

Pinellas County Schools

SHORE ACRES 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

To provide a rigorous educational program to prepare students to be life-long learners and productive citizens.

Provide the school's vision statement

Succeed Achieve Educate

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

Position Title

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #2

Employee's Name

Kris Sulte

sultek@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

Instructional Leader

Leadership Team Member #3

Employee's Name

Kristin Waechter

Waechterk@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Develop and review SIP

Leadership Team Member #4

Employee's Name

Barbara Lewis

lewisb@pcsb.org

Position Title

Teacher

Job Duties and Responsibilities

SIP development

Leadership Team Member #5

Employee's Name

Chelsea Sharp

sharpc@pcsb.org

Position Title

Teacher

Job Duties and Responsibilities

SIP development

Leadership Team Member #6

Employee's Name

Janson Karst

karstj@pcsb.org

Position Title

teacher

Job Duties and Responsibilities

SIP development

Leadership Team Member #7

Employee's Name

Caitlyn Cerny

cernyc@pcsb.org

Position Title

teacher

Job Duties and Responsibilities

SIP development

Leadership Team Member #8

Employee's Name

Robyn DeCresie

decresier@pcsb.org

Position Title

teacher

Job Duties and Responsibilities

SIPdevelopment

Leadership Team Member #9

Employee's Name

Lisa Eddings

eddingsl@pcsb.org

Position Title

teacher

Job Duties and Responsibilities

SIP development

Leadership Team Member #10

Employee's Name

Darby Siviter

siviterd@pcsb.org

Position Title

teacher

Job Duties and Responsibilities

SIP development

Leadership Team Member #11

Employee's Name

Christine Marr

marrc@pcsb.org

Position Title

teacher

Job Duties and Responsibilities

SIP development

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.

Prior to the end of the previous school year teachers review data, brainstorm barriers and strategies to implement toward 100% student achievement. All staff looked at their individual Math and ELA data by sub groups to determine action steps. Draft SIP is shared with SAC for additions, clarifications and 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)).

SIP is monitored after each Progress Monitoring Cycle with individual grade level teams. If necessary additional actions steps may be added to SIP. SIP is also reviewed with SAC after each progress monitoring cycle.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	64.2%
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) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: A 2022-23: A 2021-22: A 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	65	97	108	109	112	116				607
Absent 10% or more school days	0	18	17	18	17	12				82
One or more suspensions				1						1
Course failure in English Language Arts (ELA)	0	0	0	0	0	0				0
Course failure in Math						1				1
Level 1 on statewide ELA assessment				5	13					18
Level 1 on statewide Math assessment		5	11	11	8	8				43
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

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		3	5	7	6	5				26

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	0	0	1	0	0				1
Students retained two or more times	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	25	18	21	16	21				102
One or more suspensions					1					1
Course failure in English Language Arts (ELA)				1	3					4
Course failure in Math				2	3					5
Level 1 on statewide ELA assessment				3	5	15				23
Level 1 on statewide Math assessment				1	9	14				24
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)				3						3
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)				1	9					10

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators				2	6	12				20

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	2	4	3	1						10
Students retained two or more times										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	74	64	59	73	61	57	59	54	53
Grade 3 ELA Achievement	79	67	59	78	63	58	61	54	53
ELA Learning Gains	54	62	60	64	64	60			
ELA Lowest 25th Percentile	51	59	56	62	62	57			
Math Achievement*	78	69	64	77	66	62	75	61	59
Math Learning Gains	72	67	63	82	68	62			
Math Lowest 25th Percentile	54	56	51	64	58	52			
Science Achievement	83	70	58	77	69	57	66	62	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	57	67	63	85	65	61	49	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	67%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	602
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
67%	74%	68%	65%	46%		61%

* 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	48%	No		
English Language Learners	55%	No		
Asian Students	88%	No		
Black/African American Students	50%	No		
Hispanic Students	68%	No		
Multiracial Students	75%	No		
White Students	69%	No		
Economically Disadvantaged Students	61%	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	74%	79%	54%	51%	78%	72%	54%	83%					57%
Students With Disabilities	45%	64%	45%	47%	33%	54%	50%	47%					
English Language Learners	50%				58%								57%
Asian Students	83%				92%								
Black/African American Students	44%	40%	53%		41%	71%							
Hispanic Students	71%	83%	53%	64%	73%	65%	64%	80%					60%
Multiracial Students	75%				75%								
White Students	78%	84%	53%	41%	84%	74%	46%	91%					
Economically Disadvantaged Students	66%	71%	53%	50%	65%	68%	52%	78%					50%

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	73%	78%	64%	62%	77%	82%	64%	77%		85%
Students With Disabilities	37%	56%	38%	33%	38%	77%	64%			
English Language Learners										85%
Asian Students	80%				80%					
Black/African American Students	35%		30%		38%					
Hispanic Students	69%	67%	61%		79%	93%				83%
White Students	78%	81%	70%	67%	81%	84%	71%	84%		
Economically Disadvantaged Students	56%	63%	54%	63%	68%	80%	67%	72%		

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	59%	61%			75%			66%					49%
Students With Disabilities	39%	39%			51%			23%					
English Language Learners	23%				46%								77%
Black/African American Students	40%				45%			57%					
Hispanic Students	58%	67%			74%			53%					73%
Multiracial Students	64%				73%								
White Students	61%	62%			79%			68%					
Economically Disadvantaged Students	50%	58%			63%			54%					82%

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	77%	65%	12%	57%	20%
ELA	4	67%	62%	5%	56%	11%
ELA	5	78%	61%	17%	56%	22%
Math	3	80%	68%	12%	63%	17%
Math	4	73%	68%	5%	62%	11%
Math	5	81%	65%	16%	57%	24%
Science	5	82%	67%	15%	55%	27%

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?

Our ELA proficiency and Science showed improvement this year. A focused effort on collaboration and planning

were actions that contributed to our success. A focused effort in primary grades with data driven small groups lead to increased proficiency in the upper grades. In grades 3-5 ESE support and interventionists pushed in to support core instruction.

We will look at implementing the 5 Essentials of Effective Instruction with an emphasis on writing in all core academics.

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 L25 subgroup in ELA showed the lowest performance. The data is not indicative of how they perform on district and teacher assessments. Stamina and effort could be a contributing factor.

Greatest Decline

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

Our L25 subgroup had the greatest decline from previous years. A contributing factor could be student stamina, effort and effective monitoring by teachers.

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.

While our data out performs all the state averages- Our black and ESE subgroups data compared with our data still shows a gap. The level of student and parent engagement as well as teacher monitoring with timely feedback are factors that may have contributed to the gap.

EWS Areas of Concern

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

Attendance continues to be a focus for our school. Students can't engage in the learning when not present.

Highest Priorities

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

Closing the achievement gap of our Black and ESE students.

L25 proficiency and gains in ELA.

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

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

Area of Focus #1

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

Our ELA Proficiency increased from 59% to 74% over the last two years. This was accomplished by ensuring small groups were used to deepen students understanding of the benchmark and through collaboration of the content and data analysis by teachers. Our learning gains dropped this year and there is a need to increase strategies that will engage students in the content with a strong focus on writing in all core academic areas.

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.

For the 24-25 school year ELA scores for SAE were: 74% proficient, 56% learning gains, 49% learning gains for L25 and 77% proficient for 3rd grade.

For the 25-26 school year: Shore Acres students will be 75% proficient, 75% learning gains, 75% learning gains for L25 and 75% proficient for 3rd grade on FAST.

In grades K-2 100% of students will increase their running record by four levels or meet/exceed the district expectations.

In grades K-2 85% of students will be score in the secure area on STAR Assessment.

Monitoring

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

Monitoring towards outcome will occur after each Progress Monitoring cycle with all grade levels.

Administration will also share progress towards desired outcome to SAC.

Students identified as L25 will have district module assessments monitored and analyzed so that remediation can occur.

Person responsible for monitoring outcome

K. Sulte

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:

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 : 5 Essentials for Effective Instruction: Academic Discourse, Formative Assessment and Feedback, Cognitive Engagement, Writing to Learn and Close Reading and Annotation Strategies

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 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Explicit, systematic and scaffolded instruction *Formative assessment & corrective feedback
*Cognitive Engagement with Content *Academic Discourse *Writing to Learn *Close Reading & Annotation Strategies

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 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

5 Essentials of Effective Instruction

Person Monitoring:

K.Sulte

By When/Frequency:

After district Modules

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

Prioritize engaging students in immense amounts of reading, *academic discourse, and *writing with *feedback ensuring ample time is given to students to read, *closely read and annotate, and write appropriate grade-level text (while applying foundational skills) with high-quality *feedback and opportunities to use that feedback.

Action Step #2

Professional Development and implementation in the 5 Essentials of Effective Instruction with Strategy Walks

Person Monitoring:

K. Sulte

By When/Frequency:

After each district module

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

Plan, Attend and Implement 5 Essentials PD from August to December. Use Collaborative Planning

to embed strategies into all core academics. Utilize the ELA Walkthrough tool and other ELA tools to provide weekly feedback to individual ELA teachers as well as communicate and highlight evidence-based practices that are impacting student achievement with the entire staff. Use Strategy Walks to increase and highlight teacher collaboration and demonstration.

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.

For the 24-25 school year we had 78% of our student's reached proficiency. Our learning gains were at 72% and our L25 gains were 58%. Utilizing district curricular materials to create a common foundation of standards-aligned, rigorous expectations for all students with a focus on our L25 students were the areas we focused on. By shifting from routine tasks to reasoning tasks, students were engaged in high-cognitive demand tasks with multiple solution pathways. Effective teaching of mathematics engages students in solving and discussing tasks that promote mathematical reasoning and problem solving and allow multiple entry points and varied solution strategies. An area we will focus on is utilizing the 5 Essentials of Effective Instruction in Math to deepen the understanding of benchmarks for all.

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.

80% of students in grades 3-5 will be proficient on PM 3 of MATH FAST.

80% of students in grades 4-5 will show growth based on PM 3 of MATH FAST.

80% of the lowest performing students in grades 4-5 will show growth based on PM 3 of MATH

80% of students in grades K-2 will be proficient on PM 3 of MATH FAST.

Monitoring

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

Monitoring towards outcome will occur after each Progress Monitoring cycle with all grade levels. Administration will also share progress towards desired outcome to SAC. We will also monitor after each Math unit assessment to plan for remediation and acceleration.

Person responsible for monitoring outcome

K. Waechter

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:

Utilize district curricular materials to create a common foundation of standards-aligned, rigorous expectations for all students. 5 Essentials Of Effective Instruction- PD and implementation.

Rationale:

By shifting from Routine tasks to Reasoning tasks, students are engaged in high-cognitive-demand tasks with multiple solution pathways. Effective teaching of mathematics engages students in solving and discussing tasks that promote mathematical reasoning and problem solving and allow multiple entry points and varied solution strategies. Effective Mathematics Teaching Practices (Principles to Actions, NCTM 2014) Elicit and use evidence of student thinking. Effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning. The use of the strategies in this PD will guide teachers in academic discourse, cognitive demands and using writing to deepen students' understanding.

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

5 Essentials for Effective Instruction

Person Monitoring:

K. Waechter

By When/Frequency:

After district Benchmark Assessments

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

Incorporate writing to learn strategies to help students deepen their understanding by reflecting, and reasoning through mathematical ideas using written language through journals, explaining strategies, error analysis, writing prompts or exit tickets. Employ instructional practices (5 Essentials of Effective Instruction) to motivate and deepen student engagement including but not limited to positive expectations for success; meaningful tasks related to student interests & cultural backgrounds; opportunities for students to ask their own questions, set their own goals, and make their own choices.

Area of Focus #3

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

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

Utilize district curricular materials to create a common foundation of standards-aligned, rigorous expectations for all students in Science has been a focus for the last few years. Our students continue to outperform the state in this area. For the 24-25 school year 85% of our students were proficient on Florida State Academic Standards for Science or FSASS. Professional Development and Implementation of the 5 Essentials of Effective Instruction is an area our school will focus on the 25-26 school year.

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.

85% of students in grade 5 will score a level 3 on Florida's State Academic Standards for Science or FSASS.

Monitoring

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

District Science Assessments will be analyzed for desired outcomes.

Person responsible for monitoring outcome

K. Sulte

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:

Utilize district curricular materials to create a common foundation of standards-aligned, rigorous expectations for all students. 5 Essentials of Effective Instruction Cognitive Engagement with Content Writing to Learn Academic Discourse Formative Assessment & Feedback Close Reading & Annotation Strategies

Rationale:

Classroom discussion is a method of teaching that involves the entire class in a discussion. The teacher stops lecturing and students get together as a class to discuss an important issue. Classroom discussions allow students to improve communication skills by voicing their opinions and thoughts. Teachers also benefit from classroom discussion as it allows them to see if students have learnt the concepts that are being taught. Moreover, a classroom discussion creates an environment where everyone learns from each other. Implementing all parts of the 5 Essentials will help student engage

deeply with the content and help teacher to monitor and provide feedback to students with an emphasis on writing.

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

5 Essentials of Effective Instructions

Person Monitoring:

K.Sulte

By When/Frequency:

Monthly through walkthroughs and planning

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

Employ instructional practices to motivate and deepen student engagement including but not limited to positive expectations for success; novel tasks or other approaches to stimulate curiosity; meaningful tasks related to student interests & cultural backgrounds; opportunities for students to ask their own questions, set their own goals, and make their own choices; promote active learning through writing. Utilize administrator walkthrough tool to provide weekly feedback to individual teachers as well as communicate and highlight evidence-based practices in science that are impacting student achievement. Employ instructional practices that result in active engagement of students (higher-order questioning, hands-on learning, limiting teacher talk, high-quality feedback, and opportunities to use that feedback). 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.

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.

Based on the 24-25 FAST Assessment 44% of our Black students met proficiency in ELA. 50% of those in 4th and 5th grade made a learning gain. These were both gains towards closing the achievement gap from the previous year. We need to ensure that instructional supports are in place for our Black students during core instruction and independence as well as extensions and more advanced texts for student above the benchmark. These supports include

access to grade level text as well as small group instruction based on data.

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.

70% of Black students will be proficient on ELA PM 3 FAST.

70% of our 4th and 5th graders will make a learning gain based on ELA PM 3 FAST.

Monitoring

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

Data from District Assessments including running records, core phonics survey and end of module assessments will be analyzed and acted upon through remediation in small groups.

Person responsible for monitoring outcome

K. Sulte

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:

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.

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 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

5 Essentials of Effective Instruction

Person Monitoring:

K. Sulte

By When/Frequency:

Monthly using district assessments

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

Identified students in all grades will have their data monitored monthly by SBLT and with identified teachers. SBLT and Teachers meet to develop action plans aligned to individual student needs to implement. Teachers to implement PD from 5 Essentials with students and monitor their effectiveness.

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.

Based on a review of our EWS data, student attendance is an area that needs to be addressed. For the 24-25 school year 16% or 102 students missed 10% or more of school which impacts student achievement.

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.

For the 25-26 school year 10% of our students will miss 10 % or more of the school year.

Monitoring

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

Child Study Team(CST) will meet twice a month to review data and plan for improvement.

Person responsible for monitoring outcome

Tara Saraceno

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:

A yearlong campaign to educate families and notify them of absences will be implemented.

Rationale:

The lack of school attendance is a family issue so a focus on educating families needs to occur in order for an improvement in attendance.

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

School Attendance

Person Monitoring:

Tara Saraceno

By When/Frequency:

Monthly till May 2026

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

Identification of students missing 10% or more, parent notification and action plans as needed.

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.

Not a Title 1 School

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI

or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

Not a Title 1 School

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

After review of data, look at the needs and if they can be met with our resources. If so, then develop plan to meet needs of our identified students using funds for reading interventions during or after school.

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).

Resources:

EELM budget to fund reading interventionists

In Tandem reading interventions for ESE students

Rationale: Resources are needed to help meet the academic needs of our students and remediate deficits in the primary grades. By building a strong foundation in the early years our intermediate teachers will be able to focus on comprehension benchmarks.

The school's professional development plan is focused on the 5 Essentials of Effective Instruction and utilizing and implementing in all grade levels and core academic areas.

PD will start in August and be completed by December. January -May will be focused heavily on refining the strategies and utilizing writing in all areas.

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