

Pinellas County Schools

MARJORIE KINNAN RAWLINGS ELEM



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

Mission: To educate and prepare each student for college, career, and life.

Provide the school's vision statement

Vision: Always expect the best- 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

Tammy Keiper

keipert@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

Oversee the entire SIP for MK Rawlings to ensure our goals are set, actions monitored, data reviewed, and success is reached for all.

Leadership Team Member #2

Employee's Name

Angela Heuman

heumana@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Monitor actions steps, analyze data and provide feedback to ensure goals are met.

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

Jaqueline Oester

oesterj@pcsb.org

Position Title

MTSS Coach

Job Duties and Responsibilities

Monitor data, provide PD to staff, support instruction towards success for all students.

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.

Data is shared with staff and SAC regularly throughout the year to have discussions on areas of focus, strengths and areas for growth. Monthly meetings included discussions on SIP and Title I plans, use of staff and funding. This will continue with 24-25 end of year data and 25-26 on-going data. As the SIP draft is written, staff and SAC will be meeting to review, revise and put into action or plan. At our Back to School Bash, all families will be asked to review and comment on components of the plan. SIP will then be refined and accepted by staff and SAC.

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)).

Data will be shared with staff and SAC regularly throughout the year to have discussions on areas of focus, strengths and areas for growth. Monthly meetings will include discussions on SIP and Title I plans, use of staff and funding. We will continue to review and revise the plan based on data. Monitoring teams will be set up to focus on individual student growth via weekly standards trackers and review data at SBLT and PLCs to make decisions for each student as 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	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
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) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: B 2023-24: A 2022-23: C 2021-22: C 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	52	72	63	46	52	58				343
Absent 10% or more school days	1	25	16	11	9	15				77
One or more suspensions	0	1	2	0	1	3				7
Course failure in English Language Arts (ELA)	0	0	0	0	0	0				0
Course failure in Math	0	0	0	0	0	1				1
Level 1 on statewide ELA assessment	0	6	19	11	6	12				54
Level 1 on statewide Math assessment	1	13	15	15	7	8				59
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	3	4	1	3	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	9	11	5	4	0				29

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	9	7	6	7	10				40

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	2	8	2	0	0	0				12
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	1	22	20	24	12	15				94
One or more suspensions		4	5	4	4	7				24
Course failure in English Language Arts (ELA)										0
Course failure in Math					1					1
Level 1 on statewide ELA assessment				4	2	19				25
Level 1 on statewide Math assessment				4	8	12				24
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	3	3	15							21
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	3	12	10							25

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		3	1	7	5	11				27

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	3	6	6	4						19
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*	61	64	59	59	61	57	37	54	53
Grade 3 ELA Achievement	73	67	59	74	63	58	35	54	53
ELA Learning Gains	55	62	60	68	64	60			
ELA Lowest 25th Percentile	70	59	56	97	62	57			
Math Achievement*	60	69	64	59	66	62	39	61	59
Math Learning Gains	59	67	63	74	68	62			
Math Lowest 25th Percentile	50	56	51	77	58	52			
Science Achievement	58	70	58	40	69	57	53	62	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	60	67	63	64	65	61	45	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	61%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	546
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
61%	68%	47%	51%	50%		49%

* 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	55%	No		
English Language Learners	62%	No		
Asian Students	59%	No		
Black/African American Students	50%	No		
Hispanic Students	69%	No		
Multiracial Students	78%	No		
White Students	58%	No		
Economically Disadvantaged Students	59%	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	61%	73%	55%	70%	60%	59%	50%	58%					60%
Students With Disabilities	68%	93%	55%		28%	55%							30%
English Language Learners	61%	73%	54%		64%	63%		60%					60%
Asian Students	54%		47%		79%	53%		60%					62%
Black/African American Students	49%	67%	64%		44%	33%		44%					
Hispanic Students	76%	79%	62%		63%	76%		67%					59%
Multiracial Students	82%				73%								
White Students	60%	72%	48%	45%	60%	60%	58%	62%					
Economically Disadvantaged Students	56%	67%	52%	70%	59%	58%	54%	57%					59%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	59%	74%	68%	97%	59%	74%	77%	40%					64%
Students With Disabilities	65%		92%		24%	83%							
English Language Learners	59%	54%	83%		69%	89%							64%
Asian Students	57%		65%		91%	100%							73%
Black/African American Students	32%		58%		42%	56%	67%	9%					
Hispanic Students	74%	79%	67%		74%	84%		75%					50%
Multiracial Students	69%				62%								
White Students	64%	81%	78%	100%	49%	65%	80%	38%					
Economically Disadvantaged Students	60%	76%	65%	95%	53%	68%	73%	36%					52%

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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	37%	35%			39%			53%					45%
Students With Disabilities	8%				0%			9%					
English Language Learners	24%				40%								71%
Asian Students	44%				52%			80%					67%
Black/African American Students	14%	13%			11%			8%					
Hispanic Students	42%	35%			49%			63%					73%
Multiracial Students	19%				19%								
White Students	45%	44%			46%			66%					
Economically Disadvantaged Students	35%	30%			34%			49%					68%

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	69%	65%	4%	57%	12%
ELA	4	66%	62%	4%	56%	10%
ELA	5	44%	61%	-17%	56%	-12%
Math	3	59%	68%	-9%	63%	-4%
Math	4	61%	68%	-7%	62%	-1%
Math	5	61%	65%	-4%	57%	4%
Science	5	56%	67%	-11%	55%	1%

III. Planning for Improvement

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

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

Most Improvement

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

5th grade science showed the most growth from 2024 to 2025. (18%)

ELA proficiency increased by 2%.

ELA proficiency for Black students increased by 17%.

Math proficiency increased by 1%.

Math proficiency for Multiracial students increased by 11%.

Lowest Performance

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

5th grade ELA had the lowest performance.

Staff changes and lack of team to collaborate with may have led to this unexpected low performance.

Math proficiency for SWD was 28% (although 4% growth from prior year).

Greatest Decline

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

L25 growth in ELA had the greatest decline (-27%)

L25 growth in Math had a high decline (-27%)

Staff changes and lack of team to collaborate with may have led to this unexpected low performance.

Unclear planning for reteaching, small group may have caused this decline.

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.

The greatest gap compared to the District was Science (11%).

Although we had this gap, our Science was also our most improved area (18%).

The importance and follow through of K-4 Science instruction has begun to make an impact on the

fifth graders starting with a better Science foundation. We expect to see continued growth.

EWS Areas of Concern

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

The number of students missing 10%+ is still a main concern (74 students)

ELA Growth (-13% from prior year)

Math Growth (-15% from prior year)

5th grade ELA Proficiency (-8% from prior year)

Number of 1st grade students being retained (8 students)

Highest Priorities

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

Growth in ELA and Math 4-5 for all students with L25 laser focus

Proficiency in ELA 1-2

Improve attendance

Continue growth in ELA, Math and Science proficiency

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

Our school-wide area of focus is strengthening teacher understanding of grade-level standards to ensure that every component of the instructional day is intentionally planned to align with the goal of student mastery. Recent student achievement data indicates a significant need for deeper, more targeted instructional planning. Specifically, ELA growth declined by 13% overall and by 27% among our Lowest 25% (L25) subgroup compared to the previous year.

These declines highlight the need for a more rigorous and thoughtful approach to planning that not only emphasizes standards alignment but also ensures that instruction is accessible and responsive to student needs. Effective planning should include a strong grasp of grade-level expectations, intentional application of Universal Design for Learning (UDL) principles, varied differentiation strategies, and a clear understanding of how to bridge learning gaps through targeted small group instruction. In ELA, the specific instructional strategies we expect to see include explicit instructional practice, differentiation, purposeful questions, cooperative learning and an increase of writing across all contents in order to increase cognitive engagement with content, academic discourse and writing to learn. This comprehensive planning approach is essential to accelerate growth for all students, especially our most vulnerable learners.

Measurable Outcome

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

Our goal is to have 100% student growth on the 2026 ELA FAST in 4th and 5th grades.

Our goal is to have 100% student growth on the 2026 STAR Reading in Kindergarten, first and second grades.

Our goal is to have at least 75% at or above proficiency in third, fourth and fifth grades based on the 2026 ELA FAST.

This would be an increase of 2% in third grade, an increase from 73% proficient at third grade to 75% as fourth graders, and an increase from 71% proficient in fourth grade to 75% as fifth graders.

Monitoring

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

Monitoring will start at the student level, followed by the classroom teacher, coaches, push in support staff and administration. Students will update data binders with teacher support at every assessment cycle- ISIP, module, unit, FAST, etc. Teachers will utilize daily monitoring sheets to track how students are doing on tasks that lead to successful understanding of the standard being taught. Teachers, coaches and push in staff will monitor class level data and closely monitor assigned students' data including- grades, Istation usage and growth, dreambox usage and growth, module and unit assessments, FAST. Monthly students will meet with administration to review their data, growth and celebrate. Based on data and observations, PD and feedback will be provided for ELA- reading and writing- to ensure instruction in reading and writing is designed and implemented according to evidence-based principles. Based on data and observations, PD and feedback will be provided for ELA with a focus on instruction that is designed and implemented according to evidence-based principles. The specific instructional strategies we expect to see include explicit instructional practice, differentiation, purposeful questions, cooperative learning and an increase of writing.

Instructional Planning Reviews

- *What:* Lesson plans, unit plans, and PLC artifacts
- *How:* Regular review of instructional plans to ensure alignment with standards, appropriate rigor, and evidence of UDL, differentiation, and small group instruction

Classroom Observations and Walkthroughs

- *What:* Evidence of standards-based instruction, student engagement, differentiated strategies, and small group learning
- *How:* Use of a standards-aligned observation tool with a focus on explicit instruction, differentiation, purposeful questions, cooperative learning and an increase of writing

Professional Learning Community (PLC) Documentation

- *What:* PLC meeting notes and collaborative planning sessions that focus on unpacking standards, reviewing assessments, and planning instructional strategies
- *How:* Collection and review of PLC agendas, minutes, and action plans

Formative and Summative Student Data

- *What:* Student performance trends on classroom assessments, progress monitoring tools, and benchmark assessments
- *How:* Data analysis protocols during PLCs and data chats to assess instructional impact

Person responsible for monitoring outcome

Tammy Keiper, 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:

Our school-wide area of focus is strengthening teacher understanding of grade-level standards to ensure that every component of the instructional day is intentionally planned to align with the goal of student mastery. The specific instructional strategies we expect to see include explicit instructional practice, differentiation, purposeful questions, cooperative learning and an increase of writing across all contents.

Rationale:

Explicit instructional practice for new content includes 1- full, clear explanations, 2- teacher modeling, 3- a worked-out sample, 4- full guidance and monitoring during student practice, 5- corrective feedback. Differentiation consists of the efforts of teachers to respond to variance among learners in a classroom. Whenever a teacher reaches out to an individual or small group to vary the teaching to create the best learning experience possible, that teacher is differentiating instruction. Differentiation can be a change in content, process, product or learning environment. Effective teaching uses purposeful questions to assess and advance students' reasoning. High quality questions should be planned for possible student responses to lead students to reach the learning goal. Within whole group or small group instruction, students should have the time to interact through meaningful discourse of the content through cooperative learning experiences. This provides students the opportunity to work with other towards a common goal in which all members contribute. Studies show that cooperative learning can lead to better understanding of concepts while developing valuable social skills. Writing about reading (and other content) forces students to retrieve information in a way that supports long-term memories. Teaching writing about reading is a way to teach students to think critically.

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

Being Explicit

Person Monitoring:

Tammy Keiper, Principal

By When/Frequency:

August 11, 2025- May 2026

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

Provide targeted support and feedback centered on explicit, systematic, sequential approaches to reading and writing instruction. Focus on the use of a gradual release model delivered through brisk,

purposeful instructional cycles that are responsive to student interests and levels of engagement.

Action Step #2

Differentiate For All

Person Monitoring:

Tammy Keiper

By When/Frequency:

August 11, 2025- May 2026

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

Ensure that differentiated instructional supports are planned for and consistently provided for all students during core instruction, independent work and small groups. This includes targeted interventions for students with learning gaps and enrichment opportunities for students needing extension, all informed by standards-aligned data. Differentiation can be based on content, process or the learning environment.

Action Step #3

Planned Questions

Person Monitoring:

Tammy Keiper, Principal

By When/Frequency:

August 11, 2025-May 2026

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

Incorporate intentional planning of higher-order, scaffolded questions into ELA instruction to promote deeper thinking and student engagement. Teachers will analyze student responses to make in-time decisions for next steps in instruction to continue to increase student engagement and improved comprehension.

Action Step #4

Cooperative Opportunities

Person Monitoring:

Tammy Keiper, Principal

By When/Frequency:

August 11- May 2026

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

Intentionally plan and implement structured cooperative learning opportunities in ELA to promote student discourse, critical thinking and engagement. Teachers will monitor student participation, quality of conversation, and improved clarity of content through peer interaction.

Action Step #5

Put it in Writing

Person Monitoring:

Tammy Keiper

By When/Frequency:

August 11, 2025-May 2026

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

Consistently embed opportunities for students to write in response to reading during instruction. Use these written responses to assess comprehension of content, guide next instructional steps and provided targeted feedback that supports student growth and deepens understanding.

Area of Focus #2

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

Our school-wide area of focus is strengthening teacher understanding of grade-level standards to ensure that every component of the instructional day is intentionally planned to align with the goal of student mastery. Recent student achievement data indicates a significant need for deeper, more targeted instructional planning. Specifically, Math growth fell by 15% overall and by 27% for the L25 group.

These declines highlight the need for a more rigorous and thoughtful approach to planning that not only emphasizes standards alignment but also ensures that instruction is accessible and responsive to student needs. Effective planning should include a strong grasp of grade-level expectations, intentional application of Universal Design for Learning (UDL) principles, varied differentiation strategies, and a clear understanding of how to bridge learning gaps through targeted small group instruction. In Math, a tighter focus needs to be placed on planning instructional strategies that engage students in solving and discussing tasks that promote mathematical reasoning and problem solving that allow varied entry points and varies solution strategies. The specific instructional strategies we expect to see are lessons incorporating reasoning tasks, differentiation, purposeful questions, cooperative learning, and an increase of writing in order to increase cognitive engagement with content, academic discourse and writing to learn. This comprehensive planning approach is essential to accelerate growth for all students, especially our most vulnerable learners.

Measurable Outcome

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

Our goal is to have 100% student growth on the 2026 Math FAST in 4th and 5th grades.

Our goal is to have 100% student growth on the 2026 STAR Math in Kindergarten, first and second grades.

Our goal is to have at least 65% at or above proficiency in 3-5 grades based on the 2026 Math FAST. This would be an increase of 8% in third grade, an increase from 57% proficient at third grade to 65% as fourth graders and maintain 65% proficient in fourth grade to 65% as fifth graders. (growth from 59% in fifth to 65% in fifth)

Monitoring

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

Monitoring will start at the student level, followed by the classroom teacher, coaches, push in support staff and administration. Students will update data binders with teacher support at every assessment cycle- ISIP, module, unit, FAST, etc. Teachers will utilize daily monitoring sheets to track how students are doing on tasks that lead to successful understanding of the standard being taught. They will have built in questioning and differentiation strategies to be implemented based on monitoring. Teachers, coaches and push in staff will monitor class level data and closely monitor assigned students' data including- grades, Istation usage and growth, dreambox usage and growth, module and unit assessments, FAST. Monthly students will meet with administration to review their data, growth and celebrate. Based on data and observations, PD and feedback will be provided for Math with a focus on instruction that is designed and implemented according to evidence-based principles. The specific instructional strategies we expect to see are lessons incorporating reasoning tasks, differentiation, purposeful questions, cooperative learning and an increase of writing in order to increase engagement and deepen understanding of math content.

Instructional Planning Reviews

- *What:* Lesson plans, unit plans, and PLC artifacts
- *How:* Regular review of instructional plans to ensure alignment with standards, appropriate rigor, and evidence of UDL, differentiation, and small group instruction

Classroom Observations and Walkthroughs

- *What:* Evidence of standards-based instruction, student engagement, differentiated strategies, and small group learning
- *How:* Use of a standards-aligned observation tool with a focus on incorporating reasoning tasks, differentiation, purposeful questions, cooperative learning and an increase of writing

Professional Learning Community (PLC) Documentation

- *What:* PLC meeting notes and collaborative planning sessions that focus on unpacking standards, reviewing assessments, and planning instructional strategies
- *How:* Collection and review of PLC agendas, minutes, and action plans

Formative and Summative Student Data

- *What:* Student performance trends on classroom assessments, progress monitoring tools, and benchmark assessments
- *How:* Data analysis protocols during PLCs and data chats to assess instructional impact

Person responsible for monitoring outcome

Tammy Keiper, 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:

Our school-wide area of focus is strengthening teacher understanding of grade-level standards to ensure that every component of the instructional day is intentionally planned to align with the goal of student mastery. The specific instructional strategies we expect to see are lessons incorporating reasoning tasks, purposeful questions, cooperative learning, differentiation and an increase of writing

Rationale:

By shifting from routine tasks to reasoning tasks, students are engaged in high-cognitive demand tasks with multiple solution pathways. Effective teaching of mathematics engages students in solving and discussing tasks that promote mathematical reasoning and problem solving. Effective Teaching of mathematics uses purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships. Incorporating collaborative opportunities promotes student-centered learning, fosters deeper understanding, builds critical thinking skills and promotes student engagement. To reach each student, differentiation in math is essential to ensure each student can access, engage with, and master grade-level content. Differentiation based on student readiness, interest or learning style can be done through content, process, product or learning environment. Integrating writing-to-learn strategies in mathematics helps students deepen their understanding, communicate their thinking clearly and make meaningful connections.

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

Reasoning Tasks

Person Monitoring:

Tammy Keiper

By When/Frequency:

August 11, 2025-May 2026

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

Ensure planning and implementing lessons that include high-interest, standards-aligned tasks that promote meaningful reasoning and problem-solving, connected to students' real-world experiences and interests that align to the Mathematical Thinking and Reasoning Standards (MTRs). Monitoring student tasks for evidence of deeper conceptual understanding, mathematical reasoning and written explanations will guide next steps in instruction.

Action Step #2

Differentiate for All

Person Monitoring:

By When/Frequency:

Tammy Keiper, Principal

August 11, 2025- May, 2026

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

Ensure that differentiated instructional supports are consistently provided for all students during core instruction, independent work and small groups. This includes targeted interventions for students with learning gaps and enrichment opportunities for students needing extension, all informed by standards-aligned data. Differentiation can be based on content, process or the learning environment.

Action Step #3

Planned Questions

Person Monitoring:

Tammy Keiper, Principal

By When/Frequency:

August 11, 2025- May, 2026

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

Incorporate intentional planning of higher-order, scaffolded questions into math instruction to promote student reasoning, deeper thinking and student engagement through mathematical discourse. Teachers will analyze student responses to make in-time decisions for next steps in instruction to continue to increase student engagement and deepen mathematical understanding.

Action Step #4

Cooperative Opportunities

Person Monitoring:

Tammy Keiper, Principal

By When/Frequency:

August 11, 2025- May 2026

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

Intentionally plan and implement structured cooperative learning opportunities in mathematics to promote student discourse, critical thinking and engagement. Teachers will monitor student participation, quality of conversation, and improved clarity of content through peer interaction.

Action Step #5

Put it in Writing

Person Monitoring:

Tammy Keiper, Principal

By When/Frequency:

August 11, 2025- May 2026

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

Consistently embed opportunities for students to write in mathematics using writing-to-learn strategies, such as journals, explaining strategies, error analysis, or exit tickets to clearly explain mathematical thinking and make real-world connections. Use these written responses to assess level of understanding of content, guide next instructional steps and provided targeted feedback that supports student growth and deepens understanding.

Area of Focus #3

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

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

Area of Focus Description and Rationale: Include a description of your Area of Focus for each

relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our area of focus in Science is strengthening teacher understanding of grade-level standards to ensure that every component of the instructional day is intentionally planned to align with the goal of student mastery. Based on the SSA data, we increased from 40% to 58%. However, this is 9% below the district. Therefore, a tighter focus needs to be placed on instructional strategies that engage students in opportunities given to students to engage in tasks that promote deeper understanding of science concepts. The specific instructional strategies we expect to see are lessons incorporating rigorous tasks, cooperative learning, and an increase of writing in order to increase engagement and deepen understanding of science content.

Measurable Outcome

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

Our goal is to have at least 65% at or above proficiency in fifth grade on the 2026 SSA.

Monitoring

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

Monitoring will start at the student level, followed by the classroom teacher, coaches, push in support staff and administration. Students will update data binders with teacher support at every assessment cycle- ISIP, module, unit, FAST, etc. Teachers will utilize daily monitoring sheets to track how students are doing on tasks that lead to successful understanding of the standard being taught. Teachers, coaches and push in staff will monitor class level data and closely monitor assigned students' data including- grades, Istation usage and growth, dreambox usage and growth, module and unit assessments, FAST. Monthly students will meet with administration to review their data, growth and celebrate. Based on data and observations, PD and feedback will be provided for Science with a focus on instruction that is designed and implemented according to evidence-based principles. The specific instructional strategies we expect to see include incorporating rigorous tasks, cooperative learning, and an increase of writing in order to increase engagement and deepen understanding of science content.

Instructional Planning Reviews

- *What:* Lesson plans, unit plans, and PLC artifacts
- *How:* Regular review of instructional plans to ensure alignment with standards, appropriate rigor, and evidence of UDL, differentiation, and small group instruction

Classroom Observations and Walkthroughs

- *What:* Evidence of standards-based instruction, student engagement, differentiated strategies, and cooperative group learning
- *How:* Use of a standards-aligned observation tool with a focus on incorporating rigorous tasks, cooperative learning and an increase of writing

Professional Learning Community (PLC) Documentation

- *What:* PLC meeting notes and collaborative planning sessions that focus on unpacking standards, reviewing assessments, and planning instructional strategies
- *How:* Collection and review of PLC agendas, minutes, and action plans

Formative and Summative Student Data

- *What:* Student performance trends on classroom assessments, progress monitoring tools, and benchmark assessments
- *How:* Data analysis protocols during PLCs and data chats to assess instructional impact

Person responsible for monitoring outcome

Tammy Keiper, 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:

Our area of focus in Science is strengthening teacher understanding of grade-level standards to ensure that every component of the instructional day is intentionally planned to align with the goal of student mastery. The specific instructional strategies we expect to see are lessons incorporating rigorous tasks, cooperative learning, and an increase of writing in science.

Rationale:

Our focus of strengthening teacher understanding of grade-level standards to ensure that every component of the instructional day is intentionally planned to align with student mastery. This is grounded in our commitment to ensuring all students receive high-quality, equitable learning experiences aligned to evidence-based practices. Research shows that effective science instruction includes opportunities for students to engage in rigorous tasks that promote critical thinking, apply scientific reasoning and deepen conceptual understanding. By integrating cooperative learning structures, students are encouraged to collaborate, communicate and construct knowledge together. Incorporating frequent, purposeful writing in science supports students in organizing their thinking, articulate scientific claims with evidence and develop content-specific literacy.

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

Rigorous Tasks

Person Monitoring:

Tammy Keiper, Principal

By When/Frequency:

August 11, 2025-May 2026

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

Ensure our plans provide all students with consistent opportunities to engage in complex, grade-level content and activities aligned to the rigor of the standard that incorporates teaching the students how to think about the content. This could include using models, diagrams, higher-order questions, or investigations that allow students to apply learning to real-world situations and engage in meaningful, standards-aligned conversations.

Action Step #2

Cooperative Opportunities

Person Monitoring:

Tammy Keiper, Principal

By When/Frequency:

August 11, 2025-May 2026

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

Intentionally plan and implement structured cooperative learning opportunities in Science to promote student discourse, critical thinking and engagement. Teachers will monitor student participation, quality of conversation, and improved clarity of content through peer interaction.

Action Step #3

Put it in Writing

Person Monitoring:

Tammy Keiper, Principal

By When/Frequency:

August 11, 2025-May 2026

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

Consistently embed opportunities for students to write in science using writing-to-learn strategies through the use of science notebooks, where students can record their thinking, provide written explanations or create diagrams to clearly explain scientific thinking and make real-world connections. Use these written responses to assess level of understanding of content, guide next instructional steps and provided targeted feedback that supports student growth and deepens understanding.

Area of Focus #4

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.

Our school-wide area of focus is strengthening teacher understanding of grade-level standards to

ensure that every component of the instructional day is intentionally planned to align with the goal of student mastery. Recent student achievement data indicates a significant need for deeper, more targeted instructional planning. Specifically, our subgroup data shows that 33% of Black students in the L25 category made appropriate gains in Math. This was a 23% decrease from the prior year.

Measurable Outcome

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

Our goal is to have 100% of students in all subgroups in fourth and fifth grade will make at least one year's growth on the 2026 ELA & Math FAST.

Our goal is to have at least 65% of all subgroups will score at or above proficiency in fourth and fifth grades based on the 2026 ELA FAST.

Monitoring

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

Monitoring will start at the student level, followed by the classroom teacher, coaches, push in support staff and administration. Students will update data binders with teacher support at every assessment cycle- ISIP, module, unit, FAST, etc. Teachers will utilize daily monitoring sheets to track how students are doing on tasks that lead to successful understanding of the standard being taught. They will have built in questioning and differentiation strategies to be implemented based on monitoring. Teachers, coaches and push in staff will monitor class level data and closely monitor assigned students' data including- grades, Istation usage and growth, dreambox usage and growth, module and unit assessments, FAST. Monthly students will meet with administration to review their data, growth and celebrate. Based on data and observations, PD and feedback will be provided for Math with a focus on instruction that is designed and implemented according to evidence-based principles. The specific instructional strategies we expect to see are lessons incorporating reasoning tasks, purposeful questions, cooperative learning, differentiation and an increase of writing.

Instructional Planning Reviews

- *What:* Lesson plans, unit plans, and PLC artifacts
- *How:* Regular review of instructional plans to ensure alignment with standards, appropriate rigor, and evidence of UDL, differentiation, and small group instruction

Classroom Observations and Walkthroughs

- *What:* Evidence of standards-based instruction, student engagement, differentiated strategies, and small group learning with an equity-focus
- *How:* Use of a standards-aligned observation tool to provide feedback and coaching centered on standards-based planning and subgroup engagement

Professional Learning Community (PLC) Documentation

- *What:* PLC meeting notes and collaborative planning sessions that include discussion of subgroup progress and next steps
- *How:* Collection and review of PLC agendas, minutes, and action plans

Formative and Summative Student Data

- *What:* Student performance trends on classroom assessments, progress monitoring tools, and benchmark assessments
- *How:* Data analysis protocols during PLCs and data chats to assess instructional impact

Person responsible for monitoring outcome

Tammy Keiper, 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:

Our school-wide area of focus is strengthening teacher understanding of grade-level standards to ensure that every component of the instructional day is intentionally planned to align with the goal of student mastery. In order to increase the focus for specified subgroups, we will increase collaboration to engage in meaningful discussion and collective goal setting around improving student outcomes including strengthening a culture of high expectations and equity for all students.

Rationale:

Our school-wide focus is to deepen teacher understanding of grade-level standards to ensure that all components of instruction are intentionally aligned with student mastery. However, student outcome data reveals persistent achievement gaps, particularly for our Black students. These disparities highlight the urgent need to implement equity-centered instructional practices and increase staff capacity to plan and deliver rigorous, culturally responsive instruction. To address this, we will enhance collaboration among instructional staff to engage in meaningful, data-informed dialogue and collective goal setting that targets improved outcomes for Black students. Strengthening a culture of high expectations, inclusivity, and academic belonging is critical to ensuring equity for all learners.

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

High Expectations

Person Monitoring:

Tammy Keiper, Principal

By When/Frequency:

August 11, 2025-May, 2026

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

Set and communicate clear, high academic expectations while providing the support needed to achieve them. Implement strategies that build positive student-teacher relationships and celebrate academic growth and contributions of Black students publicly and consistently.

Action Step #2

Data Focus Planning

Person Monitoring:

Tammy Keiper, Principal

By When/Frequency:

August 11, 2025-May, 2026

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

Disaggregate student achievement and growth data by race/ethnicity during data chats and PLCs. Identify learning trends for Black students in ELA and Math. Use the data in planning to drive small group instruction specifically targeting identified gaps in Black student performance.

Action Step #3

Meeting Student Needs

Person Monitoring:

Tammy Keiper, Principal

By When/Frequency:

August 11, 2025-May, 2026

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

Planning includes culturally relevant content and instructional materials in daily lessons and embeds Universal Design for Learning (UDL) principles in lesson planning to improve access to content. Provide multiple entry points and modalities for learning aligned to individual strengths and interests.

Area of Focus #5

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

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

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

A specific focus on ELA for primary grade levels is identified to provide earlier intervention for primary students to be better prepared for the rigor of instruction and expectation for reading proficiency in third grade. Based on the 2024-2025 assessment results, 51% of first graders and 49% of second graders indicate they are not on track to pass the grade 3 ELA assessment based on STAR and 56% of fifth graders scored below level 3 on the FAST.

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

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

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

Continue to closely monitor whole group and small group instruction in the ELA block to ensure instruction in both reading and writing is designed and implemented according to researched-based principles and meets the needs of all students.

Grades K-2: Measurable Outcome(s)

Our goal is to have at least 65% of students in grades K-2 at or above proficiency on the 2026 ELA STAR.

Our goal is to have 100% student growth on the 2026 STAR Reading in Kindergarten, first and second grades

Grades 3-5: Measurable Outcome(s)

Our goal is to have 100% student growth on the 2026 ELA FAST in 4th and 5th grades.

Our goal is to have at least 75% at or above proficiency in third grade based on the 2026 ELA FAST.

Our goal is to have at least 65% at or above proficiency in fourth and fifth grades based on the 2026

Monitoring

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

Impact of the actions steps will be monitored through review of planning artifacts, student work, formative assessment data and classroom observation.

Person responsible for monitoring outcome

Tammy Keiper, 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:

Provides print rich, explicit, systematic, and scaffolded instruction. Teach students to decode words, analyze word parts, and recognize words. Reinforce the effectiveness of instruction in alphabets,

fluency, and vocabulary. Provide instruction in broad oral language skills. Teach students how to use reading comprehension strategies. 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. Using data to drive instruction and understand the level of each student provides the opportunity to target the specific areas of needs of each student to ensure instruction will meet the need.

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

Formative Assessments

Person Monitoring:

Tammy Keiper, Principal

By When/Frequency:

August 11, 2025- May 2026

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

Establish a system for ongoing formative assessment to identify and respond to individual student needs across all components of ELA. Instruction will be adjusted based on data to provide targeted small group instruction, purposeful scaffolding, differentiation and writing opportunities during core instruction.

Action Step #2

Planning for All

Person Monitoring:

Tammy Keiper, Principal

By When/Frequency:

August 11, 2025- May 2026

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

Leverage PLCs and Collaborative planning structures to ensure intentional planning for all components of the ELA block, using student data to guide instructional decisions and strategies.

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.

Although our data improved in average attendance rate, 92% and number of students missing 10+ days (89 from 110), the percent of students missing 10+ (24% = 89) and 20+ (6%= 23) days are too high and impact student learning. Kindergarten had 22 students and first grade had 18 students missing more than 10%.

Measurable Outcome

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

Our rate of attendance will increase to 94%, less than 75 students will miss 10% and less than 20 students will miss more than 20% of school.

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.

Overall attendance data is monitored by CST. Teachers monitor daily attendance and reach out when students miss more than 1 day in a row or more than 3 days in a month. Teachers monitor the impact attendance has on the student's learning and makes this known to the parent.

Students monitor their celebrations when meeting monthly with the Principal. Monthly perfect attendance is the first data to be celebrated and students will mark in their data binders if they earn this celebration. Teachers set goals with students based on data celebrated.

Person responsible for monitoring outcome

Tammy Keiper

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:

Identify and address the root causes of poor attendance through supportive and relationship-based approaches. Rather than focusing solely on compliance or punitive measures, this strategy emphasizes early identification, personalized outreach, and school-home partnerships to remove barriers that prevent students from attending regularly.

Rationale:

Student attendance directly impacts academic achievement, engagement, and long-term educational outcomes. Chronic absenteeism disrupts learning continuity, widens achievement gaps, and

disproportionately affects historically underserved student populations. Research shows that students who are frequently absent are more likely to fall behind academically, struggle with grade-level content, and have lower graduation rates. In our school, attendance data reveals patterns of chronic absenteeism that correlate with lower academic performance, especially among targeted subgroups. By prioritizing attendance as a school-wide goal, we aim to improve student access to daily instruction, strengthen relationships between school and home, and create a culture where every day of learning is valued. Improving attendance is not just a compliance issue—it is an equity issue. Addressing barriers to attendance through proactive, supportive strategies will ensure that all students, particularly those most at risk, are present, engaged, and able to thrive academically and socially.

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

Student & Family Outreach

Person Monitoring:

Tammy Keiper, Principal

By When/Frequency:

August 11, 2025- May, 2026

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

Build strong, trusting relationships with families through regular communication, check-ins, and home visits if necessary. Use culturally responsive practices to ensure families feel seen, heard, and supported.

Action Step #2

Student Engagement

Person Monitoring:

Tammy Keiper, Principal

By When/Frequency:

August 11, 2025- May, 2026

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

Increase student engagement through culturally relevant instruction, meaningful relationships with staff, and participation in school activities that promote a sense of belonging and connection. Create a school climate where students want to be present, feel supported, and have the resources necessary to attend regularly and succeed.

Action Step #3

Barrier Identification

Person Monitoring:

Tammy Keiper, Principal

By When/Frequency:

August 11, 2025- May, 2026

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

Partner with community agencies to identify and address specific obstacles to attendance, such as transportation issues, housing instability, health needs, or caregiver responsibilities.

Area of Focus #2

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

Positive Behavioral Interventions and Supports (PBIS) is a proactive, evidence-based framework for promoting positive student behavior, improving school climate, and increasing academic engagement. PBIS at MK Rawlings provides a safe, supportive, and predictable learning environment that is foundational to academic success and equity. Our data shows improvement from the prior year in regard to number of referrals decreasing from 187 to 107 and the number of students with 2 or more referrals decreased from 45 to 21. Even with this decrease, the need to continually focus on positive behaviors is a priority that can impact learning.

Measurable Outcome

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

By the end of the 25-26 school year, our referral rate will decrease by 10% (96 or less). The number of students with 1 referral will decrease by 20% (33 or less). The number of students with more than 1 referral will decrease by 10% (18 or less).

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.

Both positive PBIS data and referral data will be regularly monitored by administrators, SBLT, teachers and students. As built into the PBIS plan, students will earn up to 10 Rawlings Bucks a day. Weekly class, monthly grade level, monthly Principal celebrations, monthly school-store and quarterly celebrations are all in place for students meeting the PBIS expectations. Data will be reviewed at each month and quarter to monitor for increased participation.

Person responsible for monitoring outcome

Tammy Keiper

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:

By implementing PBIS, MK Rawlings establishes clear, school-wide behavioral expectations that are explicitly taught and positively reinforced. We create a positive, inclusive school climate that supports social-emotional learning, student belonging, and well-being.

Rationale:

Data often shows that when schools lack consistent behavioral expectations and systems of support, instructional time is reduced due to disruptions, and students—especially those from historically marginalized groups—may face disproportionate discipline practices. Therefore, implementing PBIS reduces office discipline referrals and suspensions, thereby increasing instructional time and improving academic outcomes. PBIS supports how we address discipline disparities through equitable practices and restorative approaches. Strengthen staff consistency and collaboration in addressing behavior through data-informed decision-making.

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

Teach & Reinforce

Person Monitoring:

Tammy Keiper, Principal

By When/Frequency:

August 11, 2025- May, 2026

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

Implement a school-wide behavior matrix aligned to core values (Rawlins' Rocks) with school-wide lessons. Schedule dedicated time each quarter for all staff to explicitly teach behavioral expectations in common areas (hallways, cafeteria, playground, etc.). Reinforce positive behavior consistently using a structured recognition system (Bucks, positive calls, reward events).

Action Step #2

Data-Driven

Person Monitoring:

Tammy Keiper, Principal

By When/Frequency:

August 11, 2025- May, 2026

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

Analyze discipline data monthly to identify trends by location, time, student subgroup, or behavior type. Use data to inform Tier 2 and Tier 3 interventions such as check in/check out, social skills groups, or behavior contracts. Share data trends during staff meetings or leadership team meetings to adjust supports and ensure equitable implementation.

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.

A SIP one-page document will be created and physically distributed to all families that is in practical language. It will also be posted on our school Facebook page and school website. The SIP is also shared/reviewed in person at the Annual Title I meeting as well as at multiple SAC and PTA meetings throughout the year. A recording of the Title I meeting will also be posted on the website and sent through FOCUS to families. <https://www.pcsb.org/rawlings-es>

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

We are continuing with our 3rd Annual Community Resource Fair / Meet the teacher event on a Saturday to allow for more participation. We are using family friendly folders in Pre-K and Kindergarten to send home monthly calendars of events. Students in grades 1-5 will utilize agendas for home and school communication. Teachers call parents directly to invite them to events. Student-led conferences will be held at each assessment cycle to show progress towards BEST standards. This year, we will rotate monthly between Lunch Munch and Family Breakfast events that will be a time for families to casually join us at school while being provided insight to the current math concepts being taught at each grade level. Our School Counselor will be leading an Outreach program at one of our highly populated apartments incorporating Leader in Me concepts. At all family events, take

home materials and suggestions will be provided. Our School-Parent-Student compact is utilized during conferences as an additional tool to support on-going progress monitoring. Our PFEP is found at <https://www.pcsb.org/domain/4374>

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)).

Utilizing learnings from FLDOE Raise conference, we will ensure Core instruction uses high-yield strategies that incorporate differentiation, scaffolding and UDL to meet the needs of all students. All non-classroom staff will be trained in order to provide push-in support to students as needed. An ELP plan will be created to extend the learning time for students through tutoring and enrichment. All students in grades 3-5 will be encouraged to take home school laptops to continue learning on assigned programs at home. We will have a before school Early Birds program for students not taking home computers to complete online tasks outside of the learning day.

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)).

Our Title I Plan was created to benefit all students and our SIP focused on increasing site-based coaching MTSS.

ESOL-

MK Rawlings Elementary School will ensure the unique needs of ESOL students are being met by the following strategies: 1. Ensuring high-quality, standards-based and culturally responsive educational programs for ESOL students and families. 2. Provide professional development for all educators working with ESOL students. 3. Providing information to families in their native language to the extent possible.

IDEA (ESE)-

MK Rawlings Elementary School will conduct meetings with parents and our ESE team to discuss policies and procedures for ESE students, as well as, the specific learning needs and expectations for ESE students.

Title II (Professional Learning dept.)-

MK Rawlings Elementary School will take advantage of any support provided by the district in regards professional learning.

Community partners from CNA-

We have a RAP tutor the supports K-2. We have support for Mindfulness from our community partner that comes weekly to work with identified classes. We have 10-12 students participate in Sing Out and Read each quarter. We have a community resource event prior to school opening and during Student-led Conference night.

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)).

We have a RAP tutor that supports K-2. We have support for Mindfulness from our community partner that comes weekly to work with identified classes. We have 10-12 students participate in Sing Out and Read each quarter. We have a community resource event prior to school opening and during Student-led Conference night to provide direct resources to families. We have a full-time school counselor, PT social worker and PT psychologist that all support the various needs of students and families. Our community liaison facilitates Lunch Pals mentor program for identified students. As well, all staff members select students to check in regularly to monitor their overall well-being at school.

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)).

NA

Addressing Problem Behavior and Early Intervening Services

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

The Multi-Tiered System of Supports (MTSS) model aligns resources in schools for providing high quality instruction and intervention matched to student needs. The MTSS model addresses both academic and behavior needs of students through instruction and interventions developed to meet those needs. The problem solving/response to intervention (PS/Rti) component of MTSS is required in Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Improvement Act (IDEA 2004).

In an effective Multi-Tiered System of Supports: learning is accelerated to close gaps and prevent new ones; fewer students are at risk over time; decisions about who needs additional support can be made rapidly; rates of intervention success are high; and goals are defined in terms of improved achievement.

The school based MTSS coach is used to support the framework by facilitating or modeling the components of MTSS: provide opportunities to practice problem-solving skills; provide collaborative / performance feedback to staff; develop coaching activities based on PD feedback, implementation fidelity; and student outcomes.

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)).

We will revamp our data room to monitor big picture data with transparency to make it a school-wide focus. We will continue to support teachers in developing monitoring tools to be used daily to monitor level of understanding on daily tasks. We will assign students to monitoring groups beginning day 1 to provide support based on the needs of each student.

We will continue meaningful discussion and collective goals around improving student outcomes including strengthening our culture of high expectations and equity for all students. Ensure high-yield instructional strategies are used during core, intervention, small group, independent and enrichment. Continue to build teacher understanding and use of strategies that support Closing the Gap. Tighten up our monitoring plan from student to teacher to admin level. Develop more opportunities for teacher celebrations based on evidence of teaching and learning.

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)).

Our VPK students and families engage in school-wide activities that support an easy transition into our elementary school. VPK teachers participate in site-based professional development alongside K-5 teachers to build their knowledge of where students need to be academically, socially and emotionally throughout their elementary years. Our VPK teachers collaborate with kindergarten teachers to support the levels of academics students will be receiving in kindergarten. We hold a Ready, Set, Kindergarten event in January to share kindergarten expectations with families. We also provide them with tools, tips, and resources to prepare their child for elementary grades.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

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