TARPON SPRINGS FUNDAMENTAL ELE

2025-26 Schoolwide Improvement Plan

Table of Contents

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

In collaboration with families, we will provide a safe, nurturing environment which inspires life long learning and fosters responsible citizenship.

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
Teresa Price

pricete@pcsb.org

Position Title
Principal

Job Duties and Responsibilities

The principal is responsible for the implementation and evaluation of the plan. The principal will meet with various stakeholders and report on the plan, and it's progress throughout the school year. The principal will also monitor the progress of the plan on an ongoing basis.

Leadership Team Member #2

Employee's Name

Laura Snare

Snarel@pcsb.org

Position Title
School Counselor

Job Duties and Responsibilities

The school counselor will implement, monitor, and evaluate the social emotional and cultural goals. She will also participate in data discussions for all plan goals.

Leadership Team Member #3

Employee's Name
Michele Morris

Morrism@pcsb.org

Position Title
Library Media Technology Specialist

Job Duties and Responsibilities

The LMT will help implement, monitor and evaluate the progress of the plan during data chats and PLC meetings.

Leadership Team Member #4

Employee's Name
Ashley Lloyd

Lloyda@pcsb.org

Position Title
Curriculum Specialist

Job Duties and Responsibilities

The curriculum coordinator will help implement, monitor and evaluate the progress of the plan during data chats and PLC meetings. She will also provide professional development for teachers.

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.

The principal presented the current data to the SAC committee and the entire faculty. Input for the SIP is based on stakeholder survey in addition to school data. Upon completion, SAC committee reviews and approves. The SIP plan was adjusted accordingly.

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 will be monitored by reviewing action items and gauging effectiveness based on student data, observational walkthroughs and PLC conversations. The key ideas will be at the forefront of staff meetings and PLC discussions. Data chats are monthly with each grade level, the student services team and the principal. The SIP goals are reviewed and the plan is adjusted accordingly.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **KG-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**NO**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**34.3%**
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)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: A** **2023-24: A** **2022-23: A** **2021-22: A** **2020-21: A**

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		36	54	36	36	43	58			263
Absent 10% or more school days		1	5	4	2	3	7			22
One or more suspensions		5	0	1	0	0	9			15
Course failure in English Language Arts (ELA)		0	0	0	0	0	0			0
Course failure in Math		0	0	0	0	1	1			2
Level 1 on statewide ELA assessment		1	0	1	1	3	3			9
Level 1 on statewide Math assessment		1	1	0	1	1	1			5
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		1	0	1	1					3
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		1	1	0	1	1				4

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		1	0	0	0	1	3			5

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	1	0	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	7	3	2	1	9	2				24
One or more suspensions					1					1
Course failure in English Language Arts (ELA)										0
Course failure in Math					1					1
Level 1 on statewide ELA assessment					1	2				3
Level 1 on statewide Math assessment					2	2				4
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		1		2						3
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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

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

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

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								1
Students retained two or more times										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	87	64	59	86	61	57	87	54	54
Grade 3 ELA Achievement	94	67	59	94	63	58	83	54	53
ELA Learning Gains	69	62	60	70	64	60			
ELA Lowest 25th Percentile	64	59	56	63	62	57			
Math Achievement*	90	69	64	92	66	62	95	61	59
Math Learning Gains	82	67	63	75	68	62			
Math Lowest 25th Percentile	81	56	51	63	58	52			
Science Achievement	86	70	58	84	69	57	92	62	54
Social Studies Achievement*			92						
Middle School Acceleration									
Graduation Rate									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)		67	63		65	61		64	59

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	82%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	653
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
82%	78%	89%	81%	81%		84%

* 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	50%	No		
Black/African American Students	64%	No		
Hispanic Students	79%	No		
White Students	89%	No		
Economically Disadvantaged Students	73%	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	87%	94%	69%	64%	90%	82%	81%	86%					
Students With Disabilities	50%		43%		55%	50%		50%					
Black/African American Students	63%		64%		63%	64%							
Hispanic Students	83%		50%		92%	90%							
White Students	94%	97%	74%	80%	95%	86%	94%	95%					
Economically Disadvantaged Students	77%	90%	56%	50%	81%	85%	80%	68%					

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	86%	94%	70%	63%	92%	75%	63%	84%					
Students With Disabilities	64%		60%		57%	50%							
Black/African American Students	80%				80%								
Hispanic Students	80%		67%		87%	75%	67%						
White Students	87%	91%	68%	53%	94%	75%	67%	83%					
Economically Disadvantaged Students	77%	92%	71%	62%	86%	74%	62%	73%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	87%	83%			95%			92%					
Students With Disabilities	60%				80%								
Black/African American Students	45%				82%								
Hispanic Students	100%				100%								
White Students	88%	87%			95%			92%					
Economically Disadvantaged Students	73%	75%			93%			90%					

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	94%	65%	29%	57%	37%
ELA	4	84%	62%	22%	56%	28%
ELA	5	84%	61%	23%	56%	28%
Math	3	92%	68%	24%	63%	29%
Math	4	86%	68%	18%	62%	24%
Math	5	86%	65%	21%	57%	29%
Science	5	86%	67%	19%	55%	31%

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?

SSA Science data proficiency improved from 84% to 86% from the 2023-2024 school year to the 2024-2025 school year. Our school participated in MAST this year bringing back PD to all teachers to implement in their science curriculum.

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

SSA Science was our lowest proficiency at 86%, this was actually an improvement over the prior year's data (rising from 84% proficiency). A contributing factor for this growth was our school's participation in MAST this year bringing back PD to all teachers to implement in their science curriculum. Thus, we are trending in a positive direction.

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

Math proficiency performance in grades 3-5 was 88%, this was a decline from 92% proficiency from the prior year. For the 2024-2025 school year, 3rd grade had 91% proficiency, 4th grade had 86% proficiency , and 5th grade had 86% proficiency. Our school welcomed numerous low-performing students in 4th and 5th grade this prior year. While we provided numerous supports and interventions, not all of these students met our school goals. Additionally, numerous 5th grade students were offered math ELP services throughout the school year chose not to attend. Similiarly, attendance was low for 3rd, 4th, and 5th students who were offered weekly support in DreamBox lesson completion every Friday before school.

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.

We outperformed the state in all grade levels in ELA, math, and science based on spring FAST data:

3rd grade ELA was 94% proficient compared to 57% state average.
3rd grade math was 92% proficient compared to 63% state average.

4th grade ELA was 84% proficient compared to 56% state average.
4th grade math was 86% proficient compared to 62% state average.

5th grade ELA was 84% proficient compared to 56% state average.
5th grade math was 86% proficient compared to 57% state average.
5th grade science was 86% proficient compared to 55% state average.

ELA: Primary grades placed a strong focus on Foundational Skills and Language Craft and Structure. We implemented UFLI across K-2nd grade which placed a greater emphasis on phonics instruction. Teachers participated in an on-campus book study and implemented best practices in ELA. However, we need to continue to place additional focus on Reading Across Genres and Vocabulary in 4th grade, Prose and Poetry in 5th grade.

Math: Primary focused on addition and subtraction fluency and multiplication fluency in intermediate. 4th and 5th grade will continue to focus on number sense and operations with fractions and decimals remains an area of focus.

Science: Focus will continue in the area of Earth and Space.

EWS Areas of Concern

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

Reflecting on the EWS data one area of concern is the number of new students to our fundamental school in grades 4 and 5 scoring level 1 and level 2 on FAST assessments (ELA, math, and/or science).

Another area of concern is low attendance at ELP (tutoring) services offered across subject areas.

Highest Priorities

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

1. Bridge the Gap (BTG),
2. Increase proficiency with ESE students,
3. Increase the rigor for current level 4 and 5 students to ensure that they maintain or exceed current achievement levels, and
4. Increase overall proficiency to 90% in ELA, math, and science in grades 3-5.

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.

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 2024-2025 state assessment date, our data shows continued growth needed with a current overall proficiency of 87% in ELA on the 2025 FAST Assessment. Additionally, 80% of black students scored a level 3 or higher on the 2024 ELA state assessment, however only 58% of black students scored a level 3 or higher on the 2025 ELA state assessment. This data relates to students in grades 3-5.

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 2025-26 school year, overall 90% of students will achieve a level 3 or above on the ELA state assessment. Additionally, our 2025-26 school goal is 70% of black students will achieve a level 3 or above on the ELA state.

Monitoring

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

Area of Focus will be monitored through PLC, data chats, progress monitoring, and walkthroughs. Establishing school-based mentors at the beginning of the 2025-26 school year for at risk students in this subgroup.

Person responsible for monitoring outcome

Teresa Price (pricete@pcsb.org)

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the

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

Description of Intervention #1:
Explicit instructional practice for students when learning new content, skill or concepts will include full, clear, explanations, teacher modeling, exemplars, full guidance that incorporates multiple styles of learning and time allotted for practice, during practice that, and provide teacher and student corrective feedback. Additionally, intentional small group intervention based on deficit of skills utilizing varied instructional routines and continuing to monitor and support students in the intervention block with extension activites for those students who are at or above proficiency.

Rationale:
Decades of research clearly demonstrate students direct, explicit instruction is more effective and more efficient than partial guidance.

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
Student Data Tracking with Mentors

Person Monitoring:	**By When/Frequency:**
Staff Mentors	At least every three weeks

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students will track their own progress in mastering standards, skills, progress monitoring assessments, module assessments and reading progress.

Action Step #2
Professional Development

Person Monitoring:	**By When/Frequency:**
Ashley Lloyd	Every semester

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school will provide professional development opportunities for high level questioning and student engagement by a school-wide study of "The Writing Revolution 2.0" and "Building Thinking Classrooms in Mathematics." Additionally, our grade-level ELA champions and MAST team will generate ideas for action steps.

Action Step #3
High Impact Tutoring (ELP)

Person Monitoring:	**By When/Frequency:**
Teresa Price	Every 9 weeks

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will survey invited students and their families to ascertain tutoring schedules that will work best for families during the school year. Students will be offered incentives for attending tutoring, students participating in ELP will be recognized at quarterly assemblies, and students will be rewarded for their participation and growth.

Area of Focus #2

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

Based on the 2024-2025 state assessment date, our data shows continued growth needed with a current overall proficiency of 87% in ELA on the 2025 FAST Assessment. Additionally, 50% of ESE students scored a level 3 or higher on the 2024 ELA state assessment, however only 44% of ESE students scored a level 3 or higher on the 2025 ELA state assessment. This data relates to students in grades 3-5.

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 2025-26 school year, overall 90% of students will achieve a level 3 or above on the ELA state assessment. Additionally, our 2025-26 school goal is 70% of ESE students will achieve a level 3 or above on the ELA state.

Monitoring

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

Area of Focus will be monitored through PLC, data chats, progress monitoring, and walkthroughs. Establishing school-based mentors at the beginning of the 2025-26 school year for at risk students in this subgroup.

Person responsible for monitoring outcome
Tracy Johnson, VE Teacher

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 that small group instruction and 1:1 specially designed instruction are planned and implemented in alignment with evidence-based practices, intentionally targeting students' specific skill deficits to provide access to the general education curriculum.

Rationale:
Direct and explicit instruction includes modeling of the skills along with guided practice until mastery is achieved; direct explanations and clearly explained skills comprises explicit instruction; teachers are clear, unambiguous, direct and visible—until students meet mastery. Systematic instruction includes breaking lessons into sequential and manageable steps that go from simple to complex skills.

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

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

Action Steps to Implement:

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

Action Step #1
Monitor the use of appropriate practices and scaffolding to ensure students' needs are met.

Person Monitoring:	**By When/Frequency:**
Tracy Johnson, VE Teacher	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Through collaborative planning and appropriate scaffolding of grade level material alongside the gen teacher, ESE students will be provided timely support for increases in proficient performance.

Action Step #2
Student Data Tracking with ESE Teacher

Person Monitoring:	**By When/Frequency:**
Tracy Johnson, VE Teacher	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students will track their own progress in mastering standards, skills, progress monitoring assessments, module assessments and reading progress.

Action Step #3
High Impact Tutoring (ESE Students)

Person Monitoring:	**By When/Frequency:**
Teresa Price	Monthly

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

step:

Teachers will survey invited students and their families to ascertain tutoring schedules that will work best for families during the school year. Students will be offered incentives for attending tutoring, students participating in ELP will be recognized at quarterly assemblies, and students will be rewarded for their participation and growth.

Area of Focus #3

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

Based on the 2024-2025 FAST assessment overall proficiency in math was 87% for grades 3-5. This is a decline from the 2023-2024 school year where math proficiency in grades 3-5 was 91%.

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 2025-2026 school year, increase overall math proficiency for grades 3-5 to 90% up from the 2024-2025 school year data of 87% proficiency.

Monitoring

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

The school will monitor the area of focus with PM1, PM2, Benchmark Assessments, and Dreambox data.

Person responsible for monitoring outcome

Teresa Price

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:

Establish mathematical goals to focus learning. The school will use PSC math shuffle power points or other spiral review supplemental materials during warm-up, and Dream Box for independent practice to increase proficiency in and increase high level questioning and elevated math tasks. Additionally, this year ESE students will receive I-Ready supplemental/focused instruction from their ESE teacher.

Rationale:
The strategies have been used and have been successful.

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 with high-quality, rich mathematical tasks

Person Monitoring:	**By When/Frequency:**
Teresa Price	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The use of high quality rich mathematical tasks incorporating multiple standards through the use of CPalms and STEM challenges to engage students in complex, grade-level content and activities aligned to the rigor of the standard/benchmark. Teachers and administrators will employ instructional practices to motivate and deepen student engagement including, but not limited to positive expectations for success; meaningful tasks related to student interests and cultural backgrounds; opportunities for students to ask their own questions, set their own goals. Professional development will be provided at the beginning of the school year for student engagement. Walk throughs that are targeted around student engagement, questioning, student to student interactions and teacher talk vs. student talk time, will be observed by a leadership team intermittently throughout the year.

Action Step #2
Staff Professional Development

Person Monitoring:	**By When/Frequency:**
Teresa Price	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide professional development will be be provided related to opportunities for high level questioning and student engagement. Ashley Lloyd and Kim Moran will bring back/suggest ideas for this step from their FCTM conference taking place in mid-June additionally our MAST team will generate ideas for action steps. Additionally, the staff will participate in a "Building Thinking Classrooms in Mathematics" book study which will empower teachers with the skills and tools needed to increase student learning and engagement.

Area of Focus #4

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each

relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

SSA Science data proficiency improved from 84% to 86% from the 2023-2024 school year to the 2024-2025 school year. Our school participated in MAST this year bringing back PD to all teachers to implement in their science curriculum.

SSA Science was our lowest proficiency at 86%, this was actually an improvement over the prior year's data (rising from 84% proficiency). A contributing factor for this growth was our school's participation in MAST this year bringing back PD to all teachers to implement in their science curriculum. Thus, we are trending in a positive direction.

Science: Focus will continue in the area of Earth and Space.

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 2025-2026 school year, increase overall science, 90% of students will be a level 3 or above and all students at level 4 or 5 will increase their scale score by 1.

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

Science proficiency and growth will be monitored by unit assessments and the Mock SSA in the spring.

Person responsible for monitoring outcome

Evidence-based Intervention:
Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).
Description of Intervention #1:
Explicit instructional practice for students when learning new content, skill or concepts will include full, clear, explanations, teacher modeling, vocabulary, hands on learning that incorporates multiple styles of learning and time allotted for practice, during practice that, and provide teacher and student corrective feedback. Other opportunities to interact with science and inquiry will be inserted into each grade level with STEM and research projects.
Rationale:

Decades of research clearly demonstrate students direct, and hands on instruction is more effective and more efficient than partial guidance.

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

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

Description of Intervention #2:

Rationale:

Tier of Evidence-based Intervention:

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

Action Steps to Implement:

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

Action Step #1
Science

Person Monitoring:	**By When/Frequency:**
Ashley Lloyd	March 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school will emphasize the importance of science instruction at every grade level. We will continue to encourage the use of the science vocabulary and adding in science based inquiry at each grade level. All students will participate in a science project either with their class, a group or singluarly.

Area of Focus #5

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.

Third grade ELA was at 94% proficient. Only two students did not meet proficiency. Third grade is a crucial year for being a proficient reader and will help or hinder the success of the remainder of each students instructional years.

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 third grade was 94% proficient and had Third grade will be 97% proficient by the end of the 2025-2026 school year.

Monitoring

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

This area of focus will be monitored by unit assessments, portfolio checks, PM1, PM2 and other formative measures.

Person responsible for monitoring outcome

Ashley Lloyd

Evidence-based Intervention:

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

Description of Intervention #1:
Explicit instructional practice for students when learning new content, skill or concepts will include full, clear, explanations, teacher modeling, exemplars, full guidance that incorporates multiple styles of learning and time allotted for practice, during practice that, and provide teacher and student corrective feedback. Additionally, intentional small group intervention based on deficit of skills utilizing varied instructional routines and continuing to monitor and support students in the intervention block with extension activites for those students who are at or above proficiency.

Rationale:
Decades of research clearly demonstrate students direct, explicit instruction is more effective and more efficient than partial guidance.

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
Professional Development

Person Monitoring:	**By When/Frequency:**
Ashley Lloyd	March 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school will provide professional development opportunities for high level questioning and student engagement by a school-wide study of "The Writing Revolution 2.0" and "Building Thinking

Classrooms in Mathematics." Additionally, our grade-level ELA champions and MAST team will generate ideas for action steps.

IV. Positive Learning Environment

Area of Focus #1

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.

No Answer Entered

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.

No Answer Entered

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.

No Answer Entered

Person responsible for monitoring outcome

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:

Rationale:

Tier of Evidence-based Intervention:

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

Action Steps to Implement:

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

Action Step #1

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

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

Area of Focus #2

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.

In alignment with our commitment to fostering a positive, inclusive, and vibrant school culture, this School Improvement Plan prioritizes the implementation of school-wide activities that create excitement and fun for all students. When students feel connected to their school community through joyful and meaningful experiences, their overall engagement, academic performance, and emotional well-being significantly improve. We aim to build a strong sense of belonging, pride, and enthusiasm within the student body. By incorporating activities that celebrate creativity, teamwork, and school spirit—such as spirit weeks, PBIS program, quarterly school-wide assemblies, kindness postal service—we seek to transform the school climate into one that is fun, engaging, and inspiring. Moreover, these activities provide opportunities for students to express themselves, connect with peers, and develop social-emotional skills in a supportive environment. Ultimately, this focus on school-wide engagement activities is not simply about entertainment—it's a strategic approach to cultivating a learning environment where students feel seen, valued, and excited to participate. In doing so, we strengthen the foundation for both academic success and lifelong learning.

Measurable Outcome

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

By the end of the school year, student engagment as measured by our PCS school climate survey will increase to 80% of students reporting that:

2024-2025 PCS School Climate Survey Data
"I enjoy what I am learning at school." 67%
"I have a lot in common with other students at my school." 61%
"I see what I am learning at school relates to the outside world." 61%
"Generally, I like school." 66%
 "My classes let me be creative." 69%
"School helps my discover my strongest skills." 68%

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.

This goal will be monitored through teacher-student check-ins, class meetings, circle problem-solving meetings, beginning of the year minute meetings, and district midyear climate survey.

Person responsible for monitoring outcome
Teresa Price

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:
Interventions include: PBIS tickets, monthly PBIS reward store, quarterly school-wide recognition assemblies, daily restorative circles, kindness postal service, career day, science vocabulary dress-up day, and book character dress-up day.

Rationale:
CASEL Research shows that SEL programs significantly improve student attitudes, behavior,and academic performance.

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
Initiate and implement school-wide postal service

Person Monitoring: **By When/Frequency:**
Laura Snare   Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
To increase student engagement and connectedness by implementing a school-wide internal postal service that allows students and staff to write and deliver kind messages, letters, and themed notes to one another.

Action Step #2
Design a 2D all about me action figure expressing students' unique selves

Person Monitoring:
Michele Morris

By When/Frequency:
August 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
To foster a sense of belonging and identity have each student and staff member create a personalized introduction poster that highlights their interests, strengths, and goals. These will be displayed to promote peer connection, provide opportunities for creativity, and celebrate student diversity.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

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

List the school's webpage where the SIP is made publicly available.
No Answer Entered

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).
No Answer Entered

Plans to Strengthen the Academic Program
Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).
No Answer Entered

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

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

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

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

No Answer Entered

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

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	**No**

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