
Math Learning Gains	37	67	63	70	68	62			
Math Lowest 25th Percentile	43	56	51	58	58	52			
Science Achievement	47	70	58	70	69	57	65	62	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	61	67	63	48	65	61	48	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)	ATSI
OVERALL FPPI – All Students	53%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	476
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
53%	60%	57%	64%	53%		62%

* 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	33%	Yes	1	
English Language Learners	47%	No		
Black/African American Students	46%	No		
Hispanic Students	44%	No		
Multiracial Students	71%	No		
White Students	56%	No		
Economically Disadvantaged Students	48%	No		

D. Accountability Components by Subgroup

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

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	57%	75%	48%	57%	51%	37%	43%	47%					61%
Students With Disabilities	42%	83%	38%		26%	12%	20%	11%					
English Language Learners	28%		50%		39%	56%							61%
Black/African American Students	52%	73%	48%		32%	23%		50%					
Hispanic Students	39%	58%	38%		50%	38%		18%					64%
Multiracial Students	83%				58%								
White Students	62%	77%	50%	67%	59%	42%	42%	50%					
Economically Disadvantaged Students	52%	69%	49%	50%	45%	30%	39%	40%					59%

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	55%	58%	61%	52%	65%	70%	58%	70%		48%
Students With Disabilities	39%		45%		35%	50%	42%			
English Language Learners	60%		50%		40%	80%				48%
Black/African American Students	43%		47%		54%	70%	50%			
Hispanic Students	56%	82%	53%		67%	87%		60%		40%
White Students	59%	62%	71%	50%	67%	63%	45%	86%		
Economically Disadvantaged Students	47%	50%	56%	57%	58%	68%	64%	66%		50%

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	53%	38%			56%			65%					48%
Students With Disabilities	29%	20%			24%			35%					
English Language Learners	36%				36%								71%
Black/African American Students	42%	39%			36%			47%					
Hispanic Students	43%	23%			49%			50%					
Multiracial Students	54%				77%								
White Students	61%	42%			66%			77%					
Economically Disadvantaged Students	49%	30%			49%			63%					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	72%	65%	7%	57%	15%
ELA	4	42%	62%	-20%	56%	-14%
ELA	5	46%	61%	-15%	56%	-10%
Math	3	72%	68%	4%	63%	9%
Math	4	37%	68%	-31%	62%	-25%
Math	5	32%	65%	-33%	57%	-25%
Science	5	47%	67%	-20%	55%	-8%

III. Planning for Improvement

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

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

Most Improvement

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

3rd grade ELA proficiency showed significant increase from 58% to 75%. Actions that led to improvements in this area included: implementing focused benchmark aligned instruction, strategic use of the Intervention block, intentional grouping of ESE students as well as smaller group sizes that positively impacted instruction. Phonics based intervention (UFLI) for students as a Tier 2/3 intervention with title 1 hourly interventionists. This team of teachers intentionally grouped and planned across the entire grade level and capitalized on each other's content strengths in order to meet the needs of the students and facilitate impactful instruction and fosters learning.

Lowest Performance

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

Science achievement was 42% which was the lowest performance. First-year teachers faced challenges with classroom readiness and instructional strategies, despite receiving ongoing support throughout the year. Lack of knowledge of critical content of grade level benchmarks caused barriers in implementing precise and targeted instruction. Behavior concerns were noted in several classrooms. In response, restructuring among the grade level occurred midyear, with focus on re-adjusting the master schedule and student scheduling.

Greatest Decline

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

Fifth-grade math learning gains declined, dropping from 80% to 30%. Several contributing factors have been identified, including the grade level composed of two first-year teachers who faced challenges with classroom readiness and instructional planning. These teachers were responsible for multiple subject areas and lacked knowledge grade-level benchmarks and critical content guidance. Additionally, the need for a structured targeted intervention for students was needed in order to provide more structured support to address student deficits.

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.

Midyear, the fifth-grade master schedule was adjusted to provide targeted support for ELA instruction by placing a veteran teacher in that role. As a result, fifth-grade students received instruction in Math and Science from two new teachers. While both educators were new to the grade level, they demonstrated strong collaboration, enthusiasm, and a commitment to student success, utilizing the supports available to them to the best of their ability.

EWS Areas of Concern

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

There are significant concerns regarding 3rd grade students who exhibit multiple Early Warning System indicators. Additionally, a high number of students performing at Level 1 in both reading and math are concentrated in this grade level

Highest Priorities

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

5th grade Science

5th grade Math learning gains

4th grade Math

4th grade ELA

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.

In ELA, Math, and Science, collaborative planning structures were not consistently implemented, which limited the effectiveness of focused, intentional planning. As a result, teachers faced challenges in delivering high-quality, benchmark-aligned instruction during core content. This was apparent through review of PLC notes as well as evidence of a well-planned agenda. Other feedback came from district staff developers, content specialists, and walk through/observations. This was evidenced through a review of PLC notes and the absence of well-developed planning agendas. Additional feedback was provided by district staff developers, content specialists, and through observations and walkthroughs.

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.

ELA: 59% to 65%

Math: 54% to 65%

Science prof: 53% to 65%

ELA Grade 3 proficiency: 75% to 85%

Monitoring

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

In collaborative planning sessions, as data become available, teams will analyze the results to guide instructional adjustments and targeted remediation, with the goal of ensuring all students are mastering the standards and retaining content over time. Weekly walkthroughs will provide continuous, formative feedback and serve as a foundation for meaningful dialogue between teachers and administrators. These conversations will focus on ensuring that high-quality lesson planning is

effectively reflected in classroom instruction.

Person responsible for monitoring outcome

Lentz (K-2) Adams (3-5)

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:

ELA, Math, & Science: Identifying critical content

Rationale:

As teachers become more skilled in this strategy, they will see significant changes in students' abilities to process and understand new content because they are able to identify which content is critical and understand how learned content scaffolds in complexity.

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

Intentional collaborative planning during PLCs.

Person Monitoring:

Lentz(K-2) Adams(3-5)

By When/Frequency:

Weekly

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

Focused agendas will be developed in advance, guided by relevant student data to ensure purposeful collaboration. PLCs will be intentionally scheduled by content area to support targeted, data-driven instructional planning. During each PLC, teams will analyze student data to inform instructional adjustments and plan for timely remediation. At the start of each unit, teams will identify the priority benchmarks along with supporting standards to ensure alignment and clarity of instructional goals.

Area of Focus #2

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

Instructional Practice specifically relating to Intervention**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.

In ELA, Math, and Science, student performance data indicated that students performing below grade level were not consistently provided with effective, targeted instructional support during core content blocks or within intervention groups.

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.

ELA: 59% to 65%

Math: 54% to 65%

Science prof: 53% to 65%

Monitoring

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

Daily formal and informal walkthroughs will be conducted, with actionable feedback provided to support instructional improvement. Student performance data will be consistently monitored and analyzed during PLCs to guide instructional decisions. Lesson plans will be regularly reviewed to ensure that small group interventions are intentionally designed to address the remediation needs of underperforming students.

Person responsible for monitoring outcome

Lentz (K-2) Adams (3-5)

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:

Differentiated instruction will be implemented daily across all content areas to meet the diverse learning needs of students. Varying Exceptionalities (VE) and part-time-hourly (PTH) support will follow a "push-in" model, promoting consistent and aligned intervention within the general education classroom.

Rationale:

Differentiation involves intentional instructional strategies designed by teachers to meet students at their individual levels of readiness, ensuring that all learners receive instruction aligned to their specific academic needs.

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

Professional Learning to strengthen the intervention block.

Person Monitoring:

Lentz(K-2) Adams(3-5)

By When/Frequency:

Weekly

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

Professional learning will focus on effective small group intervention strategies and resources, including Flamingo, UFLI, fact fluency toolkits, and number sense routines. Emphasis will be placed on monitoring intervention groups through formative assessment data to inform instruction. Teachers will engage in intentional student grouping and maximize independent work time through purposeful, structured activities. A consistent and well-defined structure for the intervention block will be established to ensure targeted support and maximize instructional impact.

Area of Focus #3

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

Instructional Practice specifically relating to ELA required by RAISE (specific questions)**Area of Focus Description and Rationale**

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

Strategically focus on K-2 teachers and instruction, where acceleration can occur more rapidly, by ensuring equitable use of resources, including instructional supports, school-based professional development, cycles of coaching, and feedback.

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

Provides print-rich, explicit, systematic, and scaffolded instruction

Teach students to decode words, analyze word parts, and recognize words

Reinforce the effectiveness of instruction in alphabetics, fluency, and vocabulary

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

Teach students how to use reading comprehension strategies

Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension

Grades K-2: Measurable Outcome(s)

2nd Grade ELA: Proficiency in ELA will increase by 10% from 33% to 43%, as measured by state.

Grades 3-5: Measurable Outcome(s)

4th grade ELA will increase from 40% to 51% as measured by FAST.

5th grade ELA will increase from 45%-55% as measured by FAST.

Monitoring

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

The area of focus will be monitored by daily informal and formal walkthrough observations with actionable feedback. All performance data will be consistently monitored and discussed with admin and district ELA ISD and grade level teachers. FAST PM1 and PM2 assessments as well as, district module assessments and other classroom assessments.) Lesson plans will be monitored by the leadership team to ensure small group instruction is intentional.

Person responsible for monitoring outcome

Eliza Lentz

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:

- o Provides print-rich, explicit, systematic, and scaffolded instruction
- o Teach students to decode words, analyze word parts, and recognize words
- o Reinforce the effectiveness of instruction in alphabets, fluency, and vocabulary
- o Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension

Rationale:

To develop literacy, students need instruction in two related skills: foundational reading and reading comprehension. Employing evidence-based strategies and action steps will enable students to read words (alphabets), relate those words to their oral language, and read connected text with sufficient accuracy and fluency to understand what they read.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3

action steps and the person responsible for each step.

Action Step #1

Literacy- Professional Learning

Person Monitoring:

Dustin Adams (3-5) Eliza Lentz (K-2)

By When/Frequency:

Bi-Weekly

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

- School-based teams provide teachers with training that integrates the six components of reading (phonemic awareness, phonics, fluency, oral language, comprehension, and vocabulary) into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies outlined in the Pinellas Early Literacy Initiative.
- Professional Learning Communities (PLCs) are guided by assessment data and are ongoing, engaging, interactive, collaborative, and job-embedded, and provide time for teachers to collaborate, research, conduct lesson studies, and plan instruction.

Action Step #2

Literacy Leadership

Person Monitoring:

Dustin Adams (3-5) Eliza Lentz (K-2)

By When/Frequency:

Monthly

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

School Literacy Leadership Team is meeting regularly to look at data to make informed decisions about what professional learning and supports need to be in place to maximize student growth in reading.

- Guide and support professional learning that emphasizes the reciprocal relationship between oral language, collaborative discussion, and writing, strengthening teachers' capacity to use these practices to help students organize thinking, make cross-curricular connections, and engage with complex academic content.
- School Literacy Leadership Team plans family reading nights grounded in family-friendly, evidence-based practices to support the homeschool connection.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

A Schoolwide discipline process is essential for maintaining a positive learning environment for all students. Schoolwide expectations for PBIS and discipline must be communicated and taught explicitly to all stakeholders in order to maintain the optimum learning environment where learning can be facilitated.

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.

During the 24-25 school year, 18 students received multiple behavior referrals. Our goal is to reduce that number by 50%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitoring will take place through ongoing review of behavior data, including minor incidents, referrals, call logs, PBIS and SBLT/MTSS team discussions, and quarterly SIP review meetings. Ongoing monitoring will impact student achievement outcomes by allowing staff to pinpoint students with needs and provide appropriate interventions to address the situations.

Person responsible for monitoring outcome

Adams/Lentz/Blanco

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:

The goal of CST/MTSS is to provide students, staff and families the support they need in addition to providing students with a positive school experience in order to increase time in their classrooms and decrease behavior incidents. Furthermore, CST/MTSS is responsible for system for tracking, problem-solving and monitoring behavior, a system for celebrating positive behavior and student success.

Rationale:**Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

Description of Intervention #2:**Rationale:****Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

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

Action Step #1

PBIS

Person Monitoring:

Blanco

By When/Frequency:

Monthly

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

CST/MTSS will review data from 2024-2025 to identify at risk students and communicate this information with teachers and staff so they can provide support from day 1. CST/MTSS teachers and staff will continue to communicate with families as data is reviewed monthly, or sooner if necessary. Work to provide students with a positive climate and culture that will take place through engaging student experiences. Develop and implement a recognition program to celebrate outstanding behavior.

Action Step #2**Person Monitoring:****By When/Frequency:****Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

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.

Fuguitt's SIP information will be disseminated to all stakeholders of the Fuguitt community. In addition to access on the school website, the SIP will be available in the front office at the Title I parent Station, through school newsletters, during our Title I annual meeting, and during SAC/ PTA meetings in parent friendly language.

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

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)).

Fuguitt will work consistently on building positive relationships with parents, families and other community stakeholders by providing opportunities for them to become involved in the Fuguitt community such as offering parent/family engagement nights/events, volunteering, and mentoring. We will offer opportunities teach parents how to support learning at home through parent tutoring, training videos on Clever, Focus or other frequently used items across grade levels/across the school. Surveys will be given frequently to provide parents and families opportunities to give input regarding how we can continue to improve our positive relationships between home and school. The Title I

compact will be referenced throughout the year to review the expectations for all stakeholders. Communication methods will include student planners and utilizing the FOCUS platform. Training information will be communicated and opportunities for support will be held for families in this new communication method. Schoolwide communication will be translated to accommodate those families who are non-english speaking in order to ensure these families can maximize the shared responsibility of their children's learning.

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

Plans to Strengthen the Academic Program

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

Fuguitt plans to strength the academic program in the school through implementing focused PLCs in all grade levels/departments and will prioritize the management of time, reviewing the standards/ benchmarks that school need for reteaching within the day and throughout the year (spiral review). Content specific data chats will be scheduled and action planning will be held after each unit/module. We will utilize certified staff instructionally to support all students in the areas of need. Additional funding has been allocated to support extra planning time for groups and teams of teachers to collaborate after school.

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)).

Fuguitt has partnered with YMCA/JWB for Promise Time. We have other partnerships with local law enforcement for safety training sessions, Kiwanis to support our PBIS initiative, and other local business to support our classrooms and students in the aspect of

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

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

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early

childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Title I funds continue to support the full day three-year old program at select elementary school allowing the district to provide continuity of service for a full two years in early childhood prior to entering kindergarten. This seamless, two-year programming provides a strong foundation for school readiness and future educational success. This leads to a smooth transition between preschool and kindergarten for both scholars and parents. Families are familiar with the personnel, environment, rules, and safety procedures.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

The district allocates SIP funds to each school based on legislative guidelines. Principals share the SIP plan and funding amount with the School Advisory Council (SAC), explaining how the funds will support the plan. The SAC reviews and votes to approve both the SIP and the proposed use of funds. All spending must align with the approved SIP and is reviewed by the SAC throughout the year. Any spending outside the approved plan must be brought to the SAC for a vote.

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).

To build strong literacy skills, students need instruction in foundational reading skills and reading comprehension. Using evidence-based strategies and action steps helps students decode words, connect them to oral language, and read text fluently and accurately to understand meaning. To build strong math skills students require a combination of conceptual understanding, procedural fluency, strategic competence, and adaptive reasoning.

1. The SBLT and MTSS teams meet monthly to review data and determine the professional learning and supports needed to accelerate growth in literacy and math.
2. Biweekly, staff will build capacity by identifying teachers, coaches, and district personnel to lead training on evidence-based curriculum, instruction, and intervention aligned with the B.E.S.T. ELA and math benchmarks.
3. Family reading nights will be planned quarterly, using family-friendly, evidence-based practices to strengthen the home-to-school literacy and math connection.

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