Pinellas County Schools

ANONA 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

The Anona community will unite to create and maintain a quality and safe learning environment enabling each student to succeed.

Provide the school's vision statement

100% student success

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Brandie Miller

millerbran@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

The elementary school principal is responsible for the overall management and operation of the school. The principal serves as the instructional leader, guiding the school’s vision and ensuring a safe, supportive learning environment. They use data to drive improvement, support high-quality teaching, and foster collaboration among staff, families, and the community to increase student achievement.

Leadership Team Member #2

Employee's Name

Ann Palmer

palmerannm@pcsb.org

Position Title
Assistant Principal

Job Duties and Responsibilities

The assistant principal supports the principal in leading daily school operations and maintaining a safe, positive learning environment. They assist with implementing the School Improvement Plan, monitoring student progress, supporting staff, and fostering strong relationships with students, families, and the community to promote student success.

Leadership Team Member #3

Employee's Name
Brianna Diaz

diazbri@pcsb.org

Position Title
School Counselor

Job Duties and Responsibilities

The elementary school counselor supports students' academic, social, and emotional development. They provide individual and group counseling, deliver classroom lessons on topics like social skills and conflict resolution, and collaborate with teachers, parents, and administrators to promote a positive school climate which leads to student success.

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.

All staff was invited to be involved in process of creating the SIP for the 2026-2027 school year. Teachers reflected on last year's goals and modified, continued, or created new goals and action steps based on this year's data. Community members were given the same opportunity to reflect, ask questions, and make suggestions for the upcoming year. Teacher volunteers were involved in the

writing of the plan and will continue to work with the leadership team throughout the year to monitor the plan's implementation.

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 through bi-weekly SBLT meetings focused on student performance data, with special attention to subgroups showing the greatest achievement gaps. Progress will be tracked using assessment results, classroom walkthrough data, and feedback from instructional staff. Implementation of strategies will be reviewed regularly, and adjustments will be made based on data and stakeholder input. Updates will be shared during SAC meetings, faculty meetings, and family events to ensure transparency and engagement. The SIP will be revised as needed to reflect current needs, ensuring continuous improvement and equitable outcomes for all students.

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	**64.1%**
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)** **ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**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	39	48	41	64	68	76	0	0	0	336
Absent 10% or more school days	0	14	8	9	11	14	0	0	0	56
One or more suspensions	0	0	0	1	1	2	0	0	0	4
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	1	2	0	0	0	3
Level 1 on statewide ELA assessment	0	0	5	11	3	9	0	0	0	28
Level 1 on statewide Math assessment	0	8	3	15	3	8	0	0	0	37
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	1	2	1	0	0	0	0	4
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	6	3	6	0	0	0	0	0	15

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	4	4	9	1	8	0	0	0	26

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	1	0	0	0	0	0	1
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	41	50	74	78	83	67				393
Absent 10% or more school days		10	13	14	14	11				62
One or more suspensions			1	1	1	1				4
Course failure in English Language Arts (ELA)						1				1
Course failure in Math						1				1
Level 1 on statewide ELA assessment				14	10					24
Level 1 on statewide Math assessment		6	11	16	4	5				42
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	5	9	3	4				24

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		2		2						4
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*	73	68	62	69	64	59	64	61	57
Grade 3 ELA Achievement	82	70	61	65	67	59	70	63	58
ELA Learning Gains	69	65	63	65	62	60	64	64	60
ELA Lowest 25th Percentile	73	63	58	48	59	56	59	62	57
Math Achievement*	80	72	66	77	69	64	83	66	62
Math Learning Gains	75	69	64	80	67	63	76	68	62
Math Lowest 25th Percentile	57	56	50	61	56	51	63	58	52
Science Achievement	78	72	62	84	70	58	81	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	73%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	587
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***
73%	65%	72%	74%	74%	68%	

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	64%	No		
English Language Learners	89%	No		
Black/African American Students	58%	No		
Hispanic Students	80%	No		
Multiracial Students	71%	No		
White Students	75%	No		
Economically Disadvantaged Students	71%	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	73%	82%	69%	73%	80%	75%	57%	78%					
Students With Disabilities	50%	79%	54%	71%	61%	81%	69%	50%					
English Language Learners	85%				92%								
Black/African American Students	50%		64%		50%	69%							
Hispanic Students	79%	92%	76%		79%	72%		80%					
Multiracial Students	58%		67%		74%	83%							
White Students	77%	83%	68%	63%	84%	76%	61%	88%					
Economically Disadvantaged Students	67%	84%	63%	75%	74%	74%	61%	69%					

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	69%	65%	65%	48%	77%	80%	61%	84%					38%
Students With Disabilities	39%	31%	53%	42%	42%	47%	45%						
English Language Learners	67%				92%								38%
Black/African American Students	27%				45%								
Hispanic Students	73%	69%	74%		84%	74%		100%					
Multiracial Students	61%		60%		67%	80%							
White Students	74%	71%	65%	37%	80%	84%	74%	83%					
Economically Disadvantaged Students	61%	57%	63%	50%	67%	73%	44%	79%					

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	64%	70%	64%	59%	83%	76%	63%	81%					87%
Students With Disabilities	33%	33%	54%	47%	54%	58%	50%	50%					
English Language Learners	30%				90%								87%
Black/African American Students	55%				45%								
Hispanic Students	56%	73%	61%		88%	91%		92%					92%
Multiracial Students	53%		67%		68%	50%							
White Students	69%	70%	66%	65%	87%	75%	53%	86%					
Economically Disadvantaged Students	52%	58%	52%	47%	74%	69%	57%	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	69%	66%	3%	60%	9%
ELA	5	69%	66%	3%	61%	8%
Math	3	82%	71%	11%	66%	16%
Math	4	76%	72%	4%	65%	11%
Math	5	77%	69%	8%	62%	15%
Science	5	79%	70%	9%	60%	19%

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?

Based on Spring 2026 FAST data, our overall ELA proficiency increased from 69% to 73%, showing the biggest increase of all indicators. Over the past year, we have worked on implementing The Writing Revolution strategies with our students and we feel those teaching practices have increased our students' skills. Teachers met in grade-level PLCs to collaborate and plan instruction aligned with standards and tailored teaching approaches for each content area. Teachers incorporated data-driven planning to target areas of need during intervention time, and students requiring additional support were offered tutoring outside of the designated ELA block.

Lowest Performance

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

Based on the spring FAST data for 2026, Math learning gains of our lowest 25% of students were our lowest scoring data point at 57%. Learning gains for all students decreased by 5 points, moving from 80% to 75%. The decline in our lowest students' performance might be attributed to a lack of monitoring with immediate feedback for our most struggling students.

Greatest Decline

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

Based on the spring FAST data for 2026, science proficiency declined, moving from 84% to 78%. This represented the biggest decrease across all data points for Anona Elementary. The decline in our students' science performance might be attributed to a lack of science vocabulary knowledge.

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.

Anona outperformed the state by at least 10 percentage points in all areas, ELA, Math and Science, at all grade levels, 3rd-5th. An intentional focus on interventions matched to student need contributed to this success.

EWS Areas of Concern

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

Attendance continues to be a concern with 56 of our students missing more than 10% of the school year last year.

Highest Priorities

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

Continue strong Tier 1 instruction with differentiation and immediate feedback
Intentionally plan Tier 2 and Tier 3 Interventions matched to student need
Inclusive Practices for ESE students
Support Strategies for Male Learners
Equity Based Support for Black Students

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.

FAST acheivement data indicates that our ELA. Math and Science instruction is strong and needs to continue to address areas of student weakness. Collaborative planning for grade level teams will continue.

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.

By the end of the school year, all teachers will consistently implement standards-based Tier 1 instruction that includes differentiated learning experiences, frequent checks for understanding, and immediate feedback, resulting in at least 78% overall proficiency in ELA and 85% proficiency in Mathematics as measured by the FAST test in May. In 2026, our third grade students were 82% proficient in ELA and we are striving for 85% proficiency in 2027 for third grade specifically. As measured by the Science FAST assessment, our proficiency will increase from 78% to 84%.

Monitoring

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

Classroom walkthrough data
District benchmark assessments
PLC data discussions
PM1 and PM2 data

Person responsible for monitoring outcome

Brandie Miller, 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 design and implement whole group and small group instruction according to evidence-based principles, including thoughtful questioning techniques, Writing Revolution strategies, structures for academic discourse, and monitoring for learning with feedback.

Rationale:
Explicit instructional practice for students learning new content, skills, or concepts includes full, clear explanations, teacher modeling, providing a "worked out" sample with full teacher explanation, guidance during student practice, and immediate teacher corrective feedback. When all of these parts of a lesson occur, learning is deepened.

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
Data Review

Person Monitoring:
Brandie Miller

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teams will examine all relevant data (classroom and district assessments, FAST data, exit tickets, informal observational data, etc.) to determine each student's areas of strength and weakness. Instruction will be tailored to student need.

Action Step #2
Collaborative Planning

Person Monitoring:
Brandie Miller

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide regular structures for planning/PLCs where teachers regularly engage in data/student work analysis as well as intellectual prep & lesson rehearsal for upcoming lessons, including scaffolds that address gaps in student learning. Allow time for planning intentional small group and intervention instruction.

Area of Focus #2

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

Instructional Practice specifically relating to Intervention

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.

State assessment data collected from the 2025-2026 school year showed students that did not make a learning gain or reach proficiency in ELA, Math and/or Science had a lack of targeted small group and intervention instruction.

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.

By the end of the school year, all teachers will consistently implement standards-based Tier 2 and 3 instruction that includes differentiated learning experiences, frequent checks for understanding, and immediate feedback, resulting in at least 85% proficiency in ELA and 83% proficiency in Mathematics as measured by the FAST test in May. As measured by the Science FAST assessment, our proficiency will increase from 78% to 84%.

Monitoring

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

The area of focus will be monitored by daily informal and formal walkthrough observations with actionable feedback. All performance data will be consistently monitored and discussed with teachers at weekly PLCs. FAST PM1 and PM2 assessments, as well as district module assessments and other classroom assessments will be examined.

Person responsible for monitoring outcome

Brandie Miller

Evidence-based Intervention:

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

Description of Intervention #1:

Explicit and systematic ELA instruction including scaffolds using UFLI, Flamingo small groups, and book studies/clubs. Interventions and small group instruction will be monitored daily by the leadership team. To maximize student achievement, mathematics and science instruction will be tightly aligned to state standards and delivered through high-quality instructional materials. Achievement Level Descriptors will serve as the foundation for data-driven instructional planning, enabling teachers to differentiate learning experiences, target skill gaps, and accelerate student growth toward proficiency and beyond.

Rationale:
Standards-aligned ELA, Math and Science instruction ensures all students have access to rigorous grade-level content. Using high-quality instructional materials and Achievement Level Descriptors (ALDs) helps teachers provide targeted support or enrichment. This data-driven approach addresses individual learning needs and promotes increased student achievement and growth.

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
Data Review

Person Monitoring:
Brandie Miller

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teams will examine all relevant data (classroom and district assessments, FAST data, exit tickets, informal observational data, etc.) to determine each student's areas of strength and weakness. Instruction will be tailored to student need.

Action Step #2
Collaborative Planning

Person Monitoring:
Brandie Miller

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide regular structures for planning/PLCs where teachers regularly engage in data/student work analysis as well as intellectual prep & lesson rehearsal for upcoming lessons, including scaffolds that address gaps in student learning. Allow time for planning intentional small group and intervention instruction.

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.

Support is needed for ESE and underperforming student groups. Achievement gaps persist among

certain student populations, including ESE students and male learners. Addressing these gaps requires intentional strategies that promote equity and belonging. By fostering inclusive classrooms and culturally responsive practices, we create environments where all students can thrive academically and socially.

Measurable Outcome

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

Our ESE students' achievement will increase from 50% in ELA to at least 55% as measured by the FAST test. In Math, ESE students' proficiency will increase from 53% to 58% as measured by PM3 of the FAST assessment. By Spring 2027, Intermediate-level male students will demonstrate ELA proficiency rates that are within 5 percentage points of those achieved by their female peers.

Monitoring

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

Data will be analyzed in PLC meetings to track the progress of our ESE students.

Person responsible for monitoring outcome

Brandie Miller and Candra Wilson

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:

Small Group Instruction is a best practice which demonstrates positive outcomes for students with disabilities.

Rationale:

Providing well-planned, targeted small group instruction focusing on specific skill deficits in reading, math or behavior is a research-based practices that yields positive results.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

We will continue to utilize a co-teaching, inclusion model for lesson delivery. Classroom teachers will collaborate with ESE teachers to align and deliver instruction in the least restrictive environment.

Rationale:

Tier of Evidence-based Intervention:

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

Action Steps to Implement:

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

Action Step #1
Collaborative Planning

Person Monitoring:
Brandie Miller

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide regular structures for planning/PLCs where general ed and ESE teachers regularly engage in data/student work
analysis as well as intellectual prep & lesson rehearsal for upcoming lessons, including scaffolds that address gaps in student learning. Allow time for planning intentional small group and intervention instruction.

Action Step #2
Data Review

Person Monitoring:
Brandie Miller

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Gen Ed and ESE teams will examine all relevant data (classroom and district assessments, FAST data, exit tickets, informal observational data, etc.) to determine each ESE student's areas of strength and weakness. Instruction will be tailored to student need.

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.

The achievement gap between Black student populations and the overall school community remains a critical concern. Addressing this disparity requires intentional, equity-focused strategies that foster a strong sense of belonging. By cultivating inclusive classrooms and implementing culturally responsive practices, we can create learning environments where all students—especially our Black students—have the opportunity to thrive both academically and socially.

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 Black students will increase from 46% to at least 51% as measured by the Spring FAST assessment. Math proficiency will also increase from 31% to at least 41%.

Monitoring

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

Progress toward achieving this goal will be tracked through formative assessments, student work samples, teacher observations, and data from platforms like Performance Matters or Data Analytics. Additional indicators such as attendance, engagement, and student reflections will also be used to provide a comprehensive view of academic growth and support needs.

Person responsible for monitoring outcome

Brandie Miller

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:

Use effective teaching strategies such as group discussions, speaking and writing activities, and direct vocabulary instruction, along with consistent immediate feedback, to support students in reaching grade-level expectations. Provide targeted Tier 2 and Tier 3 interventions for specific areas of student need.

Rationale:

Implementing high-impact instructional strategies—such as cooperative learning, academic discussions, and integrated speaking and writing activities—promotes deeper student engagement and supports the development of critical thinking and communication skills. Direct vocabulary instruction builds the language foundation necessary for comprehension across all subjects. Providing consistent, actionable feedback helps students understand their progress and areas for improvement. Additionally, offering Tier 2 and Tier 3 interventions ensures that students who are not meeting grade-level expectations receive focused, data-driven support to close learning gaps and achieve academic success. These strategies are important for all students, especially underperforming students like our Black subgroup.

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
Data Review

Person Monitoring:
Brandie Miller

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teams will examine all relevant data (classroom and district assessments, FAST data, exit tickets, informal observational data, etc.) to determine each student's areas of strength and weakness. Instruction will be tailored to student need.

Action Step #2
Collaborative Planning

Person Monitoring:
Brandie Miller

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide regular structures for planning/PLCs where general ed and ESE teachers regularly engage in data/student work
analysis as well as intellectual prep & lesson rehearsal for upcoming lessons, including scaffolds that address gaps in student learning. Allow time for planning intentional small group and intervention instruction.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

We currently have 56 students who missed 10% or more of the school year in 2025-2026. Chronic absenteeism continues to impact student achievement across grade levels, as frequent absences result in missed instruction and hinder progress toward mastering essential learning targets.

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 students missing 10% or more of the school year will decrease from 17% to less than 13% by May of 2027.

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.

Students with attendance rates nearing or exceeding 10% will be identified for Tier 2 or Tier 3 interventions. Interventions may include parent conferences, attendance contracts, mentorship, counseling referrals, and support from the school social worker or attendance team.

Person responsible for monitoring outcome

Brandie Miller

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 use weekly attendance reports to identify students at risk and implement tiered interventions. Tier 1 supports include schoolwide attendance incentives, positive messaging, and awareness campaigns. Tier 2 interventions involve personalized parent communication, goal-setting meetings, and daily check-ins with designated staff. For Tier 3, more intensive strategies such as attendance contracts, mentorship programs, and collaboration with social worker or community agencies will be used.

Rationale:

Regular attendance is a foundational factor in student achievement, as frequent absences disrupt learning continuity and reduce access to grade-level instruction. Research indicates that students who are chronically absent—missing 10% or more of the school year—are significantly more likely to fall behind academically, especially in reading and math. Implementing a multi-tiered system of support for attendance is a proven, evidence-based approach that allows schools to respond early and appropriately to attendance concerns.

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

CST will meet bi-weekly to analyze schoolwide attendance data

Person Monitoring:	**By When/Frequency:**
Brandie Miller	Bi-Weekly

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

The CST team will generate and review attendance reports. Identify students approaching or exceeding the 10% absenteeism threshold and assign them to appropriate Tier 2 or Tier 3 support interventions. We will maintain documentation of interventions and progress.

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