MCMULLEN-BOOTH ELEMENTARY SCHL

2025-26 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

McMullen Booth Elementary believes in educating the whole child to become global thinkers. We are preparing our students to be lifelong learners who share open-mindedness and a spirit of inquiry. Students will acquire an awareness of their place in the world, and how they impact those around them

Provide the school's vision statement

100% student success

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

Leadership Team Member #1

Employee's Name
Stephanie Whitaker

whitakers@pcsb.org

Position Title
Principal

Job Duties and Responsibilities

• Manage the safety and security of the campus to optimize the learning environment.
• Monitor classrooms to ensure best practices are implemented with fidelity in accordance with FL standards, district curriculum, and school improvement plan.
• Monitor subgroups to ensure that access to curriculum is being provided and accommodates the specific learning needs of diverse groups of students.
• Ensures members of the school leadership team and teacher leadership team have the tools

needed to lead their teams to carry out the school's mission and vision.

- Work directly with curriculum leaders across content areas to develop PLC's focusing on teacher clarity and imbedded professional development opportunities to increase proficiency and growth opportunities for students.

Leadership Team Member #2

Employee's Name
Nicole Alderman

aldermann@pcsb.org

Position Title
Assistant Principal

Job Duties and Responsibilities

 • Assists principal in monitoring the safety and security of the campus to ensure access to an optimal learning environment.
 • Assist principal in the monitoring of classroom instruction.
• Work with MTSS coach and specialists to develop optimal testing conditions for progress monitoring.
• Develop and facilitate Mathematics PLC lesson study cycles. Monitor for teacher clarity.

Leadership Team Member #3

Employee's Name
Kim Sullivan

sullivanki@pcsb.org

Position Title
MTSS coach

Job Duties and Responsibilities

 • Monitor Tier 1, Tier 2, Tier 3 data trends.
• Work with school psych and social worker to ensure students at Tier 2 are making adequate progress towards SIP goals.
 • Develop instructional support schedules to support the school improvement goals.
• Provide literacy coaching specific to grades K-2 UFLI, with an increased focus on support being given to ESE self-contained classrooms.

Leadership Team Member #4

Employee's Name

Nichole Garcia

garciani@pcsb.org

Position Title
Behavior Specialist

Job Duties and Responsibilities

 • Work with ASD units to develop comprehensive ESE supports to ensure both social/emotional and academic progress is being achieved.
• Carry out the PBIS system with administration to ensure optimal time is spent on instruction.

Leadership Team Member #5

Employee's Name
Fran Neugebauer

neugebauern@gmail.com

Position Title
IB Magnet Coordinator

Job Duties and Responsibilities

 • Facilitate weekly cooperative planning sessions.

Leadership Team Member #6

Employee's Name
Lori Taylor

polachyl@pcsb.org

Position Title
School Counselor

Job Duties and Responsibilities

- Provide classroom support to maintain a safe and secure environment to maximize student learning.
- Serve as a member of the school's SBTMT

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.

April 2025- Staff input was gathered during a morning staff meeting. Staff were asked to give input relating to previous year SIP goals and then asked to give specific input relating to area of focus for upcoming year based on current successes and areas of growth as reflected in data.

April 2025- During quarter 4 SAC meeting, current growth was shared as well as feedbacked gained from staff. SAC members given form to provide feedback where applicable.

August 2025- SAC and PTA will be presented with final goals based on PM3 data points.

August 2025- Staff will be presented with final SIP goals and given opportunity to provide feedback in relation to proposed action steps.

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)).

 Because of our intentionality in designing our schoolwide systems (PLC, collaborative planning, data chats, etc) in a way that completely supports the SIP goals, we are in a cycle of biweekly monitoring of the progress we are making in the implementation of the strategies and the impacts it is having on student achievement.

Stakeholder feedback was collected in April 2025 and PLC and SIP monitoring has been adjusted to reflect this feedback.   We will have a midpoint reflection in December of 2025 to adjust for 2nd semester as appropriate.

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)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: B** **2023-24: B** **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	60	53	63	63	68	84				391
Absent 10% or more school days	17	12	9	5	12	19				74
One or more suspensions	1	0	0	1	0	0				2
Course failure in English Language Arts (ELA)	0	0	0	0	2	0				2
Course failure in Math	0	0	0	1	0	1				2
Level 1 on statewide ELA assessment				12	11	17				40
Level 1 on statewide Math assessment				4	6	13				23
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	5	10	14						33
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	2	6	9	10	3					30

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	6	5	9	7	11				38

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	1	1	5	5						12
Students retained two or more times										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		7	13	11	14	21				66
One or more suspensions		1	1	1	1					4
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment				18	27	10				55
Level 1 on statewide Math assessment				17	26	12				55
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	13	14	11	18						56
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	16	8	8	17	26					75

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	3	6	13				23

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			5						8
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 CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	61	64	59	52	61	57	50	54	53
Grade 3 ELA Achievement	62	67	59	57	63	58	53	54	53
ELA Learning Gains	64	62	60	61	64	60			
ELA Lowest 25th Percentile	56	59	56	50	62	57			
Math Achievement*	55	69	64	54	66	62	46	61	59
Math Learning Gains	59	67	63	65	68	62			
Math Lowest 25th Percentile	41	56	51	55	58	52			
Science Achievement	59	70	58	61	69	57	38	62	54
Social Studies Achievement*			92						
College and Career Acceleration									
Middle School Acceleration									
Graduation Rate									
Progress of ELLs in Achieving English Language Proficiency (ELP)	63	67	63	62	65	61	41	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	58%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	520
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
58%	57%	48%	50%	44%		55%

* 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	44%	No		
English Language Learners	58%	No		
Black/African American Students	44%	No		
Hispanic Students	62%	No		
White Students	61%	No		
Economically Disadvantaged Students	55%	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%	62%	64%	56%	55%	59%	41%	59%					63%
Students With Disabilities	38%	31%	58%	57%	33%	50%	38%	35%					56%
English Language Learners	54%	71%	68%	60%	41%	63%	53%	48%					63%
Black/African American Students	52%	40%	50%		40%	43%		38%					
Hispanic Students	58%	78%	69%	64%	49%	57%	58%	63%					64%
White Students	68%	61%	63%	45%	65%	68%	54%	65%					
Economically Disadvantaged Students	55%	58%	62%	56%	49%	59%	47%	50%					62%

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	52%	57%	61%	50%	54%	65%	55%	61%					62%
Students With Disabilities	25%	26%	55%	50%	33%	48%	31%	40%					44%
English Language Learners	25%	25%	48%	53%	36%	48%	36%	62%					62%
Black/African American Students	38%	18%	62%		35%	48%	64%						
Hispanic Students	36%	39%	59%	71%	40%	58%	56%	45%					60%
Multiracial Students	90%				100%								
White Students	66%	77%	60%	33%	67%	76%	57%	67%					
Economically Disadvantaged Students	42%	49%	55%	54%	45%	58%	52%	55%					57%

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	50%	53%			46%			38%					41%
Students With Disabilities	27%	26%			24%			17%					26%
English Language Learners	39%	46%			35%			32%					53%
Black/African American Students	39%	38%			22%			40%					
Hispanic Students	41%	55%			43%			32%					52%
White Students	56%	59%			52%			43%					52%
Economically Disadvantaged Students	40%	46%			39%			31%					52%

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	59%	65%	-6%	57%	2%
ELA	4	63%	62%	1%	56%	7%
ELA	5	61%	61%	0%	56%	5%
Math	3	57%	68%	-11%	63%	-6%
Math	4	51%	68%	-17%	62%	-11%
Math	5	52%	65%	-13%	57%	-5%
Science	5	57%	67%	-10%	55%	2%

III. Planning for Improvement

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

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

Most Improvement

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

The data component that showed the most improvement was overall ELA proficiency which increased from 52% proficiency in grades 3-5 as measured by FAST to 61% proficiency in grades 3-5 as measured by FAST.

The actions that our school took in these grades levels was the implementation of a vertical PLC for ELA teachers in grades 3-5 with a focus on teacher clarity around our lowest standards identifying the central idea and summarizing. Through the process of unpacking the standard and understanding better how students need to show mastery of these standards, teachers were better prepared to provide instructional opportunities around these standards every module.

Lowest Performance

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

The data component showing the lowest performance was L25 mathematics growth at 41%. The contributing factors to this data performance were an increase in the number of students from the ESE subgroup represented in this L25 subgroup, specifically students in our self-contained ASD units. This is the area where this subgroup of students struggles the most historically and was a trend we were problem solving throughout the year.

Greatest Decline

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

The data component showing the greatest decline was L25 mathematics growth at 41%. The contributing factors to this data performance were an increase in the number of students from the ESE subgroup represented in this L25 subgroup, specifically students in our self-contained ASD units. This is the area where this subgroup of students struggles the most historically and was a trend we were problem solving throughout the year.

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 we are still experiencing is growth for ESE students who are part of the L25 subgroup. 33% of ESE students who are represented in the L25 subgroup showed growth as measured by PM3 FAST. The factors contributing to this data are fluency of basic facts, using knowledge of basic facts to solve more complex computation and understanding how to attack a two step word problem.

EWS Areas of Concern

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

An area of concern from the Early Warning indicators is the attendance of some of students with two or more EWS indicators.

Highest Priorities

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

1. L25 mathematics growth.
2. Mathematics proficiency overall grades 3-5.
3. Attendance of students scoring a level 1 in ELA or Mathematics who also have multiple EWS indicators.

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 goal is to create a student-centered classroom environment that leads to deep learning by *activating prior knowledge, increasing relevancy, agency, and authentic engagement.

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.

Measurable Outcome

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

By focusing on creating student centered classrooms through activating prior knowledge, active engagement and writing, our ELA proficiency of 61% in Grades 3-5 will increase to 70%. Our ELA Learning Gains of 65% will increase to 70%.   In grade 3 ELA, proficiency will increase to 70%.

Monitoring

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

This area of focus will be monitored in cross-grade level, vertical PLC's, collecting ongoing data in

district benchmark assessments and FAST cycle to track progression to proficiency.

Person responsible for monitoring outcome
Stephanie Whitaker

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:
Through cognitive engagement with content, students are able to activate prior knowledge of the
subject, be exposed to key vocabulary and truly reflect on the topic/benchmark at hand.

Rationale:
When students have the chance to collaborate with peers and engage authentically with content, they
can unlock untapped potential and make meaning of the content. This can be accessed through
discussion and writing using visible thinking strategies.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

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

Action Step #1
Visible Thinking Strategies

Person Monitoring: **By When/Frequency:**
Stephanie Whitaker   bi montly

**Describe the Action to Be Taken and how the school will monitor the impact of this action
step:**
Through our cross-grade level PLC's and IB Staff Meetings, teachers will engage in researching,
discussing, modeling and reflecting on new Visible Thinking Strategies that support active
engagement. The strategies chosen will be tailored to meet the needs of our students to provoke
work around vocabulary and building background knowledge.

Action Step #2
Writing Across Content Areas

Person Monitoring: **By When/Frequency:**
Stephanie Whitaker   bi monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action
step:**
Through grade level/cross-grade level PLCs our staff will engage in the strategies in the Writing
Revolution 2.0 book. This will allow us to dig deeper in the writing process and allow for students to
reflectively respond and share their thinking. Prioritize engaging students in immense amounts of

reading, discussion, and writing with feedback ensuring ample time is given to students to read and write appropriate grade-level text (while applying foundational skills) with high-quality feedback and opportunities to use that feedback.

Action Step #3
Increase opportunities for collaborative group work with academic discourse.

Person Monitoring:	**By When/Frequency:**
Stephanie Whitaker	bi monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Through intentional planning with their grade level team, teachers are planning high level questions that will get students thinking, not only about the content itself, but how it impacts the world around them. Teachers will anticipate responses beforehand, so that they can be prepared to help facilitate discourse appropriately.

Action Step #4
Cultivate a trusting and motivating classroom culture where curiosity, improvement, & risk-taking are valued.

Person Monitoring:	**By When/Frequency:**
Stephanie Whitaker	monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The IB Framework lends itself well to cultivating and trusting and motivating classroom culture. IB strives to provide opportunities for inquiry, agency and values being a risk-taker. Through monthly assemblies we will dive in deeper with students about how they can apply these attributes into the classroom and their everyday lives. Teachers will also provide ample time to foster these values and provide opportunities for students to stretch their thinking with content. In the weekly collaborative planning sessions with the IB Coordinator, grade level teams will intentionally plan for opportunities where students can be curious and feel comfortable in sharing how their thinking impacts their classroom and the world around them.

Action Step #5
Plan daily lessons with "teacher clarity" in mind.

Person Monitoring:	**By When/Frequency:**
Stephanie Whitaker	monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teacher will work weekly in collaborative planning sessions with our IB coordinator to dig deep into the modules and work together to break a part the learning. What are students learning? (A clear benchmark-aligned target), Why do students need/want to learn this? What do students need to be able to do to show they have been successful (success criteria)? to prevent unnecessary frustration and increase motivation; enthusiastically share learning intentions from the start of each lesson. Through these sessions they will also plan provocations for each module to engage students into the learning and exposing them to new vocabulary and background knowledge essential for the unit.

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.

To attain our goal of 60% overall profiency in Math we will be monitoring whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles.

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.

Facilitate meaningful mathematical discourse. Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments.

Pose purposeful questions. Effective teaching of mathematics uses purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships.

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.

Support productive struggle in learning mathematics. Effective teaching of mathematics consistently provides students, individually and collectively, with opportunities and support to engage in productive struggle as they grapple with mathematical ideas and relationships.

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.

Measurable Outcome

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

By focusing on small group and whole group instruction in Mathematics, and engaging students in purposeful questions and productive struggle:

- Our overall Math proficiency of 56% will increase to 60%.
- Our L25 growth of 45% will increase to 50%.

Monitoring

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

This area of focus will be monitored during grade level PLC's, benchmark assessments, and State

assessments.

Person responsible for monitoring outcome
Nicole Alderman

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 staff will engage in writing to learn strategies with the help of the Writing Revolution 2.0 book recommended by the district. During our PLC's we will learn about the various writing strategies that will elicit student thinking, deeper than just solving a problem and giving an answer.

Rationale:
When students are able to articulate their mathematical thinking and give a rationale into why they believe they are correct, it truly shows that they have mastered a concept or makes it clear where a misconception lies. When students are able to not only do the math but explain the math it deepens understanding. Teachers and staff will collaborate and use various resources to allow time for intentional student writing during the math block.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #2:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

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

Action Step #1
Use students' writing to assess understanding, identify misconceptions and guide instruction.

Person Monitoring:	**By When/Frequency:**
Nicole Alderman	bi monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will intentionally plan for writing tasks for students to show understanding with benchmark tasks or to explain processes of their thinking. This writing will receive intentional feedback to help guide the student on next steps. The teacher will also use this writing to guide their instruction for small group and whole group instruction. During PLC's the grade level(s) will come together and bring

student writing samples with them to help guide future plans and to see common misconceptions across the grade level.

Action Step #2

Employ instructional practices and routines that promote student-centered learning.

Person Monitoring:	**By When/Frequency:**
Nicole Alderman	bi monthly

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

Through collaboration, teams will review district provided resources and strategies, such as: Higher-Order Questioning, Pinellas Problem Solving Routine, Play-Explore-Investigate (PEI) Routine, Number Sense Making Routines, and Collaborative structures. In breaking a part the benchmarks, the teachers will decide what suits the needs of their group of students and whether to use the approach whole group or small group.

Action Step #3

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

Person Monitoring:	**By When/Frequency:**
Nicole Alderman	monthly

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

In collaboration with our MTSS team, classroom teachers and VE resource teachers, there will be a time for discussion on how to intervene with students that do not meet benchmark expectations. This could be done with the classroom teacher during small group or individually, or see if there is a need for outside resources pushing in to support the need. The leadership staff will also be pulling groups at lunch to help fill in the foundational gaps, especially procedural fluency, that could be missing with targeted students in Grades 3-5.

Action Step #4

Monitor fidelity of small group instruction and student response to small group instruction.

Person Monitoring:	**By When/Frequency:**
Nicole Alderman	monthly

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

Through PLC's and data chats there will be discussion around the effectiveness of small group. The teachers should be ever evolving their groups, as to not remain stagnant or hold any student back. MTSS can support by recommending recommendations of certain interventions and activities that can be utilized during this time, as well as our district math coach. Modeling or coaching opportunities will be available to those who need it, especially to model best practices. Teachers should be keeping accurate data each time they meet with small groups, whether through exit slips, formative assessments or anecdotal notes. This should be the driving force in their small group decisions.

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.

To meet our goal of 70% proficiency in Science we will utilize district curricular materials to create a common foundation of standards-aligned, rigorous expectations for all students. We especially want to focus on the written reflection piece of our practice by utilizing the Writing Revolution 2.0 strategies. Students will have intentionally planned writing tasks to push their thinking and help broaden their understanding about Science topics.

Measurable Outcome

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

We will increase our proficiency from 59% to 70% as measured on the FAST Science assessment.

Monitoring

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

This area of focus will be monitored by district benchmark assessments, class writing, and Mid-Year Science assessment, and State assessments.

Person responsible for monitoring outcome

Stephanie Whitaker

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 main focus will be utilizing Writing to Learn, with the help of Writing Revolution 2.0. This book has strategies that have students writing across content areas to help the rationalize a certain topic, and explain and deepen understanding.

Rationale:
When students are able to write about what they know or what they question about a topic, it creates meaning for that student. If they can explain what they know or how they think about a certain topic, it allows them to deepen their knowledge. When teachers create meaningful writing tasks based on Science experiences or teaching, it gives students time to thoughtfully reflect on the learning. This must also come with reflective feedback from the teacher with next steps that they student can do to help with misconceptions or to expand their thinking on the topic at hand. This can be done through Science Notebooks, exit tickets, or assessments.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3

action steps and the person responsible for each step.

Action Step #1
Collaborative Planning

Person Monitoring:	**By When/Frequency:**
Stephanie Whitaker	monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
During collaborative planning that occurs within school hours or after-school planning sessions, ensure grades K-5 have a deep understanding of the science curriculum, correlation to FSASS, materials management, and pacing/scheduling. There will also be time devoted to create those Writing to Learn tasks, to where they fit most appropriately.

Action Step #2
Integrate Writing to Learn strategies.

Person Monitoring:	**By When/Frequency:**
Stephanie Whitaker	monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
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. The Writing Revolution 2.0 text will be used to explore various writing techniques to engage all students in the writing process.

Action Step #3
Articulate and advance high expectations for all students consistent with the shared vision for teaching and learning.

Person Monitoring:	**By When/Frequency:**
Stephanie Whitaker	monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Clear and high expectations for all will be utilized throughout the Science classroom. Especially with the writing tasks, the teachers will model clear expectations and success criteria so that all students can access achievement.

Area of Focus #4

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

In the area of Mathematics instruction, we would like to see an increase in growth for our ESE L25 students to 50%. In order to do that our goal is to ensure that small group instruction and 1:1 specially designed instruction is planned and implemented in alignment with evidence-based practices, intentionally targeting students' specific skill deficits to provide access to the general education curriculum.

Measurable Outcome

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

We will increase growth for our ESE L25 students from 33% to 50% in the area of Mathematics.

Monitoring

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

We will be monitoring through ESE/ASD specific PLCs, benchmark assessments, small group data, progress monitoring and FAST assessment data.

Person responsible for monitoring outcome

Stephanie Whitaker

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:
Explicit and direct instruction; multi-sensory approach to all learning; utilize a systematic approach for the delivery of instruction.

Rationale:
Multi-sensory instruction uses visual, auditory, kinesthetic-tactile modalities in acquisition of reading skills. Direct and explicit instruction includes modeling of the skills along with guided practice until mastery is achieved; direct explanations and clearly explained skills comprises explicit instruction; teachers are clear, unambiguous, direct and visible—until students meet mastery. Systematic instruction includes breaking lessons into sequential and manageable steps that go from simple to complex skills

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1
The use of ESE/ASD specific PLCs

Person Monitoring:	**By When/Frequency:**
Stephanie Whitaker	monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Once a month our VE teachers, with collaboration with admin, will meet with each grade level team to discuss interventions and data related to their ESE students they are serving. This is a time for them to reflect on each student and tailor their support to the need and the growth that student is showing. Our ASD teachers will also have their own PLC to discuss their diverse needs and how we can best serve them to grow.

Action Step #2
Create a schedule that allows for VE push-in.

Person Monitoring:	**By When/Frequency:**
Nicole Alderman	bi monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
When master schedules are created, VE teachers and Gen Ed teachers will collaborate and design a schedule that allows for push-in whenever possible. Gen ed teachers will be asked to stagger parts of their Core so that their intervention doesn't all line up, so that VE can go from class to class and push-in during those key times.

Action Step #3
Monitor the use of appropriate practices and scaffolding to ensure students' needs are met.

Person Monitoring:	**By When/Frequency:**
Stephanie Whitaker	monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
During our VE PLCs, our VE teachers will model and explain various routines and strategies, specific to their students, that they can use during intervention/small group time. This creates continuity between the VE teacher and the Gen Ed teacher. Using similar strategies, materials and graphic organizers will help the students find meaning in both settings and learning can carry over.

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.

Strategically focus on fully implementing the Pinellas Early Literacy Initiative by focusing on VPK-2 classrooms, ensuring equitable use of resources, including instructional supports, school-based professional development, cycles of coaching, and feedback.

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

o Provides print-rich, explicit, systematic, and scaffolded instruction
o Teach students to decode words, analyze word parts, and recognize words
o Reinforce the effectiveness of instruction in alphabetics, fluency, and vocabulary
o Provide instruction in broad oral language skills
o Teach students how to use reading comprehension strategies
o Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension

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

No Answer Entered

Grades K-2: Measurable Outcome(s)

ELA proficiency in grades K-2 as measured by the STAR reading assessment will increase from 50% proficiency to 60% proficiency. Specifically grade 2 proficiency will rais from 39% proficiency to 50% proficiency.

Grades 3-5: Measurable Outcome(s)

No Answer Entered

Monitoring

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

Area of focus will be monitored through targeted ELA core and small group observations as well as through module progress monitoring.

Person responsible for monitoring outcome

Kimberly Sullivan

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:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

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

Action Step #1
Literacy Leadership Team

Person Monitoring:	**By When/Frequency:**
Kim Sullivan	Bi-Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
School Literacy Leadership Team is meeting regularly to look at data to make informed decisions about what professional learning and supports need to be in place to maximize student growth in reading. In addition the team will work to build capacity by identifying teachers, coaches, and district staff who can support training in understanding how high-quality instructional materials connect to evidence-based practices and the B.E.S.T. ELA benchmarks. Finally, the team will work to create a literacy night that promotes early literacy and the activities that can be done at home to strengthen the home school connection.

Action Step #2
Literacy Coaching

Person Monitoring:	**By When/Frequency:**
Kim Sullivan	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
· Literacy coaches work with school principals to plan and implement consistent professional learning outlined by the Pinellas Early Literacy Initiative, centered on evidence-based practices grounded in the science of reading, the UFLC Flamingo Small group model, and writing, to demonstrate a significant effect on improving student outcomes. · Literacy coaches prioritize time to those teachers, activities, and roles that will have the greatest impact on student achievement in reading, namely coaching, modeling, and mentoring in classrooms daily. · Literacy coaches support and train teachers to administer assessments, analyze data, and use data to differentiate instruction.

Area of Focus #6

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.

Black students currently score at a proficiency rate of 43% in the area of mathematics. This is 11% below school wide mathematics proficiency of 54%. Mathematics data is an area of need across all subgroups of our school. In order to reach our mathematics goal of 60% proficiency, we need to implement strong core and targeted interventions to individual students based on need as demonstrated by ongoing progress monitoring.

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.

Black student proficiency in mathematics will increase to 50% by PM3 during the 2025-2026 school year as measured by the FAST assessment.

Monitoring

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

This area of focus will be monitored through our PLC's, where grade levels will spend 1 PLC per month dedicated to the analysis of progress monitoring data for our students in our black subgroup and design interventions specific to the achievement level descriptors of the standard being measured.

Person responsible for monitoring outcome
Stephanie Whitaker

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:
Monitor whole group and small group instruction to ensure students in the black subgroup are receiving targeted instruction based on fluid data and aligned to standards and achievement level descriptors.

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. Facilitate meaningful mathematical discourse. Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches

and arguments

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
Establishment of targeted PLC's for data analysis and intervention support.

Person Monitoring:	**By When/Frequency:**
Stephanie Whitaker	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Establish a PLC schedule and process that directly supports the analysis of data for students in the black subgroup. PLC structure will include an intentional analysis of student data, unpacking of standards and unpacking of achievement level descriptors for each standard. Using this information, PLC's will the the platform by which interventions and small group tasks are developed to support students progressing through standard mastery.

Action Step #2
Identification of vocabulary specific to standard.

Person Monitoring:	**By When/Frequency:**
Stephanie Whitaker	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
During monthly collaborative planning sessions, teachers will have identified mathematics vocabulary that is essential to the successful interaction with the standard content limits. Vocabulary will be explicitly taught and used through conversation and mathematical writing routines which will also be planned for during Writing Revolution PLC specific to our content area needs.

Action Step #3
Implementation of Level-Up celebrations

Person Monitoring:	**By When/Frequency:**
Stephanie Whitaker	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
To increase student engagement within the area of mathematics, school will be implementing a monthly level up celebration to acknowledge students as the make gains towards proficiency. Students will be given meaningful praise and targeted recognition to encourage and increase engagement and motivation in the area of mathematics.

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.

18.9% of our students fall within the category of having 10% or greater absentee rate. Upon further investigation, it has been determined that many of our ESE students are leaving for outside therapies including ABA therapy during the school day. As stated in a previous description we have also found that our greatest GAP in data is occurring with our ESE students in the L25 subgroup.   Missing school for outside therapy is compounded by students being pulled from subjects like mathematics or science for other school based therapies which is resulting in the current data trend we are seeing with ESE students related to mathematics.

In addition 27 of the students in the 10% category are also showing deficiencies in mathematics as measured by their grade level state assessment.

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

We will decrease the number of students in the 10% absences category from 19% to 10%. The greatest emphasis will be put on the first grade cohort. We will reduce the number of students from 17 to 9 students in this reporting category.

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.

This will be monitored bi-monthly at our Child Study Team meeting. Increasing student attendance will have a direct impact on student achievement in mathematics, with an increase in growth in mathematics.

Person responsible for monitoring outcome
Stephanie Whitaker

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:
During monthly grade specific level-up celebrations, students in the 10% or greater attendance category will have increased opportunities for being recognized for leveling up.

Rationale:
The rationale is that students who see a correlation between the work they are doing while at school, effort, and attendance will see a greater value in being at school and will want to ensure they are at school in order to receive a level up award the next month.

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
Identification of students

Person Monitoring:	**By When/Frequency:**
Nicole Alderman	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Monthly during CST, we will update the 10% list, share with teachers for increased monitoring of efforts, work being done in class.

Action Step #2
Student Recognition

Person Monitoring:	**By When/Frequency:**
Nicole Alderman	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students in this attendance reporting category will have increased opportunities to level up. This can also be discussed at PLC's to ensure that we are spending additional time looking at the work these students are doing when at school and recognizing students for this work to increase attendance by showing a value to the work they are doing to level up when at school.

Action Step #3
Additional opportunities for discussion

Person Monitoring:	**By When/Frequency:**
Kim Sullivan	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
MTSS Mondays will be implemented 2x per month on average to give teachers increased opportunities to discuss students in this reporting category and to problem solve moving forward.

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.

Dissemination of SIP to stakeholders:

Staff: SIP is shared with staff in August upon returning and preparing for the upcoming school year.
Families: The SIP goals are shared in August during our quarter 1 SAC meeting, Title 1 annual meeting and later posted to our school website. Families also have access to a one page document which summarizes and highlights the main components of the school wide improvement plan. During this meeting families receive a highlight of all SIP goals, the Title 1 School wide implementation plan and family engagement plan. They receive updates on these incrementally throughout the school year during scheduled meetings.
Students: As appropriate, during level up celebrations students will see how their growth is contributing to the growth and proficiency in relation to school goals.

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)).

website to access Title 1 information: https://www.pcsb.org/domain/14740

The school uses the school compacts to build positive relationships with parents and families. This is

reviewed incrementally throughout the school year. We will also be adding an understanding your child's math data to 3 of our family nights, giving our parents a deeper understanding of what their child's math data tells them and what resources they can use to support the school in moving their child's math data towards proficiency and growth.

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)).

The key areas of FOCUS to strengthen the academic program include:

1. Increased focus on the L25 mathematics subgroup by planning for small group instruction by unpacking standards and understanding what students need to master to move from one level to another within the standard progression.
2. Increased focus on increasing overall mathematics proficiency by increasing attention to core instruction by focusing on teacher clarity of standards and intentional planning of student tasks.
3. Increased attention to building background through vocabulary development and writing across the curriculum.

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)).

This plan is created in coordination with feedback from teaching and learning, Title 1, and with feedback from SAC, PTA and staff based on data from PM 2 and ultimately PM 3.

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)).

As appropriate, as defined by needs indicators IEP"s and 504's, students have access to counseling services from Social Worker, School Counselor and other outside mentors as available.

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)).

Not applicable

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)).

School has developed a comprehensive PBIS program with a well defined Tier 1 behavior system, Tier 2 and Tier 3 supports and guidelines.

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)).

School has well established weekly collaborative planning, which is facilitated by the IB coordinator. PLC's have been well developed over the last two years to include job embedded professional development, focusing on establishing model classrooms, grade level walk throughs with look fors and debriefs, modeling of desired instructional outcomes, and to plan for the data needs demonstrated by subgroups of students.

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)).

In coordination with child care providers and the school district, school participates in Ready, Set, Kindergarten in January, Kindergarten screeners throughout July and meet the teacher before school starts. During these planned events, families leave with tools and materials to help their child have a successful transition to the school setting. Title 1 funds are used to support the transition from preschool to Kindergarten by providing families with the tools they can use in the months leading up to kindergarten. This includes picture books to support the transition for children, play doh and playdoh mats to support letter and number recognition, as well as other resources such as crayons, scissors, and pencils to support fine motor development prior to entering kindergarten.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSIor 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