Pinellas County Schools

OZONA ELEMENTARY SCHOOL

2025-26 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Ozona’s mission is to create highest student achievement, in collaboration with the school community, by developing the whole child in a safe environment, using effective learning systems to close the opportunity gap by preparing all students for career & college readiness and success in a global society.

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

Lisa Freeman

freemanl@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

The duties include but are not limited to promoting and maintaining high student achievement by shaping a vision of academic success for all students, providing curricular and instructional leadership, maintaining overall school operations, ensuring a safe learning environment, cultivating leadership in others and maintaining a school climate that is supportive to the needs of students, staff and families.

Leadership Team Member #2

Employee's Name
Jessica Downes

downesj@pcsb.org

Position Title
Assistant Principal

Job Duties and Responsibilities

The duties include but are not limited to promoting and maintaining high student achievement by shaping a vision of academic success for all students, providing curricular and instructional leadership, maintaining overall school operations, ensuring a safe learning environment, cultivating leadership in others and maintaining a school climate that is supportive to the needs of students, staff and families.

Leadership Team Member #3

Employee's Name
Nicola Repetosky

Repetoskyn@pcsb.org

Position Title
School Counselor

Job Duties and Responsibilities

See Something, Say Something coordinator, MTSS facilitator, bully investigator, 504 coordinator, gifted coordinator, SAVE coordinator, Core 4 Threat Assessment Team member, STEP Club sponsor, provides guidance lessons whole group/small group. Assists in monitoring action steps in our SIP, reviews school wide data, supports initiatives, part of decision making team with respect to school wide initiatives, instructional and behavioral support and data monitoring.

Leadership Team Member #4

Employee's Name
Vanessa Strausbaugh

strausbaughv@pcsb.org

Position Title
Behavior Specialist

Job Duties and Responsibilities

PBIS/Restorative practice, ensures supports are in place and monitors (FBAs), assists in monitoring action steps in our SIP, reviews school wide data, supports initiatives, part of decision making team with respect to school wide initiatives, instructional support and data monitoring.

Leadership Team Member #5

Employee's Name
Michelle Turner

turnermi@pcsb.org

Position Title
School Psychologist

Job Duties and Responsibilities

Assists in monitoring action steps in our SIP, reviews school wide data, supports initiatives, part of decision making team with respect to school wide initiatives, instructional support and data monitoring. Pulls and presents data to MTSS/leadership for problem solving, monitoring of subgroups.

Leadership Team Member #6

Employee's Name
Jenifer Clair

clairj@pcsb.org

Position Title
Social Worker

Job Duties and Responsibilities

Assists in monitoring action steps in our SIP, reviews school wide data, supports initiatives, part of decision making team with respect to school wide initiatives, instructional support and data monitoring. Pulls and presents data to CST/leadership for problem solving, monitoring of subgroups.

Leadership Team Member #7

Employee's Name
Jennifer Narkier

narkierj@pcsb.org

Position Title
Library Media Technician

Job Duties and Responsibilities

Library Media Technician provides leadership and expertise to ensure the school library media/ technology program is aligned with the mission, goals and objectives of both the district and the school, and is an integral component of the instructional program providing equitable access to diverse information formats. Instills a love of learning and empowers students to be critical thinkers, enthusiastic readers, producers of digital content, savvy technology users, skillful researchers, and ethical users of information. Serves as AVID co-coordinator: Leads site based AVID Team. Assists in monitoring action steps in our SIP, reviews school wide data, supports initiatives, part of decision making team with respect to school wide initiatives, instructional support and data monitoring.

Leadership Team Member #8

Employee's Name
Robin Hedman

Hedmanr@pcsb.org

Position Title
3rd grade teacher & AVID co-coordinator

Job Duties and Responsibilities

Serves as AVID co-coordinator: Leads site based AVID Team. Assists in monitoring action steps in our SIP, reviews school wide data, supports initiatives, part of decision making team with respect to school wide initiatives, instructional support and data monitoring.

Leadership Team Member #9

Employee's Name
Margaret Magee

mageem@pcsb.org

Position Title
VE Resource Teacher, Prof Learning Leader

Job Duties and Responsibilities

Assists in monitoring action steps in our SIP related to ESE students, reviews school wide data, supports initiatives, part of decision making team with respect to school wide initiatives, instructional support and data monitoring.

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.

We utilize our School Leadership Team (Administrators, Team Leaders, Secretary, Student Support Service members) and SAC comprised of school staff to include support and instructional members, parent members and community members from Palm Harbor Library & Huntington Learning Center. We analyze STAR/FAST PM cycle data and other data relevant to our goal areas, discuss/monitor current goals & actions steps, discuss best practices and determine the next steps in goal setting & actions to create a draft. After the draft plan is developed, goals and action steps are adjusted based on the feedback of our SAC prior to the final vote of the plan.

3. SIP Monitoring

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

The SIP is monitored after each of our district assessment cycles to measure student performance trends in meeting our goals. We also review sections of our SIP through monthly SIP Teaching & Learning meetings, PLCs or site-embedded professional learning. Through the work of our MTSS & SBLT we progress monitor our student subgroups focusing on those with the largest achievement gaps to determine if interventions are having a positive impact on student learning and if the achievement gap is closing. A mid-year reflection and 90 day action plan are also developed and implemented to address any identified deficiencies. Revisions are made to 90 day action plan as needed. Potential revisions to the SIP are reviewed following each district assessment cycle, as well as after each grading period.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**NO**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**27.9%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: A** **2023-24: A** **2022-23: A** **2021-22: A** **2020-21:**

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	84	95	94	96	102	125	0	0	0	596
Absent 10% or more school days	0	16	9	10	17	12	0	0	0	64
One or more suspensions	0	0	1	0	1	0	0	0	0	2
Course failure in English Language Arts (ELA)	0	0	0	1	0	0	0	0	0	1
Course failure in Math	0	0	0	1	0	1	0	0	0	2
Level 1 on statewide ELA assessment	0	3	5	22	8	0	0	0	0	38
Level 1 on statewide Math assessment	0	10	7	11	5	4	0	0	0	37
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	1	0	4	1	0	0	0	0	6
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	2	7	4	2	0	0	0	0	15

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	1	3	5	4	6	0	0	0	19

Current Year 2025-26

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

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

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

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	1	13	14	18	14	10				70
One or more suspensions				1		1				2
Course failure in English Language Arts (ELA)				2		1				3
Course failure in Math				4		3				7
Level 1 on statewide ELA assessment				1	3	4				8
Level 1 on statewide Math assessment				1	5	6				12
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	5	15	7	5						32
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	5	5	4	6	6					26

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators				2	5	4				11

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	4	1	1						7
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*	81	64	59	78	61	57	67	54	53
Grade 3 ELA Achievement	79	67	59	80	63	58	70	54	53
ELA Learning Gains	67	62	60	68	64	60			
ELA Lowest 25th Percentile	61	59	56	58	62	57			
Math Achievement*	86	69	64	86	66	62	77	61	59
Math Learning Gains	80	67	63	77	68	62			
Math Lowest 25th Percentile	68	56	51	66	58	52			
Science Achievement	85	70	58	85	69	57	67	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	76%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	607
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
76%	75%	70%	64%	61%		66%

* 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	66%	No		
Hispanic Students	66%	No		
Multiracial Students	83%	No		
White Students	79%	No		
Economically Disadvantaged Students	62%	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	81%	79%	67%	61%	86%	80%	68%	85%					
Students With Disabilities	56%	47%	63%	77%	65%	85%	79%	55%					
Hispanic Students	71%	75%	35%		73%	78%	64%	67%					
Multiracial Students	88%				82%			80%					
White Students	82%	81%	70%	67%	88%	80%	70%	91%					
Economically Disadvantaged Students	68%	72%	55%	35%	70%	71%	60%	65%					

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	78%	80%	68%	58%	86%	77%	66%	85%					
Students With Disabilities	46%	54%	54%	63%	54%	62%	50%	47%					
Hispanic Students	73%	67%	68%	50%	78%	71%	54%	72%					
Multiracial Students	94%		57%		94%	86%							
White Students	78%	81%	69%	60%	87%	77%	68%	87%					
Economically Disadvantaged Students	72%	71%	69%	63%	73%	69%	63%	77%					

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	67%	70%			77%			67%					
Students With Disabilities	34%	52%			50%			22%					
Hispanic Students	62%	55%			77%								
Multiracial Students	93%				100%								
White Students	66%	69%			75%			68%					
Economically Disadvantaged Students	49%	55%			58%			41%					

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	76%	65%	11%	57%	19%
ELA	4	84%	62%	22%	56%	28%
ELA	5	78%	61%	17%	56%	22%
Math	3	79%	68%	11%	63%	16%
Math	4	86%	68%	18%	62%	24%
Math	5	88%	65%	23%	57%	31%
Science	5	84%	67%	17%	55%	29%

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?

ESE ELA and Math proficiency and learning gains are increasing. ESE Science proficiency is increasing.
ESE ELA proficiency: 48% (+2%)
ESE ELA learning gains: 58% (+4%)
ESE Math proficiency: 63% (+9%)
ESE Math learning gains: 85% (+23%)
ESE Science proficiency: 64% (+17%)
ESE students were paired with teachers who have ESE certification or historic trend data of increasing proficiency/learning gains with the subgroup.
Student goal setting: students regularly and visibly participated in setting their own goals, monitoring their academic progress throughout the year, revising their goals based on data, and celebrating successes.
Comparative results of district assessments focused on ESE students with reteaching of standards using various modalities.
Math instruction focused on identified area of improvement: Number Sense, Fractions, Basic Facts (addition, subtraction, multiplication, division)
5 Essentials of Effective Instruction increased student engagement.
Summarizing verbally then in writing was a focus during pull out.
Small group instruction included use of best practices with a focus on core.

Gifted proficiency increased:
ELA: 100% (+6%--was 94%)
Math: 100% (+4%--was 96%)
Science: 100%
Gifted Learning Gains:
ELA: 71% (3% more than non-gifted)
Math: 100% (20% more than non-gifted)
A focus area was Critical Thinking and goal setting/action planning

Math learning gains increased from 76% to 80% (+4%)
Math instruction focused on identified area of improvement: Number Sense, Fractions, Basic Facts (addition, subtraction, multiplication, division)

ELA and Math learning gains for Black students are 100%.
Math proficiency for Black students is 100%.
Both Math proficiency (100%) and Math learning gains (100%) for Black students is higher than Math proficiency for Non-Black students 88% and Math learning gains for Non-Black students 80%
Attention to BtG plan, monitoring of data and action planning.

Lowest Performance

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

ELA proficiency for ESE students is 48% and ELA learning gains is 58% compared to Non-ESE student proficiency is 84% and learning gains are 69%.
Math proficiency for ESE students is 63% and Math learning gains is 85% as compared
Science proficiency for ESE students is 64% compared to Non-ESE students 86%.
Need to increase collaboration between VE resource & gen ed teachers with a focus on accessing the reading core.

ELA proficiency for the Black students is 75%. This is 5% lower than Non-Black students.
Black students are 50% proficient in Science compared to Non-Black students 85%.
We follow the BtG plan and are closing the gaps over time. Continue following the BtG plan with monitoring and action planning.

Hispanic students are the lowest performing subgroup in ELA proficiency (70%) and ELA learning gains (38%).
Hispanic students are the lowest performing subgroup in Math proficiency (78%) and Math learning gains (78%).

ELA
ELA standards identified as lower mastery when compared to others:
3rd: Reading Prose & Poetry
4th: N/A (all at 54-55%)
5th: Reding Informational Text

ELA Benchmarks that are weaker performing overall:

3rd: Literary Elements and Theme (Prose & Poetry)
4th: Augmentative (Informational Text) and Structure (Informational Text)
4th and 5th: Figurative Language (Across Genres and Vocabulary)

ELA prior year level declines:
12 level 3s declined (3 of these are '25-'26 students)
18 Level 4s declined (11 of these are '25-'26 students)
24 Level 5s declined (12 of these are '25-'26 students)
17 out of the 54 students who declined scored below proficiency in '24-'25 (6 of these are '25-'26 students)
This could be due to lack of enrichment/challenging activities.

Math
Math standards identified as lower mastery when compared to others:
3rd: Fractional Reasoning & Number Sense and Multiplicative Reasoning
4th: Number Sense and Operations with Fractions & Decimals
5th: Number Sense and Operations with Fractions & Decimals

Math Benchmark at/near grade level standard:
5th grade: Geometric Reasoning, Measurment, and Data Analysis and Probability: MA.5.GR.1.1
Classify triangles or quadrilaterals into different categories based on shared defining attributes. Explain why a triangle or quadrilateral would or would not belong to a category.
Consider "writing to learn" strategies such as using question words (who, what, when, where, why how?) to find mistakes, have student formulate questions, because/but/so.

These benchmarks are conceptual. Instruction must include the use of manipulatives and representations to teach fractions and multiplication.
For example, fraction bars and tiles in grade 3. Area model and base ten blocks to teach multiplying decimals in grade 5, etc. While fractions begin in grade 1, the concept of a unit fraction and truly the beginning understanding is grade 3. Not having a deep conceptual understanding of what a fraction represents could impact future operations of fractions and decimals in grades 4/5.

Math prior year level declines:
9 level 3s declined (7 of these are '25-'26 students)
16 Level 4s declined (8 of these are '25-'26 students)
8 Level 5s declined (6 of these are '25-'26 students)
11 out of the 33 students who declined scored below proficiency in '24-'25 (7 of these are '25-25

students)
This could be lack of enrichment/challenging activities.

Science: 5th grade
Science standard identified as lower mastery when compared to others:
Nature of Science
Physical Science

Science Benchmarks that are weaker performing overall:
Earth Science: E.05.SC.05.E.05.03 Distinguish among the following objects of the solar system -- Sun, planets, moons, asteroids, comets -- and identify Earth's position in it. (Also assesses SC.5.E.5.2.)
Earth Science: E.07.SC.05.E.07.01 Create a model to explain the parts of the water cycle. Water can be a gas, a liquid, or a solid and can go back and forth from one state to another. (Also assesses SC.5.E.7.2.)
Physical Science: P.08.SC.05.P.08.01 Compare and contrast the basic properties of solids, liquids, and gases, such as mass, volume, color, texture, and temperature. (Also assesses SC.3.P.8.1, SC.3.P.8.2, SC.3.P.8.3, and SC.4.P.8.1.)
Physical Science: P.09.SC.05.P.09.01 Investigate and describe that many physical and chemical changes are affected by temperature. (Also assesses SC.3.P.9.1 and SC.4.P.9.1.)

Greatest Decline

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

No decline in the 8 cells.
Hispanic student ELA proficiency declined from 73% to 70%.

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.

Ozona Elementary School outperformed the State average in proficiency for Reading, Math & Science.

EWS Areas of Concern

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

Absences: missing 10% or more of the school year
1st grade-17%
4th grade-17%

3rd grade Level 1:
Reading: 23%
Math 12%

Highest Priorities

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

1) ELA proficiency, learning gains and L25 learning gains
2) SWDs proficiency in Reading, Math and Science
3) Level 2.2s in Reading & Math
4) 3rd grade Level 1s in Reading and Math
5) Absences

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 Collaborative Planning

Area of Focus Description and Rationale

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

Building **Collective Teacher Efficacy:** A culture of **collective teacher efficacy** in which teachers collaborate, share best practices and hold each other accountable ensures all students have the tools they need to succeed.

Evidence-Based Strategy to support:
Identifying critical content
Teacher clarity (Hattie, 0.75 effect size)
Planning and Prediction (Hattie, 0.76 effect size)
Cognitive task analysis (Hattie, 1.29 effect size)

Rationale for Evidence-Based Strategy:
CTE is the shared belief among a group of educators in their ability to positively impact student learning and achievement. According to educational researcher John Hattie, collective teacher efficacy has one of the highest effect sizes on student achievement--more than any other factor. It's a powerful driver of school improvement.

Collective efficacy refers to the shared belief that through their collective action, educators can influence student outcomes and increase achievement for all students (Donohoo 2017).

Collective efficacy has an extraordinary impact on student achievement with an effect size of 1.57 (https://www.ascd.org/el/articles/the-power-of-collective-efficacy)

Our current level of performance in ELA as measured by the PM 3 FAST is 81% proficient.
Our current level of third grade performance in ELA as measured by the PM 3 FAST is 79% proficient.
Our current level of performance in Math as measured by the PM3 FAST is 86% proficient.

Our current level of performance in Science as measured by SSA is 85% proficient.

Current Reading learning gains: 67%.
Current Math learning gains: 80%
Current L25 Reading learning gains: 61%
Current L25 Math learning gains: 68%

Our PreK current level of performance in Reading as measured by STAR Early Literacy is 37% proficient.
Our Kindergarten current level of performance in Reading as measured by STAR Early Literacy is 67% proficient.
Our Kindergarten current level of performance in Reading as measured by STAR Reading is 67% proficient.
Our 1st grade current level of performance in Reading as measured by STAR Reading is 84% proficient.
Our 2nd grade current level of performance in Reading as measured by STAR Reading is 68% proficient.

Our Kindergarten current level of performance in Math as measured by STAR Math is 60% proficient.
Our 1st grade current level of performance in Math as measured by STAR Math is 85% proficient.
Our 2nd grade current level of performance in Math as measured by STAR Math is 77% proficient.

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.

April 2024: 100% of instructional staff received Level Up Learning training as evidenced by PLC attendance. Engagement strategies included collaboration mats, hexagonal thinking, one-pagers, and summarizing strategies. 60% of classroom instructional staff applied these strategies as evidenced through photos, classroom walk-throughs and collaborative planning.

September 2025- April 2026: 100% of instructional staff will participate in collaborative planning and PLCs (professional learning & data analysis) to build instructional coherence for a lasting impact by writing to learn. The school will follow the district 2025-2026 plan for instructional coherence with a focus on writing to learn across all grade levels and content areas.

Ongoing:

Identifying critical content: teachers pinpointing the essential knowledge and skills students need to acquire within a lesson or unit. This involves determining what is most important for students to learn based on standards/benchmarks and curriculum goals.
Evidence of teacher clarity in planning & teaching: *What are students learning? (A clear benchmark-aligned target), Why do students want/need to learn this? What do students need to be able to do to show they have been successful? (success criteria)*
Evidence of teaching planning with state & district resources: ELA B.E.S.T. Standards book, PCS gold documents, Padlets, Power Benchmarks, B.E.S.T. Instructional Guide to Mathematics (B1g M), MTR, Achievement level Descriptors, Science instructional routines.
Evidence of data analysis to maximize instructional impact.
Evidence of intentional planning for enrichment & remediation.
Evidence of daily learning targets posted/visible throughout the learning.
Evidence of anchor charts posted and aligned to the learning.
Evidence of formative assessments.
Evidence teacher corrective feedback.
Evidence of instructional practices that result in the students doing the work. (Cognitive engagement strategies with a focus on Writing to Learn)
Evidence of students goal setting, action planning, monitoring their progress, revising goals based on data & celebrating growth throughout Progress Monitoring cycles.
Evidence of teacher participation in peer walk-throughs to observe & support each other with a focus on strategy implementation and the impact on student achievement.
Evidence of instructional staff engaging in professional development.
Evidence of writing to learn strategies and activities implemented orally.

Data points such as Dreambox, iStation, Running Records, ELFAC, FAST/STAR, unit/module assessments reflect data trending upward.

The percentage of students achieving ELA proficiency of Level 3 or higher will be 85%.
The percentage of third grade students achieving ELA proficiency of Level 3 or higher will be 85%.
The percentage of students achieving Math proficiency of Level 3 or higher will be 90%.
The percentage of students achieving Science proficiency of Level 3 or higher will be 90%.

The percentage of student achieving ELA learning gains will be 70%.
The percentage of student achieving Math learning gains will be 85%.

The percentage of L25 students achieving ELA Learning gains will be 70%.
The percentage of L25 students achieving Math Learning gains will be 70%.

The percentage of PreK students achieving Reading proficiency as measured by STAR Early Literacy will be 40%
The percentage of Kindergarten students achieving Reading proficiency as measured by STAR Reading will be 75%
The percentage of 1st grade students achieving Reading proficiency as measured by STAR Reading will be 85%
The percentage of 2nd grade students achieving Reading proficiency as measured by STAR Reading will be 85%

The percentage of Kindergarten students achieving Math proficiency as measured by STAR Math will be 70%.
The percentage of 1st grade students achieving Math proficiency as measured by STAR Math will be 85%.
The percentage of 2nd grade students achieving Math proficiency as measured by STAR Math will be 85%.

Subgoup data:
ESE ELA proficiency: 48% (+2%) will increase to 70%
ESE ELA learning gains: 58% (+4%) will increase to 70%
ESE Math proficiency: 63% (+9%) will increase to 70%
ESE Math learning gains: 85% (+23%) will increase to 90%
ESE Science proficiency: 64% (+17%) will increase to 70%

Gifted ELA proficiency: 100% will remain 100%
Gifted ELA learning gains: 71% will increase to 85%
Gifted Math proficiency: 100% will remain 100%
Gifted Math learning gains: 100% will remain 100%
Gifted Science proficiency: 100% will remain 100%

Monitoring

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

Collaborative Planning & PLC evidence
Lesson plans include enrichment and remediation opportunities through oral practice and writing
Growth can be tracked through writing samples, rubrics and student reflections
Administrative walkthroughs using content area walkthrough tool & other tools to provide feedback
Peer walk-throughs

Unit/module assessments using Comparative Data reports during PLCs

MTSS review of grade level data

Report card grades monitored

Grade-Level AVID Evidence Board (to be changed monthly to highlight AVID strategies across all grade levels)

Actionable feedback/action steps will be provided & implemented with fidelity

Person responsible for monitoring outcome
Lisa Freeman

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:
Key Elements of Collective Teacher Efficacy: Shared belief: Teachers believe that through combined efforts, teachers can help all students achieve. Collaboration: Teachers work together to plan, reflect and improve instructional practices. Focus on Student Outcome: The emphasis is on what teachers can do to influence student learning, not on student background or external factors. Evidence-based Practice: Decisions are grounded in data, research and reflective practice

Rationale:
Collective Teacher Efficacy (CTE) is the shared belief among a group of educators in their ability to positively impact student learning and achievement regardless of external challenges.

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
Ignite Belief

Person Monitoring:
Lisa Freeman

By When/Frequency:
Bi-monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Highlight the shared vision and mission of 100% student success.

Action Step #2
Strengthen Collaboration

Person Monitoring:

By When/Frequency:

Lisa Freeman & Jessica Downes Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Foster trust, shared responsibility and professional dialogue through PLCs, peer coaching/walk-throughs with a focus on instructional practice impacting student achievement and highlighting team successes/student growth/innovative practices.

Action Step #3
Empower Teachers with Tools

Person Monitoring: **By When/Frequency:**
Lisa Freeman & Jessica Downes Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Equip teachers with strategies, resources, data and confidence. Provide professional learning on using writing as a tool for advancing thinking across all grade levels and content area (follow district roll out plan). Use student data collaboratively to guide and celebrate progress. Empower staff to lead others on what's working with their students/within their classrooms.

Area of Focus #2

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.

Writing to Learn: Advance student thinking through writing in all subjects and all grades.

Evidence-Based Strategy to support:
Cognitive Engagement with Content (PCS 5 Essentials)
Writing to Learn (PCS 5 Essentials)
Teach students to use writing for a variety of purposes, all content area and grade levels (Teaching Elementary School Students to Be Effective Writers, IES Practice Guide, Strong Evidence)

Rationale for Evidence-Based Strategy:
Writing may be the most powerful teaching tool we have. 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. Cognitive scientists call this retrieval practice. Teaching writing about reading (and other content) can be tantamount to teaching students how to think

critically. Having students write about what they are learning can yield greater benefits than favored techniques such as discussion, projects, and group work.

Our current level of performance in ELA as measured by the PM 3 FAST is 81% proficient.
Our current 3rd grade level of performance in ELA as measured by the PM 3 FAST is 79% proficient.
Our current level of performance in ELA Learning Gains as measured by the PM 3 is 67% proficient.
Our current level of performance in ELA L25 Learning Gains as measured by the PM 3 is 61% proficient.

Our PreK current level of performance in Reading as measured by STAR Early Literacy is 37% proficient.
Our Kindergarten current level of performance in Reading as measured by STAR Early Literacy is 67% proficient.
Our Kindergarten current level of performance in Reading as measured by STAR Reading is 67% proficient.
Our 1st grade current level of performance in Reading as measured by STAR Reading is 84% proficient.
Our 2nd grade current level of performance in Reading as measured by STAR Reading is 68% proficient.

Measurable Outcome

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

The percentage of students achieving ELA proficiency of Level 3 or higher will be 85%.
The percentage of third grade students achieving ELA proficiency of Level 3 or higher will be 85%.
The percentage of students achieving Learning Gains will be 70%.
The percentage of L25 students achieving learning gains will be 70%.

The percentage of PreK students achieving Reading proficiency as measured by STAR Early Literacy will be 40%
The percentage of Kindergarten students achieving Reading proficiency as measured by STAR Reading will be 75%
The percentage of 1st grade students achieving Reading proficiency as measured by STAR Reading will be 85%
The percentage of 2nd grade students achieving Reading proficiency as measured by STAR Reading will be 85%

Using district progress monitoring tools and state-level assessments, students will be progress monitored three times a year to assess proficiency in ELA.

April 2024: 100% of instructional staff received Level Up Learning training as evidenced by PLC attendance. Engagement strategies included collaboration mats, hexagonal thinking, one-pagers, and summarizing strategies. 60% of classroom instructional staff applied these strategies as evidenced through photos, classroom walk-throughs and collaborative planning.

September 2025- April 2026: 100% of instructional staff will participate in collaborative planning and PLCs (professional learning & data analysis) to build instructional coherence for a lasting impact by writing to learn. The school will follow the district 2025-2026 plan for instructional coherence with a focus on writing to learn across all grade levels and content areas.

April 2026: 100% of the students will demonstrate growth in content-area writing by using engagement strategies including collaboration mats, hexagonal thinking, one-pagers, summarizing strategies, learning logs, quick writes, and focused-note-taking--to analyze, reflect, and synthesize academic content across all content areas.

Ongoing:
Identifying critical content: teachers pinpointing the essential knowledge and skills students need to acquire within a lesson or unit. This involves determining what is most important for students to learn based on standards/benchmarks and curriculum goals.
Evidence of teacher clarity in planning & teaching: *What are students learning? (A clear benchmark-aligned target), Why do students want/need to learn this? What do students need to be able to do to show they have been successful? (success criteria)*
Evidence of teaching planning with state & district resources: ELA B.E.S.T. Standards book, PCS gold documents, Padlets, Power Benchmarks, B.E.S.T. Instructional Guide to Mathematics (B1g M), MTR, Achievement level Descriptors, Science instructional routines.
Evidence of data analysis to maximize instructional impact.
Evidence of intentional planning for enrichment & remediation.
Evidence of daily learning targets posted/visible throughout the learning.
Evidence of anchor charts posted and aligned to the learning.
Evidence of formative assessments.
Evidence teacher corrective feedback.
Evidence of instructional practices that result in the students doing the work. (Cognitive engagement strategies with a focus on Writing to Learn)
Evidence of students goal setting, action planning, monitoring their progress, revising goals based on data & celebrating growth throughout Progress Monitoring cycles.

Evidence of teacher participation in peer walk-throughs to observe & support each other with a focus on strategy implementation and the impact on student achievement.
Evidence of writing to learn strategies and activities implemented orally.
Data points such as iStation, Running Records, ELFAC, FAST/STAR, module assessments reflect data trending upward.

Monitoring

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

Collaborative Planning & PLC evidence
Lesson plans include enrichment and remediation opportunities through oral practice and writing
Growth can be tracked through writing samples, rubrics and student reflections
Administrative walkthroughs using content area walkthrough tool & other tools to provide feedback
Peer walk-throughs
Unit/module assessments using Comparative Data reports during PLCs
MTSS review of grade level data
Report card grades monitored
Grade-Level AVID Evidence Board (to be changed monthly to highlight AVID strategies across all grade levels)
Actionable feedback/action steps will be provided & implemented with fidelity

Person responsible for monitoring outcome

Lisa Freeman, Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Advance student thinking through writing in all subjects and all grades with a focus on Cognitive Engagement with Content, The Writing Revolution 2.0 and Writing to Learn (PCS 5 Essentials of Effective Instruction).

Rationale:

Aligned with AVID: emphasizes classroom discussion and writing as a tool for learning. Cross-curricular: encourages all teachers to integrate classroom discussion and writing into their instruction Measurable: growth can be tracked through writing samples, rubrics and student reflections Supports deeper learning: classroom discussion and writing helps students process and internalize complex ideas

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

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

Action Steps to Implement:

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

Action Step #1
Teachers will provide clear, direct and explicit writing instruction.

Person Monitoring:
Lisa Freeman

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will provide clear, direct and explicit writing instruction following the district 2025-2026 plan for instructional coherence with a focus on writing to learn across all grade levels across all content areas and incorporate AVID writing strategies such as collaboration mats, hexagonal thinking, one pagers, summarizing strategies, learning logs/journals, quick writes. and focused note taking. Student writing examples will be maintained by teachers and students will keep data folders and set writing goals each assessment cycle.

Action Step #2
Writing to monitor comprehension in all content areas.

Person Monitoring:
Lisa Freeman

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will use writing to monitor student comprehension of material that has been taught, determine next instructional steps and provide effective/actionable feedback that will move students forward. Growth will be tracked through student classroom discussions, writing samples, rubrics and student reflections shared monthly at PLCs.

Action Step #3
Small Group Instruction-Flamingo small group (K-2)/Pop Up groups (3rd-5th)

Person Monitoring:
Freeman

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will know which students are categorized as L25 and ESSA subgroups then prioritize interventions focused on their needs. Teachers will plan small group instruction based on the needs of all students, explicitly teaching content and phonics skills to struggling students. ELFAC continuously used as an assessment tool in primary grades. Teachers will identify high performing students (level 3's, 4s and 5's that declined from prior year) and plan group differentiation with challenge pop up groups, monitor growth, and plan accordingly.

Area of Focus #3

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.

Writing to Learn: Advance student thinking through writing in all subjects and all grades.

Evidence-Based Strategy to support:
Cognitive Engagement with Content (PCS 5 Essentials)
Writing to Learn (PCS 5 Essentials)
Teach students to use writing for a variety of purposes, all content area and grade levels (Teaching Elementary School Students to Be Effective Writers, IES Practice Guide, Strong Evidence)

Rationale for Evidence-Based Strategy:
Writing may be the most powerful teaching tool we have. 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. Cognitive scientists call this retrieval practice. Teaching writing about reading (and other content) can be tantamount to teaching students how to think critically. Having students write about what they are learning can yield greater benefits than favored techniques such as discussion, projects, and group work.

Our current level of performance in Math as measured by the PM 3 FAST is 86% proficient.
Our current level of performance in Math Learning Gains as measured by the PM 3 is 80% proficient.
Our current level of performance in Math L25 Learning Gains as measured by the PM 3 is 68% proficient.

Our Kindergarten current level of performance in Math as measured by STAR Math is 60% proficient.
Our 1st grade current level of performance in Math as measured by STAR Math is 85% proficient.
Our 2nd grade current level of performance in Math as measured by STAR Math is 77% proficient.

Measurable Outcome

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

The percentage of students achieving Math proficiency of Level 3 or higher will be 90%.

The percentage of students achieving Math Learning Gains will be 85%.
The percentage of L25 students achieving Math Learning Gains will be 70%.

The percentage of Kindergarten students achieving Math proficiency as measured by STAR Math will be 70%.
The percentage of 1st grade students achieving Math proficiency as measured by STAR Math will be 85%.
The percentage of 2nd grade students achieving Math proficiency as measured by STAR Math will be 85%.

Using district progress monitoring tools and state-level assessments, students will be progress monitored three times a year to assess proficiency in Math.

April 2024: 100% of instructional staff received Level Up Learning training as evidenced by PLC attendance. Engagement strategies included collaboration mats, hexagonal thinking, one-pagers, and summarizing strategies. 60% of classroom instructional staff applied these strategies as evidenced through photos, classroom walk-throughs and collaborative planning.

September 2025- April 2026: 100% of instructional staff will participate in collaborative planning and PLCs (professional learning & data analysis) to build instructional coherence for a lasting impact by writing to learn. The school will follow the district 2025-2026 plan for instructional coherence with a focus on writing to learn across all grade levels and content areas.

April 2026: 100% of the students will demonstrate growth in content-area writing by using engagement strategies including collaboration mats, hexagonal thinking, one-pagers, summarizing strategies, learning logs, quick writes, and focused-note-taking--to analyze, reflect, and synthesize academic content across all content areas.

Ongoing:
Identifying critical content: teachers pinpointing the essential knowledge and skills students need to acquire within a lesson or unit. This involves determining what is most important for students to learn based on standards/benchmarks and curriculum goals.
Evidence of teacher clarity in planning & teaching: *What are students learning? (A clear benchmark-aligned target), Why do students want/need to learn this? What do students need to be able to do to show they have been successful? (success criteria)*
Evidence of teaching planning with state & district resources: ELA B.E.S.T. Standards book, PCS gold documents, Padlets, Power Benchmarks, B.E.S.T. Instructional Guide to Mathematics (B1g M), MTR, Achievement level Descriptors, Science instructional routines.

Evidence of data analysis to maximize instructional impact.
Evidence of intentional planning for enrichment & remediation.
Evidence of daily learning targets posted/visible throughout the learning.
Evidence of anchor charts posted and aligned to the learning.
Evidence of formative assessments.
Evidence teacher corrective feedback.
Evidence of instructional practices that result in the students doing the work. (Cognitive engagement strategies with a focus on Writing to Learn)
Evidence of students goal setting, action planning, monitoring their progress, revising goals based on data & celebrating growth throughout Progress Monitoring cycles.
Evidence of teacher participation in peer walk-throughs to observe & support each other with a focus on strategy implementation and the impact on student achievement.
Evidence of writing to learn strategies and activities implemented orally.
Data points such Dreambox, FAST/STAR and unit assessments reflect data trending upward.

Monitoring

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

Collaborative Planning & PLC evidence
Lesson plans include enrichment and remediation opportunities through oral practice and writing
Growth can be tracked through writing samples, rubrics and student reflections
Administrative walkthroughs using content area walkthrough tool & other tools to provide feedback
Peer walk-throughs
Unit/module assessments using Comparative Data reports during PLCs
MTSS review of grade level data
Report card grades monitored
Grade-Level AVID Evidence Board (to be changed monthly to highlight AVID strategies across all grade levels)
Actionable feedback/action steps will be provided & implemented with fidelity

Person responsible for monitoring outcome

Jessica Downes

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:

Advance student thinking through writing in all subjects and all grades with a focus on Cognitive

Engagement with Content, The Writing Revolution 2.0 and Writing to Learn (PCS 5 Essentials of Effective Instruction).

Rationale:
Rationale: 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. Discussion and writing in a content area can cause students to analyze, compare facts, and synthesize relevant material. Discussion and writing about a topic requires students to think about the topic, focus on and internalize important concepts, and make those concepts to some degree their own. Aligned with AVID: emphasizes classroom discussion and writing as a tool for learning. Cross-curricular: encourages all teachers to integrate classroom discussion and writing into their instruction Measurable: growth can be tracked through writing samples, rubrics and student reflections Supports deeper learning: classroom discussion and writing helps students process and internalize complex ideas

Tier of Evidence-based Intervention:
Tier 3 – Promising Evidence

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

Action Steps to Implement:

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

Action Step #1
Incorporate writing to learn strategies

Person Monitoring:
Jessica Downes

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Incorporate writing to learn strategies to help students deepen their understanding by reflecting and reasoning through mathematical ideas using written language through journals, explaining strategies, error analysis, writing prompts or exit tickets. The impact of this action will be monitored through teacher observation & feedback of student journals, exit tickets and assessments.

Action Step #2
Student-centered Learning

Person Monitoring:
Jessica Downes

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Employ instructional practices and routines that promote student-centers learning such as Higher Order Questioning (AVID-Costas), Pinellas Problem Solving Routine, Play-Explore-Investigate (PEI) Routine, Number Sense Making Routines, and Collaborative Structures. The impact of this action will be monitored through PLCs (comparative results report/data analytics benchmark mastery) and district/state assessments.

Action Step #3
Small group instruction: intervention/enrichment (reasonableness, represent problems in multiple ways, academic discourse)

Person Monitoring:
Jessica Downes

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will know which students are categorized as L25 and ESSA subgroups then prioritize interventions focused on their needs. Teachers will plan small group instruction based on the needs of all students, explicitly teaching content to struggling students. This goal will be monitored through exit tickets, teacher observations, and district and classroom assessments. Teachers will identify proficient and high performers providing enrichment to include MTRs such as reasonableness, represent problems in multiple ways, academic discourse). This goal will be monitored through exit tickets, teacher observations, and district and classroom assessments.

Action Step #4
Topic Assessments

Person Monitoring:
Jessica Downes

By When/Frequency:
weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Topic assessments will be administered and analyzed for the identified weaker benchmarks. Instruction will be planned according and compared to unit assessment performance on those benchmarks. These benchmarks will be monitored during each progress monitoring cycle and instruction planned accordingly. Math standards identified as lower mastery when compared to others: 3rd: Fractional Reasoning & Number Sense and Multiplicative Reasoning 4th: Number Sense and Operations with Fractions & Decimals 5th: Number Sense and Operations with Fractions & Decimals Math Benchmark at/near grade level standard: 5th grade: Geometric Reasoning, Measurment, and Data Analysis and Probability: MA.5.GR.1.1 Classify triangles or quadrilaterals into different categories based on shared defining attributes. Explain why a triangle or quadrilateral would or would not belong to a category. Consider "writing to learn" strategies such as using question words (who, what, when, where, why how?) to find mistakes, have student formulate questions, because/but/so.

Area of Focus #4

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.

Writing to Learn: Advance student thinking through writing in all subjects and all grades.

Evidence-Based Strategy to support:

Cognitive Engagement with Content (PCS 5 Essentials)

Writing to Learn (PCS 5 Essentials)

Teach students to use writing for a variety of purposes, all content area and grade levels (Teaching

Elementary School Students to Be Effective Writers, IES Practice Guide, Strong Evidence)

Rationale for Evidence-Based Strategy:
Writing may be the most powerful teaching tool we have. 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. Cognitive scientists call this retrieval practice. Teaching writing about reading (and other content) can be tantamount to teaching students how to think critically. Having students write about what they are learning can yield greater benefits than favored techniques such as discussion, projects, and group work.

Our current level of performance in Science as measured by the Florida Statewide Science Assessment (FSSA) is 85% proficient.

Measurable Outcome

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

The percentage of students achieving Science proficiency of Level 3 or higher will be 90%.

Using district progress monitoring tools and district-level assessments, students will be progress monitored throughout the year to assess proficiency in Science.

April 2024: 100% of instructional staff received Level Up Learning training as evidenced by PLC attendance. Engagement strategies included collaboration mats, hexagonal thinking, one-pagers, and summarizing strategies. 60% of classroom instructional staff applied these strategies as evidenced through photos, classroom walk-throughs and collaborative planning.

September 2025- April 2026: 100% of instructional staff will participate in collaborative planning and PLCs (professional learning & data analysis) to build instructional coherence for a lasting impact by writing to learn. The school will follow the district 2025-2026 plan for instructional coherence with a focus on writing to learn across all grade levels and content areas.

April 2026: 100% of the students will demonstrate growth in content-area writing by using engagement strategies including collaboration mats, hexagonal thinking, one-pagers, summarizing strategies, learning logs, quick writes, and focused-note-taking--to analyze, reflect, and synthesize

academic content across all content areas.

Ongoing:
Identifying critical content: teachers pinpointing the essential knowledge and skills students need to acquire within a lesson or unit. This involves determining what is most important for students to learn based on standards/benchmarks and curriculum goals.
Evidence of teacher clarity in planning & teaching: *What are students learning? (A clear benchmark-aligned target), Why do students want/need to learn this? What do students need to be able to do to show they have been successful? (success criteria)*
Evidence of teaching planning with state & district resources: ELA B.E.S.T. Standards book, PCS gold documents, Padlets, Power Benchmarks, B.E.S.T. Instructional Guide to Mathematics (B1g M), MTR, Achievement level Descriptors, Science instructional routines.
Evidence of data analysis to maximize instructional impact.
Evidence of intentional planning for enrichment & remediation.
Evidence of daily learning targets posted/visible throughout the learning.
Evidence of anchor charts posted and aligned to the learning.
Evidence of formative assessments.
Evidence teacher corrective feedback.
Evidence of instructional practices that result in the students doing the work. (Cognitive engagement strategies with a focus on Writing to Learn)
Evidence of students goal setting, action planning, monitoring their progress, revising goals based on data & celebrating growth throughout Progress Monitoring cycles.
Evidence of teacher participation in peer walk-throughs to observe & support each other with a focus on strategy implementation and the impact on student achievement.
Evidence of writing to learn strategies and activities implemented orally.
Data points such exit tickets, probes and unit assessments reflect data trending upward.

Monitoring

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

Collaborative Planning & PLC evidence
Lesson plans include enrichment and remediation opportunities through oral practice and writing
Growth can be tracked through writing samples, rubrics and student reflections
Administrative walkthroughs using content area walkthrough tool & other tools to provide feedback
Peer walk-throughs
Unit/module assessments using Comparative Data reports during PLCs
MTSS review of grade level data
Report card grades monitored

Grade-Level AVID Evidence Board (to be changed monthly to highlight AVID strategies across all grade levels)
Actionable feedback/action steps will be provided & implemented with fidelity

Person responsible for monitoring outcome
Lisa Freeman

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:
Advance student thinking through writing in all subjects and all grades with a focus on Cognitive Engagement with Content, The Writing Revolution 2.0 and Writing to Learn (PCS 5 Essentials of Effective Instruction).

Rationale:
Incorporating writing to learn scientific strategies helps students deepen their understanding by reflecting, explaining, and reasoning through ideas using written language through science notebooks, here students are given the opportunity to explain their thinking, provide evidence and reflect on lessons/understanding through the use of prompts or exit tickets. Aligned with AVID: emphasizes classroom discussion and writing as a tool for learning. Cross-curricular: encourages all teachers to integrate classroom discussion and writing into their instruction Measurable: growth can be tracked through writing samples, rubrics and student reflections Supports deeper learning: classroom discussion and writing helps students process and internalize complex ideas

Tier of Evidence-based Intervention:
Tier 3 – Promising Evidence

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

Action Steps to Implement:

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

Action Step #1
Integrate writing to learn strategies

Person Monitoring:
Lisa Freeman

By When/Frequency:
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 discuss and record their thinking using sentence stems, written explanations, and/or diagrams--to clearly explain scientific thinking. The impact will be monitored by teachers assessing students' writing to determine understanding, identify misconceptions and guide instruction.

Action Step #2

Activate Prior Knowledge

Person Monitoring:
Lisa Freeman

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will help students activate prior knowledge through cognitive engagement activities so that students make connections between previous learning and new instruction. Students will engage in rigorous class discussions and writing activities that provide opportunities to analyze and apply their learning. The impact will be monitored by teachers assessing students' discussions and writing to determine understanding, identify misconceptions and guide instruction.

Action Step #3
Utilize the 3-I daily instructional routine: Ignite, Investigate, Inform Instruction

Person Monitoring:
Lisa Freeman

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Employ instructional practices that result in active engagement of students--higher order thinking questions (Costas), hands-on learning, limit teacher talk, high quality feedback (oral & written) and providing students the opportunity to use the feedback to revise understanding. The impact will be monitored through teacher peer walk-throughs, student goal setting/action planning in data folders and science notebooks evidencing revised/revisited thinking of students.

Action Step #4
Instruct, Monitor and Assess Weaker Benchmark across grade level

Person Monitoring:
Lisa Freeman

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The weaker performing science benchmarks have been identified. During units when these are taught teachers will instruct, monitor (formatives along the way) with feedback and then assess for next instructional steps. Science Benchmarks that are weaker performing overall: Earth Science: E.05.SC.05.E.05.03 Distinguish among the following objects of the solar system -- Sun, planets, moons, asteroids, comets -- and identify Earth's position in it. (Also assesses SC.5.E.5.2.) Earth Science: E.07.SC.05.E.07.01 Create a model to explain the parts of the water cycle. Water can be a gas, a liquid, or a solid and can go back and forth from one state to another. (Also assesses SC.5.E.7.2.) Physical Science: P.08.SC.05.P.08.01 Compare and contrast the basic properties of solids, liquids, and gases, such as mass, volume, color, texture, and temperature. (Also assesses SC.3.P.8.1, SC.3.P.8.2, SC.3.P.8.3, and SC.4.P.8.1.) Physical Science: P.09.SC.05.P.09.01 Investigate and describe that many physical and chemical changes are affected by temperature. (Also assesses SC.3.P.9.1 and SC.4.P.9.1.)

Area of Focus #5

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 and 1:1 specially designed instruction is designed and implemented in alignment with evidence-based practices Evidence Based Strategies to Support Goals for ELA, Math and Science.

ESE ELA and Math proficiency and learning gains are increasing. ESE Science proficiency is increasing.
ESE ELA proficiency: 48% (+2%)
ESE ELA learning gains: 58% (+4%)
ESE Math proficiency: 63% (+9%)
ESE Math learning gains: 85% (+23%)
ESE Science proficiency: 64% (+17%)

SWD students are underperforming in proficiency and learning gains in Reading, Math and Science when compared to non-ESE students.
ELA proficiency for ESE students is 48% and ELA learning gains is 58% compared to Non-ESE student proficiency is 84% and learning gains are 69%.
Math proficiency for ESE students is 63% and Math learning gains is 85% as compared
Science proficiency for ESE students is 64% compared to Non-ESE students 86%.
This is a historic trend at Ozona.
We are not scaffolding the core instruction to where SWD students can access the knowledge/build understanding. Students need systematic instruction that includes breaking the lesson into sequential and manageable steps that go from single to complex skills. Whole group & small group instruction must be in alignment with evidence-based practices.

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.

ESE ELA proficiency: 48% (+2%) will increase to 70%
ESE ELA learning gains: 58% (+4%) will increase to 70%
ESE Math proficiency: 63% (+9%) will increase to 70%
ESE Math learning gains: 85% (+23%) will increase to 90%
ESE Science proficiency: 64% (+17%) will increase to 70%

Using district progress monitoring tools and state-level assessments, students will be progress monitored three times a year to assess proficiency in ELA.

April 2024: 100% of instructional staff received Level Up Learning training as evidenced by PLC attendance. Engagement strategies included collaboration mats, hexagonal thinking, one-pagers, and summarizing strategies. 60% of classroom instructional staff applied these strategies as evidenced through photos, classroom walk-throughs and collaborative planning.

September 2025- April 2026: 100% of instructional staff will participate in collaborative planning and PLCs (professional learning & data analysis) to build instructional coherence for a lasting impact by writing to learn. The school will follow the district 2025-2026 plan for instructional coherence with a focus on writing to learn across all grade levels and content areas.

April 2026: 100% of the students will demonstrate growth in content-area writing by using engagement strategies including collaboration mats, hexagonal thinking, one-pagers, summarizing strategies, learning logs, quick writes, and focused-note-taking--to analyze, reflect, and synthesize academic content across all content areas.

Ongoing:
Identifying critical content: teachers pinpointing the essential knowledge and skills students need to acquire within a lesson or unit. This involves determining what is most important for students to learn based on standards/benchmarks and curriculum goals.
Evidence of teacher clarity in planning & teaching: *What are students learning? (A clear benchmark-aligned target), Why do students want/need to learn this? What do students need to be able to do to show they have been successful? (success criteria)*
Evidence of teaching planning with state & district resources: ELA B.E.S.T. Standards book, PCS gold documents, Padlets, Power Benchmarks, B.E.S.T. Instructional Guide to Mathematics (B1g M), MTR, Achievement level Descriptors, Science instructional routines.
Evidence of data analysis to maximize instructional impact.
Evidence of intentional planning for enrichment & remediation.
Evidence of daily learning targets posted/visible throughout the learning.
Evidence of anchor charts posted and aligned to the learning.
Evidence of formative assessments.
Evidence teacher corrective feedback.
Evidence of instructional practices that result in the students doing the work. (Cognitive engagement strategies with a focus on Writing to Learn)
Evidence of students goal setting, action planning, monitoring their progress, revising goals based on data & celebrating growth throughout Progress Monitoring cycles.
Evidence of teacher participation in peer walk-throughs to observe & support each other with a focus on strategy implementation and the impact on student achievement.

Evidence of writing to learn strategies and activities implemented orally.
Data points such as iStation, Running Records, ELFAC, FAST/STAR, module assessments reflect data trending upward.

Monitoring

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

Collaborative Planning & PLC evidence
Lesson plans include enrichment and remediation opportunities through oral practice and writing
Growth can be tracked through writing samples, rubrics and student reflections
Administrative walkthroughs using content area walkthrough tool & other tools to provide feedback
Peer walk-throughs
Unit/module assessments using Comparative Data reports during PLCs
MTSS review of grade level data
Report card grades monitored
Grade-Level AVID Evidence Board (to be changed monthly to highlight AVID strategies across all grade levels)
Actionable feedback/action steps will be provided & implemented with fidelity

Person responsible for monitoring outcome

Margaret Magee

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. Strengthen the connection between SDI, the skill students need to access grade-level content, and the grade-level content by planning & teaching to intentionally target students' specific skill deficits to provide access to the general education curriculum.

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 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1
Instructional Practice: Specially Designed Instruction (whole group & small group)

Person Monitoring:
Lisa Freeman & Margaret Magee

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The action will strengthen the connection between SDI, the skill students need to access grade-level content, and the grade-level content. Planning & teaching to intentionally target students' specific skill deficits to provide access to the general education curriculum. Provide opportunities for ESE and general education teachers to co-plan for differentiated instruction and support delivery of services. Progress monitoring cycles will be used to assess proficiency in ELA, Math & Science throughout the school year. Case managers and classroom teachers will also utilize ongoing assessments such as unit assessments, teacher observation, formative assessments, and analysis of student work to identify appropriate IEP goals and develop specially designed instruction for ESE students.

Action Step #2
Teachers will provide clear, direct and explicit writing instruction

Person Monitoring:
Lisa Freeman & Jessica Downes

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will provide clear, direct and explicit writing instruction following the district 2025-2026 plan for instructional coherence with a focus on classroom discussions and writing to learn across all grade levels across all content areas and incorporate AVID writing strategies such as collaboration mats, hexagonal thinking, one pagers, summarizing strategies, learning logs/journals, quick writes. and focused note taking. Student writing examples will be maintained by teachers and students will keep data folders and set writing goals each assessment cycle.

Action Step #3
Aligning Supports: Dual certified classroom teacher/high impact teacher

Person Monitoring:
Margaret Magee & Jessica Downes

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
ESE students are paired with teachers who have ESE certification or historic trend data of increasing proficiency/learning gains, especially in ELA, with the subgroup.

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.

ELA and Math learning gains for Black students are 100%.
Math proficiency for Black students is 100%.
Both Math proficiency (100%) and Math learning gains (100%) for Black students is higher than Math proficiency for Non-Black students 88% and Math learning gains for Non-Black students 80%

ELA proficiency for the Black students is 75%. This is 5% lower than Non-Black students.
Black students are 50% proficient in Science compared to Non-Black students 85%.

Writing to Learn: Advance student thinking through writing in all subjects and all grades.

Evidence-Based Strategy to support:
Cognitive Engagement with Content (PCS 5 Essentials)
Writing to Learn (PCS 5 Essentials)
Teach students to use writing for a variety of purposes, all content area and grade levels (Teaching Elementary School Students to Be Effective Writers, IES Practice Guide, Strong Evidence)

Rationale for Evidence-Based Strategy:
Writing may be the most powerful teaching tool we have. 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. Cognitive scientists call this retrieval practice. Teaching writing about reading (and other content) can be tantamount to teaching students how to think critically. Having students write about what they are learning can yield greater benefits than favored techniques such as discussion, projects, and group work.

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.

ELA proficiency for Black students will increase from 75% to 85%.
Science proficiency for Black students will increase from 50% tom 90%.

Using district progress monitoring tools and state-level assessments, students will be progress

monitored three times a year to assess proficiency in ELA.

April 2024: 100% of instructional staff received Level Up Learning training as evidenced by PLC attendance. Engagement strategies included collaboration mats, hexagonal thinking, one-pagers, and summarizing strategies. 60% of classroom instructional staff applied these strategies as evidenced through photos, classroom walk-throughs and collaborative planning.

September 2025- April 2026: 100% of instructional staff will participate in collaborative planning and PLCs (professional learning & data analysis) to build instructional coherence for a lasting impact by writing to learn. The school will follow the district 2025-2026 plan for instructional coherence with a focus on writing to learn across all grade levels and content areas.

April 2026: 100% of the students will demonstrate growth in content-area writing by using engagement strategies including collaboration mats, hexagonal thinking, one-pagers, summarizing strategies, learning logs, quick writes, and focused-note-taking--to analyze, reflect, and synthesize academic content across all content areas.

Ongoing:
Identifying critical content: teachers pinpointing the essential knowledge and skills students need to acquire within a lesson or unit. This involves determining what is most important for students to learn based on standards/benchmarks and curriculum goals.
Evidence of teacher clarity in planning & teaching: *What are students learning? (A clear benchmark-aligned target), Why do students want/need to learn this? What do students need to be able to do to show they have been successful? (success criteria)*
Evidence of teaching planning with state & district resources: ELA B.E.S.T. Standards book, PCS gold documents, Padlets, Power Benchmarks, B.E.S.T. Instructional Guide to Mathematics (B1g M), MTR, Achievement level Descriptors, Science instructional routines.
Evidence of data analysis to maximize instructional impact.
Evidence of intentional planning for enrichment & remediation.
Evidence of daily learning targets posted/visible throughout the learning.
Evidence of anchor charts posted and aligned to the learning.
Evidence of formative assessments.
Evidence teacher corrective feedback.
Evidence of instructional practices that result in the students doing the work. (Cognitive engagement strategies with a focus on Writing to Learn)
Evidence of students goal setting, action planning, monitoring their progress, revising goals based on data & celebrating growth throughout Progress Monitoring cycles.
Evidence of teacher participation in peer walk-throughs to observe & support each other with a focus

on strategy implementation and the impact on student achievement.
Evidence of writing to learn strategies and activities implemented orally.
Data points such as iStation, Running Records, ELFAC, FAST/STAR, module assessments reflect data trending upward.

Monitoring

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

Collaborative Planning & PLC evidence
Lesson plans include enrichment and remediation opportunities through oral practice and writing
Growth can be tracked through writing samples, rubrics and student reflections
Administrative walkthroughs using content area walkthrough tool & other tools to provide feedback
Peer walk-throughs
Unit/module assessments using Comparative Data reports during PLCs
MTSS review of grade level data
Report card grades monitored
Grade-Level AVID Evidence Board (to be changed monthly to highlight AVID strategies across all grade levels)
Actionable feedback/action steps will be provided & implemented with fidelity

Person responsible for monitoring outcome

Lisa Freeman

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:

Advance student thinking through writing in all subjects and all grades with a focus on Cognitive Engagement with Content, The Writing Revolution 2.0 and Writing to Learn (PCS 5 Essentials of Effective Instruction).

Rationale:

Aligned with AVID: emphasizes classroom discussion and writing as a tool for learning. Cross-curricular: encourages all teachers to integrate classroom discussion and writing into their instruction Measurable: growth can be tracked through writing samples, rubrics and student reflections Supports deeper learning: classroom discussion and writing helps students process and internalize complex ideas

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
Early intervention

Person Monitoring:
Michelle Turner

By When/Frequency:
Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Identify students not meeting benchmarks in early grades, implement a plan to include targeted instruction and intervention, frequently monitoring progress to bring performance closer to mastery level and to increase learning gains. Ensure instructional supports are in place for all students during core instruction and small group instruction based on data. Monitor progress during MTSS.

Action Step #2
Formative Assessment & Feedback

Person Monitoring:
Lisa Freeman & Jessica Downes

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Prioritize engaging students in immense amounts of reading, discussion and writing with feedback ensuring ample time is given to read and write appropriate grade-level text (while applying foundational skills) with high quality feedback and opportunities to use that feedback.

Area of Focus #7

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

ESSA Subgroups specifically relating to Hispanic Students (HSP)

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.

Hispanic students are the lowest performing subgroup in ELA proficiency (70%) and ELA learning gains (38%).
Hispanic students are the lowest performing subgroup in Math proficiency (78%) and Math learning gains (78%).

Writing to Learn: Advance student thinking through writing in all subjects and all grades.

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

Teach students to use writing for a variety of purposes, all content area and grade levels (Teaching Elementary School Students to Be Effective Writers, IES Practice Guide, Strong Evidence)

Rationale for Evidence-Based Strategy:
Writing may be the most powerful teaching tool we have. 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. Cognitive scientists call this retrieval practice. Teaching writing about reading (and other content) can be tantamount to teaching students how to think critically. Having students write about what they are learning can yield greater benefits than favored techniques such as discussion, projects, and group work.

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.

ELA proficiency for Hispanic students will increase from 70% to 85%.
Math proficiency for Black students will increase from 78% tom 90%.

Using district progress monitoring tools and state-level assessments, students will be progress monitored three times a year to assess proficiency in ELA.

April 2024: 100% of instructional staff received Level Up Learning training as evidenced by PLC attendance. Engagement strategies included collaboration mats, hexagonal thinking, one-pagers, and summarizing strategies. 60% of classroom instructional staff applied these strategies as evidenced through photos, classroom walk-throughs and collaborative planning.

September 2025- April 2026: 100% of instructional staff will participate in collaborative planning and PLCs (professional learning & data analysis) to build instructional coherence for a lasting impact by writing to learn. The school will follow the district 2025-2026 plan for instructional coherence with a focus on writing to learn across all grade levels and content areas.

April 2026: 100% of the students will demonstrate growth in content-area writing by using engagement strategies including collaboration mats, hexagonal thinking, one-pagers, summarizing strategies, learning logs, quick writes, and focused-note-taking--to analyze, reflect, and synthesize academic content across all content areas.

Ongoing:
Identifying critical content: teachers pinpointing the essential knowledge and skills students need to acquire within a lesson or unit. This involves determining what is most important for students to learn based on standards/benchmarks and curriculum goals.
Evidence of teacher clarity in planning & teaching: *What are students learning? (A clear benchmark-aligned target), Why do students want/need to learn this? What do students need to be able to do to show they have been successful? (success criteria)*
Evidence of teaching planning with state & district resources: ELA B.E.S.T. Standards book, PCS gold documents, Padlets, Power Benchmarks, B.E.S.T. Instructional Guide to Mathematics (B1g M), MTR, Achievement level Descriptors, Science instructional routines.
Evidence of data analysis to maximize instructional impact.
Evidence of intentional planning for enrichment & remediation.
Evidence of daily learning targets posted/visible throughout the learning.
Evidence of anchor charts posted and aligned to the learning.
Evidence of formative assessments.
Evidence teacher corrective feedback.
Evidence of instructional practices that result in the students doing the work. (Cognitive engagement strategies with a focus on Writing to Learn)
Evidence of students goal setting, action planning, monitoring their progress, revising goals based on data & celebrating growth throughout Progress Monitoring cycles.
Evidence of teacher participation in peer walk-throughs to observe & support each other with a focus on strategy implementation and the impact on student achievement.
Evidence of writing to learn strategies and activities implemented orally.
Data points such as iStation, Running Records, ELFAC, FAST/STAR, module assessments reflect data trending upward.

Monitoring

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

Collaborative Planning & PLC evidence
Lesson plans include enrichment and remediation opportunities through oral practice and writing
Growth can be tracked through writing samples, rubrics and student reflections
Administrative walkthroughs using content area walkthrough tool & other tools to provide feedback
Peer walk-throughs
Unit/module assessments using Comparative Data reports during PLCs
MTSS review of grade level data
Report card grades monitored
Grade-Level AVID Evidence Board (to be changed monthly to highlight AVID strategies across all

grade levels)
Actionable feedback/action steps will be provided & implemented with fidelity

Person responsible for monitoring outcome
Lisa Freeman and Jessica Downes

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:
Advance student thinking through writing in all subjects and all grades with a focus on Cognitive Engagement with Content, The Writing Revolution 2.0 and Writing to Learn (PCS 5 Essentials of Effective Instruction).

Rationale:
Aligned with AVID: emphasizes classroom discussion and writing as a tool for learning. Cross-curricular: encourages all teachers to integrate classroom discussion and writing into their instruction Measurable: growth can be tracked through writing samples, rubrics and student reflections Supports deeper learning: classroom discussion and writing helps students process and internalize complex ideas

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
Early Intervention

Person Monitoring:
Michelle Turner

By When/Frequency:
Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Identify students not meeting benchmarks in early grades, implement a plan to include targeted instruction and intervention, frequently monitoring progress to bring performance closer to mastery level and to increase learning gains. Ensure instructional supports are in place for all students during core instruction and small group instruction based on data. Monitor progress during MTSS.

Action Step #2
Formative Assessment & Feedback

Person Monitoring:
Lisa Freeman & Jessica Downes

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Prioritize engaging students in immense amounts of reading, discussion and writing with feedback ensuring ample time is given to read and write appropriate grade-level text (while applying foundational skills) with high quality feedback and opportunities to use that feedback.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

Ozona Elementary School utilizes the PBIS model to ensure a solid Tier 1 positive and supportive culture and environment for all students and staff. Our school has also utilized the PBIS Rewards online systems to support and reinforce our Tier 1 system to award students points as they demonstrate our Guidelines for Success daily/weekly.
At the beginning of each year, all staff and students are taught our Guidelines for Success for the school as well as the specific expectations in each area of our school.

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.

Ozona Elementary School ended the year with approximately 627 students. 108 referrals were written throughout the 2024-25 school year.
By June 2026, Ozona Elementary will reduce the number of office referrals by 10% compared to the 2024-25 school year by implementing Tier 1 PBIS strategies school-wide and providing monthly staff training on behavior expectations and positive reinforcement, working to end the 2025-26 school year with fewer than 100 referrals.

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.

The Assistant Principal and Behavior Specialist will review behavior data monthly and review the faculty use of the PBIS Rewards online system.
This information will be shared with the staff PBIS team representatives each monthly who will work with their teams to promote the PBIS Rewards system to continue acknowledging students' behavior

in a positive way and help with any concerns staff may have with the online system. During this monthly committee meeting, strategies will be reviewed and new strategies shared to continue the positive and supportive work with students.
The MTSS team will review the behavior data monthly. During our monthly behavior data review, we will dive deeper into our Tier 2 and Tier 3 behavior concerns identifying strategies to help address those students and provide supports they may not already be getting.
Walk throughs will be conducted by Administration to monitoring that teachers are delivering engaging lessons.
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.
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.
Administration will also be monitoring lesson objectives and teacher feedback to students. 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.

Person responsible for monitoring outcome
Jessica Downes (AP) and Vanessa Strausbaugh (Behavior Specialist)

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:
Restorative Practices

Rationale:
Combining PBIS and RP can create a framework for fostering a positive and inclusive learning environment. These two approaches complement each other in several ways to provide a holistic and restorative approach to behavior management and community building.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

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

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

action steps and the person responsible for each step.

Action Step #1
Teacher Threshold

Person Monitoring:
Jessica Downes and Lisa Freeman

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
We will monitor teachers building relational capacity by showing threshold welcoming students daily as they arrive to school.

Action Step #2
Monthly teacher trainings

Person Monitoring:
Jessica Downes

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Monthly trainings for teachers will review Restorative Circles/Restorative practices and monitor the extent teachers implement these into their classroom week.

Action Step #3
Classroom Walkthroughs monitoring teacher lessons.

Person Monitoring:
Jessica Downes and Lisa Freeman

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administration will monitor that teachers are creating student-centered classroom environment that leads to deep learning by activating prior knowledge, increasing relevancy , authentic engagement.

Action Step #4
Providing feedback

Person Monitoring:
Jessica Downes and Lisa Freeman

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administration will monitor teacher feedback to students as well as give feedback to teachers about lessons, lesson delivery and classroom climate/culture.

Area of Focus #2

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.

Ozona Elementary Attendance data indicates that First grade and Fourth grade have had the highest

rate of absences in the 2024-25 school year.
Early attendance issues can negatively impact literacy and math proficiency and long-term academic achievement. Focused improvement in these grades will support better learning outcomes.

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.

Ozona Elementary Attendance data shows that 17% of students in First grade and Fourth grade are missing at least 10% or more of the school year. Our goal for the 2025-26 school year is to decrease this amount fewer than 10% of the students in First and Fourth grade missing at least 10% or more of the school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Ozona Elementary Child Study Team will monitor attendance bi-weekly. The team will identify students with 5 or more absences early and flag them for intervention/support.

Person responsible for monitoring outcome

Jessica Downes and Lisa Freeman

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:

Ozona Elementary's Child Study Team will monitor attendance data bi-weekly and provide individual attendance reports to families to keep them informed and provide resources to help reduce absences in these specific grade levels.

Rationale:

If parents continue to stay informed, they will be able to help get their children to school and understand the importance of attending school each day.

Tier of Evidence-based Intervention:

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

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

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
Ozona Child Study Team will meet bi-weekly to review attendance data and identify students with 5 or more absences early into the school year and monitor students with 10% or more absences as the school year progresses.

Person Monitoring:
Ozona Child Study Team

By When/Frequency:
bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Ozona Child Study Team consists of the following: School Social Worker (Jennifer Clair), School DMT (Cece Kelly), Principal (Lisa Freeman), AP (Jessica Downes), School Counselor (Nicola Repetosky). Our Social Worker and DMT share the reports from FOCUS attendance. The team identifies students with 10% or more absences throughout the school year. Our School DMT sends absentee reports to specific individuals identified with chronic absences.

Action Step #2
Our School Counselor incentivizes and recognizes students who have had high absenteeism during the year that have worked to improve their absent rate.

Person Monitoring:
Nicola Repetosky

By When/Frequency:
monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
After Ozona Elementary Child Study Team reviews absences and identifies students who are improving their rate attending school, our School Counselor provides the students with a certificate to recognize their improvements and talks with students encouraging further improvement.

Action Step #3
Students identified with chronic absences throughout the school year who have already received reports and still have not improved will have their parents contacted and resources shared.

Person Monitoring:
School Social Worker Jennifer Clair

By When/Frequency:
monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
After Ozona Child Study reviews current data, those students identified as not improving and continuing to accumulate absences will be contacted by the School Social Worker. Jennifer Clair may conduct a home visit and/or work directly with the individual family and the district to provide resources needed in order to help get the children to school.

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 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