SAWGRASS LAKE ELEMENTARY SCHL

2025-26 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Sawgrass Lake Elementary School is to educate, nurture, and inspire our students and staff to attain their goals each year to become lifelong learners, prepared for tomorrow's world.

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

Heather Winsor

winsorh@pcsb.org

Position Title

Behavior Specialist

Job Duties and Responsibilities

Works to support the success of students academically, socially, behaviorally, and emotionally. Provides interventions to students to support the teaching of the behavioral process and to maximize learning and adjustment.

Leadership Team Member #2

Employee's Name

Stephanie Blackman

blackmans@pcsb.org

Position Title
Principal

Job Duties and Responsibilities

Facilitates and monitors the execution and implementation process of School Improvement Plan

Leadership Team Member #3

Employee's Name
Jessica McMahon

mcmahonjes@pcsb.org

Position Title
Assistant Principal

Job Duties and Responsibilities

Supports execution, monitoring and implementation process of School Improvement Plan.

Leadership Team Member #4

Employee's Name
Melissa Ludeker

ludekerm@pcsb.org

Position Title
Math Coach

Job Duties and Responsibilities

Works directly with the school-based leadership team (SBLT) and classroom teachers in assisting with the full implementation and monitoring of the district's adopted Math program in response to intervention needed for student achievement.

Leadership Team Member #5

Employee's Name
Kayla Batdorf

batdorfk@pcsb.org

Position Title
LMT

Job Duties and Responsibilities

Works directly with the school-based leadership team (SBLT) and classroom teachers in assisting with the full implementation and monitoring of the district's adopted ELA program in response to intervention needed for student achievement.

Leadership Team Member #6

Employee's Name
Melissa Leech

leechm@pcsb.org

Position Title
School Counselor

Job Duties and Responsibilities

Promotes student success while providing preventive services and responding to identified student needs through the implementation of a comprehensive school counseling program that addresses academic, personal and social development for all students.

Leadership Team Member #7

Employee's Name
Ruth "Lori" Pierce

piercer@pcsb.org

Position Title
Psychologist

Job Duties and Responsibilities

Works to support the success of students academically, socially, behaviorally, and emotionally. Collaborates with educators, parents, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community for all students. Identifies and assesses the learning, development, and adjustment characteristics and needs of individuals and groups, as well as the environmental factors that affect learning and adjustment. Provides interventions to students to support the teaching process and to maximize learning and adjustment. Assists in the planning, development, and evaluation of programs to meet identified learning and adjustment needs. Delivers a planned and coordinated program of psychological services.

Leadership Team Member #8

Employee's Name
Beth Jacobsen

jacobsenb@pcsb.org

Position Title
Social Worker

Job Duties and Responsibilities

Works to support the success of students academically, socially, behaviorally, and emotionally. Collaborates with educators, parents, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community for all students. Identifies and assesses the learning, development, and adjustment characteristics and needs of individuals and groups, as well as the environmental factors that affect learning and adjustment. Provides interventions to students to support the teaching process and to maximize learning and adjustment. Assists in the planning, development, and evaluation of programs to meet identified learning and adjustment needs. Delivers a landed and coordinated program of psychological services.

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.

Grade level teams completed a SIP Data Problem Solving based on their data. The SAC reviews to add input and final approval.

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 for effective implementation through ongoing progress monitoring and data review. Based on this information, our instructional strategies are revised to ensure we are meeting the needs of our students.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **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: B** **2022-23: C** **2021-22: B** **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	51	86	84	89	82	83	0	0	0	475
Absent 10% or more school days	0	31	29	24	16	22	0	0	0	122
One or more suspensions	0	3	1	1	5	4	0	0	0	14
Course failure in English Language Arts (ELA)	0	0	0	1	1	2	0	0	0	4
Course failure in Math	0	0	0	1	2	3	0	0	0	6
Level 1 on statewide ELA assessment	0	0	0	16	18	0	0	0	0	34
Level 1 on statewide Math assessment	0	24	23	33	8	17	0	0	0	105
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	12	14	6	0	0	0	0	0	32
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	7	19	13	7	0	0	0	0	46

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	15	15	17	8	21	0	0	0	76

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	6	1	7	0	0	0	0	0	14
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	34	28	32	20				144
One or more suspensions	1	1	1	1		2				6
Course failure in English Language Arts (ELA)				4	1	1				6
Course failure in Math				3	4					7
Level 1 on statewide ELA assessment				2	6	17				25
Level 1 on statewide Math assessment				2	12	15				29
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)				2						2
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)				2	12					14

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	1	2	3	9	11				27

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1			3						4
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*	62	64	59	58	61	57	54	54	53
Grade 3 ELA Achievement	71	67	59	57	63	58	48	54	53
ELA Learning Gains	55	62	60	64	64	60			
ELA Lowest 25th Percentile	50	59	56	53	62	57			
Math Achievement*	69	69	64	60	66	62	53	61	59
Math Learning Gains	65	67	63	52	68	62			
Math Lowest 25th Percentile	51	56	51	38	58	52			
Science Achievement	69	70	58	54	69	57	45	62	54
Social Studies Achievement*			92						
Middle School Acceleration									
Graduation Rate									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	71	67	63	76	65	61	59	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	63%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	563
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
63%	57%	54%	55%	41%		54%

* 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	47%	No		
English Language Learners	64%	No		
Black/African American Students	51%	No		
Hispanic Students	74%	No		
Multiracial Students	69%	No		
White Students	65%	No		
Economically Disadvantaged Students	59%	No		

D. Accountability Components by Subgroup

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

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	62%	71%	55%	50%	69%	65%	51%	69%					71%
Students With Disabilities	37%	36%	45%	47%	48%	59%	60%	47%					
English Language Learners	55%	67%	42%		74%	68%		73%					71%
Black/African American Students	46%	64%	51%	54%	47%	59%	47%	38%					
Hispanic Students	73%	67%	76%		70%	72%		82%					79%
Multiracial Students	67%		67%		73%	67%							
White Students	64%	76%	47%	45%	78%	67%	50%	79%					75%
Economically Disadvantaged Students	55%	59%	53%	50%	63%	63%	54%	67%					70%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	58%	57%	64%	53%	60%	52%	38%	54%					76%
Students With Disabilities	36%	50%	52%	56%	30%	31%	24%	18%					70%
English Language Learners	43%	36%	61%	55%	53%	43%							76%
Black/African American Students	46%	36%	55%	46%	36%	42%	44%	11%					
Hispanic Students	56%	63%	70%	60%	58%	46%	36%	47%					77%
Multiracial Students	65%				71%								
White Students	64%	68%	68%	47%	74%	62%	30%	78%					71%
Economically Disadvantaged Students	52%	49%	60%	47%	54%	49%	34%	42%					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	43%	48%			53%			45%					59%
Students With Disabilities	18%	28%			23%			9%					
English Language Learners	39%	54%			61%								83%
Black/African American Students	31%	45%			31%			29%					
Hispanic Students	44%	61%			58%								83%
Multiracial Students	50%				50%								
White Students	50%	45%			63%			52%					88%
Economically Disadvantaged Students	38%	44%			49%			39%					81%

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

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

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

		2024-25 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	67%	65%	2%	57%	10%
ELA	4	45%	62%	-17%	56%	-11%
ELA	5	62%	61%	1%	56%	6%
Math	3	74%	68%	6%	63%	11%
Math	4	55%	68%	-13%	62%	-7%
Math	5	69%	65%	4%	57%	12%
Science	5	67%	67%	0%	55%	12%

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?

3rd Grade ELA increased from 57% to 71%. The third grade team worked collaboratively on data analysis and targeted intervention of skills that students were struggling with.

Math lowest 25 was a focus all year long to increase and we grew to 50% from 38%. Teachers consistently worked on data analysis and we moved to a push in model of support for ESE.

Lowest Performance

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

Our lowest cell performance was in Lowest 25 % in ELA. We believe students struggled with foundational skills preventing them from making adequate gains.

Greatest Decline

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

Our greatest decline was in Lowest 25 % in ELA. We believe students struggled with foundational skills preventing them from making adequate gains.

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.

Lowest 25 learning gains was our lowest performing cell. These students have the biggest gaps to fill and need more targeted intervention and acceleration to fill the gaps.

EWS Areas of Concern

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

Attendance was a significant concern in the previous year due to the hurricanes and students being displaced which impacted students significantly.

Highest Priorities

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

Increase ELA Learning Gains

Increase ELA Learning Gains for L25

Increase Math Learning Gains for L25

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

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

Area of Focus #1

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

Based on the FAST ELA assessment, our current level of proficiency is 62%. We expect our performance level to be 70% by June 2026 as measured by the FAST PM 3.

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.

Overall proficiency will increase from 62 to 70% as measured by PM3 FAST.
Grade 3 proficiency will increase from 71% to 75% as measured by PM3 FAST.
Overall learning gains will increase from 55% to 70% as measured by PM 3 FAST.
L25 students will increase from 50% to 70% in learning gains as measure by PM3 FAST.

Monitoring

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

Walkthrough with feedback, exit tickets, module assessments, progress monitoring will be used to reach the desired outcome. Module Assessment Data will be analyzed throughout the year to adjust instruction as needed.

Person responsible for monitoring outcome
Stephanie Blackman

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 thinking through writing about reading and across the content areas and grade-levels.

Rationale:

Providing students with many opportunities to engage in rigorous reading and writing across content areas will help increase ELA proficiency. 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. It is important for teachers to provide students with intentional and specific feedback for students to be able to utilize to revise their thinking. Scaffolded and differentiated instruction will support the learning of all students.

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

Ensure whole group and small group instruction in the ELA block in both reading and writing is designed and implemented according to evidence-based principles.

Person Monitoring:	**By When/Frequency:**
Stephanie Blackman	Weekly

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

Research-based small group instruction with fidelity targeted toward L25 during defined intervention block including district provided Accelerated Learning Plans (3-5) and Flamingo (K-2). Pop up groups during core to facilitate differentiated groups. Writing small group support.

Action Step #2

Standard Based Planning

Person Monitoring:	**By When/Frequency:**
Stephanie Blackman	Weekly

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

Facilitated lesson planning using B.E.S.T. Benchmarks.

Action Step #3

ELA Champion

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

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

step:
Attend ELA Champion meetings three times a year and bring the information back to the team.

Action Step #4
Provide clear, direct, and explicit instruction in writing.

Person Monitoring:	**By When/Frequency:**
Stephanie Blackman	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administration will complete training on implementing new writing strategies and monitor writing instruction in the ELA block.

Action Step #5
While students are reading, break the reading into chunks and provide sentence frames and questions for students to respond to while reading as quick comprehension checks.

Person Monitoring:	**By When/Frequency:**
Stephanie Blackman	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administration will complete training on implementing new writing strategies and monitor writing instruction in the ELA block.

Area of Focus #2

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

Our current level of proficiency is 69% as evidenced by the FAST Mathematics assessment. We expect our performance level to be at 75% by June as measured by the FAST PM 3 Math Assessment.

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 will increase from 69% to 75% as measured by the FAST PM 3 Assessment by June.
Math learning gains will increase from 65% to 75%.
Math L25 Learning gains will increase from 51% to 60%

Monitoring

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

Analyze Topic and Benchmark data to plan for differentiated small group instruction, as well as spiral review.

Walkthrough during small group differentiated instruction and provide feedback.

Person responsible for monitoring outcome
Stephanie Blackman

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:
Differentiated Instruction-Benchmark Based Math Centers during Math Intervention Block using the BIG-M Tiered Strategies for Support.

Rationale:
Shifting from simply stating a standard to communicating learning expectations ensures that goals are appropriate, challenging, and attainable. Effective teaching of mathematics establishes clear, appropriate and attainable goals based on student data for the mathematics the students are learning, situates goals within learning progressions, and uses the goals to inform instructional decisions.

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
Deepen understanding of the Florida's B.E.S.T. Standards for Mathematics and Mathematical Thinking and Reasoning Standards (MTR's) as a non-negotiable for improving student outcomes.

Person Monitoring:	**By When/Frequency:**
Melissa Ludeker	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Engage in Collaborative Planning (during or before school) utilizing the BEST instructional Guide to Mathematics (BIG-M) to facilitate ongoing math topics planning.

Action Step #2
Small group, Differentiated Instruction

Person Monitoring:
Stephanie Blackman

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Plan for small groups to address gaps in foundational learning skills based on student data.

Action Step #3
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.

Person Monitoring:
Stephanie Blackman

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Collaborative planning using a vertical articulation of the BEST benchmarks and intentional planning for opportunities for writing.

Action Step #4
Implement goal setting opportunities where students regularly and visibly participate in setting their own goals, monitoring their academic progress throughout the year, revising their goals based on data, and celebrating successes.

Person Monitoring:
Stephanie Blackman

By When/Frequency:
Quaterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Create student data folders that contain goal setting and monitoring for students to track.

Area of Focus #3

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

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

Our current level of proficiency is 69% as evidenced by the 2024 Science FSASS Assessment. We expect our performance level to be at 75% by June as measured by the SSA.

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 will increase from 69% to 75% as measured by the SSA by June.

Monitoring

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

Teachers will monitor their student's data using the Science Formative Assessments Checks, 4th and 5th Grade Mid-Year Formative Assessments. Progress monitoring based on unit assessments and walkthrough feedback. Exit tickets will be utilized to monitor the desired outcome.

Person responsible for monitoring outcome

Stephanie Blackman

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:

Deepen the understanding of Florida's State Academic Standards for Science (FSASS – previously named NGSSS) as a non-negotiable for improving student outcomes.

Rationale:

It is important for teachers to have a clear understanding of the learning goals that are aligned to the FSASS. Reviewing data and activating prior knowledge allows teachers to scaffold new benchmarks into previous learning.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Science In a Snap

Rationale:

Struggling students will participate in extended learning opportunities focused on science concepts and hands on exploration.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Science Vocabulary

Rationale:

Engage students regularly with Science Power Words across the campus, by asking students to draw picture, scavenger hunts, and discussions, etc.

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
Standard Based Planning

Person Monitoring:	**By When/Frequency:**
Stephanie Blackman	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Actively participate in Collaborative Planning (during or before school) to clarify benchmarks and content within the standards by synthesizing the benchmarks, benchmark clarifications, and content limits to fully understand the expected outcomes that carry the full weight of the standards. During collaborative planning, engage in standards articulation to gain a deeper understanding of prior knowledge and future learning to support students' holistic understanding of the Big Ideas in science.

Action Step #2
Implement writing to learn opportunities in the Science block.

Person Monitoring:	**By When/Frequency:**
Stephanie Blackman	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Incorporate writing to learn scientific strategies to help 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 writing prompts or exit tickets.

Area of Focus #4

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

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

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

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

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

60% or more 1st and 2nd grade students will score above the 40th percentile on STAR Reading.
60% or more kindergarten students will score above the 40th percentile on STAR Early Reading.

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

Strategically focus on 4th grade ELA teachers and instruction, where acceleration can occur more rapidly, by ensuring equitable use of resources including instructional supports, school-based professional development, cycles of coaching, and feedback.

Grades K-2: Measurable Outcome(s)

60% or more 1st and 2nd grade students will score above the 40th percentile on STAR Reading.
60% or more kindergarten students will score above the 40th percentile on STAR Early Reading.

Grades 3-5: Measurable Outcome(s)

60% or more 4th grade students will score a level 3 or above on FAST ELA.

Monitoring

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

Ongoing progress monitoring will occur in PLCs in collaboration with administration and the teachers.

Person responsible for monitoring outcome

Stephanie Blackman

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

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

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
Literacy Leadership

Person Monitoring: **By When/Frequency:**
Stephanie Blackman   Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action
step:**
School Literacy Leadership Teams are meeting regularly to look at data to make informed decisions
about what professional learning and supports need to be in place to maximize student growth in
reading. Build capacity by identifying teachers, coaches and district staff who can support training in
the use of evidence-based curriculum, instruction, and intervention aligned to the B.E.S.T. ELA
Standards. School Literacy Leadership Team plan family reading nights grounded in family friendly
evidence-based practices to support the homeschool connection.

Action Step #2
Literacy Coaching

Person Monitoring: **By When/Frequency:**
Stephanie Blackman   Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action
step:**
Literacy coaches work with school principals to plan and implement consistent professional learning
using strategies that demonstrate a significant effect on improving student outcomes. Literacy
coaches prioritize time to those teachers, activities, and roles that will have the greatest impact on
student achievement in reading, namely coaching, modeling, and mentoring in classrooms daily.
Literacy coaches support and train teachers to administer assessments, analyze data and use data to
differentiate instruction.

Action Step #3
Assessment

Person Monitoring: **By When/Frequency:**
Stephanie Blackman   Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action
step:**
Professional Learning Communities (PLCs) are guided by assessment data and are ongoing,
engaging, interactive, collaborative, and job-embedded and provide time for teachers to collaborate,
research, conduct lesson studies, and plan instruction. School-based teams are provided professional
learning sessions on the science of reading and evidence-based literacy instruction, materials, and
assessment. School-based teams provide training to teachers that integrate the six components of
reading (phonemic awareness, phonics, fluency, oral language, comprehension, and vocabulary) into
an explicit, systematic, and sequential approach to reading instruction, including multisensory
intervention strategies.

Action Step #4

Professional learning

Person Monitoring: **By When/Frequency:**
Stephanie Blackman   Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
§ Professional Learning Communities (PLCs) are guided by assessment data and are ongoing, engaging, interactive, collaborative, and job-embedded, and provide time for teachers to collaborate, research, conduct lesson studies, and plan instruction. § School-based teams are provided professional learning sessions on the science of reading and evidence-based literacy instruction, materials, and assessment. § School-based teams provide teachers with training that integrates the six components of reading (phonemic awareness, phonics, fluency, oral language, comprehension, and vocabulary) into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. § School-based teams provide training on the reciprocal relationship between oral language, collaborative discussion, and writing to deepen teachers' understanding of discussion and writing as tools for organizing thinking, making cross-curricular connections, and understanding complex academic content.

Area of Focus #5

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)

Area of Focus Description and Rationale

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

Although we grew 11 percentage points in the overall index doe students who are African American, this is still a lower preforming subgroup in comparison to the other students.

Measurable Outcome

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

Our Federal points index for African American students will increase from 51% to 60%.
Our ELA Achievement for African American students will increase from 46% to 60%.
Our Math Achievement for African American students will increase from 47% to 60%.
Our Science Achievement for African American students will increase from 38% to 60%.

Monitoring

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

Walkthrough with feedback, exit tickets, assessments, progress monitoring will be used to reach the desired outcome. Assessment Data will be analyzed throughout the year to adjust instruction as

needed specifically tracking African American students who are not meeting the standards.

Person responsible for monitoring outcome
Stephanie Blackman

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:
• Implement high-yield strategies such as cooperative learning, academic discussion, writing across content areas, and explicit vocabulary instruction. • Establish a data-driven structure to identify and support level 2 students through targeted instruction incorporating the achievement level descriptors to improve student outcomes • Monitor student progress through frequent checks for understanding and provide targeted feedback.

Rationale:

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

Person Monitoring:	**By When/Frequency:**
Stephanie Blackman	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
· Use materials and assign tasks that are interesting to students and seem relevant to students. · Plan for active learning opportunities to increase joy and satisfaction in learning for each student. · Increase opportunities for collaborative group work with academic discourse.

Action Step #2

Person Monitoring:	**By When/Frequency:**

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

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.

Sawgrass will decrease the number of referrals by 10% for the next school year.

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.

Sawgrass will decrease the number of referrals by 10% from 68 to 61.

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 behavior committee that meets monthly will monitor in addition to the SBLT team.

Person responsible for monitoring outcome

Jessica McMahon

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:
Support and strengthen staff ability to use Tier I PBIS/Restorative Practices and approaches to create conditions for success.

Rationale:
Building meaningful relationships between students and adults.

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

Increase student engagement

Person Monitoring:
Stephanie Blackman

By When/Frequency:
Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Implement strategies to build relational capacity and increase engagement of diverse learners. Encourage continued implementation morning meetings and community building circles promote a positive school/ classroom climate by fostering learning environments.

Action Step #2
PBIS

Person Monitoring:
Jessica McMahon

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
School-wide trainings on PBIS/Restorative Practices. Monitor and support staff for implementation with fidelity.

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.

During School Advisory Council (SAC) meetings. stakeholders, including students, families, and school staff, will have the opportunity to review the plan's progress and any revisions, providing a platform for input and feedback. This ensures transparency and allows for collaborative decision-making based on the evolving needs of our school community.
During Title I Family Engagement Meetings, the SIP will also be presented and discussed specifically aimed at parents. These meetings will provide a deeper understanding of the plan's objectives, strategies, and outcomes, and will be conducted in a language accessible to all parents.
During regular faculty meetings, the SIP will be shared with school staff. This ensures that all educators are well-informed about the plan's goals and strategies, promoting alignment and coordinated efforts towards its implementation.
School Website: To enhance accessibility, the SIP will be posted on our school website. This allows all stakeholders to easily access and review the plan at their convenience. School website link: https://www.pcsb.org/sawgrass-es

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

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

Sawgrass Lake plans to build positive relationships with all families through our family engagement events. Each event is designed to support a specific need depending on the timing of the event: Annual meeting, meet the teacher, open house, literacy, kindergarten readiness, STEAM, and test prep.

Additionally, each teacher conducts parent/teacher conferences, to ensure parents are informed of their child's progress and how to help at home. Families review the compact at each conference as well.

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 school intends on ensuring that all academic time is accounted for by monitoring transitions and reducing time spent on non-academics, ensure our master schedule is aligned to support the needs of all students and maximize instruction through an enriched and accelerated curriculum. Additionally, utilizing a MTSS coach to support data analysis, identify students behind grade level, progress monitor students in the MTSS process, coach teachers on effective instructional strategies and pull strategic intervention groups with the use of data.

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)).

The school integrates programs based on the district's recommendations. The school coordinates with federal programs and community partners to ensure that wraparound services are leveraged to support families and students. We have partnered with the YMCA to provide wraparound services. They are a cornerstone for leveraging academic support at home, as they extend educational resources beyond the classroom. These partnerships create a support network encompassing various facets of a student's life, fostering an environment where learning can flourish both inside and outside of school walls. One of the key

advantages of community partnerships in providing wraparound services is access to a diverse range of resources and expertise.

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 staffs a counselor, social worker, and psychologist to students in need of additional services.

Preparing for Postsecondary Opportunities and the Workforce

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

NA

Addressing Problem Behavior and Early Intervening Services

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

The school implements a schoolwide PBIS program. Students in need of additional support are moved to tier 2 and are provided necessary interventions. If those interventions are not successful tier 3 FBAs are created to help students.

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 development is chosen based on district recommendations, student and staff observations and data.

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)).

The school hosts Ready Set Kindergarten for incoming kindergarten families to attend 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