

Pinellas County Schools

LEILA DAVIS ELEMENTARY SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Encouraging life-long learners in an equitable and engaging environment with respect, kindness, and acceptance for ALL

Provide the school's vision statement

Success for ALL Students

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

Salima Lakhani

Lakhanis@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Administrative, Instructional Leader

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.

Our process each year in developing our school improvement plan includes the formation of a voluntary team of teachers and staff members to develop our areas of focus based on current student performance data. Multiple meetings/workshops are conducted to narrow our focus and set goals for future performance. Input from students and parents is utilized in creating the plan and our School Advisory Council is the final group to provide feedback and approval of the plan.

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)).

No Answer Entered

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	39.6%
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 *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.	2024-25: A 2023-24: A 2022-23: A 2021-22: B 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	82	91	95	109	100	117				594
Absent 10% or more school days	11	24	22	11	16	13				97
One or more suspensions	0	1	1	0	4	1				7
Course failure in English Language Arts (ELA)	0	0	0	1	1	0				2
Course failure in Math	0	0	0	1	2	2				5
Level 1 on statewide ELA assessment	0	2	10	25	6	0				43
Level 1 on statewide Math assessment	0	10	5	20	5	7				47
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	1	3	6	1	0				11
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	4	2	4	3	0				13

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	1	8	3	4				20

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	1	1	6	0	0				8
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		21	19	17	18	21				96
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math				1	1	1				3
Level 1 on statewide ELA assessment				1	7	16				24
Level 1 on statewide Math assessment				1	7	14				22
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		4	4	9						17
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		4		5	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		2	3	10				16

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

The number of students retained:

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

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	70	64	59	68	61	57	65	54	53
Grade 3 ELA Achievement	69	67	59	76	63	58	69	54	53
ELA Learning Gains	60	62	60	65	64	60			
ELA Lowest 25th Percentile	68	59	56	67	62	57			
Math Achievement*	75	69	64	76	66	62	74	61	59
Math Learning Gains	67	67	63	64	68	62			
Math Lowest 25th Percentile	43	56	51	43	58	52			
Science Achievement	75	70	58	75	69	57	61	62	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	79	67	63	72	65	61	53	64	59

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	67%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	606
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
67%	67%	65%	59%	59%		67%

* 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	56%	No		
English Language Learners	60%	No		
Black/African American Students	60%	No		
Hispanic Students	59%	No		
Multiracial Students	57%	No		
White Students	72%	No		
Economically Disadvantaged Students	60%	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	70%	69%	60%	68%	75%	67%	43%	75%					79%
Students With Disabilities	53%	56%	49%	43%	58%	63%	57%	71%					
English Language Learners	50%	60%	60%		50%	60%							79%
Black/African American Students	53%				67%								
Hispanic Students	56%	63%	67%	63%	65%	57%	28%	55%					76%
Multiracial Students	60%	75%	46%		64%	38%							
White Students	78%	74%	59%	78%	81%	72%	55%	81%					
Economically Disadvantaged Students	57%	61%	58%	67%	61%	58%	39%	63%					77%

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	68%	76%	65%	67%	76%	64%	43%	75%					72%
Students With Disabilities	51%	78%	63%	64%	53%	48%	29%	29%					
English Language Learners	33%		75%		44%	44%		50%					72%
Black/African American Students	40%		36%		67%	82%							
Hispanic Students	54%	56%	67%	75%	63%	60%	31%	58%					71%
Multiracial Students	38%				46%								
White Students	76%	86%	68%	67%	82%	66%	46%	81%					70%
Economically Disadvantaged Students	55%	64%	65%	70%	61%	57%	37%	57%					68%

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	65%	69%			74%			61%					53%
Students With Disabilities	42%	56%			50%			35%					
English Language Learners	50%				54%								56%
Black/African American Students	38%				54%								
Hispanic Students	55%	53%			65%			58%					
Multiracial Students	70%				60%								
White Students	68%	72%			78%			62%					50%
Economically Disadvantaged Students	52%	50%			63%			64%					62%

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	67%	65%	2%	57%	10%
ELA	4	78%	62%	16%	56%	22%
ELA	5	63%	61%	2%	56%	7%
Math	3	75%	68%	7%	63%	12%
Math	4	81%	68%	13%	62%	19%
Math	5	68%	65%	3%	57%	11%
Science	5	73%	67%	6%	55%	18%

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?

Learning Gains of our L25 in Reading. Continued focus on fidelity of the intervention block in 5th grade and involvement of stakeholders in MTSS process for academics.

Lowest Performance

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

Learning gains of our fourth and fifth grade students in the bottom quartile for mathematics underperformed all other measured areas. 43% of our students in the bottom quartile made a learning gain or years' worth of progress.

Greatest Decline

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

Learning Gains of all students in Reading. Many students in 4th grade with prior year achievement of Level 4 dropped to a level 3 due to a reduction of support in reading with "pop-up" small groups from 3rd to 4th grade.

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.

All grades and measured content areas were higher than the state average.

EWS Areas of Concern

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

1. Attendance of students missing more than 10% of the school year in grades K, 1, 2, and 4th grades.
2. Number of students in grades 3 scoring a level one in reading and mathematics as measured by the Florida Assessment of Student Thinking (**F.A.S.T.**)
3. Students in grades 3-5 with two or more indicators, particularly our 3rd graders new to the school.

Highest Priorities

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

1. Reading and mathematics intervention planning and monitoring
2. Positive culture and environment: Student Agency focused on goal-setting and progress monitoring by students
3. Learning gains of lowest 25%, emphasis in mathematics
4. Professional development (UFLI, *Equipped for Reading Success*, Book Taco, Dreambox, planning hubs)

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 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.

Progress-monitoring cycle data on state assessments collected from the 2024-25 school year indicated students in our bottom quartile (L25) continue to make solid improvements in reading learning gains. However, our L25 students in mathematics did not make adequate progress towards proficiency due to fidelity planning for small-group instruction during intervention block that address specific skill deficits and fact fluency.

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 from 70% to 75%%.
- The percent of Grade 3 students achieving ELA proficiency will increase from 69% to 75%
- The percent of all students achieving Mathematics proficiency will increase from 75% to 80%
 - The percent of all students achieving Science will increase from 75%-80%
- 75% of our students in both Reading and Mathematics will make learning gains.
- 75% of our Lowest 25% will make learning gains in Reading and Mathematics.

Monitoring

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

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

Person responsible for monitoring outcome

William Durst

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. Ensure planning occurs that is designed and implemented according to evidence-based principles. -Explicit and systematic instruction -Scaffolded instruction based on requisite 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 (alphabets), 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 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 principles. -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 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

Formative Assessments and use of Data PLC protocols

Person Monitoring:

William Durst, Salima Lakhani

By When/Frequency:

Ongoing, 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.

Action Step #2

Increase Learning Gain performance of students in bottom quartiles.

Person Monitoring:

William Durst / Salima Lakhani

By When/Frequency:

Ongoing, 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; 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

Action Step #3

Small group instruction

Person Monitoring:

William Durst, Salima Lakhani, Rebekkah Hudson

By When/Frequency:

Bi-monthly

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.

Action Step #4

Strategic plans for intervention blocks.

Person Monitoring:

Team Leaders / administration

By When/Frequency:

Ongoing / bi-monthly

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

-During collaborative planning, provide regular structures for planning/PLCs where teachers regularly engage in data/student work analysis as well as intellectual prep & lesson rehearsal (previewing/engaging in hands-on tasks, previewing videos and other digital resources) for upcoming lessons, while addressing gaps in learning. -Ensure teachers integrate phonological awareness, phonics, word study and spelling, fluency, vocabulary and text comprehension strategies into an explicit, systematic and sequential approach to reading instruction, including multisensory intervention strategies. -Data analysis and action planning for instructional next steps (AP/Teachers) -Planning during PLC's for Flamingo small group routine for primary grades. -Equipped for Reading Success book study led by principal -Hourly reading teachers implement UFLI small group in upper grades. -Progress monitor for efficacy of interventions -Running Record levels -On Demand assessments in IStation -Monthly ISIP growth -Administrative participation in collaborative planning -FAST cycle growth (PM1 to PM2)

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.

F.A.S.T. PM1, 2, and 3 data, Renaissance Star Assessments, FSAA, and progress-monitoring data collected from the 2024-25 school year showed a narrowing of the gap in performance compared to other subgroups. In Science, the subgroup outperformed the school!

- ELA Proficiency: 70%, Subgroup: 46%
- Math Proficiency All: 75%, Subgroup: 66%
- Science Proficiency All: 75%, Subgroup: 100%

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.

- Percent of all students showing learning gains in ELA will increase from 50% to 75% as measured by F.A.S.T.
- Percent of students performing at grade level will increase to within 10% of school average in all content areas.

Monitoring

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

the desired outcome.

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

Person responsible for monitoring outcome

William Durst, Salima Lakhani

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:

Focus on K-5 ELA teachers and instruction, where acceleration can occur more rapidly, by ensuring equitable use of resources including instructional supports, school-based professional development, cycles of coaching, and feedback. -Teach students to decode words, analyze word parts, and recognize words -Reinforce the effectiveness of instruction in alphabets, fluency, and vocabulary -Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension

Rationale:

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

Tier of Evidence-based Intervention:

Tier 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

Equitable Reading Support to Close Gap.

Person Monitoring:

Salima Lakhani

By When/Frequency:

PM Cycles

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

Equitable reading support given through prioritizing enrollment in extended learning opportunities, RAP (Read Across Pinellas) program, and time with hourly reading teachers. -Growth in monthly Amira/IStation ISIP -Number of texts read and participation in Book Taco. -Monthly Running Records

-Flamingo small group instruction during intervention block -Fidelity UFLI routine in hourly reading teacher sessions. -Third grade portfolio checks

Action Step #2

Identify and Plan for Students Not Meeting Benchmarks

Person Monitoring:

William Durst, Salima Lakhani

By When/Frequency:

Following formative district assessments and state testing cycles

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 subgroup not meeting benchmarks in all content areas; including targeted instruction, monitoring progress after each progress monitoring cycle and district assessments to narrow achievement gaps. -Bearcub Buddy mentor program -Teachers develop specific instructional/behavioral action steps for students to succeed. -Walkthrough observation data that monitors black student engagement. -incremental steps showing growth and narrowing of gaps each month with monthly IStation ISIP inventory and upward trends following each progress monitoring cycle of F.A.S.T. -Planning/PLC room will transform to provide a focus on our (BTG) and bottom quartile (L25) students.

Action Step #3

Equipped for Reading Success Book Study

Person Monitoring:

William Durst

By When/Frequency:

Starting September 2025 / weekly

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

Principal will lead another book study with staff focused on phonemic awareness and fluent word recognition -Enrollment and completion of book study PD (Equipped for Reading Success) -Principal will lead the book study aimed at grades 3-5, but open to all general education teachers. -Walkthroughs conducted to monitor evidence of implementation and the students that have access to the program. -School Psychologist to support implementation

Area of Focus #3

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

Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale

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

Progress-monitoring cycle data on state assessments collected from the 2024-25 school year indicated positive trends and growth in all content areas, specifically in Science. The work in PLC's and planning based on what exactly each benchmark calls for and a continued focus on vocabulary led to the increases. As a school we intend to continue to build on that work that yielded positive results.

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 from 70% to 75%%.
- The percent of Grade 3 students achieving ELA proficiency will increase from 69% to 75%
- The percent of all students achieving Mathematics proficiency will increase from 75% to 80%
 - The percent of all students achieving Science will increase from 75%-80%
- 75% of our students in both Reading and Mathematics will make learning gains.
- 75% of our Lowest 25% will make learning gains in Reading and Mathematics.

Monitoring

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

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

Person responsible for monitoring outcome

Salima Lakhani

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:

Continue to build a culture of collaboration by establishing demonstration/model classrooms at each grade level where ELA and Mathematics teachers learn from and inspire one another. -Collaborative learning-Provide models such as step-by-step demonstrations

Rationale:

Professional development that includes opportunities for collaboration and reflection improves the impact of training in startling ways. Teachers who participate in professional learning methodologies that promote collaboration and offer them opportunities for reflection apply what they learned nearly 90% of the time (Joyce and Showers). The world's top performing school systems enable teachers to work together and learn from one another while planning lessons jointly and observing each other teaching. Professional learning needs to be intensive and ongoing because the process of improving teaching and learning is not often smooth or instantly successful. Peer coaches work with colleagues by modeling or coteaching a lesson and reflect afterward to discuss what worked and what could be improved. This is part of the long-term process of continual improvement. This in-class professional learning is a hallmark of effective professional learning, allowing teachers to put knowledge into action.

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

No

Action Steps to Implement:

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

Action Step #1

-PLC and Collaborative Planning Intentionality

Person Monitoring:

William Durst / Salima Lakhani

By When/Frequency:

Weekly

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

- Planning/PLC room will transform to provide a focus on our bottom quartile (L25) students. - Integrate writing-to-learn strategies through the use of science notebooks, where students can record their thinking using sentence stems, written explanations, and/or diagrams—to clearly explain scientific thinking. - Integrate writing-to-learn strategies, such as math journals, sentence stems, and written explanations of problem-solving—to clearly explain mathematical thinking and make real-world connections. - Intentional planning and use of academic vocabulary across content areas. - Incorporate writing to learn strategies to help students deepen their understanding by reflecting, and reasoning through ideas (all content areas) using oral/written language through journals, explaining strategies, error analysis, writing prompts or exit tickets. - Utilize multiple forms of formative assessment and the District Data PLC Protocol to game plan to utilize differentiated resources to inform future instruction. - Student choice in their means of response, especially when students are asked to demonstrate mastery of a skill. - Intentional planning for mathematical misconceptions of our L25 students. - Employ instructional practices to motivate and deepen student engagement including but not limited to positive expectations for success; novel tasks or other approaches to stimulate curiosity; meaningful tasks related to student interests & cultural backgrounds; opportunities for students to ask their own questions, set their own goals, and make their own choices; promote active learning through writing. - Teachers and administrators engage in Common Planning utilizing the PCS Effective Planning Protocol (T&L Handbook) and the Best Instructional Guide to Mathematics (B1G-M) to support Implementation of the B.E.S.T. Standards to synthesize the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards.

IV. Positive Learning Environment

Area of Focus #1

Other: < no answer entered for other >

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.

Build student agency where ownership of student growth is intrinsic both academically and socially.

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.

- Learning gains in reading will Increase from 65% to 75% and from 64%-75% with students in bottom quartile.
- Learning gains in mathematics will Increase from 72% to 80% and from 43%-75% with students in bottom quartile.

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.

- Progress-monitoring cycle data on state assessments collected from the 2024-25 school year indicated students in our bottom quartile (L25) made improvements in learning gains for reading showed improvement in percentage of learning gains not making adequate progress towards proficiency due to a lack of fidelity of small-group instruction during intervention block and intentional planning of deficit skills that relate to grade level content.
- Students tracking their progress in FOCUS following PM cycles and setting goals in student portfolios.

Person responsible for monitoring outcome

William Durst & Salima Lakhani

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:

Establish a risk-free and student-centered classroom environment that leads to deep learning by
 *activating prior knowledge, increasing relevancy, agency, and authentic engagement. -Academic discourse -Positive relationships -Deep motivation & approach -Learning Intentions

Rationale:

Students thrive in classrooms that promote curiosity, improvement, and risk-taking. By tapping into students' curiosities, relevance is created which results in not only higher levels of student engagement, but deeper and long-lasting learning. Learning becomes more meaningful when students not only know what they are learning, but why they are learning it. All students deserve to feel heard and valued in the classroom. Productive classrooms may buzz with conversation. When students contribute to the collective classroom experience, it motivates and engages them by creating a sense of belonging as well as the satisfaction of being appreciated for their thoughts and ideas. They are a valuable member of the classroom learning experience. Establishing clear expectations at

the start of each lesson and providing timely, positive feedback during stretches of independent practice will ensure students build agency and confidence when tackling complex texts and tasks on their own.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Use of PBIS Rewards program to monitor and ensure all areas of our school are acknowledging Guidelines For Success (GFS). Use of Second Step program to actively teach; goal setting, understanding emotions, empathy, and problem solving.

Rationale:

-Monitoring use of PBIS Rewards system gives our school-based leadership team valuable data to understand levels of participation across staff members and acknowledgement of students meeting our GFS. -A need to explicitly teach social and emotional skills continue to exist. -Student agency needs to increase for our L25 students by recognizing them for "Aiming High" and instilling a belief system that they CAN do the 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

L25 & BTG Student levels of engagement

Person Monitoring:

William Durst, Salima Lakhani

By When/Frequency:

Monthly

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

Levels of engagement work will continue (hyper-focused on BTG and L25 students) with use of open-ended questions by staff to draw students toward self-reflection and increased agency in the classroom. - Use success criteria or learning progression or 3-5 ALDs to allow students to track their progress towards growth and proficiency. - Implement goal setting opportunities where students regularly and visibly participate in setting their own goals, monitoring their academic progress throughout the year, revising their goals based on data, and celebrating successes. - Observation during walkthroughs. -Teachers draw students to reflect on their level of engagement and what they need to do to be more engaged in the learning environment. -Levels of Engagements posters visible near focal point of instruction. -Students able to monitor their engagement and redirect themselves based on teacher prompt.

Action Step #2

Student-led conferences

Person Monitoring:

By When/Frequency:

William Durst

Following PM cycles

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

Two student led conference dates with parents will be scheduled and will focus on goal setting in their portfolios and subsequent revisions of those goals based on PM1 & 2 cycle performance. -Parent and guardian attendance during conferences -Walkthrough during event and participate as needed when students do not have someone to confer with -Bearcub Buddies will connect with these students and review their portfolio each assessment cycle

Action Step #3

School wide GFS Poster Revisions

Person Monitoring:

Salima Lakhani

By When/Frequency:

Ongoing

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

- PBIS committee will revisit and update school wide and area specific R.O.A.R. expectations /Guidelines For Success (GFS) - School wide posters printed placed around campus with new logo and PCS Logo

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