

Pinellas County Schools

LAKE ST. GEORGE ELEM. SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Lake St. George Elementary staff, in partnership with students, parents and the community, will provide a quality education that promotes the highest student achievement by being actively involved in continually improving the educational process.

Provide the school's vision statement

100% Student Success

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Angela Ohmer

ohmera@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

The Principal is the instructional and operational leader within the school community and is critical to improving student outcomes, through the hiring, development, support, supervision and retention of high-quality instructional and support staff. As the school leader, the Principal creates a culture of rigorous learning, belonging and engagement for staff, students and families through collaboration and distributive leadership. In alignment with the Florida Principal Standards, the Principal leads the school team to increased school and student outcomes by prioritizing instruction while effectively balancing the operational, safety, and policy responsibilities of a school-building leader.

Leadership Team Member #2

Employee's Name

Jennifer Ovalle

ovallej@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal is an instructional and operational leader within the school community and is critical to improving student outcomes through staff development and effectiveness. In collaboration with and aligned to the direction of the Principal, the Assistant Principal supports the creation of the culture of rigorous learning, belonging and engagement for staff, students and families throughout the school community. In alignment with the Florida Assistant Principal Standards, the Assistant Principal supports and leads assigned school teams to increased school and student outcomes through ongoing training, coaching, feedback and support by prioritizing instruction while effectively balancing operational, safety and policy responsibilities, as assigned.

Leadership Team Member #3

Employee's Name

Michael Corey Boyd

boydm@pcsb.org

Position Title

Behavior Specialist

Job Duties and Responsibilities

The Behavior Specialist establishes principles of behavior change procedures with basic understanding of applied behavior analysis. Conducts and facilitates Functional Behavior Assessments and implements Positive Behavior Intervention Plans. Establishes specific behavior management programs for students as needed. Consults with school personnel, parents, and others regarding behavior strategies. Functions in the areas of behavior management and crisis intervention and is responsible to the school principal.

Leadership Team Member #4

Employee's Name

Terri Dyer

dyert@pcsb.org

Position Title

School Counselor

Job Duties and Responsibilities

The School Counselor provides a comprehensive school counseling program that assists all students in acquiring the skills and knowledge to maximize highest student achievement in a safe learning environment.

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

Shannon O'Keeffe

okeeffes@pcsb.org

Position Title

Social Worker

Job Duties and Responsibilities

The Social Worker provides a specialized service for helping students in an adjustment which enhances learning and participation in school. The students referred to this position are primarily those identified as having problems in behavior, personality, achievement and/or attendance, to the extent that they are not making constructive use of school. Responsibilities include helping students through casework, group work or consultation, either on a long or short-term basis, involving contacts with the child and/or parent, school personnel and community resource.

Leadership Team Member #6**Employee's Name**

Jane Burgos

burgosj@pcsb.org

Position Title

4th grade Math/Science Teacher; School-wide Math Teacher Leader

Job Duties and Responsibilities

Teacher representative of intermediate educators at Lake St. George, on the School Improvement team. Ms. Burgos assists in monitoring action steps of the SIP plan, reviews school-wide data, supports initiatives, part of the leadership and decision-making team with respect to schoolwide initiatives, model classroom for instructional supports for intermediate teachers.

Leadership Team Member #7**Employee's Name**

Bernadette Lewis

lewisb@pcsb.org

Position Title

5th grade Math/Science Teacher; School-wide Science, STEM, and MAST leader

Job Duties and Responsibilities

Teacher representative of intermediate educators at Lake St. George, on the School Improvement team. Ms. Lewis assists in monitoring action steps of the SIP plan, reviews school-wide data, supports initiatives, part of the leadership and decision-making team with respect to schoolwide initiatives, model classroom for instructional supports for intermediate teachers. Ms. Lewis is a leader in STEM, Science, and an active member on our MAST team.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

All stakeholders were given the opportunity to provide feedback and input into the school improvement planning process. Any feedback received, was reviewed and considered during summer planning sessions with select teachers to provide input and action steps for the school improvement plan. Areas of strength and areas of growth based on data were discussed and planned for. Our School Advisory Committee (SAC) is comprised of parents, teachers, and community members. The draft SIP plan is reviewed and approved by the SAC committee during preschool.

3. SIP Monitoring

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

The SIP is regularly monitored through monthly SIP committee meetings as well as monthly SAC committee meetings. The SIP will be revised as necessary to ensure effective implementation in

continuous academic growth and positive, cultural environment that supports all students. Site based professional development is planned and implemented based on data and the SIP plan action steps. Feedback is also given during grade level PLC's, Leadership team meetings, and data chats. A mid-year SIP reflection is also conducted to address or tweak any action steps or goals needed.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	60.6%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) 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: A 2023-24: A 2022-23: A 2021-22: A 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	57	75	69	68	89	82				440
Absent 10% or more school days	0	13	6	9	10	14				52
One or more suspensions	0	0	0	0	0	0				0
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	2	12	16	9	0				39
Level 1 on statewide Math assessment	0	11	4	15	3	5				38
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	4	0	4	4	7				19

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	9	8	11	17				56
One or more suspensions			2	1						3
Course failure in English Language Arts (ELA)				2	1	1				4
Course failure in Math				1		1				2
Level 1 on statewide ELA assessment				1	8	8				17
Level 1 on statewide Math assessment				1	11	9				21
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators			2	1	3	6				12

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				2		1				3
Students retained two or more times										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	74	64	59	73	61	57	69	54	53
Grade 3 ELA Achievement	76	67	59	71	63	58	74	54	53
ELA Learning Gains	67	62	60	60	64	60			
ELA Lowest 25th Percentile	55	59	56	57	62	57			
Math Achievement*	80	69	64	78	66	62	77	61	59
Math Learning Gains	71	67	63	69	68	62			
Math Lowest 25th Percentile	59	56	51	42	58	52			
Science Achievement	84	70	58	73	69	57	59	62	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	81	67	63	76	65	61	51	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	72%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	647
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
72%	67%	68%	66%	56%		65%

* 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	49%	No		
English Language Learners	73%	No		
Black/African American Students	50%	No		
Hispanic Students	67%	No		
Multiracial Students	79%	No		
White Students	73%	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	74%	76%	67%	55%	80%	71%	59%	84%					81%
Students With Disabilities	34%	73%	38%	43%	50%	61%	42%						
English Language Learners	64%		60%		79%	80%							81%
Black/African American Students	42%				58%								
Hispanic Students	65%	57%	60%		70%	67%	58%	75%					82%
Multiracial Students	76%				82%								
White Students	77%	82%	68%	54%	84%	73%	65%	84%					
Economically Disadvantaged Students	61%	57%	64%	68%	67%	69%	59%	79%					

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	73%	71%	60%	57%	78%	69%	42%	73%					76%
Students With Disabilities	41%	38%	63%	58%	50%	48%	21%	38%					
English Language Learners	35%		17%		53%	50%							76%
Black/African American Students	35%				41%								
Hispanic Students	69%	67%	45%		69%	59%		67%					
Multiracial Students	77%				77%								
White Students	77%	75%	65%	67%	83%	73%	52%	81%					
Economically Disadvantaged Students	64%	65%	51%	48%	69%	60%	33%	62%					

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	69%	74%			77%			59%					51%
Students With Disabilities	31%	38%			57%			20%					
English Language Learners	42%				53%								59%
Black/African American Students	64%				73%								
Hispanic Students	56%	67%			63%								38%
Multiracial Students	67%				80%								
White Students	72%	75%			80%			66%					
Economically Disadvantaged Students	61%	68%			69%			56%					46%

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	73%	65%	8%	57%	16%
ELA	4	70%	62%	8%	56%	14%
ELA	5	74%	61%	13%	56%	18%
Math	3	80%	68%	12%	63%	17%
Math	4	78%	68%	10%	62%	16%
Math	5	77%	65%	12%	57%	20%
Science	5	85%	67%	18%	55%	30%

III. Planning for Improvement

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

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

Most Improvement

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

Science +11, ELA grade 3 +5

Lake St. George's 5th grade Science data improved from 72% in 2024 to 84% in 2025. We continued a school-wide focus on Science, as this helped us also make the most improvement the year prior. Teachers implemented school-wide STEM challenges, hosted after school STEM clubs, STEM monthly challenges school-wide, Science after school club, hands on activities, science boards, and interactive science notebooks. Academic science vocabulary was shared school-wide as well as implemented as games for homework. 5th grade teachers implemented a spiral review of the 3rd and 4th grade standards into their daily science instruction. Our gifted teacher used her 5th grade gifted day to support all 5th grade students during lunch for science gaming and review of mid-assessment standards. She would then share the results from the gaming with the 5th grade teachers so that they could continue to teach and clarify weak standards.

Our 3rd grade ELA scores increased from 71% to 76%. Our 3rd grade team consisted of 5 teachers for the '24-'25 school year. Four of the five teachers were departmentalized, and all teachers were invested in ELA interventions, utilizing pop-up small groups for specific standard remediation and acceleration.

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 lowest performance data at Lake St. George is our ELA data at 74%, a 1% increase from the prior year. Although 3rd grade specifically showed an increase, our overall proficiency in grades 3-5 didn't grow as much as we planned.

Walk through data showed inconsistencies with small groups and core instruction at times. Action steps were taken to rectify this for the upcoming school year. There were also a large number of students with disabilities, performing 2 or more grade levels below standards. The current model of support was pull out and we will move to 100% inclusion to support the needs of all learners. There will be two small group instructional tables in every classroom to support an inclusive model.

Greatest Decline

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

Although we did not show a decline in data, we are lagging behind in subgroup learning gains.

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.

Our ELA, math, and science proficiency scores are outperforming the state average in each content area.

EWS Areas of Concern

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

Lake St. George will focus on the top 3 EWS priorities for school improvement for the upcoming school year:

- Absences greater than 10% based on 2024-2025 Data below:

Grade 1: 13

Grade 2: 7

Grade 3: 10

Grade 4: 10

Grade 5: 14

- Level 1 on State Assessments in ELA based on 2024-2025 Data below:

Grade 1: 2

Grade 2: 12

Grade 3: 12

Grade 4: 5

Grade 5: 9

6 students with substantial deficiency 10%ile in ELA

- Level 1 on State Assessments in Math based on 2024-2025 Data below:

Grade 1: 11

Grade 2: 4

Grade 3: 15

Grade 4: 4

Grade 5: 5

18 students with substantial deficiency 10%ile in Math

Highest Priorities

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

Lake St. George will focus on the priorities below for school improvement for the upcoming school year:

- Attendance
- Subgroups:
 - L25 learning gains
 - Black
 - Students with Disabilities

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 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.

Differentiation must be embedded into every grade level's instructional plan to ensure equity, close achievement gaps, and prepare students for lifelong learning. Differentiation empowers teachers to meet every student where they are and help them reach their full potential.

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; and (4) learning environment—the way the classroom works and feels. The most important factor in differentiation that helps students achieve more and feel more engaged in school is being sure that what teachers differentiate is high-quality curriculum and instruction. For example, teachers can make sure that: (1) curriculum is clearly focused on the information and understandings that are most valued by an expert in a particular discipline; (2) lessons, activities, and products are designed to ensure that students grapple with, use, and come to understand those essentials; (3) materials and tasks are interesting to students and seem relevant to them; (4) learning is active; and (5) there is joy and satisfaction in learning for each student.

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.

The percent of all students achieving ELA proficiency will increase by 10% or higher from 74% to 84%.

The percent of Grade 3 students achieving ELA proficiency will increase by 10% or higher from 76% to 86%.

The percent of all students achieving Mathematics proficiency will increase by 10% or higher from 80% to 90%

Based on 2025 data, 77% of our students in Reading and 81% of our students in Mathematics will make learning gains.

Our students in the lowest quartile are currently making learning gains at 55% in ELA and 59% in math. Our students in the lowest quartile will make learning gains in both ELA & Math by 75% or higher.

The percent of all students achieving Science proficiency will increase by 10% or higher from 84% to 94%.

Monitoring

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

Differentiation will be evident in ELA, Math, and Science as measured by formal and informal data collection.

i.e. Florida Assessment of Student Thinking (F.A.S.T. cycles 1-2), ELA Module assessments, Amira/ IStation monthly ISIP, Dreambox, Mathematics unit assessments, Running Records, and ELFAC, and Science Assessments. Monitoring these performance indicators will inform next steps for planning and instruction to meet desired year-end outcomes.

Person responsible for monitoring outcome

Angela Ohmer, Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Ensure fidelity of small group instruction/intervention is occurring in all classrooms during ELA and mathematics block as well as spiral review in science. Ensure planning occurs that is designed and implemented according to evidence-based practices. -Explicit and systematic instruction -Scaffolded instruction based on prerequisite skills -Cognitive Engagement with Content -Formative assessment & corrective feedback

Rationale:

ELA: To develop literacy, students need instruction in two related sets of skills: foundational reading skills and reading comprehension skills. Employing the evidence-based strategies and action steps will enable students to read words (alphabetics), relate those words to their oral language, and read connected text with sufficient accuracy and fluency to understand what they read. Math: (Use and connect mathematical representations Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts

and procedures and as tools for problem solving. Build procedural fluency from conceptual understanding.) Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Monitor small group instruction during invention block to ensure instruction is designed and implemented according to evidence-based practices. -Use and connect mathematical representations -Build mathematical procedural fluency from conceptual understanding -Cognitive Engagement with Content -Formative Assessment & Feedback -Differentiated fact fluency routine.

Rationale:

(Use and connect mathematical representations) Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving. (Build procedural fluency from conceptual understanding.) Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems. (Elicit and use evidence of student thinking.) Effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, 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

PLCs focused on Formative assessment and planning

Person Monitoring:

Jennifer Ovalle

By When/Frequency:

weekly, monthly, quarterly

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

-Data analysis will occur with targeted action steps following each F.A.S.T. progress monitoring cycle. -District data protocols used following ELA Module and Mathematics unit assessments to monitor effectiveness of interventions -Fidelity of Intervention Time in reading and math instructional blocks -While students are reading across all content areas, break the reading into chunks and provide sentence frames and questions for students to respond to while reading as quick comprehension checks. -Use sentence stems and graphic organizers to scaffold responses across developmental levels. -Use writing to monitor student comprehension of material that has been taught, determine your next instructional steps and provide effective feedback that will move students forward.

-Aggressive and frequent monitoring of student in bottom quartile (L25) in reading and mathematics
 -Implement a plan for identifying students not meeting benchmark in mathematics, including targeted instruction during math intervention block focused on number sense and fact fluency. -Data analysis of science assessments, spiral review planning and focus on standards

Action Step #2

Increase Learning Gain performance of students in bottom quartiles.

Person Monitoring:

Angela Ohmer, Principal

By When/Frequency:

weekly, monthly, quarterly

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

-Develop Intentional action steps for students in our bottom quartile not meeting benchmarks in reading and mathematics in all grades/ science in 3rd-5th grade; including targeted instruction, monitoring progress after each progress monitoring cycle and district assessments to narrow gaps.
 -Use students' writing to assess understanding, identify misconceptions and guide instruction. -Data analysis will occur with targeted action steps following each F.A.S.T. progress monitoring cycle.
 -Dreambox weekly usage and prior grade-level benchmark completion -Growth in IStation usage and "on-demand" assessments -Increase ELP offerings for remediation -Science club for 5th graders needing spiral review

Action Step #3

Small group instruction in all core subjects

Person Monitoring:

Angela Ohmer, Principal

By When/Frequency:

weekly, monthly, quarterly

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

-Focus on fidelity of small group instruction throughout our campus. -Utilize the content-area walkthrough tools to provide timely feedback to individual teachers as well as communicate and highlight evidence-based practices that are impacting student achievement with the entire staff.
 -Walkthrough observational data with feedback for teachers "on the spot" and during PLC's.
 -Instructional learning walks focused on small group instruction during PLC's.

Area of Focus #2

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

Instructional Practice specifically relating to Intervention

Area of Focus Description and Rationale

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

Across all grade levels and core subjects, data consistently shows students in our lowest 25% performing below grade level in key ELA and Math skills. Disaggregated data reveals that English Language Learners, Students with Disabilities, and Economically Disadvantaged Students are disproportionately impacted. Structured and purposeful differentiation and intervention must occur within the core and intervention academic blocks.

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.

- The percent of students in grades 3-5 achieving ELA proficiency will increase from 74% to 84%.
- The percent of students in grade 3 achieving ELA proficiency will increase from 76% to 86%.
- The percent of students in grade 3-5 achieving Math proficiency will increase from 80% to 90%.
- Learning gains in ELA will increase from 67% to 77%, with the lowest 25% increasing from 55% to 65%.
- Learning gains in math will increase from 71% to 81% with the lowest 25% increasing from 59% to 69%.

Monitoring

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

ELA monitoring will consist of Florida Assessment of Student Thinking (FAST), ELA module assessments, Amira/Istation monthly ISIP, Running Records and ELFAC data.

Math monitoring will consist of Florida Assessment of Student Thinking (FAST), Unit Assessments, Dreambox, and exit tickets.

Monitoring these performance indicators will inform next steps for planning and instruction to meet the desired year-end goals.

Person responsible for monitoring outcome

Angela Ohmer & Jennifer Ovalle

Evidence-based Intervention:

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

Description of Intervention #1:

Ensure fidelity of small group instruction/intervention in ELA and Math blocks in primary and intermediate grades based on data and standards. Ensure planning occurs that is designed to implement five-essentials of effective instruction: cognitive engagement with content, writing to learn, formative assessment & feedback, close reading & annotation strategies, academic discourse.

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; and (4) learning environment—the way the classroom works and feels. The most important factor in differentiation that helps students achieve more and feel more engaged in school is being sure that what teachers differentiate is high-quality curriculum and instruction. For example, teachers can make sure that: (1) curriculum is clearly focused on the information and understandings that are most valued by an expert in a particular discipline; (2) lessons, activities, and products are designed to ensure that students grapple with, use, and come to understand those essentials; (3) materials and tasks are interesting to students and seem relevant to them; (4) learning is active; and (5) there is joy and satisfaction in learning for each student.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, 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

Standard-Based Instruction addressing achievement gaps across ALL subgroups

Person Monitoring:

Jennifer Ovalle

By When/Frequency:

Weekly, Monthly, Quarterly

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

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

Action Step #2

Monitoring Formative Assessments & Data in PLCs

Person Monitoring:

Angela Ohmer

By When/Frequency:

Weekly

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

Schedule PLCs to allow collaborative planning to include gifted, ESE, and ELL service providers to address and plan for closing achievement gaps and supporting 100% Student Success. Utilize PLC's to analyze student work and student formal and informal assessment data. Create action plans for students in the lowest 25%, to include subgroups. Review weekly Dreambox usage and prior grade level benchmark completion. Analyze math unit assessments and plan to remediate or extend instruction as needed. Review monthly ISIP and weekly Amira/Istation usage. Analyze Module assessments and plan to remediate or extend instruction as needed. Include review of ELP/ Club invites based on data.

Area of Focus #3

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)

Area of Focus Description and Rationale

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

Based on 2024-2025 PM3 FAST data, Lake St. George is continuing to work towards closing the achievement gap of Black/African American Students.

ELA Proficiency All: 74%, Subgroup: 42%

Math Proficiency All: 80%, Subgroup: 58%

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 for students in the Black/African American subgroup will increase to at least 70% proficiency in ELA and Math as measured by end of year PM3 FAST assessments.

Monitoring

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

Teachers and administrators will utilize weekly PLCs to monitor ELA and Math data to include Module Assessments, Amira/Istation, Running Records, ELFAC data, Dreambox, Math Unit assessments, exit tickets, and student work samples.

Person responsible for monitoring outcome

Angela Ohmer

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:

Develop intentional action steps for students in the Black/African American subgroup not meeting benchmarks in all content areas, including targeted instruction, progress monitoring after each monitoring cycle and district assessments to narrow/close the achievement gaps. Walkthroughs to monitor student engagement. Ensure Black students are enrolled in ELP, Clubs, to include "Boys Club" and "Girlfriends" that was initiated last school year to support this subgroup academically and social/emotionally by pairing students with staff mentors.

Rationale:

To develop positive student/staff relationships and increase student engagement in ELA and Math to close foundational skills.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, 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

ELP, Boy's Club, and Girlfriends

Person Monitoring:

Angela Ohmer

By When/Frequency:

Weekly, Monthly, Quarterly

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

Monitor invitations and attendance for Black/African American students in all after school ELP/Clubs as well as participation in "Boy's Club" and "Girlfriends" mentoring groups.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

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.

Student attendance is vital to academic success. By establishing and maintaining positive relationships with all students and families, students will feel more connected to their classrooms. When expectations for attendance and the importance of consistent attendance are explicitly shared with families, a greater effort will be made to ensure students are in school daily. We will share attendance procedures in the beginning of the school year and send monthly reminders. September will be identified as "Attendance Awareness Month" and students will participate in an assembly in October. The top 10 students with perfect attendance will earn a special incentive at the assembly. Students will also be celebrated quarterly for perfect attendance. Focus on being an "Attendance H.E.R.O." (Here, Everyday, Ready, On time).

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.

The number of students missing 10% of school or more will decrease by 50% or greater by the end of the 2025-2026 school year.

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.

Frequent, Transparent Communication: Bi-weekly Child Study Team (CST) meetings

Recognize and celebrate achievements: Monthly and quarterly attendance recognition

Person responsible for monitoring outcome

Shannon O'Keeffe, Social Worker

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:

Strengthen the ability of classroom teachers and staff to establish and maintain positive relationships with students and families. Increase family & community engagement and involvement.

Rationale:

By establishing and maintaining positive relationships with all students and families, students will feel more connected to their classrooms and school community

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, 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

Students will receive Perfect Attendance Awards quarterly.

Person Monitoring:

Shannon O'Keeffe

By When/Frequency:

Monthly, Quarterly

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

Attendance will continue to be monitored biweekly through the Child Study Team as well as daily attendance.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

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

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

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	No
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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00