Pinellas County Schools

BAY VISTA FUNDAMENTAL ELEM.

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

Bay Vista Fundamental Elementary School's mission is to educate all learners to become successful, productive members of society by providing a safe, positive learning community.

Provide the school's vision statement

Bay Vista Fundamental Elementary School's vision is 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

Kelly Goss

gosske@pcsb.org

Position Title

Curriculum Specialist

Job Duties and Responsibilities

To track and monitor student and teacher data; provide curriculum support; develop the master schedule and testing schedule; model and co-teach lessons; offer small group support; support teacher planning; provide professional development; provides teacher, student, and leadership support as needed.

Leadership Team Member #2

Employee's Name

DeAnne Ruffing

ruffingc@pcsb.org

Position Title
Teacher / ELA Goal Manager

Job Duties and Responsibilities

Assist in monitoring and implementing action plan related to ELA proficiency and learning gains goals.

Leadership Team Member #3

Employee's Name
Jaclyn Schafer

roszkowskij@pcsb.org

Position Title
Teacher / ELA Goal Manager

Job Duties and Responsibilities

Assist in monitoring and implementing action plan related to ELA proficiency and learning gains goals.

Leadership Team Member #4

Employee's Name
Carlmon Jones

jonescarl@pcsb.org

Position Title
Principal

Job Duties and Responsibilities

To oversee and monitor the entire school program including instructional design and implementation, operations, finance, and safety / security / culture; oversee and monitor the fidelity of implementation of kindergarten through 5th grade instruction and related initiatives to maximize teacher effectiveness and highest student outcomes.

Leadership Team Member #5

Employee's Name
Anthony Ateek

ateeka@pcsb.org

Position Title
Teacher / Science Goal Manager

Job Duties and Responsibilities

Assist in monitoring and implementing action plan related to Science proficiency goals.

Leadership Team Member #6

Employee's Name
Stephanie Hossenlopp

stophels@pcsb.org

Position Title
Teacher / Science Goal Manager

Job Duties and Responsibilities

Assist in monitoring and implementing action plan related to Science proficiency goals.

Leadership Team Member #7

Employee's Name
Christina Kaddis

kaddisc@pcsb.org

Position Title
Teacher / Math Goal Manager

Job Duties and Responsibilities

Assist in monitoring and implementing action plan related to Math proficiency goals.

Leadership Team Member #8

Employee's Name
Caroline Lloyd

lloydca@pcsb.org

Position Title
Teacher / Math Goal Manager

Job Duties and Responsibilities

Assist in monitoring and implementing action plan related to Math proficiency goals.

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.

SIP Teams are created for each goal which are led by a Goal Manager(s). Goal managers collaborate with their SIP Team over several working sessions to draft action steps to support our goals for the upcoming school year. Goal managers and administration collaborate over the summer months to draft the SIP. In August, the SIP is shared with SAC for any additional input and for approval before it is finally submitted that month.

3. SIP Monitoring

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

SIP Goal managers meet with SIP Teams quarterly to monitor the implementation of action steps and their effectiveness toward school goals. If action steps have not been implemented, the team creates a plan for implementation. The SIP Teams complete a reflection and evaluate the specific action steps related to their goal to provide feedback that is shared with administration and the School-Based Leadership Team (SBLT). Administration and the SBLT work collaboratively to determine the next steps to support progress toward our goals and to closing achievement gaps for all students. Progress towards achieving our school goals is also shared with SAC during the State of the School presentation.

C. Demographic Data

2026-27 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**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**64.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
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)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2025-26: A** **2024-25: A** **2023-24: A** **2022-23: A** **2021-22: A**

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	65	69	83	98	100	81	0	0	0	496
Absent 10% or more school days	0	6	8	3	11	2	0	0	0	30
One or more suspensions	0	1	1	0	1	0	0	0	0	3
Course failure in English Language Arts (ELA)	0	0	0	0	1	2	0	0	0	3
Course failure in Math	0	0	0	0	2	4	0	0	0	6
Level 1 on statewide ELA assessment	0	0	5	5	5	7	0	0	0	22
Level 1 on statewide Math assessment	0	0	1	11	3	5	0	0	0	20
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	0	0	2	0	0	0	0	0	2
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	5	1	0	0	0	0	0	6

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	0	0	4	4	6	0	0	0	14

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	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	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	65	88	101	104	86	74				518
Absent 10% or more school days		7	9	6	5	2				29
One or more suspensions					1	2				3
Course failure in English Language Arts (ELA)						1				1
Course failure in Math						2				2
Level 1 on statewide ELA assessment				2	5					7
Level 1 on statewide Math assessment		9	10	8	1	5				33
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (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			3	2	3	2				10

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				1	1					2
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 CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	78	68	62	75	64	59	70	61	57
Grade 3 ELA Achievement	82	70	61	78	67	59	76	63	58
ELA Learning Gains	68	65	63	71	62	60	67	64	60
ELA Lowest 25th Percentile	61	63	58	61	59	56	52	62	57
Math Achievement*	86	72	66	79	69	64	76	66	62
Math Learning Gains	75	69	64	61	67	63	67	68	62
Math Lowest 25th Percentile	61	56	50	37	56	51	44	58	52
Science Achievement	83	72	62	81	70	58	79	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	74%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	594
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***
74%	68%	66%	71%	64%	52%	

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	60%	No		
Black/African American Students	63%	No		
Hispanic Students	76%	No		
Multiracial Students	83%	No		
White Students	88%	No		
Economically Disadvantaged Students	68%	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	78%	82%	68%	61%	86%	75%	61%	83%					
Students With Disabilities	59%	53%	54%	43%	66%	67%	75%	64%					
Black/African American Students	63%	73%	63%	50%	70%	64%	54%	69%					
Hispanic Students	77%		71%		86%	71%							
Multiracial Students	72%				94%								
White Students	91%	90%	72%		96%	85%		94%					
Economically Disadvantaged Students	70%	72%	63%	57%	76%	71%	63%	73%					

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	75%	78%	71%	61%	79%	61%	37%	81%					
Students With Disabilities	47%	58%	67%	69%	53%	57%	42%						
Black/African American Students	57%	66%	62%	63%	63%	47%	35%	57%					
Hispanic Students	75%	64%	88%		82%	63%		90%					
Multiracial Students	89%		83%		89%	82%							
White Students	90%	92%	74%		91%	72%		97%					
Economically Disadvantaged Students	59%	67%	61%	64%	66%	47%	33%	61%					

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	70%	76%	67%	52%	76%	67%	44%	79%					
Students With Disabilities	38%	47%	56%	53%	48%	41%	33%	53%					
Black/African American Students	51%	67%	51%	49%	59%	57%	39%	72%					
Hispanic Students	73%	80%	70%		73%	74%		67%					
Multiracial Students	94%		83%		88%	45%							
White Students	86%	80%	81%		92%	83%		94%					
Economically Disadvantaged Students	55%	67%	58%	48%	62%	61%	39%	74%					

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	82%	68%	14%	60%	22%
ELA	4	73%	66%	7%	60%	13%
ELA	5	78%	66%	12%	61%	17%
Math	3	89%	71%	18%	66%	23%
Math	4	83%	72%	11%	65%	18%
Math	5	83%	69%	14%	62%	21%
Science	5	83%	70%	13%	60%	23%

III. Planning for Improvement

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

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

Most Improvement

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

Our Math L25 learning gain data showed a remarkable 25% increase (62% from 37%) from 2024/25. This increase occurred due to a continued focus on providing instruction that meets the complexity level of the assessed benchmarks and teachers also being strategic and intentional with differentiating the math interventions needed for the various level of learners in our L25 cohort. Many of our L25 math students were also engaged with our Promise Time programs offered before and after school to get more individualized support in improving their math competency.

Similarly, our overall math learning gains jumped 13 percentage points (75% from 62%) from 2024/25.

Lowest Performance

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

Our ELA L25 learning gains data was our lowest performing cell, having 60% of our students demonstrating a learning gain. This was a 1% decrease from the 2024/25 school year. Contributing factors to this performance could be related to students ahving a lack of stamina of using test-taking strategies to push through challenging questions, as well as having a lack of confidence in their ability to achieve a gain or become proficient.

Greatest Decline

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

Our ELA learning gains had a 4% decrease from the 2024/25 school year (67% from 71%). Factors contributing to this decline in performance could be related to students having a lack of stamina of using test-taking strategies to puish through challenging questions. Teachers may have not implemented effective strategies on a consistent basis to support already proficient students in exposuring them to more level 4 and level 5 questions on assessed benchmarks.

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.

Grade 5 SSA proficiency improved to 83% as compared to the state proficiency of 60%, which is a gap of 23%. While we typically have a positive gap among our SSA performance compared to the state, once again this cell continues to be our greatest positive gap. As the Grade 5 SSA includes standards from grades K-5, our science instructional time is maximized each day across all grade levels. This, along with the consistent implementation of a Walk-to-Science intervention, contributed to the significant positive gap in 5th grade science. The Walk-to-Science groups were based on disaggregated data. Students were grouped by their lowest performed standards, as evidenced by the Mid-Year Science Assessment and the Mock SSA, to participate in hands-on activities targeting those specific standards. Additional focus was placed on the "science power words" across all classrooms. The focus on Walk-to-Science and the power words continues to impact our proficiency rates.

EWS Areas of Concern

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

There is a correlation for many of our lowest performing students and their rate of attendance. Therefore our EWS top priorities are as follows:

1. Attendance for students who are absent 10% or more.
2. Attendance for our students scoring below proficiency in grades 3-5

Highest Priorities

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

1. ELA L25 Learning Gains
2. ELA Learning Gains
3. Math Learning Gains

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

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

Area of Focus #1

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

While schoolwide ELA proficiency increased from 75% to 78%, ELA learning gains dipped 3% from the previous year (68% from 71%). Our analysis of FAST ELA assessment data, classroom performance data, and progress monitoring results indicates that additional focus is needed to increase overall learning gains and ensure all students demonstrate mastery of grade-level benchmarks.

We will focus on strengthening Tier 1 core instruction through the consistent implementation of standards-aligned, data-driven literacy practices. Emphasis will be placed on explicit instruction in reading comprehension, vocabulary development, text-based evidence, and written responses across all content areas. Teachers will utilize ongoing formative assessment data and collaborative planning processes to identify student needs, differentiate instruction, and provide responsive intervention and enrichment opportunities.

Professional development will focus on high-impact instructional strategies that promote student engagement, text analysis, and effective questioning techniques aligned to assessed benchmarks. Additionally, students will regularly engage with complex grade-level texts and collaborative learning experiences.

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.

- We aim to increase **ELA proficiency** from **78% to 82%** as determined by the FAST PM3 assessment.
- We aim to increase 3rd grade ELA proficiency from **82% to 83%**, as determined by the FAST PM3 assessment.
- We also strive to increase **ELA learning gains** from **68% to 81%** as determined by the FAST

PM3 assessment.

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 for implementation in a variety of ways including regularly reviewing formative assessment data (classroom, district, and FAST progress monitoring data), classroom walkthrough data, lesson plans, PLC minutes, running records, student work samples, and Amira. Using these data points will assist us in revising our action steps within our SIP throughout the school year.

Person responsible for monitoring outcome

Carlmon Jones and Kelly Goss

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 implement targeted small-group ELA instruction based on FAST data, district and classroom formative assessments, and ongoing progress-monitoring results to address specific literacy skill deficits among all students. Instruction will focus on grade-level benchmarks while providing additional support in reading comprehension, vocabulary development, text-dependent analysis, and written responses. Students will participate in differentiated intervention groups that receive explicit instruction, guided practice, immediate feedback, and frequent opportunities to engage with complex texts.

Rationale:

The implementation of schoolwide data-driven literacy instruction, targeted small-group support, and ongoing progress monitoring was selected based on an analysis of FAST ELA proficiency and learning gains data. Our school data indicated a need to strengthen literacy achievement and accelerate student growth, particularly among student groups performing below schoolwide expectations. Utilizing assessment data to guide instructional decisions ensures that teachers can identify specific benchmark skill deficits, provide targeted interventions, and adjust instruction to meet individual student needs.

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
Collaborative Planning for High-Quality Instruction (Clarity, Engagement, Academic Discourse)

Person Monitoring:
Carlmon Jones

By When/Frequency:
September 2026 / Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Engage in bi-weekly collaborative planning sessions to combine/stack standards and benchmarks to support learning so that a benchmark is spotlighted and supporting benchmarks (such as ELA Expectations/MTRs) that enhance instruction are incorporated in the lesson to meet the demands of the spotlighted benchmark.
2. Identify learning targets (what am I learning today?), the relevance of the lesson (Why am I learning this?), and success criteria (how do I know I've learned it?)
3. Plan common student tasks and aligned instructional strategies that result in an enriched student experience with students doing the work of the lesson based on their level of understanding.
4. Share best practices and successful instructional approaches that support student engagement and achievement.
5. Administration will reference common planning minutes and conduct walkthroughs to monitor for instructional alignment and provide regular feedback to grade-level teams.

Action Step #2
Utilize PLCs and Data Chats to Analyze Student Data and Monitor Progress

Person Monitoring:
Carlmon Jones

By When/Frequency:
September 2026 / Bi-weekly / After FAST PM1 and PM2 Assessments

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Conduct Professional Learning Community (PLC) meetings focused on reviewing FAST, district, and classroom assessment data.
2. Analyze student work samples to identify trends, misconceptions, and instructional next steps.
3. Identify students in need of enrichment, intervention, or acceleration based on proficiency and growth data.
4. Principal and Curriculum Specialist conduct one-on-one teacher data chats to discuss progress of targeted students for proficiency and learning gains and strategies to support these students.
5. Teachers conduct student one-on-one data chats for the purpose of understanding their current progress, goal-setting, and commitments to achieve that goal.

Action Step #3
Implement Differentiated Pop-Up Groups Based on Data

Person Monitoring:
Carlmon Jones

By When/Frequency:
October 2026 / Once per Unit

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Use FAST progress-monitoring data, district assessment data, and classroom progress-monitoring data to create flexible "pop-up" groups targeting specific literacy skills.
2. Regroup students frequently based on current data and demonstrated mastery.
3. Ensure intervention and enrichment opportunities are available for all students.

Area of Focus #2

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

Schoolwide Math proficiency increased from 79% to 86%, representing a 7-percentage-point gain from the previous school year. Overall math learning gains improved 13 percentage points (75% from 62% in 2025). While this growth reflects the positive impact of instructional practices and targeted interventions, analysis of FAST Math assessment data, classroom performance data, and progress monitoring results indicates that additional focus is needed to continue to increase proficiency and learning gains to ensure all students demonstrate mastery of grade-level benchmarks.

While mathematics performance has shown significant improvement, continued focus on instructional practices is necessary to sustain growth and ensure that all students continue to make progress to and past proficiency as well as demonstrate a learning gain. Strengthening the use of differentiated instruction, collaborative planning, and targeted interventions will support students in mastering grade-level standards and achieving higher levels of mathematical success.

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.

- We aim to increase **Math proficiency** from **85% to 87%** as determined by the FAST PM3 assessment.
- We aim to increase **Math learning gains** from **75% to 85%** as determined by the FAST PM3 assessment.

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 for implementation in a variety of ways including regularly reviewing formative assessment data (classroom, district, and FAST progress monitoring data), classroom walkthrough data, lesson plans, PLC minutes, running records, student work samples, and Dreambox lessons passed. Using these data points will assist us in revising our action steps within our SIP throughout the school year.

Person responsible for monitoring outcome
Carlmon Jones

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:
1. Deepen understanding of the B.E.S.T. Standards as a nonnegotiable for improving student outcomes. 2. Utilize curricular materials to create a common foundation of standards-aligned rigorous expectations for all students. 3. Implement standards-based tasks that promote conceptual understanding and application of mathematical concepts. 4. Utilize flexible, differentiated "pop-up" groups to provide targeted intervention, remediation, enrichment, and acceleration based on student performance data. 5. Celebrate student growth with regards to goal setting and academic progress to encourage the use of high-yield strategies and ensure continuous academic growth. 6. Monitor student progress regularly and adjust instruction based on formative assessment results. 7. Collaborate during PLCs and planning sessions to analyze student work, identify misconceptions, and plan responsive instruction.

Rationale:
The selected interventions were identified through an analysis of prior-year FAST Math data, which demonstrated strong overall performance with 85% proficiency and 75% learning gains. While these results reflect significant improvement from the previous year, the school's goals of increasing proficiency to 87% and learning gains to 85% require a continued focus on strengthening instructional practices that promote both achievement and accelerated growth. These interventions are designed to ensure consistent, standards-aligned instruction across all classrooms while addressing individual student needs through targeted support. Collectively, these evidence-based interventions create a comprehensive framework for improving instructional effectiveness, increasing student engagement, and accelerating mathematical achievement. They were selected to build upon the school's existing successes while ensuring continued progress toward the school's proficiency and learning gain goals.

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
Collaborative Planning for High-Quality Instruction (Clarity, Engagement, and Academic Discourse)

Person Monitoring:
Carlmon Jones

By When/Frequency:
September 2026 / Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Facilitate bi-weekly collaborative planning sessions where grade-level teams unpack the math

standards for the unit of study, identify learning targets, plan for misconceptions, and develop standards-aligned lessons.
2. Utilize the B.E.S.T. Instructional Guide for Mathematics (BIG-M) and Achievement Level Descriptors (ALDs) to create tasks that support intervention and/or enrichment.
3. Identify learning targets (what am I learning today?), the relevance of the lesson (Why am I learning this?), and success criteria (how do I know I've learned it?)
4. Plan common student tasks and aligned instructional strategies that result in an enriched student experience with students doing the work of the lesson based on their level of understanding.
5. Share best practices and successful instructional approaches that support student engagement and achievement.
6. Administration will reference common planning minutes and conduct walkthroughs to monitor for instructional alignment and provide regular feedback to grade-level teams.

Action Step #2
Utilize PLCs and Data Chats to Analyze Student Data and Monitor Progress

Person Monitoring:
Carlmon Jones

By When/Frequency:
September 2026 / Bi-weekly / After PM1 and PM2 Assessments

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Schedule bi-weekly PLC meetings to review common assessment data, identify trends, and determine instructional responses for individual students and student groups.
2. Create and maintain data trackers that monitor proficiency on "high-yield" benchmarks and identify and support students in need of intervention or enrichment.
3. Principal and Curriculum Specialist conduct one-on-one teacher data chats to discuss progress of targeted students for proficiency and learning gains and strategies to support these students.
4. Teachers conduct student one-on-one data chats for the purpose of understanding their current progress, goal-setting, and commitments to achieve that goal.

Action Step #3
Implement Differentiated Pop-Up Groups Based on Data

Person Monitoring:
Carlmon Jones

By When/Frequency:
October 2026 / Once per Unit

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Use FAST progress monitoring, district formative assessment, benchmark, and classroom performance data to identify students for targeted pop-up groups focused on specific skill deficits or enrichment opportunities.
2. Provide differentiated small-group instruction, with flexible grouping that changes based on ongoing student performance.
3. Utilize evidence-based intervention strategies and math manipulatives to address identified learning gaps and strengthen conceptual understanding.
4. Monitor student progress and adjust groupings, instructional focus, and intervention intensity based on data outcomes.

Area of Focus #3

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

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

Bay Vista Fundamental improved our Science proficiency, as determined by the SSA Science assessment, to 83% this past school year (2 percentage points higher than the previous year). Data analysis revealed that there are still opportunities to improve student proficiency and close achievement gaps among specific subgroups.

By concentrating on targeted science instruction, data-driven interventions, and frequent monitoring of student progress, teachers will be able to address areas of need and provide appropriate support and enrichment. In doing these things to a high degree of fidelity, we expect to further increase student achievement, strengthen conceptual understanding, and build on the positive gains demonstrated during the previous school year.

Measurable Outcome

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

We aim to increase **Science proficiency** from **83% to 84%** as determined by the FAST PM3 assessment.

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 for implementation in a variety of ways including regularly reviewing formative assessment data (classroom and district data), classroom walkthrough data, lesson plans, PLC minutes, and student work samples. Using these data points will assist us in revising our action steps within our SIP throughout the school year.

Person responsible for monitoring outcome

Carlmon Jones

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:

Our science proficiency increased to 83%, a 2% gain from the previous year, demonstrating positive

progress in student achievement. To continue improving outcomes, teachers will implement evidence-based instructional practices including data-driven small-group instruction, explicit vocabulary development, inquiry-based learning experiences, and frequent formative assessments. Students who demonstrate skill gaps will receive targeted intervention based on assessment data, while teachers will engage students in hands-on investigations, scientific discourse, and standards-aligned problem-solving tasks. Progress monitoring will occur regularly to adjust instruction and ensure all students are making growth toward proficiency. The goal is to sustain and exceed current achievement levels while increasing the percentage of students performing at proficiency and above.

Rationale:
These interventions were selected because science proficiency is already pretty strong at 83%, indicating that current instructional practices are effective and should be strengthened rather than replaced. Research supports data-driven small-group instruction, explicit academic vocabulary instruction, inquiry-based learning, and frequent formative assessment as high-impact strategies for improving science achievement. These practices help teachers identify and address specific student misconceptions, increase engagement through hands-on learning, strengthen scientific reasoning, and provide timely feedback to guide instruction. By building on successful practices and targeting remaining learning gaps, the school can sustain positive growth, increase proficiency rates, and support all students in reaching higher levels of achievement.

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
Collaborative Planning for High-Quality Instruction (Clarity, Engagement, Academic Discourse)

Person Monitoring:
Carlmon Jones

By When/Frequency:
September 2026 / Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Conduct bi-weekly collaborative planning sessions where teachers unpack science standards, identify learning targets, and align instruction to grade-level benchmarks.
2. Identify learning targets (what am I learning today?), the relevance of the lesson (Why am I learning this?), and success criteria (how do I know I've learned it?)
3. Develop and use common NGSSS-based lesson plans that incorporate inquiry-based learning, academic vocabulary, and rigorous science tasks.
4. Utilize common formative assessments aligned to assessed standards to measure student mastery and guide instructional decisions.
5. Administration will reference common planning minutes and conduct walkthroughs to monitor for instructional alignment and provide regular feedback to teachers.

Action Step #2
Utilize PLCs and Data Chats to Analyze Student Data and Monitor Progress

Person Monitoring:

By When/Frequency:

Carlmon Jones | September 2026 / Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Facilitate bi-weekly PLC meetings to review formative, benchmark, and district assessment data and identify trends in student performance.
2. Conduct data chats with teachers to analyze ELA proficiency rates compared to science performance, monitor student growth, and establish targeted action plans for students needing additional support.
3. Use student work samples and assessment results during PLCs to identify misconceptions and determine instructional adjustments.
4. Monitor progress toward science proficiency goals through regular data reviews.

Action Step #3
Implement Differentiated Pop-Up Groups Based on Data

Person Monitoring:
Carlmon Jones

By When/Frequency:
October 2026 / Once per Unit

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Use assessment data to identify students requiring reteaching, intervention, enrichment, or acceleration on specific science standards.
2. Implement flexible, short-term pop-up groups during the instructional block to provide targeted support based on identified skill gaps.
3. Incorporate hands-on investigations, vocabulary development, and evidence-based questioning strategies within intervention groups.
4. Progress monitor students regularly and adjust group membership and instructional focus based on updated data.

Area of Focus #4

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

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

Area of Focus Description and Rationale

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

In analyzing our FAST ELA assessment data, our Black students are performing below overall school outcomes in both proficiency and learning gains in the areas of Reading and Math.

- FAST ELA proficiency: Black student proficiency: 63% / School-wide proficiency: 78% (15% gap)
- FAST ELA Learning Gains: Black student learning gains: 63% / School-wide learning gains: 67% (4% gap)
- FAST Math Proficiency: Black student proficiency: 70% / School-wide proficiency: 85% (15% gap)

- FAST Math Learning Gains: Black student learning gains: 64% / School-wide learning gains: 75 (11% gap)

These results suggest that many of our Black students are not consistently meeting grade-level literacy expectations or demonstrating accelerated growth. Addressing this achievement gap is essential to ensuring equitable access to rigorous instruction, strengthening their literacy skills, and improving academic outcomes.

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.

- We aim to raise Black student proficiency, as determined by the FAST ELA PM3 assessment from **63% to 77%** by May 2027.
- We aim to raise Black student proficiency, as determined by the FAST math assessment from **70% to 80%** by May 2027.

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 for implementation in a variety of ways including regularly reviewing formative assessment data (classroom, district, and FAST progress monitoring data), classroom walkthrough data, lesson plans, PLC minutes, running records, student work samples, Amira, and Dreambox usage. Using these data points will assist us in revising our action steps within our SIP throughout the school year.

Person responsible for monitoring outcome

Carlmon Jones

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 implement a systematic approach to identifying, monitoring, and supporting Black students through benchmark-aligned instruction, differentiated small-group learning opportunities, and ongoing analysis of academic performance data. Through PLC collaboration and responsive instructional practices, teachers will provide targeted support designed to accelerate achievement and close proficiency and learning gain gaps in both ELA and Mathematics.

Rationale:

This intervention was selected based on prior-year FAST ELA and Math data indicating that Black

students are performing below schoolwide averages in proficiency and learning gains. Research supports the use of data-driven instruction, targeted small-group intervention, frequent progress monitoring, collaborative teacher planning, and culturally responsive instructional practices as effective methods for improving outcomes for our Black subgroup. By ensuring that instruction is responsive to individual student needs and that teachers regularly monitor progress and adjust supports, we can accelerate achievement, increase proficiency, improve learning gains, and reduce performance gaps for Black students in both ELA and Mathematics.

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
Collaborative Planning for High-Quality Instruction (Clarity, Engagement, Academic Discourse)

Person Monitoring:
Carlmon Jones

By When/Frequency:
September 2026 / Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Conduct bi-weekly collaborative planning sessions focused on unpacking B.E.S.T. Standards and identifying the essential skills and learning targets students must master.
2. Identify learning targets (what am I learning today?), the relevance of the lesson (Why am I learning this?), and success criteria (how do I know I've learned it?)
3. Use assessment and student work data to identify standards where Black students demonstrate lower proficiency and plan targeted instructional responses.
4. Incorporate culturally relevant instructional resources and learning experiences that promote student connection and engagement.
5. Plan differentiated instructional strategies and scaffolded supports to ensure access to grade-level content for all learners.

Action Step #2
Utilize PLCs and Data Chats to Analyze Student Data and Monitor Progress

Person Monitoring:
Carlmon Jones

By When/Frequency:
September 2026 / Bi-weekly / After FAST PM1 and PM2 Assessments

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Conduct bi-weekly PLC meetings and include analysis of progress monitoring data of Black students.
2. Analyze proficiency, learning gains, and standards mastery to identify trends, strengths, and areas requiring additional support.
3. Develop action plans for students requiring intervention or enrichment and revisit those plans regularly.
4. Facilitate student data chats regularly to help students understand their academic performance, set goals, and monitor progress.

5. Use PLC discussions to identify effective instructional practices and share strategies that have demonstrated success with Black students.
6. Monitor subgroup progress throughout each assessment cycle and adjust instruction based on findings.

Action Step #3
Implement Differentiated Pop-Up Groups Based on Data

Person Monitoring:
Carlmon Jones

By When/Frequency:
October 2026 / Once per Unit

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Use formative assessments, FAST data, and classroom performance data to create flexible pop-up groups targeting identified skill gaps.
2. Regularly regroup students based on demonstrated mastery and progress-monitoring results.
3. Provide enrichment opportunities for students demonstrating proficiency to maintain growth and acceleration.
4. Ensure intervention strategies are aligned to grade-level expectations and support access to rigorous content.

IV. Positive Learning Environment

Area of Focus #1

Other: Family Involvement

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.

Analysis of school data identified missed parent meetings as a contributing factor to referrals to the Intervention and Appeals Committee (IAC). Feedback from families suggests that competing work schedules, family obligations, and limited availability can create barriers to attendance. To address these challenges, Bay Vista Fundamental will offer five of eight months in which parents can choose from multiple parent meetings/engagement opportunities to earn meeting credit. For the months of November and December, as well as April and May respectively, parents will be allowed to attend one event during either month that will satisfy meeting credit for both months. Providing flexible access aligns with Fundamental Policy expectations and promotes equitable opportunities for family participation.

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 reducing attendance barriers and increasing parent engagement, Bay Vista Fundamental

anticipates improved participation rates and a corresponding 5% decrease in IAC referrals associated with missed parent meetings.

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.

Meeting attendance each month, IAC referrals for missed parent meetings

Person responsible for monitoring outcome

Carlmon Jones

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 Vista Fundamental will implement a flexible family engagement model by providing multiple meeting dates, varied scheduling options, virtual participation opportunities, and proactive communication strategies to reduce barriers to parent participation. School personnel will monitor attendance data and conduct targeted outreach to families requiring additional support. These evidence-based family engagement practices are expected to increase parent participation and decrease IAC referrals related to missed parent meetings by at least 5% during the 2026–2027 school year.

Rationale:

Analysis of school data identified missed parent meetings as a factor contributing to IAC referrals. To address barriers that may prevent family participation, the school will provide flexible scheduling and multiple opportunities for parents to attend required meetings and events throughout the school year. These efforts will increase access, strengthen family-school partnerships, improve communication, and support greater compliance with parent meeting requirements, per fundamental guidelines. As a result, we anticipate a reduction in missed parent meetings and a minimum 5% decrease in IAC referrals related to meeting nonattendance.

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

Development of a Parent Meeting Calendar / Increase Family Engagement Opportunities

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

Carlmon Jones July 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Collaborate with Parent-Teacher Association (PTA) president to get all PTA event dates penciled in for the year.
2. Collaborate with teacher leaders to pencil in school activity dates for the year. Engagement events are aligned to academic and socio-emotional learning goals.
3. Determine which meetings will be offered for meeting credit, per fundamental guidelines.
4. Determine which SAC and PTA meetings will be required for "in-person" meetings and which will have a virtual meeting option.
5. Gather parent feedback regarding the events, the event meeting times, and formats for continuous improvement.

Action Step #2
Strengthen Parent Communication

Person Monitoring:
Carlmon Jones

By When/Frequency:
August 2026 / Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Notify families of meetings using multiple communication methods (phone calls, text messages, email, flyers, school messaging platforms).
2. Send reminders weekly and one day prior to scheduled meetings.
3. Provide information in families' preferred language when possible.

Action Step #3
Targeted Outreach for Non-Attending Families

Person Monitoring:
Carlmon Jones

By When/Frequency:
After Each Meeting Month

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Maintain attendance records for all required parent meetings.
2. Send a missed meeting notice home after the first two missed meetings.
3. After the third missed meeting, refer the parent/family to IAC.

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 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.

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 2026-27 UniSIG funds but has chosen NOT to apply.

No

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