

Pinellas County Schools

BAY POINT ELEMENTARY SCHOOL



2026-27 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 PREPARE SCHOLARS FOR SUCCESS THROUGH HIGH EXPECTATIONS AND RICH, VARIED, AND RELEVANT EXPERIENCES. WE AIM TO DEVELOP CRITICAL THINKERS IN COLLABORATION WITH STAFF AND COMMUNITY.

Provide the school's vision statement

100% SCHOLAR 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

Lukas Hefty

heftyl@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

Facilitates and monitors the execution and implementation process of School Improvement Plan. The principal is also responsible for the school's academic success which includes monitoring and tracking the academic and social-emotional performance of students and responding expediently when students demonstrate areas of concern. This leader also evaluates and monitors the effectiveness of instructional activities taking place within classrooms and provides follow-up actions as needed. The principal establishes an orderly, safe, and secure school environment.

Leadership Team Member #2

Employee's Name

Dr. Anne-Marie Nemeth

nemetha@pcsb.org

Position Title

MTSS

Job Duties and Responsibilities

Works directly with the school-based leadership team (SBLT) and classroom teachers in assisting with the full implementation and monitoring of interventions needed for scholar achievement.

Leadership Team Member #3

Employee's Name

Gina Jones

hope4jonesfamily5@gmail.com

Position Title

School Counselor

Job Duties and Responsibilities

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

Leadership Team Member #4

Employee's Name

Lauren Babcock

babcockl@pcsb.org

Position Title

Social Worker

Job Duties and Responsibilities

Works to support the success of scholars academically, socially, behaviorally, and emotionally. Collaborates with educators, parents, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community for all scholars. Identifies and assesses the learning, development, and adjustment characteristics and needs of individuals and groups, as well as the environmental factors that affect learning and

adjustment. Provides interventions to scholars to support the teaching process and to maximize learning and adjustments. Assists in the planning, development, and evaluation of programs to meet identified learning and adjustment needs. Delivers a planned and coordinated program of psychological services.

Leadership Team Member #5

Employee's Name

Alicia Angueira

angueiraa@pcsb.org

Position Title

School Psychologist

Job Duties and Responsibilities

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

Leadership Team Member #6

Employee's Name

Emily Sharer

sharere@pcsb.org

Position Title

Library Media Specialist

Job Duties and Responsibilities

Serves as an instructional leader who collaborates with teachers and administrators to support curriculum implementation, literacy development, and student achievement. This role promotes a culture of reading and lifelong learning by providing access to high-quality print and digital resources, teaching information literacy and research skills, and integrating technology into classroom instruction. The Library Media Specialist supports school improvement initiatives by analyzing literacy and resource-use data, assisting with intervention and enrichment efforts, facilitating professional

learning on instructional technology, and ensuring equitable access to learning materials for all students. As a member of the leadership team, the Library Media Specialist contributes to data-driven decision-making, supports school-wide academic goals, and helps foster student engagement, critical thinking, and digital citizenship.

Leadership Team Member #7

Employee's Name

Brett Villiers

villiersb@pcsb.org

Position Title

Teacher Other/ Technology

Job Duties and Responsibilities

The Teacher Other/Technology representative serves as a leader in promoting the effective integration of technology to enhance teaching and learning across the school. This individual collaborates with faculty and administration to support the implementation of digital tools, instructional technology initiatives, and technology-based professional development. The Teacher Other/Technology representative assists in identifying technology needs, troubleshooting instructional technology challenges, and modeling best practices for technology integration to improve student engagement and achievement. As a member of the leadership team, this representative provides input on school improvement efforts, supports data-driven decision-making, and helps ensure that technology resources are used effectively to advance academic goals and prepare students with the digital skills necessary for success.

Leadership Team Member #8

Employee's Name

Nichole LeGrant

legrantn@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Works with the principal to facilitate and monitor the execution and implementation process of School Improvement Plan. Evaluates and monitors the effectiveness of instructional activities taking place within classrooms and provides follow-up actions as needed.

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 school principal met preschool with several staff members from various grade levels to review data and establish goals. We began drafting action steps. During preschool, the SIP goals and drafted action steps are being presented to staff to review and revise as needed. The drafted SIP will be presented to SAC for feedback and suggestions. Open House and a data presentation night will be held with parents where the SIP will be presented. Families will be provided an opportunity to provide feedback.

3. SIP Monitoring

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

The School Improvement Plan (SIP) will be monitored continuously throughout the school year to ensure that goals, strategies, and action steps are being implemented with fidelity and producing the desired outcomes. The school leadership team will meet regularly to review student achievement data, attendance records, behavior data, progress monitoring results, and other relevant performance indicators. Data will be analyzed to determine progress toward established goals, identify areas of success, and address any barriers that may impact implementation. Team members will collaborate to make informed decisions and adjust strategies as needed to support continuous improvement.

In addition, implementation of the SIP will be monitored through classroom observations, walkthroughs, stakeholder feedback, and reviews of instructional practices and intervention programs. Progress updates will be shared with faculty, staff, and other stakeholders to promote transparency and collective responsibility for achieving school goals. By engaging in ongoing data analysis and reflective practices, the school will ensure that resources, professional development, and instructional supports remain aligned to the priorities outlined in the School Improvement Plan.

C. Demographic Data

2026-27 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
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 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) 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>	2025-26: A 2024-25: C 2023-24: B 2022-23: C 2021-22: C

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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										0
Absent 10% or more school days										0
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
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 2026-27

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators										0

Current Year 2026-27

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
Students retained two or more times										0

Prior Year (2025-26) 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	
School Enrollment	28	51	52	68	57	57				313
Absent 10% or more school days		11	7	23	17	12				70
One or more suspensions						2				2
Course failure in English Language Arts (ELA)				2	1	5				8
Course failure in Math				3	3	2				8
Level 1 on statewide ELA assessment		1	11	23	6	13				54
Level 1 on statewide Math assessment	1	6	10	26	12	11				66
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)			4	4						8
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		3	6	15	3					27

Prior Year (2025-26) 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	3	11	6	14				36

Prior Year (2025-26) 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										0
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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	54	68	62	44	64	59	47	61	57
Grade 3 ELA Achievement	60	70	61	48	67	59	37	63	58
ELA Learning Gains	67	65	63	51	62	60	64	64	60
ELA Lowest 25th Percentile	80	63	58	55	59	56	68	62	57
Math Achievement*	64	72	66	52	69	64	55	66	62
Math Learning Gains	75	69	64	52	67	63	61	68	62
Math Lowest 25th Percentile	88	56	50	42	56	51	64	58	52
Science Achievement	59	72	62	53	70	58	70	69	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					67	63		65	61

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	68%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	547
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
68%	50%	58%	45%	49%	44%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	59%	No		
Black/African American Students	64%	No		
Multiracial Students	88%	No		
White Students	80%	No		
Economically Disadvantaged Students	65%	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.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	54%	60%	67%	80%	64%	75%	88%	59%					
Students With Disabilities	47%		58%		47%	71%	82%	50%					
Black/African American Students	48%	52%	63%	76%	58%	74%	90%	53%					
Multiracial Students	83%				92%								
White Students	80%				80%								
Economically Disadvantaged Students	47%	58%	62%	77%	59%	69%	86%	62%					

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	44%	48%	51%	55%	52%	52%	42%	53%					
Students With Disabilities	19%	27%	50%	60%	19%	33%	40%						
Black/African American Students	39%	39%	55%	59%	45%	46%	41%	49%					
Hispanic Students	80%				80%								
Multiracial Students	55%				82%								
White Students	60%				70%								
Economically Disadvantaged Students	41%	43%	48%	59%	53%	53%	46%	55%					

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	47%	37%	64%	68%	55%	61%	64%	70%					
Students With Disabilities	5%		46%		14%	23%							
Black/African American Students	44%	33%	60%	63%	49%	60%	63%	64%					
Hispanic Students	69%		70%		88%	90%							
Multiracial Students	67%				58%								
White Students	50%				70%								
Economically Disadvantaged Students	45%	37%	67%	74%	51%	60%	74%	66%					

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	61%	68%	-7%	60%	1%
ELA	4	51%	66%	-15%	60%	-9%
ELA	5	47%	66%	-19%	61%	-14%
Math	3	68%	71%	-3%	66%	2%
Math	4	63%	72%	-9%	65%	-2%
Math	5	59%	69%	-10%	62%	-3%
Science	5	55%	70%	-15%	60%	-5%

III. Planning for Improvement

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

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

Most Improvement

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

The Math Learning Gains (L25) component showed the most significant improvement, increasing by 44 percentage points from the previous year. This substantial growth reflects the school's focused efforts to strengthen mathematics instruction and provide targeted support for students across all grade levels.

To achieve these results, the school implemented several new actions, including strengthening Tier 1 core instruction through standards-aligned lessons, increasing the use of data-driven small-group instruction, and conducting frequent progress monitoring to identify and address student learning needs. Teachers participated in ongoing professional learning focused on effective mathematics instructional strategies and the use of formative assessment data to adjust instruction. Additionally, intervention time was strategically utilized to provide targeted support for students who were not yet demonstrating proficiency, ensuring timely remediation and acceleration opportunities.

These collective efforts contributed to stronger student engagement, improved mathematical understanding, and significant gains in student achievement as reflected in the 44-point increase in Math Learning Gains.

Lowest Performance

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

The Science achievement component showed the lowest performance among all measured areas, despite demonstrating a modest increase of 6 percentage points from the previous year. While this growth reflects progress, student performance in science continues to lag behind other content areas and remains an area of concern.

Several factors contributed to last year's low performance. Science instructional time was often impacted by the increased focus on reading and mathematics interventions, limiting opportunities for students to engage deeply with grade-level science content. Additionally, gaps in students' background knowledge, scientific vocabulary, and application of scientific concepts affected their

ability to demonstrate proficiency on assessments. Inconsistent implementation of hands-on, inquiry-based learning experiences and varying levels of standards-aligned instruction also contributed to lower achievement outcomes.

A review of performance trends indicates that science achievement has remained below other academic areas over time, although the recent 6-point increase suggests that targeted efforts are beginning to have a positive impact. The data highlights the need for continued emphasis on high-quality science instruction, increased opportunities for students to engage in scientific inquiry, and ongoing monitoring of student progress to accelerate growth and improve overall science achievement.

Greatest Decline

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

No data component experienced a decline from the prior year. All accountability components demonstrated positive growth, indicating that the school's improvement efforts had a positive impact across all measured areas.

Although the rates of improvement varied among components, each area showed an increase in performance compared to the previous year. This trend suggests that the school's focus on strengthening core instruction, implementing targeted interventions, utilizing data-driven decision-making, and providing ongoing professional learning for teachers contributed to overall student achievement gains.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap exists in ELA Achievement, with the school scoring 14% below district and 8% below state averages. ELA achievement in third grade narrowed this gap to 1%. Maintaining high proficiency levels from third to fourth and fourth to fifth grades will be an area of focus.

EWS Areas of Concern

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

The percentage of students with 10% or higher absences in third-fifth grades is an area of concern.

Highest Priorities

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

1. Overall ELA achievement
2. Science achievement

3. Maintaining strong learning gains and L25 learning gains in both ELA and mathematics.

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 Benchmark-aligned instruction

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.

The area of focus for reading is the consistent implementation of benchmark-aligned instruction across all grade levels to ensure students master grade-level literacy standards and develop the skills necessary for academic success. Strengthening benchmark-aligned instruction will ensure greater consistency in teaching and learning, improve student engagement with grade-level content, and increase overall reading proficiency and student achievement.

The area of focus for mathematics is the implementation of benchmark-aligned instructional practices that promote conceptual understanding, procedural fluency, and mathematical reasoning across all grade levels. By increasing the fidelity of benchmark-aligned instruction, the school aims to improve student achievement, close learning gaps, and increase the percentage of students meeting or exceeding proficiency expectations in mathematics.

The area of focus for science is strengthening benchmark-aligned instruction through standards-based, inquiry-driven learning experiences that promote scientific thinking, problem-solving, and application of scientific concepts. Strengthening benchmark-aligned science instruction will provide greater consistency in teaching practices, improve student understanding of key standards, and increase overall science proficiency and achievement.

Measurable Outcome

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

ELA proficiency will increase by 6% from 54% to 60% as measured by the 2027 PM 3 FAST Assessment. 3rd grade ELA proficiency will increase by 5% from 60% to 65% as measured by the 2027 PM 3 FAST Assessment.

Math proficiency will increase by 6% from 64% to 70% as measured by the 2027 PM 3 FAST

Assessment.

Science proficiency will increase by 11% from 59% to 70% as measured by the 2027 Statewide Science Assessment.

Monitoring

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

To ensure successful implementation and measurable impact of our Area of Focus—strengthening foundational instruction in reading, math and science, instruction will be monitored through regular classroom walkthroughs, lesson plan reviews, collaborative planning sessions, and instructional coaching cycles. School administrator and instructional leaders will utilize observation and aggressive monitoring tools to assess the alignment of instruction, learning targets, student tasks, and assessments to grade level benchmarks and standards. PLC meetings will provide opportunities for teachers to analyze student work, discuss instructional strategies, and make adjustments based on student needs.

Person responsible for monitoring outcome

Lukas Hefty and Nichole LeGrant

Evidence-based Intervention:

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

Description of Intervention #1:

The school will implement high-quality Tier 1 instruction through the consistent use of benchmark-aligned, standards-based instructional practices in reading, mathematics, and science. Teachers will utilize evidence-based instructional strategies, including explicit instruction, differentiated learning opportunities, collaborative learning, formative assessment practices, and data-driven instructional planning to ensure all students have access to rigorous grade-level content.

Rationale:

This intervention was selected based on an analysis of prior-year state assessment, benchmark assessment, and progress monitoring data, which indicated that a significant percentage of students were not meeting proficiency expectations in core content areas. Data also revealed gaps in student mastery of priority benchmarks and inconsistencies in instructional delivery across grade levels.

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

Strengthen Benchmark-Aligned Core Instruction and Foundational Literacy

Person Monitoring:

Principal, Assistant Principal, PELI Coach

By When/Frequency:

May 2027/Weekly

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

Teachers will collaboratively plan and implement benchmark-aligned lessons in reading, mathematics, and science that incorporate evidence-based instructional strategies, clear learning targets, and frequent formative assessments. In grades K–2, teachers will implement the district's foundational literacy program with fidelity, emphasizing explicit instruction in phonological awareness, phonics, vocabulary, fluency, and early comprehension skills to build strong reading foundations. Instructional leaders will provide ongoing support through coaching, classroom walkthroughs, and professional learning opportunities to ensure consistent implementation across all grade levels.

Action Step #2

Utilize Data-Driven PLCs to Monitor Student Progress

Person Monitoring:

Lukas Hefty, Nichole LeGrant, Anne-Marie Nemeth, Nikita Shivers

By When/Frequency:

May 2027/Weekly

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

PLCs will meet weekly to analyze student performance data from formative assessments, district benchmarks, progress monitoring tools, and foundational literacy assessments in K–2 classrooms. Teachers will use the data to identify student strengths and areas of need, adjust instructional practices, provide differentiated support, and monitor progress toward proficiency on grade-level benchmarks and foundational reading skills.

Area of Focus #2

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.

Black/African American students who are not meeting grade-level expectations in reading, mathematics, and science will participate in targeted Tier 2 interventions designed to address identified skill deficits and accelerate learning. Interventions will be delivered in small-group settings in addition to core instruction and will focus on priority benchmarks identified through assessment and progress monitoring data.

This intervention was selected based on the review of subgroup achievement data, which indicated that a significant percentage of Black/African American students were performing below proficiency in reading, mathematics, and science. This intervention is intended to increase benchmark mastery, improve proficiency rates, and reduce achievement gaps for Black/African American students.

Measurable Outcome

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

ELA proficiency for the Black subgroup will increase from 48% to 55% and math proficiency for the Black subgroup will increase from 58% to 63% as measured by PM3 FAST Assessment.

Monitoring

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

The implementation of Tier 2 interventions will be monitored through intervention schedules, lesson plan reviews, classroom observations, coaching cycles, and fidelity checks conducted by the administrator and instructional support staff. Interventionists and teachers will document student participation, instructional strategies used, and progress toward targeted skill development.

The impact of the intervention will be monitored through ongoing progress monitoring assessments, benchmark assessments, foundational literacy assessments, and subgroup achievement data.

Person responsible for monitoring outcome

Lukas Hefty, Nichole LeGrant, Dr. Anne Nemeth

Evidence-based Intervention:

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

Description of Intervention #1:

The school will provide targeted Tier 2 interventions for Black/African American students who demonstrate a need for additional academic support based on benchmark, diagnostic, and progress monitoring data. Interventions will occur in small-group settings and focus on addressing specific skill gaps in reading, mathematics, and science while providing students with increased opportunities for practice, feedback, and mastery of grade-level benchmarks.

Rationale:

This intervention was identified as a critical need through the analysis of prior-year state assessment results, district benchmark data, and progress monitoring outcomes, which indicated that Black/African American students performed below proficiency levels and experienced achievement gaps when compared to overall school performance.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Provide Targeted Small-Group Academic Interventions

Person Monitoring:

Lukas Hefty, Nichole LeGrant, Dr. Anne Nemeth,
Nikita Shivers

By When/Frequency:

May 2027/Weekly

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

Students will participate in targeted small-group interventions focused on addressing specific skill deficits in reading, mathematics, and science. In grades K–2, students identified as at risk in reading will receive supplemental foundational literacy instruction emphasizing phonological awareness, phonics, fluency, vocabulary, and comprehension. Intervention lessons will utilize research-based strategies and resources aligned to grade-level benchmarks and individual student needs.

Action Step #2

Monitor Student Progress and Adjust Interventions Through Data Analysis

Person Monitoring:

Lukas Hefty, Nichole LeGrant, Dr. Anne Nemeth,
Nikita Shivers

By When/Frequency:

May 2027/Weekly

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

Grade level teachers, interventionists, and school leaders will meet regularly to review progress monitoring data, benchmark assessment results, and subgroup performance trends for Black/African American students. Data will be used to evaluate the effectiveness of interventions, regroup students as needed, adjust instructional strategies, and determine the level of support required for continued academic growth. Leadership teams will monitor implementation fidelity and student outcomes to ensure interventions are accelerating achievement and reducing performance gaps.

Area of Focus #3

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.

The identified Area of Focus is improving English Language Arts (ELA) achievement for Students with Disabilities (SWD) across all grade levels, with an emphasis on strengthening foundational

literacy skills in grades K–2 and advancing reading comprehension, vocabulary development, and text-based analysis in grades 3–5. Instruction will focus on the implementation of evidence-based practices, differentiated core instruction, targeted interventions, progress monitoring, and collaborative planning between general education and exceptional student education (ESE) teachers to ensure students have access to grade-level standards while receiving appropriate supports.

This Area of Focus was identified through a comprehensive review of prior-year student achievement data, including state assessment results, district benchmark assessments, progress monitoring data, and subgroup performance reports. Data indicated achievement gaps between SWD and non-SWD students across multiple grade levels, with the most significant areas of need evident in foundational reading skills, reading comprehension, and written expression.

Measurable Outcome

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

The percent of ESE scholars achieving ELA proficiency will increase from 45% to 50%, and in math from 48% to 53% as measured by the 2027 FAST PM#3.

Monitoring

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

Student progress will be monitored through district benchmark assessments, progress monitoring assessments, state assessment data, classroom-based formative assessments, intervention data, and Individualized Education Program (IEP) goal progress reports. Data will be reviewed during Professional Learning Community (PLC) meetings, data chats, MTSS meetings, and collaborative planning sessions to identify trends, monitor student growth, and adjust instructional supports as needed.

Person responsible for monitoring outcome

Principal and Assistant Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Teachers will utilize evidence-based intervention programs and small-group instruction to provide additional support for students who demonstrate skill deficits. Instructional delivery will include modeling, guided practice, corrective feedback, and multiple opportunities for practice to ensure mastery of foundational skills.

Rationale:

Structured literacy approaches provide direct instruction, frequent opportunities for guided practice, immediate corrective feedback, and cumulative review, all of which have been shown to improve reading achievement for struggling learners. Additionally, small-group intervention and differentiated instruction allow educators to target specific skill deficits while maintaining access to grade-level standards.

Tier of Evidence-based Intervention:

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

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Foundational Literacy Instruction and Targeted Intervention

Person Monitoring:

Principal and Assistant Principal

By When/Frequency:

May 2027/Weekly

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

Strengthen Tier 1 Core Literacy Instruction for Students with Disabilities. School administrators, instructional coaches, and ESE support staff will conduct regular classroom walkthroughs and observations to monitor implementation fidelity. Lesson plans will be reviewed to ensure evidence-based practices and accommodations are embedded in instruction.

Action Step #2

Implement Targeted Small-Group Interventions and Progress Monitoring

Person Monitoring:

Principal and Assistant Principal

By When/Frequency:

May 2027/Weekly

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

Intervention groups will be developed using assessment and progress-monitoring data and will provide additional opportunities for explicit instruction, guided practice, corrective feedback, and skill reinforcement. Teachers will use intervention data to adjust instructional groups and supports as needed. Intervention effectiveness will be monitored through regular progress-monitoring assessments, district benchmark assessments, intervention logs, and student performance data.

Area of Focus #4

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

Instructional Practice specifically relating to ELA required by RAISE (specific questions)**Area of Focus Description and Rationale**

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

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

In Grades K–2, the school will strengthen foundational literacy instruction by implementing evidence based practices aligned with the RAISE initiative. Instruction will include daily explicit phonics and phonemic awareness lessons, supported by structured routines and high-quality instructional materials. Teachers will also create language-rich environments through read-alouds, oral academic discourse, and culturally responsive texts that reflect and affirm the identities of all students, particularly Black scholars. Data from universal screeners and classroom-based assessments will be used to guide small-group instruction that is targeted, responsive, and equitable.

In Grades 3–5, the school will deepen reading proficiency through rigorous, grade-level instruction that emphasizes comprehension, vocabulary development, and academic discourse, while remaining aligned with the RAISE initiative. Teachers will implement evidence-based strategies such as close reading, text-dependent questioning, and structured discussion protocols to promote deeper understanding of complex texts. Instruction will be culturally responsive, integrating high-interest literature that affirms the identities and lived experiences of Black scholars to foster engagement and motivation. Data from benchmark assessments, writing samples, and formative checks will be regularly analyzed to inform differentiated small-group instruction and ensure all students—particularly those approaching proficiency—are receiving the support needed to grow. By focusing on both literacy skill development and student identity, this approach aims to close achievement gaps and increase the percentage of Black scholars meeting or exceeding grade-level ELA standards.

Measurable Outcome

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

The percent of K-2 scholars achieving ELA proficiency will increase from 62% to 65% as measured by the 2027 PM3 F.A.S.T. Assessment.

The percent of 3-5 scholars achieving ELA proficiency will increase from 53% to 60% as measured by the 2027 PM3 F.A.S.T. Assessment

Monitoring

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

Classroom walkthroughs and instructional observations will be conducted regularly to monitor the fidelity of Tier 1 literacy instruction, including the implementation of standards-aligned reading

practices, explicit vocabulary instruction, text-based discussions, and differentiated supports. Evidence of small-group instruction, intervention implementation, and student engagement will be collected and reviewed during leadership team meetings.

Person responsible for monitoring outcome

Principal, Assistant Principal and PELI Coach

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:

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

Rationale:

To develop literacy, students need instruction in two related skills: foundational reading and reading comprehension. Employing evidence-based strategies and action steps will enable students to read words (alphabets), relate those words to their oral language, and read connected text with sufficient accuracy and fluency to understand what they read.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Literacy Leadership

Person Monitoring:

Principal, Assistant Principal and PELI Coach

By When/Frequency:

May 2027/Weekly

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

School Literacy Leadership Team is meeting regularly to look at data to make informed decisions about what professional learning and supports need to be in place to maximize student growth in reading. School Literacy Leadership teams support fully implementing the Pinellas Early Literacy Initiative in grades VPK-2. Guide and support professional learning that emphasizes the reciprocal relationship between oral language, collaborative discussion, and writing, strengthening teachers' capacity to use these practices to help students organize thinking, make cross-curricular connections, and engage with complex academic content. School Literacy Leadership Team plans family reading

nights grounded in family-friendly, evidence-based practices to support the homeschool connection.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

Utilizing strong PBIS systems and incentive structures can reduce negative behaviors, improve attendance, and increase students' motivation to learn while developing a positive school climate in collaboration with students, families, staff, and community.

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.

Parent and student responses to the annual climate survey will improve by 10% in areas related to school climate and belonging. The number of students missing 10% or more school days will decrease by 50%.

Monitoring

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

The PBIS team will monitor attendance and behavior data monthly. The Child Study Team (CST) will meet bi-weekly to identify and discuss students who are on track to miss more than 10% of school days.

Person responsible for monitoring outcome

Principal, Asst Principal, MTSS Coach, Counselor, Social Worker

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:

Bay Point Elementary will implement a schoolwide PBIS system that promotes positive feedback and belonging while incentivizing attendance, learning, and family engagement. This intervention focuses

on improving school connectedness and emotional safety, key predictors of academic success.

Rationale:

Clear, consistent Guidelines for Success, positive feedback and reinforcement, and targeted family engagement will foster a sense of belonging while targeting both academic and non-academic barriers to success. This approach strengthens the overall school culture and creates a community where all students and families feel seen and valued.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

PBIS Systems

Person Monitoring:

Asst Principal, MTSS Coach, Social Worker

By When/Frequency:

May 2027/Bi-Weekly

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

Develop and implement strong PBIS systems, including Guidelines for Success, first week lesson plans, and positive incentive systems. Monitor attendance, behavior, and PBIS usage data by classroom.

Action Step #2

Provide clear, consistent communication to families and the community.

Person Monitoring:

Principal

By When/Frequency:

Weekly

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

-Provide clear communication to families and the community regarding ongoing engagement opportunities and the shift toward a unified K8 school.

-Offer varied opportunities for families and community members to visit and engage with the school, including student-led events, STEM events, SAC, and PTA.

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.

Bay Point ES holds monthly SAC meetings. During the first meeting, the Title I plan, budget, and activities are discussed and reviewed with parents. Parents on the SAC committee have input into the schoolwide plan implementation, review, and monitoring. Throughout the year, we encourage parents to join us and provide input into the Parent and Family Engagement Plan via SAC, at PFEP nights, through event feedback surveys, and the Title I parent survey.

The SIP is housed on the school website at <https://baypoint-es.pcsb.org/>.

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)).

Bay Point ES is committed to knowing our students on a personal level. Our goal is to build relationships with families in a variety of ways. Parents have input into the Parent and Family Engagement Plan via SAC, PFEP event feedback, and the Title I parent survey. Each PFEP event has a survey that parents complete at the end to provide feedback on the event. Parents also have an opportunity to request personal support through their child's teacher, guidance counselor, and administration on individual student-related issues or needs.

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)).

Professional learning is strategically developed to raise teacher efficacy and includes PLCs, facilitated planning, and whole staff training. Teacher learning focuses on improving student academic achievement by increasing engagement, improving monitoring, and providing real-time feedback. Administrators and content coaches provide evidence-based instructional strategies as part of coaching and feedback cycles. The PELI Coach will provide professional development to K-2 teachers with an emphasis on improving early literacy.

We intentionally build real-world activities and experiences into the student experience, including as part of the STEM Magnet Program and through field trips. We keep parents apprised of information and engagement opportunities through the weekly Principal Message, school website, and social media.

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)).

Bay Point ES and the district Title I office collaborate to provide information and education on ways parents can help their students at home. Supplemental instructional supports and after-school learning opportunities are provided by the school and shared with parents during the development of the students' IEPs.

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 ATSI, TSI, 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.

The school-based leadership team meets to review our school wide goals and resources available to support the goals. Available funding is allocated to support the instructional needs of our teachers and students. Resources are implemented based on need and student outcomes.

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).

Strategically focus on K-5 teachers and instruction, where acceleration can occur more rapidly by ensuring equitable use of resources including instructional support, school-based professional development, cycles of coaching, and feedback.

- Ongoing school-based professional learning opportunities.
- District wide trainings, resources, and supports
- Weekly facilitated common planning
- Weekly facilitated PLCs
- Intentional family engagement opportunities connected to academic success.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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