

Pinellas County Schools

# OAKHURST ELEMENTARY SCHOOL



## 2025-26 Schoolwide Improvement Plan

# Table of Contents

SIP Authority ..... 1

I. School Information ..... 2

    A. School Mission and Vision ..... 2

    B. School Leadership Team, Stakeholder Involvement and SIP  
    Monitoring ..... 2

    C. Demographic Data..... 6

    D. Early Warning Systems ..... 7

II. Needs Assessment/Data Review ..... 10

    A. ESSA School, District, State Comparison ..... 11

    B. ESSA School-Level Data Review ..... 12

    C. ESSA Subgroup Data Review ..... 13

    D. Accountability Components by Subgroup..... 14

    E. Grade Level Data Review ..... 17

III. Planning for Improvement..... 18

IV. Positive Learning Environment ..... 31

V. Title I Requirements (optional)..... 34

VI. ATSI, TSI and CSI Resource Review ..... 37

VII. Budget to Support Areas of Focus ..... 38

## 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

---

The mission of Oakhurst is to educate and prepare each student for college, career and life.

### Provide the school's vision statement

---

The vision of Oakhurst Elementary is 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

Kelly Kennedy

kennedyke@pcsb.org

##### Position Title

Principal

##### Job Duties and Responsibilities

---

Oversees the school, oversees the ILT, facilitates PD, MTSS process, oversees all budgets, SAC, PTA, Family Engagement, CST, Teacher evaluations and walk throughs, facilitates the School Leadership Team and the Instructional leadership team, Equity Champion

#### Leadership Team Member #2

##### Employee's Name

Jenn Smith

smithjenni@pcsb.org

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

---

Learning Specialist, Instructional Leader, Testing Coordinator, PBIS Coordinator, MTSS Team Member, Equity Champion, CST Member

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

Tracey Sanders

sanderstr@pcsb.org

**Position Title**

Behavior Specialist

**Job Duties and Responsibilities**

---

Behavior Specialist, PBIS Team Member, Equity Champion

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

Alexis Pratt

prattal@pcsb.org

**Position Title**

School Counselor

**Job Duties and Responsibilities**

---

MTSS Team Member, Mustang Round Up, Classroom Guidance, CST Member, 504 Coordinator, Equity Champion

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

Christine Craig-Langes

CRAIGLANGESC@pcsb.org

**Position Title**

School Psychologist

**Job Duties and Responsibilities**

---

MTSS Team Member, SBLT Leader

## Leadership Team Member #6

### Employee's Name

Sarah Weber

webersar@pcsb.org

### Position Title

Social Worker

### Job Duties and Responsibilities

---

Leader of CST, Counseling Groups,

## 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.*

---

Kelly Kennedy collected feedback from families and staff members on the SIP plan throughout the 2024-2025 school year and used that feedback to create the 2025-2026 School Improvement Plan. The plan is to be presented to staff prior to the school year starting. The School Pinellas - 2921 - Oakhurst Elementary School - 2025-26 SIP Last Modified: 7/10/2025. <https://www.floridacims.org> Page 6 of 23 Improvement Plan will be presented to the School Advisory Council on the first meeting of the school year taking place on 8/20/25 This meeting will be open to all stakeholders, the required attendees will include: Kelly Kennedy (principal), Jennifer Smith (assistant principal), and Amy McLaughlin (parent).

## 3. SIP Monitoring

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

---

The School Leadership Team will monitor the impact on student achievement. through monthly SBLT meetings and PLC discussions. Teachers will continuously monitor goals and outcomes based on the

data as they will meet every third Tuesday of the month in their designated goal committees. The School Advisory Council will meet once a month after school hours on the third Tuesday of each month to discuss school goals and progress made towards reaching those goals as it pertains to the data collected.

## C. Demographic Data

<b>2025-26 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>ELEMENTARY PK-5</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2024-25 TITLE I SCHOOL STATUS</b>	<b>NO</b>
<b>2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>59.8%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2024-25 ESSA IDENTIFICATION</b> *UPDATED AS OF 1	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2024-25 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2024-25: A 2023-24: A 2022-23: A 2021-22: A 2020-21:</b>



## 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	81	106	105	112	86	92				582
Absent 10% or more school days	0	12	8	17	8	9				54
One or more suspensions	0	0	1	2	2	1				6
Course failure in English Language Arts (ELA)	0	0	0	2	1	0				3
Course failure in Math	0	0	0	3	1					4
Level 1 on statewide ELA assessment	0	3	10	28	13	0				54
Level 1 on statewide Math assessment	0	5	6	26	4	6				47
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	2	1	10						13
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	3	5	15	1					24

#### 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	3	0	11	3	7				24

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

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

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

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

**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										0
Students retained two or more times										0

## 2. Grades 9-12 (optional)

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

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

## A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	70	64	59	70	61	57	64	54	53
Grade 3 ELA Achievement	69	67	59	68	63	58	61	54	53
ELA Learning Gains	69	62	60	71	64	60			
ELA Lowest 25th Percentile	63	59	56	57	62	57			
Math Achievement*	78	69	64	78	66	62	74	61	59
Math Learning Gains	77	67	63	81	68	62			
Math Lowest 25th Percentile	59	56	51	60	58	52			
Science Achievement	85	70	58	84	69	57	74	62	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	67	63		65	61		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	71%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	570
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
71%	71%	68%	67%	60%		63%

\* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

\*\* Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

## C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	41%	No		
Black/African American Students	56%	No		
Hispanic Students	54%	No		
Multiracial Students	80%	No		
White Students	73%	No		
Economically Disadvantaged Students	66%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	70%	69%	69%	63%	78%	77%	59%	85%					
Students With Disabilities	23%	9%	44%	36%	35%	50%	50%	83%					
Black/African American Students	50%		82%		36%	55%							
Hispanic Students	63%	54%	54%		59%	38%							
Multiracial Students	80%				80%								
White Students	71%	73%	67%	58%	82%	81%	68%	87%					
Economically Disadvantaged Students	57%	64%	64%	70%	66%	70%	65%	70%					



2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS										
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.
All Students	70%	68%	71%	57%	78%	81%	60%	84%		
Students With Disabilities	39%	27%	59%	46%	53%	67%	63%	54%		
Black/African American Students	35%		64%		53%	55%				
Hispanic Students	71%		81%		75%	94%		90%		
Multiracial Students	77%				92%					
White Students	73%	70%	71%	63%	79%	81%	67%	88%		
Economically Disadvantaged Students	56%	58%	70%	60%	65%	70%	59%	73%		

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	64%	61%			74%			74%					
Students With Disabilities	30%	37%			37%			40%					
Black/African American Students	50%				71%								
Hispanic Students	52%				56%								
Multiracial Students	72%				89%								
White Students	66%	65%			75%			77%					
Economically Disadvantaged Students	45%	38%			57%			66%					

## E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	67%	65%	2%	57%	10%
ELA	4	64%	62%	2%	56%	8%
ELA	5	75%	61%	14%	56%	19%
Math	3	71%	68%	3%	63%	8%
Math	4	74%	68%	6%	62%	12%
Math	5	83%	65%	18%	57%	26%
Science	5	83%	67%	16%	55%	28%

### 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?

---

Based on the 2024-2025 statewide assessments, the greatest improvement was made in ELA proficiency with our L25s. In 2024, ELA L25 proficiency was at 57%. In 2025, our ELA L25 proficiency increased to 63%. This is a 6% increase. Our teachers were intentional with their planning for small groups during the intervention blocks using data to group students.

##### **Lowest Performance**

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

---

Based on data from the 24-25 state assessments, data showed that our lowest performance area is our MATH L25 students. We decreased from 60% to 59%. We attribute this to weak math intervention blocks based on walkthroughs and teacher input.

##### **Greatest Decline**

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

---

A data point that emerged requiring further support is our Students with Disabilities subgroup. The SWD subgroup is performing at 41%. We had a 10% drop from 51% for the 23-24 school year. Several of our ASD/ESE teachers were new to Oakhurst and new teachers to the ESE program. We had higher numbers of students than in years past. Higher numbers of students in each unit with teachers new to ASD was a barrier to teaching.

##### **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.

---

Oakhurst outperformed both the district and state among all three cells (ELA, Math, and Science).

##### **EWS Areas of Concern**

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

---

Further support is needed with the subgroup, students with disabilities (SWD). We scored 41%. This

is also a priority for the upcoming school year for our Math L25 students with 59%.

### **Highest Priorities**

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

---

1. Supporting the continuous growth of students with disabilities
2. Increasing learning gains in Math with our L25.

## 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.

We want to increase our overall ELA proficiency. Additionally, we want to target ELA proficiency with our SWD subgroup. Our area of focus will be to use the Advance Thinking Through Writing About Reading: across the content areas and grade-levels for all students. Students will write to learn. Research tells us that writing, thinking, and reading are indelibly linked. Writing is the key to unlocking the other two. Studies have found that when students at any grade level write about texts they have read and content they have been taught – not just in English, but also in social studies, science, and math – their reading comprehension and learning is enhanced. Writing about reading (and other content) forces students to retrieve it in a way that lodges it in their long-term memories. Writing about reading will support growing student proficiency in ELA.

#### Measurable Outcome

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

Proficiency in English Language Arts (ELA) will increase 10% from 70% to 80%. Proficiency in 3rd grade ELA will increase 11% (from 69 to 80). Proficiency for our L25 ELA will increase by 7% from 63% to 70%. Our SWD subgroup will increase ELA proficiency from 23% to 33%. Proficiency will be measured by the Florida Assessment of Student Thinking (FAST).

#### Monitoring

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

Instructional Rounds during PLCs where teachers use a tool to track student engagement and student talk during ELA Core Instruction. Data chats and tracking of unit assessment data during PLCs. Tracking of PM1, PM2, and PM3 FAST Data.

#### Person responsible for monitoring outcome

Jennifer Smith

**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:**

Evidence-Based Strategy to support: \*Cognitive Engagement with Content (PCS 5 Essentials) Write to Learn (PCS 5 Essentials)

**Rationale:**

The rationale behind using "writing to learn" (WTL) with students is rooted in the idea that writing is not just a way to demonstrate knowledge, but a powerful tool for developing understanding and critical thinking. In essence, "writing to learn" shifts the focus from writing as a product (e.g. essays) to writing as a process that fosters learning. It's a low-stakes, high-impact strategy that supports deeper, more durable learning across the curriculum. This will increase comprehension. Rationale 1. Promotes Deep Thinking Writing encourages students to organize their thoughts, make connections, and reflect. It pushes them to move beyond surface-level understanding to deeper comprehension. 2. Supports Metacognition WTL helps students become more aware of their own thinking. As they write, they often realize what they understand—and what they don't—which guides further learning. 3. Encourages Active Engagement Writing is an active process. It forces students to engage with content, rather than passively absorb it. This active engagement boosts retention and understanding. 4. Makes Learning Visible When students write, their thought processes become visible to both themselves and their teachers. This helps: Students track their progress. Teachers assess misconceptions and adjust instruction accordingly. 5. Crosses Disciplinary Boundaries WTL isn't limited to language arts. It's effective in science, math, history, and more. For example: 6. Builds Communication Skills Even informal writing helps students practice expressing ideas clearly, which strengthens communication—an essential life skill. 7. Encourages Ownership of Learning When students write to explore or explain ideas, they often take more personal responsibility for their learning, becoming more self-directed.

**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**

Writing to Learn: Writing to Demonstrate Comprehension.

**Person Monitoring:**

Jenn Smith

**By When/Frequency:**

Ongoing

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

Use writing to monitor student comprehension of material that has been taught, determine your next instructional steps, and provide effective feedback that will move students forward. During collaborative planning, Grade level and content area teams will Create or adapt a rubric that includes: Accuracy of content recall Depth of understanding Critical thinking (inference, synthesis, evaluation)

Writing clarity and coherence Rubric scores provide both student feedback and data to monitor the goal. Teachers will bring rubric data to PLCs Common WTL Activities: Learning journals Exit slips Quick writes or response prompts Concept explanations in their own words Summaries and reflections

### **Action Step #2**

Encourage students to explain, analyze, compare and reflect on texts through writing.

#### **Person Monitoring:**

Jenn Smith

#### **By When/Frequency:**

Biweekly

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

Teachers will use prompts /sentence stems to encourage students to explain, analyze, compare and reflect on texts. The Leadership team will monitor by conducting walkthroughs and by monitoring student written outcomes through rubrics/scales created with teachers in collaborative planning. We will monitor student achievement results during PLCs and SBLT meetings.

### **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 goal is to monitor small group intervention/instruction to ensure instruction is designed and implemented according to evidence-based principles. Our strategy will be to 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.

#### **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.

In Mathematics will increase student proficiency from 7% (from 78% to 85%), as measured by the Florida Assessment of Student Thinking (FAST).

#### **Monitoring**

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

To implement and monitor small group intervention/instruction aligned with the goal of building procedural fluency from conceptual understanding, begin by defining clear look-fors that signal success. Then, we will analyze student work and formative assessment data by reviewing exit tickets,



journals, and formative assessments for evidence of both procedural accuracy and conceptual reasoning.

Additionally, we will conduct Walkthroughs during PLCs. We will use FAST and Module assessments to track progress

**Person responsible for monitoring outcome**

Kelly Kennedy

**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:**

Build procedural fluency from conceptual understanding.

**Rationale:**

Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems

**Tier of Evidence-based Intervention:**

**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**

Monitoring the fidelity of intervention/small groups and student responses for evidence of building procedural fluency from conceptual understanding.

**Person Monitoring:**

Kelly Kennedy

**By When/Frequency:**

Biweekly

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

To implement and monitor small group intervention/instruction aligned with the goal of building procedural fluency from conceptual understanding, begin by defining clear look-fors that signal success. These include teachers using multiple representations (e.g., visual models, number lines, manipulatives), explicitly connecting concepts to procedures, encouraging students to explain and justify their reasoning, and using cognitively demanding tasks that promote reasoning before rote execution. Next, we will develop and use structured observation tools such as a tailored classroom walkthrough form, instructional rounds with peer or coach observers, and optional video recordings for reflection. Observation protocols should include alignment to learning targets, use of conceptual models, and transitions from conceptual understanding to procedures. Then, we will analyze student work and formative assessment data by reviewing exit tickets, journals, and formative assessments for evidence of both procedural accuracy and conceptual reasoning.

**Action Step #2**

Writing to Learn in Math

**Person Monitoring:**

Kelly Kennedy

**By When/Frequency:**

Bi weekly

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

Use student writing to assess understanding, identify misconceptions and guide instruction. The leadership team will ensure that opportunities for writing in math are planned for in collaborative planning and will be observed in walkthroughs.

**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.

Utilize district curricular materials to create a common foundation of standards-aligned, rigorous expectations for all students.

**Measurable Outcome**

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

Proficiency in Science will increase 4% (from 84% to 88%), as measured by the Statewide Science Assessment (SSA)

**Monitoring**

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

Use PCSB Unit assessments and Benchmarks assessments to track student progress. Student data will be analyzed during monthly SBLTs and PLCs.

**Person responsible for monitoring outcome**

Kelly Kennedy

**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:**

Academic Discourse Teachers will plan opportunities for students to have discussions about what they have learned.

**Rationale:**

Classroom discussion is a method of teaching that involves the entire class in a discussion. The teacher stops lecturing and students get together as a class to discuss an important issue. Classroom discussions allow students to improve communication skills by voicing their opinions and thoughts. Teachers also benefit from classroom discussion as it allows them to see if students have learnt the concepts that are being taught. Moreover, a classroom discussion creates an environment where everyone learns.

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

No

**Description of Intervention #2:**

Writing to Learn in Science Journals Teachers will plan opportunities for students write about what they have learned in their journals.

**Rationale:**

Using the Write to Learn strategy in science helps students deepen understanding by organizing their thoughts, using scientific vocabulary, and making connections. It promotes critical thinking, reveals misconceptions, and strengthens content retention by actively engaging students in the learning process.

**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**

Write to Learn

**Person Monitoring:**

Kelly Kennedy

**By When/Frequency:**

ongoing

**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. Students will write in journals using academic language and will show mastery/ understanding of the benchmark/standard that was taught in science.

**Action Step #2**

Collaborative Discourse around Science.

**Person Monitoring:**

Kelly Kennedy

**By When/Frequency:**

Ongoing

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

Provide all students with consistent opportunities to use collaborative discourse in science and engage in complex, grade-level content and activities aligned to the rigor of the standard/benchmark. These opportunities will be planned during team collaborative planning sessions. · During collaborative planning, make strategic decisions about implementation of the curriculum to maximize impact on student learning, including, but not limited to common planning, materials management, and use of collaborative structures for high-level engagement tasks. · Provide all students with consistent opportunities to engage in complex, grade-level content and activities aligned to the rigor of the standard/benchmark. ·

## **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.

---

Ensure small group instruction is being done using the Inclusion Model and 1:1 specially designed instruction is designed and implemented in alignment with evidence-based practices Multi-sensory instruction uses visual, auditory, kinesthetic-tactile modalities in acquisition of reading skills. This was identified through FAST data. Our SWD Federal Percent of Points Index dropped from 51% to 41%.

#### **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.

---

Currently our ESSA SWD Federal Percent of Points Index 41%. Last year we were at 51%. We again want to be at the 51% or greater this school year.

#### **Monitoring**

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

---

Administration and ILT will use walkthroughs and data sources to monitor the use of appropriate practices (small groups) and scaffolding to ensure students' needs are met.

#### **Person responsible for monitoring outcome**

Jenn Smith

#### **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:**

Direct and explicit instruction: Includes modeling of the skills along with guided practice until mastery is achieved. Explicit instruction includes breaking lessons into sequential and manageable steps that go from simple to complex skill. Ensure small group instruction and 1:1 specially designed instruction is designed and implemented in alignment with evidence-based practice.

### **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:**

### **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**

Monitor SWD Inclusion Small Groups.

#### **Person Monitoring:**

Jenn Smith

#### **By When/Frequency:**

Ongoing

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

Monitor the use of appropriate practices and scaffolding to ensure students' needs are met  
Participate in professional development associated with utilizing a multi-sensory, direct, explicit way of teaching with inclusive practices. ESE teachers will plan with grade level teams.

#### **Action Step #2**

Reviewing ESE Data Monthly

#### **Person Monitoring:**

Jenn Smith

#### **By When/Frequency:**

Ongoing

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

ESE student data will be reviewed with ESE teachers monthly with the SBLT team using Performance Matters.

### **Area of Focus #5**

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 goal is to create strong systems of support by prioritizing relationship-building, which is essential to student success. We aim to increase achievement among our Black student subgroup (Underperforming students) by ensuring they experience positive, supportive relationships within the school environment. Through these efforts, we will see significant improvements in students' academic performance and sense of belonging, as well as a noticeable increase in the ability of staff to effectively meet the unique needs of these students and bridge the gap.

### **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.

---

Last year our Black/African American Students scored 35% in ELA achievement and 64 in LG. This year they scored 50% in ELA Achievement and 82% in ELA LG. For the 25-26 school year, we would like to see our Black/African American Students score 60% in ELA Achievement and 85% in ELA LG.

### **Monitoring**

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

---

We will monitor student achievement using our district ELA, Math and Science unit assessments as well as FAST testing.

### **Person responsible for monitoring outcome**

Jenn Smith

### **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:**

Building Relationships through Mentoring

#### **Rationale:**

Studies consistently show that positive teacher-student relationships significantly impact student engagement, motivation, and academic performance. When students feel that their teachers care about their success, they are more likely to participate and perform well. This is especially true for students of color, who may face additional systemic challenges. Social-Emotional Learning (SEL) programs, which emphasize relationship-building and emotional support, have also been shown to enhance achievement for at-risk students by helping them manage emotions, build positive

relationships, and make responsible decisions. Furthermore, fostering a sense of belonging through positive relationships is linked to higher academic performance, as students are more likely to engage when they feel part of the school community. Finally, culturally relevant pedagogy, which focuses on building relationships rooted in cultural understanding, allows Black students to see their identity reflected in the classroom, boosting motivation and academic participation. In sum, relationship-building is a powerful, evidence-backed approach to increasing achievement and supporting the success of Black students.

#### **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**

Mentoring

##### **Person Monitoring:**

Jenn Smith

##### **By When/Frequency:**

Ongoing

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

Mentors will be established for our underperforming black students. They will meet with them weekly throughout the year. We will make instructional goals based on student achievement and collaborate with mentors and classroom teachers. Student data will be shared monthly with mentors. Mentors will meet with students to discuss positive growth and plan for continued growth.

##### **Action Step #2**

Monitoring Data and Meeting with Students Monthly to Have Data Chats.

##### **Person Monitoring:**

Jenn Smith

##### **By When/Frequency:**

Ongoing

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

The SBLT Team will meet with our BLK/African American students monthly to fill in their portfolios/ data binders. The SBLT Team will set goals with students and create plans to achieve them.

#### **Area of Focus #6**

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

#### **Graduation/Acceleration specifically relating to Acceleration**

##### **Area of Focus Description and Rationale**

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

The goal of having **100% of gifted students scoring a Level 4 or 5 on PM3 FAST assessments** is



a reflection of our commitment to excellence, ensuring that all gifted students not only meet, but exceed, grade-level standards through customized learning experiences.

The implementation of a targeted gifted program is essential to meet the unique academic and intellectual needs of gifted students. Gifted learners often require differentiated instruction, enrichment, and acceleration beyond the general curriculum in order to remain engaged, challenged, and on a trajectory of continued academic growth.

By aligning services with each student's individualized Education Plan (EP) and the Florida Framework for Gifted Learners, the school ensures instruction is tailored to the students' advanced cognitive abilities, interests, and learning styles. This framework emphasizes critical thinking, problem-solving, creativity, and real-world application of knowledge—all vital components for gifted learners to excel.

A high-quality gifted program also promotes equitable access to rigor and fosters a learning environment where gifted students are encouraged to reach their full potential. Research shows that without appropriate challenge and academic stimulation; gifted students may plateau or disengage from learning.

By providing intentional and enriched instruction in English Language Arts, Mathematics, and Science, the school commits to high expectations for student performance.

### **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.

---

100% of gifted students will score a level 4 or 5 in ELA, Math and Science based on PM3 Fast Data.

### **Monitoring**

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

---

3 cycles of FAST data will be used to monitor for outcomes for this goal.

### **Person responsible for monitoring outcome**

Kelly Kennedy

### **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:**

Write to Learn in Reading, Math and Science.



**Rationale:**

Using writing as a thinking tool across disciplines challenges gifted students to go beyond basic comprehension and computation. For example: In ELA, students analyze text structures, author's purpose, and themes using evidence-based writing. In Math, students explain problem-solving strategies and justify their reasoning in multi-step problems. In Science, students write explanatory or argumentative responses to demonstrate understanding of scientific inquiry and real-world applications. Integrating Write to Learn into instruction ensures gifted students are developing the higher-order thinking and writing skills that align with the Florida Standards and the Florida Framework for Gifted Learners. This approach directly supports the goal of having 100% of gifted students score a Level 4 or 5 on state assessments by strengthening their ability to articulate and apply advanced knowledge through structured, academic writing.

**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**

Journal Writing

**Person Monitoring:**

Kelly Kennedy

**By When/Frequency:**

ongoing

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

Students will write in journals using academic language and will show mastery/understanding of the benchmark/standard that was taught in science, math and ELA

**Action Step #2**

Monitoring Appropriate Practices

**Person Monitoring:**

Kelly Kennedy

**By When/Frequency:**

ongoing

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

- Lesson plans will include differentiation evidence and student grouping rationale.
- Walkthroughs and observations will check for appropriate challenge levels and monitor appropriate practices
- Student achievement data will be reviewed each term for continued growth beyond proficiency.

## 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.

---

Promote daily attendance by creating a positive school culture around showing up, with targeted support for students at risk of chronic absenteeism. Attendance leads to improved learning outcomes.

Based on the Early Warning Systems collected from the 2024-2025 school year displays 16 of our students that are absent more than 10% of the time. 5% are absent 20% or more. This Early Warning Indicator can directly impact student achievement: therefore student engagement and positive behavior strategies will be implemented to increase student attendance and decrease other affected early warning indicators.

### **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 May, **100% of students will be on track to attend 90% or more of the school year**, leading to improved engagement and learning outcomes.

### **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.

---

- Attendance team meets twice a month to review student data.
- Social worker will create action plans for students with absences.

### **Person responsible for monitoring outcome**

Sarah Weber

### **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:**

Description of Intervention #1: Positive behavior strategies implemented within the classroom to increase connections and relationships to empower students to increase attendance rates. PLCs among staff members to analyze and disaggregate the data for students with multiple Early Warning Indicators.

#### **Rationale:**

This strategy was selected to improve student attendance rates and support students with multiple Early Warning Indicators while ultimately increasing the positive learning experience for all students.

#### **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**

Attendance Achieves

**Person Monitoring:**

Sarah Webber

**By When/Frequency:**

ongoing

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

Promote daily attendance by creating a positive school culture around showing up, with targeted support for students at risk of chronic absenteeism. Implementation: • Recognize good attendance with monthly celebrations, class shoutouts, and incentives (e.g., Mustang of the Month for attendance). • Track attendance weekly and flag students with 3+ absences for early intervention. • Tiered supports: o Tier 1: Schoolwide incentives and class competitions. o Tier 2: Parent contact after 3-5 absences. o Tier 3: Counselor or social worker check-ins, attendance contracts, and home visits if needed.

**Action Step #2**

Monitoring and Support

**Person Monitoring:**

Sarah Weber

**By When/Frequency:**

ongoing

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

• Attendance team meets twice a month to review student data. • Teachers notify the team of any patterns or concerns. • Communicate with families regularly about the importance of attendance in newsletters, conferences, and social media.

## V. Title I Requirements (optional)

---

### A. Schoolwide Program Plan (SWP)

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

#### Dissemination Methods

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

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

No Answer Entered

#### Positive Relationships With Parents, Families and other Community Stakeholders

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

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

No Answer Entered

#### Plans to Strengthen the Academic Program

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

No Answer Entered

#### How Plan is Developed

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

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

---

No Answer Entered

## B. Component(s) of the Schoolwide Program Plan

### Components of the Schoolwide Program Plan, as applicable

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

#### Improving Student's Skills Outside the Academic Subject Areas

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

---

No Answer Entered

#### Preparing for Postsecondary Opportunities and the Workforce

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

---

No Answer Entered

#### Addressing Problem Behavior and Early Intervening Services

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

---

No Answer Entered

#### Professional Learning and Other Activities

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

---

No Answer Entered

#### Strategies to Assist Preschool Children

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

---

No Answer Entered

## VI. ATSI, TSI and CSI Resource Review

---

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

### Process to Review the Use of Resources

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

---

No Answer Entered

### Specifics to Address the Need

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

---

No Answer Entered

## VII. Budget to Support Areas of Focus

---

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

**No**



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