

Pinellas County Schools

HIGHLAND LAKES ELEMENTARY SCHL



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

At Highland Lakes Elementary, we lead together—teachers, parents, and community—empowering every student to grow, achieve, and thrive as they prepare for college, careers, and life.

Provide the school's vision statement

To create a vibrant school community where every student is inspired to become a leader and lifelong learner to achieve 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

Julie Brewster

brewsterju@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

Oversee all operational and instructional practices within the school.

Leadership Team Member #2

Employee's Name

Daniel Lennox

lennoxd@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Assist with all operational and instructional practices within the school.

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

Tara Bossert

bossertt@pcsb.org

Position Title

Behavior Specialist

Job Duties and Responsibilities

SIP Committee - Culture & Climate

Leadership Team Member #4**Employee's Name**

Leslie Bembnowski

bembnowskil@pcsb.org

Position Title

Intermediate Classroom Teacher

Job Duties and Responsibilities

SIP committee - Instructional strategies

Leadership Team Member #5**Employee's Name**

Margaret Williamson

williamsonm@pcsb.org

Position Title

Library Media Technician

Job Duties and Responsibilities

SIP Committee - Instructional Strategies & Culture and Climate

Leadership Team Member #6

Employee's Name

Mary Wightman

wightmanm@pcsb.org

Position Title

Intermediate Classroom Teacher

Job Duties and Responsibilities

Sip Committee - Instructional Strategies

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.

Stakeholder involvement and input was provided in April/May/June, 2025 in the following ways:

- Faculty and staff through Staff Meeting & SIP Committee Planning meeting
- Parents, Community members through School Advisory Committee (SAC) and PTA meetings
- Students through surveying during Lunch periods (students in grades 3 and 5)

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 School Improvement Plan (SIP) will be regularly monitored to ensure effective implementation and impact on student achievement in the following ways:

- School Based Leader Team Meetings - The school leaders will share school-wide data aligned to each goal area and/or specific instructional goals.
- Teacher Advisory Council (TAC) will provide input, progress updates, and/or action steps to improve or continue progress towards goals/action steps.

- PTA/SAC meetings will provide a platform to share and obtain parent and community feedback with participants on school goals and action steps throughout the school year.
- Staff Meetings- The school leaders will focus on key SIP goals/actions steps that align to the SIP to ensure fidelity and monitoring of key action steps that support school-wide goals.

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	70.0%
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: B 2023-24: A 2022-23: B 2021-22: B 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	31	54	68	57	67	71				348
Absent 10% or more school days	0	9	7	6	6	14				42
One or more suspensions	0	6	1	6	4	3				20
Course failure in English Language Arts (ELA)	0	0	0	0	3	2				5
Course failure in Math	0	0	0	0	0	7				7
Level 1 on statewide ELA assessment	0	0	0	8	16	0				24
Level 1 on statewide Math assessment	0	6	7	13	4	9				39
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2025-26

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	5	2	8	5	13				33

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	2	0	2	0	0				4
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		11	8	8	14	15				56
One or more suspensions		2		1	3	1				7
Course failure in English Language Arts (ELA)				1	4	2				7
Course failure in Math					4	4				8
Level 1 on statewide ELA assessment				2	5	17				24
Level 1 on statewide Math assessment				1	10	13				24
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1		5	5						11
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		1	1	7	8					17

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		1	6	13				21

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						2
Students retained two or more times						1				1

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*	59	64	59	62	61	57	55	54	53
Grade 3 ELA Achievement	75	67	59	72	63	58	57	54	53
ELA Learning Gains	53	62	60	58	64	60			
ELA Lowest 25th Percentile	61	59	56	59	62	57			
Math Achievement*	69	69	64	70	66	62	59	61	59
Math Learning Gains	56	67	63	74	68	62			
Math Lowest 25th Percentile	49	56	51	69	58	52			
Science Achievement	57	70	58	70	69	57	62	62	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	82	67	63		65	61	60	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	62%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	561
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
62%	67%	58%	61%	62%		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	41%	No		
English Language Learners	57%	No		
Black/African American Students	22%	Yes	1	1
Hispanic Students	65%	No		
Multiracial Students	82%	No		
White Students	61%	No		
Economically Disadvantaged Students	51%	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	59%	75%	53%	61%	69%	56%	49%	57%					82%
Students With Disabilities	33%	50%	48%	57%	43%	48%	35%	14%					
English Language Learners	40%				50%								82%
Black/African American Students	8%		40%		18%								
Hispanic Students	63%		63%		70%	53%		75%					
Multiracial Students	73%				91%								
White Students	60%	75%	53%	65%	70%	57%	50%	57%					
Economically Disadvantaged Students	46%	55%	58%	58%	54%	47%	42%	46%					

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	62%	72%	58%	59%	70%	74%	69%	70%		
Students With Disabilities	30%	36%	67%	80%	25%	62%	68%	46%		
Hispanic Students	60%		50%		77%	59%				
Multiracial Students	67%				75%					
White Students	63%	73%	59%	61%	71%	77%	70%	64%		
Economically Disadvantaged Students	49%	63%	54%	57%	55%	67%	70%	58%		

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	55%	57%			59%			62%					60%
Students With Disabilities	23%	12%			23%			50%					
English Language Learners	50%				70%								
Black/African American Students	42%				25%								
Hispanic Students	57%	63%			67%			59%					
Multiracial Students	53%				61%			40%					
White Students	54%	55%			57%			67%					
Economically Disadvantaged Students	49%	52%			47%			57%					

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	53%	62%	-9%	56%	-3%
ELA	5	47%	61%	-14%	56%	-9%
Math	3	77%	68%	9%	63%	14%
Math	4	69%	68%	1%	62%	7%
Math	5	57%	65%	-8%	57%	0%
Science	5	54%	67%	-13%	55%	-1%

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?

The data component which showed the greatest growth was Grade 3 Math proficiency improving from 66% to 75%.

The contributing factors to this increase was the consistent implementation of differentiated/scaffolded small group practice in core instruction.

Lowest Performance

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

The data component which showed the lowest performance were Math L25 learning gains at only 49% overall Specific grade level performance:

- Grade 5: Math L25 learning gains decreased from 67% to 44%
- Grade 4: Math L25 learning gains decreased from 67% to 50%

Additionally, our Black/African American subgroup component for proficiency shows the lowest performance overall.

- ELA proficiency of 8%, and learning gain of 40%
- Math proficiency of 18%
- Overall Federal Index of 22%

The contributing factor to last year's lower performance was inconsistent monitoring with feedback on whole and small group ELA and Math instruction to ensure instruction is designed and implemented according to evidenced-based practices.

Greatest Decline

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

The data components that had the greatest decline were in the Math learning gains dropping 18%

overall and Science proficiency dropping 12% overall. Specific grade level performance:

- Grade 5: Math learning gains decreased from 78% to 56%.
- Grade 4: Math learning gains decreased from 71% to 56%.

The contributing factor to last year's decline in performance was inconsistent monitoring with feedback on whole and small group Math and Science instruction, particularly in 5th grade, to ensure instruction is designed and implemented according to evidenced-based practices.

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.

In comparison to the State and District percentage of proficiency, we have outpaced the state in all three content areas, but have fallen behind in comparison to the district.

ELA - 59% compared to PCS (63%), State (53%)

Math - 69% compared to PCS (67%), State (55%)

Science - 57% compared to PCS (67%), State (53%)

The contributing factor to last year's decline in performance was inconsistent monitoring with feedback on whole and small group Math and Science instruction, particularly in 5th grade, to ensure instruction is designed and implemented according to evidenced-based practices.

EWS Areas of Concern

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

- The number of Level 1 achievement in grades three and four
- The number of students with two or more indicators

Highest Priorities

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

- Coherence in all content areas to include planning, delivery, and engagement.
- Intentional monitoring to include common formative assessments, direct actionable feedback, and instructional adjustments.
- Differentiation to include specific and intentional scaffolds, enrichment, and interventions.
- Continue to build a culture of leadership to include intentional problem-solving, conflict resolution, and team building skills.

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, Math, 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.

Monitor whole group and small group instruction across all content areas to ensure instruction is designed and implemented according to evidence-based principles.

Based on FAST progress monitoring cycle 3 data, we showed a decline in ELA, Math and Science proficiency.

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.

We will increase our proficiency rate in ELA, Math, and Science by at least 6 percentage points.

3-5 ELA to at least 67%

Grade 3 ELA to at least 81%

3-5 Math to at least 75%

Science to at least 67%

K-2 ELA to at least 67%

K-2 Math to at least 67%

Monitoring

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

We will monitor our progress through:

- School Based Leadership team meetings
- Teacher Advisory Council meetings

- Continuous Student data analysis of active learning checks, district assessments, and state progress cycles
- Classroom walkthrough observations and trend data

Person responsible for monitoring outcome

Julie Brewster and Daniel Lennox

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:

Coherence in all content areas to include planning, delivery, and engagement.

Rationale:

Collaborative planning allows time for teachers to deepen their understanding of Florida standards for improving student outcomes. As teachers become more skilled in this strategy, they will see remarkable 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. Data-driven Professional Learning Communities (PLC) allow time to analyze the impact of standards-based lessons with an emphasis on task alignment to state benchmarks of each grade level and provide opportunities to adjust instruction throughout the school year based on student needs. The most important factor in helping students achieve more and feel more engaged in school is being sure that what teachers deliver and differentiate high-quality curriculum and instruction by ensuring materials and tasks are interesting to students and seem relevant to them, learning is active, and there is joy and satisfaction in learning for each student. Evidenced-based instructional strategies ensure student-centered learning with the expectation that all students experience success. Feedback allows the teacher to provide students with an understanding of their achievement level and how to progress further.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Intentional monitoring to include common formative assessments, direct actionable feedback, and instructional adjustments.

Rationale:

These strategies provide tools to check for understanding, supply timely and actionable feedback, and adjust and differentiate lessons to support student needs and learning, which provides instructional staff the opportunity to track student progress and make in the moment adjustments of student thinking.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Differentiation to include specific and intentional scaffolds, enrichment, and interventions.

Rationale:

Differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction. Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile: 1) content—what the student needs to learn or how the student will get access to the information. 2) process—activities in which the student engages in order to make sense of or master the content. 3) products—culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit. 4) learning environment—the way the classroom works and feels.

Tier of Evidence-based Intervention:

Tier 2 – Moderate 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

Observations through Walkthroughs and Praise Walks

Person Monitoring:

Julie Brewster

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

Utilize the Classroom Walkthrough tool and Praise Walk tools to provide consistent feedback to individual teachers and/or grade levels as well as communicate and highlight evidence-based practices that are impacting student achievement with the entire staff.

Action Step #2

Whole group and small group plans to close gaps

Person Monitoring:

Julie Brewster and Daniel Lennox

By When/Frequency:

Continuous/ Monthly

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

Implement a plan for identifying students not meeting benchmark, including targeted instruction, and frequently monitoring progress to ameliorate gaps early.

Area of Focus #2

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.

The implementation of high-yield instructional strategies, targeted interventions, and continuous progress monitoring in the classroom.

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.

We aim to increase the overall ESSA category of Black students to at least 43%

Monitoring

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

School based instructional leadership team (Principal, Assistant Principal) will monitor data using a grade and content level excel document to include common assessments, formative and summative assessments, attendance, social/emotional learning and subgroups.

Person responsible for monitoring outcome

Julie Brewster

Evidence-based Intervention:

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

Description of Intervention #1:

Teachers and staff will provide a safe and equitable learning environment in which Black students build a growth mindset and increase perseverance to achieve academic, behavioral, and social/emotional success. To reduce the disparity within our black subgroup's data in attendance, discipline, and academics, professional development is necessary for ALL adults on our campus. The professional development should be on increasing the student engagement of our black students using culturally responsive teaching practices, an equitable mindset, and the setting of high expectations.

Rationale:

This strategy will bring awareness to the cultural and academic needs by keeping them engaged during instruction, connected throughout the school community, and increase their proficiency in all subject areas. Systematic instruction to include break lessons into sequential and manageable steps that increase in difficulty level.

Tier of Evidence-based Intervention:

Tier 2 – Moderate 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

Student Monitoring/Adjusting

Person Monitoring:

Julie Brewster

By When/Frequency:

Ongoing

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

Review, adjust, and monitor the use of appropriate practices and scaffolding to ensure students' needs are met. Providing teachers with current high leverage practices and actionable feedback.

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.

Area of Focus: Develop advance thinking through writing about reading.

Based on our data review, our 5th grade students' proficiency rate declined below 50%.

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

No Answer Entered

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

Advance thinking through writing about reading and across the content areas and grade-levels.

Grades K-2: Measurable Outcome(s)

No Answer Entered

Grades 3-5: Measurable Outcome(s)

We will increase our proficiency rate in ELA by at least 6 percentage points.

Monitoring

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

the desired outcome.

We will monitor our progress through:

- School Based Leadership team meetings
- Teacher Advisory Council meetings
- Continuous Student data analysis of active learning checks, district assessments, and state progress cycles
- Classroom walkthrough observations and trend data

Person responsible for monitoring outcome

Julie Brewster

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:

Cognitive Engagement with Content: Write to Learn (PCS 5 Essentials) teaching students to use writing for a variety of purposes.

Rationale:

Research tells us that writing, thinking, and reading are indelibly linked. Writing is the key to unlocking the other two. Studies have found that when students at any grade level write about texts they have read and content they have been taught – not just in English, but also in social studies, science, and math – their reading comprehension and learning is enhanced. Writing about reading (and other content) forces students to retrieve it in a way that lodges it in their long-term memories. Cognitive scientists call this retrieval practice. Teaching writing about reading (and other content) can be tantamount to teaching students how to think critically. Having students write about what they are learning can yield greater benefits than favored techniques such as discussion, projects, and group work.

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

Sentence-level activities

Person Monitoring:

Julie Brewster

By When/Frequency:

continuous

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

Teach sentence-level activities to develop knowledge and analytical abilities while simultaneously enabling students to learn the mechanics of sentence construction.

Action Step #2

Monitoring with Writing

Person Monitoring:

Julie Brewster

By When/Frequency:

continuous

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

Use writing to monitor student comprehension of material that has been taught, determine the next instructional steps, and provide effective feedback that will move students forward.

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.

Develop and maintain strong relationships through Leadership cohorts within the house system framework.

To change the mindset of scholars who lack motivation to engage in curriculum, we will be intentional with our conditions for learning and community building to enhance and foster the student leadership experience.

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.

Decrease the risk ratio of our black students receiving referrals resulting in out-of-school suspension from 29.42 to under 10.

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.

School based leadership team will monitor discipline data, interventions, and implementation of house system strategies to improve student engagement in academics.

Person responsible for monitoring outcome

Daniel Lennox

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:

Foster a sense of community, belonging, and positive social interaction among students through the integration of our PBIS plan and a house system framework.

Rationale:

It creates a space for cross-age interaction, mentorship, and healthy competition, ultimately boosting school spirit and supporting student well-being by promoting positive social and emotional development.

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

Create Leadership Opportunities through Peer Interactions

Person Monitoring:

Daniel Lennox and Tara Bossert

By When/Frequency:

Ongoing

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

Older students within a house can take on leadership roles, developing valuable skills in mentoring and guidance. Teamwork and collaboration. Positive peer interactions The house system provides a framework for positive interactions and relationships among students from different grades and backgrounds.

Action Step #2

Build a culture of teamwork and collaboration with healthy competitions

Person Monitoring:

Daniel Lennox and Tara Bossert

By When/Frequency:

Ongoing

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

House activities and competitions encourage students to work together, fostering teamwork and communication skills. House points and friendly rivalry create a fun and engaging environment, motivating students to participate in academic and behavioral tasks to strive for success.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

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

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

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

We work with the district through regular data reviews and planning meetings to ensure resources align with student needs. Academic and behavioral data guide decisions about funding, staffing, and instructional supports. We participate in Title I and schoolwide planning to align resources with improvement goals. Budget plans are submitted with justifications, and district feedback ensures resources are used effectively and equitably to support student success.

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).

This year, we will use district instructional coaches, intervention materials, and targeted professional development as key resources to address identified student needs. Data from FAST assessments, classroom performance, and progress monitoring show a need for support in foundational reading and math skills, particularly among our BLK and ESE student populations. Key staff will provide job-embedded support beginning in August, focusing on high-impact strategies and small group instruction. Intervention materials will be used during Tier 2 and Tier 3 time blocks, starting in September, based on diagnostic data. Professional development in culturally responsive teaching and effective interventions will be ongoing throughout the year to build teacher capacity and close achievement gaps.

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