PONCE DE LEON 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

Educate and Prepare Each Student for College, Career, and Life

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
Kristy James

Jameskr@pcsb.org

Position Title
Principal

Job Duties and Responsibilities

The principal and AP monitor the learning environment and support teacher growth through observation and feedback. Based on that data, teams are provided with differentiated supports from school leaders and coaches. Intentional focus on all aspects of school improvement. Develop and monitor goals and action steps developed by school leadership team. Curriculum Specialist/Learning Specialist. PBIS Coordinator. Safety and Operations Manager. Instructional walk throughs. Teacher observation and evaluation. Testing Coordinator. MTSS team member. ILT. CST. Engage in Learning Walks with ILT. Oversee all curriculum area. Manage, analyze, and interpret school data from a variety sources, followed by effective action planning to identify and close achievement gaps to meet academic goals. Active participant in collaborative planning. Provide teachers with constructive and

honest feedback to continuously improve instructional practice.

Leadership Team Member #2

Employee's Name
Chelsea Smith

Smithchels@pcsb.org

Position Title
Assistant Principal

Job Duties and Responsibilities

The principal and AP monitor the learning environment and support teacher growth through observation and feedback. Based on that data, teams are provided with differentiated supports from school leaders and coaches. Intentional focus on all aspects of school improvement. Develop and monitor goals and action steps developed by school leadership team. Curriculum Specialist/Learning Specialist. PBIS Coordinator. Safety and Operations Manager. Instructional walk throughs. Teacher observation and evaluation. Testing Coordinator. MTSS team member. ILT. CST. Engage in Learning Walks with ILT. Oversee all curriculum area. Manage, analyze, and interpret school data from a variety sources, followed by effective action planning to identify and close achievement gaps to meet academic goals. Active participant in collaborative planning. Provide teachers with constructive and honest feedback to continuously improve instructional practice

Leadership Team Member #3

Employee's Name
Tina Angles

Anglest@pcsb.org

Position Title
ELA Coach

Job Duties and Responsibilities

Support ELA curriculum lesson planning aligned to benchmarks. Support school leadership by helping to develop and implement goals and action steps to increase reading and writing achievement. Build capacity by increasing teacher leadership. Literacy Leader. Monitor all data related to ELA including computer-based learning programs. Promote a culture of collaboration and high standards for instruction. Help teachers create formative assessments within ELA. Oversee academic pacing calendar to ensure all grade level benchmarks are taught. ELA ILT member. Facilitator of ELA PD. MTSS team member. Attend monthly district coaching meetings and implement ideas/tasks. Apply and communicate knowledge of research based instructional practices that are

effective. Analyze ELA data with teachers and school leadership team and assist with developing action plans. Assist teachers with collaborative planning around the ELA standards using district reading adoption and resources. Provide coaching cycles to improve teacher quality for specific teachers. Pull small groups for students needing intervention and enrichment. Support curriculum planning and PLC's using extended planning time. Engage in Learning Walks with ILT.

Leadership Team Member #4

Employee's Name
Sarah Christena

Christenas@pcsb.org

Position Title
Math Coach

Job Duties and Responsibilities

Promote a culture of collaboration and high standards for instruction. Support school leadership by helping to develop and implement goals and action steps to increase math achievement. Build capacity by increasing teacher leadership. Support math curriculum lesson planning aligned to benchmarks and within grade level limitations. Facilitate Math PD, work with teachers during collaborative planning. Develop, monitor, and assist teachers in analysis and use of math formative assessments to drive instruction. Ensure interim assessment are completed by all grade levels. Monitor pacing of the math instructional calendar to ensure all standards are taught. Engage teachers in doing the math prior to instructing students. Monitoring and supporting math block and intervention. Math ILT leader. Monitor and take action on all data related to math including learning computer◇based programs. Analyze and interpret math data and use it to help guide lesson planning, assessment, coaching, and effective action planning. Pull small groups for students needing intervention and enrichment. Developing math spiral review plans. Supporting curriculum planning and PLC's using extended planning time. Engage in Learning Walks with ILT. Attend monthly district coaching meetings and implement ideas/ tasks. Provide teachers with constructive and honest feedback to continuously improve instructional practice.

Leadership Team Member #5

Employee's Name
Carolyn McNamee

McNameecpcsb.org

Position Title
School Counselor

Job Duties and Responsibilities

School Counselor. Restorative Practices coach. Bully Prevention. Support mental health learning for students. Counseling. Implement guidance lessons. 504 Coordinator. MTSS Team Member. SBLT Member. Analyze student performance in class and identify sources of concerns. Establish meaningful relationships with students and families to know students and their unique needs to offer specialized solutions. Crisis team member. Student Services Member. Facilitate communication between parents, teachers, administrators and students about behavior and academic problems. Assist with school programs and events.

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.

School data and feedback from parent and staff surveys were analyzed by the leadership team, staff, and PTA to determine next steps. Areas with the largest gaps will be areas of focus for the 2023-2024 school year

3. SIP Monitoring

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

The school improvement plan will be reviewed regularly to monitor for effective implementation and the impact on increasing student achievement at PTA, SAC, SBLT, PLCs and staff meetings. Data will be analyzed multiple times a year and the plan will be revised as needed.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: A** **2023-24: A** **2022-23: C** **2021-22: C** **2020-21: C**

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	49	57	88	75	79	85	0	0	0	433
Absent 10% or more school days	0	10	28	19	20	19	0	0	0	96
One or more suspensions	0	0	1	2	7	1	0	0	0	11
Course failure in English Language Arts (ELA)	0	0	0	0	0	7	0	0	0	7
Course failure in Math	0	0	0	1	2	0	0	0	0	3
Level 1 on statewide ELA assessment	0	0	19	22	11	0	0	0	0	52
Level 1 on statewide Math assessment	1	9	22	16	9	9	0	0	0	66
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	0	6	3	2	0	0	0	0	11
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	4	12	3	5	0	0	0	0	25

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	2	11	7	11	15	0	0	0	46

Current Year 2025-26

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

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

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	1	29	31	25	28	23				137
One or more suspensions			2	3	3	7				15
Course failure in English Language Arts (ELA)					1					1
Course failure in Math										0
Level 1 on statewide ELA assessment				2	9	17				28
Level 1 on statewide Math assessment				1	10	11				22
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators				3	9	10				22

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	3	6	2						12
Students retained two or more times		1			1					2

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*	71	64	59	60	61	57	37	54	53
Grade 3 ELA Achievement	74	67	59	63	63	58	47	54	53
ELA Learning Gains	66	62	60	66	64	60			
ELA Lowest 25th Percentile	72	59	56	62	62	57			
Math Achievement*	76	69	64	69	66	62	48	61	59
Math Learning Gains	75	67	63	73	68	62			
Math Lowest 25th Percentile	74	56	51	72	58	52			
Science Achievement	69	70	58	72	69	57	49	62	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	72	67	63	79	65	61	44	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	72%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	649
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
72%	68%	47%	52%	52%		48%

* 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	63%	No		
English Language Learners	75%	No		
Black/African American Students	71%	No		
Hispanic Students	75%	No		
Multiracial Students	65%	No		
White Students	73%	No		
Economically Disadvantaged Students	71%	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	71%	74%	66%	72%	76%	75%	74%	69%					72%
Students With Disabilities	61%	64%	64%	58%	78%	68%	75%	42%					59%
English Language Learners	71%	80%	70%	64%	81%	85%	82%	68%					72%
Black/African American Students	69%	58%	71%	82%	73%	78%	67%	71%					
Hispanic Students	76%	82%	68%	58%	81%	83%	85%	66%					78%
Multiracial Students	64%	73%	62%		72%	54%							
White Students	68%		65%	80%	73%	74%	82%	69%					
Economically Disadvantaged Students	71%	72%	65%	70%	75%	74%	69%	75%					71%

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	60%	63%	66%	62%	69%	73%	72%	72%					79%
Students With Disabilities	38%	50%	65%	54%	58%	73%	77%	47%					76%
English Language Learners	59%	67%	68%	62%	74%	73%	62%	71%					79%
Black/African American Students	52%	55%	63%	75%	61%	71%	83%	64%					
Hispanic Students	64%	80%	67%	65%	72%	77%	59%	75%					78%
Multiracial Students	58%				67%								
White Students	65%	57%	65%		73%	69%		83%					
Economically Disadvantaged Students	61%	61%	67%	56%	67%	73%	74%	72%					76%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	37%	47%			48%			49%					44%
Students With Disabilities	33%	53%			31%			27%					80%
English Language Learners	32%	43%			46%			43%					55%
Black/African American Students	27%	27%			39%			43%					
Hispanic Students	37%	45%			47%			50%					58%
White Students	47%	75%			60%			47%					
Economically Disadvantaged Students	33%	42%			46%			46%					51%

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	68%	65%	3%	57%	11%
ELA	4	62%	62%	0%	56%	6%
ELA	5	61%	61%	0%	56%	5%
Math	3	66%	68%	-2%	63%	3%
Math	4	73%	68%	5%	62%	11%
Math	5	70%	65%	5%	57%	13%
Science	5	68%	67%	1%	55%	13%

III. Planning for Improvement

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

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

Most Improvement

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

The data component that showed the most improvement was ELA proficiency. Contributing factors for this increase included additional support from the ELA coach, intentional ELA interventions and 3rd-5th grade focusing on Benchmark aligned tasks and well planned-out PLCs

Lowest Performance

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

The data component that showed the lowest performance was ELA Learning Gains. The contributing factor was gaps in reading foundational skills.

Greatest Decline

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

The data component that showed the greatest decline from the prior year was science proficiency. Scheduling the science block at the end of the caused disruptions during science time.

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.

Based on the 2024-25 state assessment data, all grades and subjects are above the state average.

EWS Areas of Concern

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

1. Attendance

Highest Priorities

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

1. Increase Student Attendance
2. Increase ELA Learning Gains

3. Increase Science Proficiency

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Intervention

Area of Focus Description and Rationale

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

State assessment data collected from the 2024-2025 school year showed students that did not make a learning gain or reach proficiency in ELA, Math and Science had a lack of consistency in small group and intervention instruction. Students were not provided with consistent opportunities to be successful at their level to close achievement gaps.

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.

3rd-5th Grade: Proficiency and Learning Gains in ELA, Math and Science will increase to 75%, as measured by state assessments.

3rd Grade: Proficiency will increase from 74% to 75%.

Bridging the Gap: Black students' proficiency and Learning Gains in content areas will increase to 75% as measured by state assessments.

Monitoring

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

The area of focus will be monitored by daily informal and formal walkthrough observations with actionable feedback. All performance data will be consistently monitored and discussed with content coaches and staff at weekly PLCs. (FAST PM1 and PM2 assessments as well as, district module assessments and other classroom assessments.) Lesson plans will be monitored by the leadership team and coaches to ensure small instruction is intentional.

Person responsible for monitoring outcome

Kristy James

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 systematic instruction including scaffolds using UFLi, Flamingo small groups, Syallsearch, and book studies. Interventions and small group instruction will be monitored daily by the leadership team. All math and science materials will be aligned to grade level benchmarks and vetted by the district and school-based coach.

Rationale:

Explicit instructional practice for novices in learning new content, skill, or concept: 1) full, clear explanations, 2) teacher modeling, 3) Provide a "worked-out" sample with full teacher explanation, 3) Full guidance during student practice, 4) Teacher corrective feedback. Decades of research clearly demonstrate that for novices (comprising virtually all students), direct, explicit instruction is more effective and more efficient than partial guidance. Teachers are more effective when providing explicit guidance with practice and feedback rather than requiring student discovery while learning new skills/ concepts. A review of 70 studies indicates that failure to provide strong instructional support produced measurable loss of learning: minimal guidance can increase the achievement gap. Differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction. Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile: (1) content–what the student needs to learn or how the student will get access to the information; (2) process–activities in which the student engages in order to make sense of or master the content; (3) products–culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and (4) learning environment–the way the classroom works and feels. The most important factor in differentiation that helps students achieve more and feel more engaged in school is being sure that what teachers differentiate is high-quality curriculum and instruction. For example, teachers can make sure that: (1) curriculum is clearly focused on the information and understandings that are most valued by an expert in a particular discipline; (2) lessons, activities, and products are designed to ensure that students grapple with, use, and come to understand those essentials; (3) materials and tasks are interesting to students and seem relevant to them; (4) learning is active; and (5) there is joy and satisfaction in learning for each student.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence, 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

PLCs

Person Monitoring:
Kristy James

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide regular structures for planning/PLCs where teachers regularly engage in data/student work analysis as well as intellectual prep & lesson rehearsal for upcoming lessons, including scaffolds that address gaps in student learning. Allow time for planning intentional small group and intervention instruction.

Action Step #2
Collaborative Planning

Person Monitoring:
Kristy James

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Additional duty hours will be paid for and schedule to allow to teachers, instructional coaches, media specialist and administration time to plan and collaborate in addition to their weekly meetings. Intervention and enrichment will be a strong focus at these meetings. This will also include planning to address current and future school improvement goals.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

The overall attendance rate for 2024-25 was 91% with 122 students absent 10% or more of the school year. Attendance is critical in order for students to succeed in school and a plan must be implemented to obtain evidence as to the cause of the absences and provide an intervention that will promote student attendance.

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 absent greater than 10% of the school year will decrease from 26% to 10% as measured by the Child Study Team's monthly reports.

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 Child Study Team will monitor the progress and take steps to communicate with families and staff to improve attendance. CST meetings will be held weekly to discuss individual student attendance.

Person responsible for monitoring outcome
Chelsea Smith

Evidence-based Intervention:

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

Description of Intervention #1:
The goal of CST is to provide families the support they need in addition to providing students with a positive school experience in order to increase attendance. Furthermore, CST is responsible for system for tracking, problem-solving, and monitoring attendance, a system for celebrating outstanding attendance can facilitate improved attendance

Rationale:
It is imperative to understand why students are absent in order to find a solution. As CST works to build relationships with families and students who are at risk of frequent absences, they will be able to work together to find solutions. By promoting attendance school-wide, students and families will grow to see the importance of daily attendance as well as benefit from being in school and on time each and every 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

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
Increase Student Attendance

Person Monitoring:	**By When/Frequency:**
Chelsea Smith	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
• CST to review data from 2024-25 to identify at risk students and communicate this information with teachers and staff, so they can provide support from day one. • CST, teachers and staff will continue to communicate with families as data is reviewed monthly, or sooner if necessary. • Work to provide students with a positive climate and culture that will take place through engaging student experiences. • Develop and implement a recognition program to celebrate outstanding attendance.

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.

The SIP will be shared with school staff during regular faculty meetings. This ensures that all educators are well-informed about the plan's goals and strategies, promoting alignment and coordinated efforts towards its implementation. The SIP and SWP plan will be available to all stakeholders throughout the year on the school website, in the front office, in the media center, and on the school One Drive. Both plans will be shared at the following events: PTA and SAC meetings and staff meetings. https://www.pcsb.org/ ponce-es. In addition, an annual Title 1 meeting designed to inform parents of participating children about the schools Title 1 program.

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)).

Ponce will send all parent/Title 1 documents home with students, in the first week packet information. Copies of all documents will be uploaded to the school website and parents will be informed of their presence on the website through school messenger/Connect Ed phone calls. Teachers will hold a parent conference with each parent, during the first semester. Alternate conference times will be offered (outside of the school day) to parents. Professional development will be provided to teachers on how to best conference with parents and which information should be shared during those conferences (curriculum, testing, data, behavior, attendance, etc.). Feedback will be gathered using

the annual survey, and surveys from each parent involvement activity. Mutiple family and academic nights will be planned throughout the year to build positive relationships with all stakeholders. https://www.pcsb.org/ponce-es The School-Parent-Student compact is utilized during parent conferences as an additional tool to support ongoing progress monitoring.

Plans to Strengthen the Academic Program

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

 The master schedule was adjusted this year to allow support staff members more flexibility in working with multiple grades and to support all content areas. In addition, time was allotted for all staff members to attend trainings focused on intervention, enrichment and acceleration while preparing every student for college, career, and life. In addition, collaborative planning time was built into the schedule for preparing lesson plans.

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)).

 In addition to the list of programs and services above, Ponce de Leon Elementary has created community partnerships with the following agencies to further support our families with wrap around services: Ross Norton Community partnership to support parents with resources and afterschool care, Chrysalis Mental Health services are available by referral, Pack-a-snack, providing additional meals for students over the weekends and long breaks from school, Save Club, See Something Say Something, Violence prevention week, are all state mandated programs supported at Ponce de Leon Elementary school. Ponce De Leon Elementary School will also continue the partnerships with church clothing donations, therapy services, New World Reads, and counseling. Services have been provided for at risk students including those experiencing truancy, homelessness, and other indicating factors. Student services meets weekly to identify students and problem solve needs involving wraparound support. Ponce de Leon schedules a variety of family engagement events, highlighting student academics, Ponce de Leon has three VPK classes and one PreK3 class in order to support early intervention and preparation for kindergarten. The program is monitored by the VPK FAST assessments. Ponce de Leon and VPK will work together to coordinate transition programs for students entering the regular public-school program. Activities may include coordinated meetings with parents, VPK teachers and kindergarten teachers meet to discuss the specific learning needs of

students, joint parenting meetings to discuss readiness skills and strategies that will better prepare students to transition into kindergarten. Yearly, Ponce de Leon hosts a Ready, Set, Kindergarten parent and family engagement event to allow families more information about the school, programs, and resources to support kindergarten readiness. We invite our local VPK providers outside of Pinellas County Schools to attend the event. We monitor and seek feedback on all events through our PTA, SAC, family engagement surveys, and feedback. We aim to increase family and community engagement by sharing events via our website, facebook page, email, school messenger calls, school marquee, as well as fliers.

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

IDEA - Ponce De Leon Elementary School will conduct meetings with parents and our ESE team to discuss policies and procedures for ESE students, as well as, the specific learning needs and expectations for ESE students.

Title II- Ponce De Leon Elementary School will take advantage of any support provided by the district in regards professional learning.

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)).

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 throughout the year. Services are offered during nonacademic times during the day, as well as before and after instructional time. Staff members are also available to meet with families to offer support with additional community resources.

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)).

Ponce is embracing AVID strategies and our mission to prepare every student for college, career, and life. On-going professional development opportunities will be offered throughout the year to guide implementation of AVID strategies in classrooms and to prepare students for middle school and beyond.

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)).

Ponce staff have been trained schoolwide in Positive Behavioral Interventions and Supports (PBIS), which is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. On-going trainings will take place this year to ensure it is implemented with fidelity.

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)).

Professional learning and other activities for teachers, paraprofessionals, and other school personnel will be offered throughout the year to improve instruction. Professional development opportunities will be held monthly, based on school data from academic assessments. Professional Learning Communities & collaborative planning on each grade level will be held weekly and differentiated based on each grade level team's needs. New staff members will attend monthly mentoring meetings to ensure they have the support them need to be successful.

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)).

Ponce VPK teachers will work directly with the primary teachers, to transition students into kindergarten. Teachers will collaborate throughout the year to ensure all scholars are ready for kindergarten. VPK data will be shared with kindergarten teachers to allow them to meet each scholar's needs. Parent nights are held to prepare parents for the differences in the programs. Ponce also hosts Rising K over the Summer to help with the transition.

Title I funds continue to support the full day three-year old program at select elementary school allowing the district to provide continuity of service for a full two years in early childhood prior to entering kindergarten. This seamless, two-year programming provides a strong foundation for school readiness and future educational success. This leads to a smooth transition between preschool and kindergarten for both scholars and parents. Families are familiar with the personnel, environment, rules, and safety procedures.

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