

Pinellas County Schools

GULF BEACHES ELEMENTARY MAGNET SCHOOL



2025-26 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

 A. School Mission and Vision 2

 B. School Leadership Team, Stakeholder Involvement and SIP
 Monitoring 2

 C. Demographic Data..... 5

 D. Early Warning Systems 6

II. Needs Assessment/Data Review 9

 A. ESSA School, District, State Comparison 10

 B. ESSA School-Level Data Review 11

 C. ESSA Subgroup Data Review 12

 D. Accountability Components by Subgroup..... 13

 E. Grade Level Data Review 16

III. Planning for Improvement..... 17

IV. Positive Learning Environment 31

V. Title I Requirements (optional)..... 33

VI. ATSI, TSI and CSI Resource Review 36

VII. Budget to Support Areas of Focus 37

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

Elementary Magnet School is to foster an innovator's mindset and foundation for high academic achievement.

Provide the school's vision statement

The Vision of our school is to inspire a community of innovative, productive and successful lifelong learners for years to come.

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

Robert Kalach

kalachr@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

Administrator responsible for school management, student achievement, and operations.

Leadership Team Member #2

Employee's Name

Natalie Baker

bakerna@pcsb.org

Position Title

Curriculum Specialist

Job Duties and Responsibilities

Provide facilitation and leadership for school-wide curriculum operations.

Leadership Team Member #3

Employee's Name

Mitchell Carney

carneym@pcsb.org

Position Title

Library, Media, Technology Specialist & Magnet Coordinator

Job Duties and Responsibilities

Provide facilitation and leadership for Technology infrastructure/hardware, print/media resources, and Magnet Theme initiatives.

Leadership Team Member #4

Employee's Name

Laura O'Leary

olearyl@pcsb.org

Position Title

Instructional Staff Developer - MTSS

Job Duties and Responsibilities

No Answer Entered

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.

Each school year, GBEMS involves the whole Staff, advertises and recruits volunteers from the school community (Parents, Community Members, and Business Partners) to provide input, review and to monitor the SIP from inception through to the close of the school year.

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)).

Each school year, GBEMS involves the whole Staff, advertises and recruits volunteers from the school community (Parents, Community Members, and Business Partners) to provide input, review and to monitor the SIP from inception through to the close of the school year. 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. (ESEA 1114(b)(3)) As a school staff, the plan is routinely referred to as a guidance document to focus the resources of all stakeholders. The Action Steps of the plan are also reviewed/revised on an ongoing basis to ensure the greatest return on investment.

C. Demographic Data

| | |
|--|---|
| 2025-26 STATUS (PER MSID FILE) | ACTIVE |
| SCHOOL TYPE AND GRADES SERVED (PER MSID FILE) | ELEMENTARY KG-5 |
| PRIMARY SERVICE TYPE (PER MSID FILE) | K-12 GENERAL EDUCATION |
| 2024-25 TITLE I SCHOOL STATUS | NO |
| 2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE | 40.5% |
| 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) 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: A |

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

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

| INDICATOR | GRADE LEVEL | | | | | | | | | TOTAL |
|---|-------------|----|----|----|----|----|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| School Enrollment | 37 | 53 | 52 | 48 | 50 | 49 | | | | 289 |
| Absent 10% or more school days | 0 | 7 | 8 | 2 | 5 | 7 | | | | 29 |
| One or more suspensions | 0 | 1 | 2 | 0 | 0 | 0 | | | | 3 |
| Course failure in English Language Arts (ELA) | 0 | 0 | 0 | 0 | 0 | 0 | | | | 0 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | | | | 0 |
| Level 1 on statewide ELA assessment | 0 | 0 | 5 | 3 | 1 | 4 | | | | 13 |
| Level 1 on statewide Math assessment | 0 | 0 | 4 | 4 | 1 | 7 | | | | 16 |
| 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 | 0 | 0 | 0 | | | | 0 |
| Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4) | 0 | 0 | 2 | 1 | 0 | 0 | | | | 3 |

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 |

Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

| INDICATOR | GRADE LEVEL | | | | | | | | | TOTAL |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained students: current year | 0 | 0 | 0 | 0 | 0 | 0 | | | | 0 |
| 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 | | 9 | 7 | 8 | 12 | 11 | | | | 47 |
| One or more suspensions | | | | | 1 | | | | | 1 |
| Course failure in English Language Arts (ELA) | | | | | | | | | | 0 |
| Course failure in Math | | | | | 1 | 1 | | | | 2 |
| Level 1 on statewide ELA assessment | | | | 1 | 2 | 10 | | | | 13 |
| Level 1 on statewide Math assessment | | | | 1 | 6 | 6 | | | | 13 |
| 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 | 6 | | | | 7 |

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

The number of students retained:

| INDICATOR | GRADE LEVEL | | | | | | | | | TOTAL |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained students: current year | | | | 1 | | | | | | 1 |
| Students retained two or more times | | | | | | | | | | 0 |

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

| ACCOUNTABILITY COMPONENT | 2025 | | | 2024 | | | 2023** | | |
|--|--------|-----------|--------|--------|-----------|--------|--------|-----------|--------|
| | SCHOOL | DISTRICT† | STATE† | SCHOOL | DISTRICT† | STATE† | SCHOOL | DISTRICT† | STATE† |
| ELA Achievement* | 79 | 64 | 59 | 65 | 61 | 57 | 66 | 54 | 53 |
| Grade 3 ELA Achievement | 84 | 67 | 59 | 60 | 63 | 58 | 61 | 54 | 53 |
| ELA Learning Gains | 74 | 62 | 60 | 70 | 64 | 60 | | | |
| ELA Lowest 25th Percentile | 65 | 59 | 56 | 62 | 62 | 57 | | | |
| Math Achievement* | 83 | 69 | 64 | 77 | 66 | 62 | 76 | 61 | 59 |
| Math Learning Gains | 81 | 67 | 63 | 81 | 68 | 62 | | | |
| Math Lowest 25th Percentile | 65 | 56 | 51 | 58 | 58 | 52 | | | |
| Science Achievement | 82 | 70 | 58 | 86 | 69 | 57 | 84 | 62 | 54 |
| Social Studies Achievement* | | | 92 | | | | | | |
| Graduation Rate | | | | | | | | | |
| Middle School Acceleration | | | | | | | | | |
| College and Career Acceleration | | | | | | | | | |
| Progress of ELLs in Achieving English Language Proficiency (ELP) | 67 | | 63 | | 65 | 61 | | 64 | 59 |

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

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

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

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

| 2024-25 ESSA FPPI | |
|--|------|
| ESSA Category (CSI, TSI or ATSI) | N/A |
| OVERALL FPPI – All Students | 77% |
| OVERALL FPPI Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 0 |
| Total Points Earned for the FPPI | 613 |
| Total Components for the FPPI | 8 |
| Percent Tested | 100% |
| Graduation Rate | |

| ESSA OVERALL FPPI HISTORY | | | | | | |
|---------------------------|---------|---------|---------|-----------|----------|---------|
| 2024-25 | 2023-24 | 2022-23 | 2021-22 | 2020-21** | 2019-20* | 2018-19 |
| 77% | 70% | 72% | 77% | 69% | | 68% |

* 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 | 62% | No | | |
| Hispanic Students | 73% | No | | |
| Multiracial Students | 66% | No | | |
| White Students | 82% | No | | |
| Economically Disadvantaged Students | 66% | 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 | 79% | 84% | 74% | 65% | 83% | 81% | 65% | 82% | | | | | |
| Students With Disabilities | 44% | | 67% | | 61% | 75% | | | | | | | |
| Hispanic Students | 67% | | 69% | | 92% | 77% | | 60% | | | | | |
| Multiracial Students | 76% | | 67% | | 71% | 50% | | | | | | | |
| White Students | 84% | 91% | 76% | 60% | 85% | 89% | 79% | 91% | | | | | |
| Economically Disadvantaged Students | 72% | 85% | 62% | 50% | 72% | 69% | 42% | 76% | | | | | |

| 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. |
| All Students | 65% | 60% | 70% | 62% | 77% | 81% | 58% | 86% | | |
| Students With Disabilities | 29% | | 36% | | 47% | 45% | | | | |
| Hispanic Students | 67% | | 92% | | 71% | 77% | | | | |
| Multiracial Students | 52% | | 38% | | 57% | 62% | | | | |
| White Students | 69% | 60% | 72% | 63% | 83% | 86% | 74% | 90% | | |
| Economically Disadvantaged Students | 65% | 57% | 70% | 57% | 71% | 79% | 63% | 81% | | |

| 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 | 66% | 61% | | | 76% | | | 84% | | | | | |
| Students With Disabilities | 56% | | | | 75% | | | | | | | | |
| Hispanic Students | 47% | | | | 65% | | | | | | | | |
| Multiracial Students | 50% | | | | 75% | | | | | | | | |
| White Students | 71% | 68% | | | 78% | | | 83% | | | | | |
| Economically Disadvantaged Students | 57% | 59% | | | 68% | | | 80% | | | | | |

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 | 84% | 65% | 19% | 57% | 27% |
| ELA | 4 | 73% | 62% | 11% | 56% | 17% |
| ELA | 5 | 80% | 61% | 19% | 56% | 24% |
| Math | 3 | 86% | 68% | 18% | 63% | 23% |
| Math | 4 | 77% | 68% | 9% | 62% | 15% |
| Math | 5 | 86% | 65% | 21% | 57% | 29% |
| Science | 5 | 82% | 67% | 15% | 55% | 27% |

III. Planning for Improvement

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

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

Most Improvement

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

Our overall data showed a great Learning Gains in ELA and Math. With 65% of students making gains in ELA and 83% making gains in Math. This year we restructured our small group instruction to be more aligned with the standards being taught at the moment with the use of stacking standards for those that need to support to close learning gaps of previously taught standards.

Lowest Performance

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

Our overall student proficiency in ELA showed the lowest performance. With 79% of student's 3rd-5th showing proficiency. When looking at individual grade levels, 4th grade showed 90% and 5th grade showed 69% of their students made proficiency for ELA by PM3, 3rd grade showed that 77% of their students were proficient by PM3. When looking at possible factors, the rigor and fully implementation of the standards through the modules as well as targeted small group instruction.

Greatest Decline

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

While we showed great proficiency in all areas, L25 gains have been our greatest area of concern and need. Learning gains for L25 students in ELA showed 30% proficient with only 46% making a gain, and in Math only 17% were proficient with 67% making a learning gain.

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.

Over the years we have always been significantly above the state and district averages for all areas.

EWS Areas of Concern

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

- ELA proficiency for K-5

- Standards based intentional planning to focus on Lesson Clarity with clear knowledge and understanding of what the standard calls for in terms of the content and how it is to be assessed with rigor
- Stacking of standards to close learning gaps -Teacher Monitoring strategies that reflects lesson effectiveness and student mastery
- ESE intervention strategies to increase student proficiency

Highest Priorities

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

3rd-5th grade ELA Core block Aligning instruction of standards with differentiation for support and challenge during the core instruction

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.

Deepen understanding of the Florida's B.E.S.T. ELA standards and benchmarks as a non-negotiable for improving student outcomes to increase student proficiency by Progress Monitoring 3 to 80% or higher.

Facilitating ELA- focused, equity based professional development that is teacher and student centered as well as instructionally relevant and actionable.

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 of 80% or higher of students meeting proficiency by Progress Monitoring 3 with on-going progress standard monitoring tracked through structured PLC regularly with collaborative opportunities allowing for data analysis determining best practices for student's needs.

Monitoring

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

Continued and ongoing progress monitoring through observations, ELFAC, module assessments, entry/ exit tickets, Istation, STAR data, running records, and teacher designed standard proficiency monitoring of standards throughout modules

Person responsible for monitoring outcome

Natalie Baker, Curriculum Specialist

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:

Identifying critical content based on student data and need to stack standards and benchmarks for supporting student learning through explicit differentiation of standards and benchmarks to meet students' needs.

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

Deepen understanding of the vertical progression and standards design in order to understand what students are expected to master.

Person Monitoring:

Natalie Baker

By When/Frequency:

May 2026

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

Include regular collaborative opportunities to rehearse and refine practices, examine tasks, assignments, student work, and multiple data points to determine progress and plan forward through bi-weekly PLCs. Provide teachers with follow-up, structured feedback, and opportunities to transfer what they learned. Cultivate a trusting and motivating culture where curiosity, improvement, & risk-taking are valued

Action Step #2

Increase opportunities for student exposure for reading

Person Monitoring:

Natalie Baker

By When/Frequency:

May 2026

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

Secure and incorporate BEST Reading titles to increase student exposure and familiarity to adopted passages aligned to the ELA Standards Boys & Girls Battle of the Books -Aligned to BEST Reading List Classroom partnerships which model "Joy of Reading" while covering standards Family Reading Night Self-Sustained Reading with Weekly Assessments- utilizing passages and/or books that are standards based with questioning similar to FAST/STAR.

Action Step #3

Increase Writing through stamina, exposure, and explicit instruction

Person Monitoring:

Natalie Baker

By When/Frequency:

May 2026

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

Rubrics aligned to BEST Writing Standards Ensure instructional supports are in place for all students

during core instruction and independence practice Engage students in immense amount of appropriate grade-level text through reading, discussion, and writing with feedback

Action Step #4

Core alignment with differentiation

Person Monitoring:

Natalie Baker

By When/Frequency:

Monthly

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

Pop-up resources: Challenge and support differentiated core aligned with BEST standards based on student need District support for grade-levels

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.

Monitoring the flow of the math block for pacing to include rigorous, grade level content, purposeful practice, and remediation/enrichment. Utilizing the B1GM and BEST Standards to ensure explicit direct instruction with data monitoring of student's 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.

80% or more of all students will demonstrate proficiency in grade level Mathematics expectations as assessed through the district/state Progress Monitoring 3

Monitoring

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

Teacher lesson plans, classroom observations, participation in Professional Learning Communities (Grade Level and Schoolwide), student performance data results relating to demonstrating Mathematics proficiency

Person responsible for monitoring outcome

Natalie Baker

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the

evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The use of Dreambox, Ignite, and district provided math interventions to establish mathematical goals that focus learning through student specific data and needs

Rationale:

Shifting from simply stating a standard to communicating learning expectations ensures that goals are appropriate, challenging, and attainable. When goals are specific, revisited throughout the lesson and connect to other mathematics, they become clearer to students. Effective teaching of mathematics establishes clear goals for the mathematics students are learning, situates goals within learning progressions, and uses the goals to inform instructional decisions

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

Flow of Math Block- rigorous/grade level content

Person Monitoring:

Natalie Baker

By When/Frequency:

May 2026

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

Monitor the flow of the math block regularly Monitor different points of math block including transitions, core, practice, and intervention/enrichment Provide support and feedback to teachers as needed based on observations

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.

Utilizing the district science curriculum materials and supports to create a common foundation of standards-aligned, rigorous expectations for all students. Streamlining the curriculum K-5 ensures that students gain knowledge and foundations of science standards as they progress each year and allows for deep understanding and improving proficiency by grade 5

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.

Maintain or exceed 80% proficiency of 5th graders on the end of year State Science Assessment.

Monitoring

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

Data monitoring with collection of district science provided assessments including unit, observations, maintaining and staying on pace Effectively plan for science units that incorporate the 3-I instructional routine Monitor for consistent and effective instruction that promotes student-centered instruction with rigor for all grades Science PD/PLCS monthly through curriculum meetings

Person responsible for monitoring outcome

Natalie Baker

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Planning and predicting using ongoing assessment and feedback of data to implement intentional lessons that meet the needs of all students. PLC conversations/collaborative planning to happen in all grade levels to support the foundation of science standards. Teachers will need time to review/digest before determining how to present it to students. Embedding the review standards more purposefully may be new to teachers

Rationale:

It is imperative that there is intention planning and the use of time to determine how students are going to perform and what they will need to perform well.

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

Monitor of Science Curriculum/Instruction/Monitoring

Person Monitoring:

By When/Frequency:

Natalie Baker

May 2026

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

Monitor for consistent and effective instruction that promotes student-centered instruction with rigor for all grades Science PD/PLCS monthly through curriculum meetings

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.

Increase proficiency of students who receive ESE services in ELA from 56% to 70% and in Math from 54% to 70%. By increasing proficiency for our ESE students, they will also increase their learning gains and close gaps to have a stronger foundation for future instruction.

Measurable Outcome

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

ESE students will show higher percentage of proficiency and learning gains by May 2026 PM3 assessment with bucket moves through the assessment windows.

Monitoring

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

Classroom assessment monitoring data, FAST assessments, module assessments, observations, and ESE data monitoring

Person responsible for monitoring outcome

Natalie Baker, David Lawson (VE)

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:

ESE/VE teacher will use district provided interventions that align to grade level standards with rigor through students IEP goals.

Rationale:

When ESE students are provided grade level standards aligned to their individual learning goals, it continues to close the learning gap while engaging in grade level content, text, strategies, and stamina

Tier of Evidence-based Intervention:

Tier 3 – Promising 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

Collaboration between VE/ESE and classroom teachers

Person Monitoring:

Natalie Baker

By When/Frequency:

Ongoing

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

Collaboratively plan with classroom teachers for grade level, student centered complex tasks, deliberately planned with trajectory of rigor and challenge, utilizing appropriate ESE strategies including higher level questioning and explicit vocabulary instruction.

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.

Increase overall proficiency of our Black/African American Students in ELA and Math

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.

By FAST PM3 our Black/African American Students will show 60% proficiency in ELA and Math an increase from 33% in 2024/2025 for both areas.

Monitoring

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

Classroom assessments, observations, FAST PM state data, and district provided assessments

Person responsible for monitoring outcome

Natalie Baker

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Intentional planning of core instruction aligned to the BEST Standards through district modules and resources based on student need through data.

Rationale:

By aligning core instruction to meet the needs of the students based on data, teachers can intentionally plan to close learning gaps by stacking of standards and providing support and/or challenge for students.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Monitoring of Core Instruction Data

Person Monitoring:

Natalie Baker

By When/Frequency:

May 2026

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

Continued monitoring of core standards through assessments by teachers as well as during PLCs to ensure that core is aligned to BEST with rigor, challenge, and strategies of higher-level questioning and explicit instruction.

Area of Focus #6

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

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

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as

a crucial need from the prior year data reviewed.

Providing students opportunities for remediation and acceleration through before and after school activities. Programs include but not limited to extended learning, IC3 certification, STEM, Music, Dell certification, and creation of other programs based on stakeholder need and desire

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.

Student and stakeholder recruitment and retainment

Monitoring

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

Student and stakeholder enjoyment and desire for programs/activities

Person responsible for monitoring outcome

Robert Kalach/Mitchell Carney

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:

Student engagement through the before and after school programs linked to student progress and achievement

Rationale:

Giving students opportunities to engage and participate in activities of want and need to promote a well-rounded program that engages and strives for all stakeholder 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

Person Monitoring:

By When/Frequency:

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

Area of Focus #7

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

Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale

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

Ongoing development and refinement of the "Innovation" theme concept with the implementation of Creativity and Innovation will continue to allow for higher student engagement as well as providing experiences that allows our students to create their own unique ideas and products while maintaining high engagement and achievement

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.

Develop project-based learning (PBL) activities that encompass our districts BEST standards and curriculum. Utilize innovation process and pillars of innovation (Confident Collaborators, Curious Questioners, Persevering Problem Solver, and Resilient Reflectors) to develop curriculum framework. Provide and participate in professional development lessons/framework

Monitoring

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

Implementation and participation in the planned school based professional development trainings. Creation of structured/BEST & NGSS Standards based lesson plans.

Person responsible for monitoring outcome

Robert Kalach, Mitchell Carney

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:

Standard-based instruction with the implementation of Creativity and Innovation allows for higher student engagement as well as providing experiences that allow our students to create their own unique ideas and products while maintaining high engagement/achievement. Aligning and strategically planning the B.E.S.T and NGSSS Standards to higher engagement will ensure equitable

supports to all students with common foundation to meet the magnet focus of Innovation and Digital Learning

Rationale:

Utilizing the current BEST and NGSSS standards while implementing magnet theme of creativity and innovating learners. Teachers/staff will create and develop lessons and curriculum that incorporates high engaging project based learning projects, meaningful original student created work, analyzing trends, applying relevant digital tools when appropriate all while reflecting on creative and innovative processes

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

Utilize the Innovation Lab, equipment, and materials to enhance learning for all students

Person Monitoring:

Robert Kalach, Mitchell Carney

By When/Frequency:

on-going

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

Innovation Team continue to refine and reflect the vision and mission around the innovation theme. Collaboration of PBL projects through the year PLC- grade levels collaborate to discuss, plan, and align to BEST standards Innovation planning calendar for all staff: PBL schedule, Lab, PLC monthly planning, Innovation PD/Staff meeting monthly Procurement resources, materials, and additional professional development

Area of Focus #8

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

Instructional Practice specifically relating to Differentiation

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.

Implement a Gifted Program to provides services that meet the needs of gifted students based on their Education Plans and the Florida Framework for Gifted Learners to ensure academic success

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.

Our current levels of performance for the gifted learners at Gulf Beaches Elementary Magnet are: 75% of our gifted learners scored a level 4 or 5 in ELA as evidenced by last year PM3 FAST. 100% of our gifted learners scored a level 4 or 5 in Math as evidenced by FAST PM3.

Monitoring

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

Monitoring academic growth of all learners with regards to BEST Standards and action plan for scaffolded support or enrichment/extension as needed to ensure continuous engagement and academic growth of all students through standards based classroom assessments.

Person responsible for monitoring outcome

Robert Kalach, Jenn Kelly (Gifted)

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:

Utilize high yield questioning strategies such as starting with "the most difficult" questions first, strengthening differentiating by moving beyond just adapting content, product or process, to focus on differentiating the thinking skill

Rationale:

Implementing a Gifted Program to provides services that meet the needs of gifted students based on their Education Plans and The Florida Framework for Gifted Learners to ensure academic success

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

Enhance staff capacity to support students through purposeful activation and transfer of strategies

Person Monitoring:

Natalie Baker

By When/Frequency:

on-going/May 2026

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

Use strength based learning opportunities in areas of gifted to help students activate prior knowledge
Utilize critical and creative thinking strategies Integrate learning throughout content areas using

thematic units to help gifted learners transfer knowledge

IV. Positive Learning Environment

Area of Focus #1

Other: Innovation & Digital Magnet aligned with Stakeholders/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.

GBEMS teachers and staff work hard to maintain a safe and enriched learning environment for all students with implementation of our Magnet theme: Through our staff, community members, and parents, our environment goal is to enrich the learning through Creativity and Innovation. Allowing for our students to create meaningful, original work that engages the learning in more than one aspect. Utilizing self-generated knowledge to create new ideas and products while reflecting on the process. Celebrating our thinking and innovation is a key to this success for all stakeholders. Social and Emotional stability is and always will be a focus, to maintain and promote a positive and engaging learning environment. Our way of implementing the magnet theme while aligning with standard based instruction ensures our students, community partners, parents, and staff successful promotion of social and emotional well being. We will continue to engage and promote SEL within our classrooms and learning environments along with Restorative Practices and school based PBIS Action Plan. Our continued Positive Culture and Environment will continue to strive while adhering to the PCS District Application Program Staff, Parent/Student Commitment.

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.

Develop project-based learning (PBL) activities that encompass our districts BEST standards and curriculum and utilizing the innovation process and pillars of innovation (Confident Collaborators, Curious Questioners, Persevering Problem Solver, and Resilient Reflectors) to develop curriculum framework. Provide and participate in professional development lessons/framework.

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.

Implementation and participation of the planned school-based professional development trainings and creation of structured/BEST & NGSS Standards based lessons. Standard-based instruction with

the implementation of Creativity and Innovation allows for higher student engagement as well as providing experiences that allow our students to create their own unique ideas and products while maintaining high engagement/achievement. Aligning and strategically planning the B.E.S.T and NGSSS Standards to higher engagement will ensure equitable supports to all students with common foundation to meet the magnet focus of Innovation and Digital Learning

Person responsible for monitoring outcome

Robert Kalach, Natalie Baker

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Standard-based instruction with the implementation of Creativity and Innovation allows for higher student engagement as well as providing experiences that allow our students to create their own unique ideas and products while maintaining high engagement/achievement. Aligning and strategically planning the B.E.S.T and NGSSS Standards to higher engagement will ensure equitable supports to all students with common foundation to meet the magnet focus of Innovation and Digital Learning

Rationale:

On-going development and refinement of the "Innovation" theme concept with the implementation of Creativity and Innovation will continue to allow for higher student engagement as well as providing experiences that allows our students to create their own unique ideas and products while maintaining high engagement and achievement

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

Magnet Theme related to Climate and Culture

Person Monitoring:

Robert Kalach, Mitchell Carney

By When/Frequency:

on-going

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

Marketing to new families during DAP Embedded PBLs grade level as well has whole school Showcase/Discovery Nights

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.

Pinellas County School website

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

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 |