

Pinellas County Schools

BAUDER ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

 A. School Mission and Vision 2

 B. School Leadership Team, Stakeholder Involvement and SIP
 Monitoring 2

 C. Demographic Data..... 4

 D. Early Warning Systems 5

II. Needs Assessment/Data Review 8

 A. ESSA School, District, State Comparison 9

 B. ESSA School-Level Data Review 10

 C. ESSA Subgroup Data Review 11

 D. Accountability Components by Subgroup..... 12

 E. Grade Level Data Review 15

III. Planning for Improvement..... 16

IV. Positive Learning Environment 25

V. Title I Requirements (optional)..... 28

VI. ATSI, TSI and CSI Resource Review 31

VII. Budget to Support Areas of Focus 32

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

Educate and Prepare Each Student for College, Career and Life

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

Cecilia Palmer

palmerce@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

Performs all key educational responsibilities, functions, and duties relevant to the position. Meets education and experience requirements, and any other pertinent criteria/ certification.

Leadership Team Member #2

Employee's Name

Shannen Paetzold

paetzolds@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Performs all key educational responsibilities, functions, and duties relevant to the position. Meets education and experience requirements, and any other pertinent criteria/certification.

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.

Stakeholders are involved in the development of the SIP at all stages including by means of an annual survey for families, students and staff during the school year, a SIP review and planning meeting in the summer, and through our SAC which includes members from all stakeholder demographics. Time is taken to review and analyze school data. Our Area of Focus is determined, and an action plan is devised with strategies to maximize school improvement.

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)).

Each goal in the School Improvement plan will be monitored by using a PDSA (Plan, Do, Study, Act) process that will include creating checkpoints, ensuring fidelity of implementation and adjusting goals and actions as necessary.

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	28.5%
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) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	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	48	50	61	60	73	66				358
Absent 10% or more school days	0	7	5	2	5	6				25
One or more suspensions	0	0	0	0	0	1				1
Course failure in English Language Arts (ELA)	0	0	0	0	0	0				0
Course failure in Math	0	0	0	0	0	0				0
Level 1 on statewide ELA assessment	0	0	10	3	5	5				23
Level 1 on statewide Math assessment	0	0	5	10	5	2				22
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	2	0	1	0				3
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	2	3	0	0				5

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	3	3	5	3				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
Students retained two or more times	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	51	63	60	79	65	85				403
Absent 10% or more school days		4	6	7	4	13				34
One or more suspensions					1	1				2
Course failure in English Language Arts (ELA)										0
Course failure in Math					1					1
Level 1 on statewide ELA assessment			8	8	2					18
Level 1 on statewide Math assessment		2	8	10	1	3				24
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										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			2	1	3	2				8

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
Students retained two or more times										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	77	68	62	78	64	59	76	61	57
Grade 3 ELA Achievement	73	70	61	77	67	59	81	63	58
ELA Learning Gains	77	65	63	72	62	60	69	64	60
ELA Lowest 25th Percentile	58	63	58	74	59	56	67	62	57
Math Achievement*	80	72	66	75	69	64	81	66	62
Math Learning Gains	83	69	64	68	67	63	75	68	62
Math Lowest 25th Percentile	67	56	50	55	56	51	61	58	52
Science Achievement	86	72	62	85	70	58	88	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	75%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	601
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*
75%	73%	75%	75%	75%	73%	

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		
Hispanic Students	75%	No		
Multiracial Students	71%	No		
White Students	77%	No		
Economically Disadvantaged Students	62%	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	77%	73%	77%	58%	80%	83%	67%	86%					
Students With Disabilities	57%		62%		43%	77%							
Hispanic Students	72%	69%	70%		69%	80%		91%					
Multiracial Students	79%				63%								
White Students	78%	73%	78%	61%	84%	83%	70%	89%					
Economically Disadvantaged Students	61%	41%	70%	58%	64%	68%	61%	71%					

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.
All Students	78%	77%	72%	74%	75%	68%	55%	85%		
Students With Disabilities	56%		67%	80%	48%	50%	60%			
Hispanic Students	76%		75%		68%	69%				
Multiracial Students	50%				64%					
White Students	81%	80%	72%	76%	78%	70%	67%	85%		
Economically Disadvantaged Students	68%	68%	66%	71%	58%	49%	24%	86%		

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.
All Students	76%	81%	69%	67%	81%	75%	61%	88%		
Students With Disabilities	50%		58%		54%	58%	50%			
Hispanic Students	71%		54%		75%	58%				
Multiracial Students	50%				60%					
White Students	78%	86%	71%	66%	83%	76%	61%	89%		
Economically Disadvantaged Students	64%	74%	65%	61%	70%	57%	56%	82%		

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	73%	68%	5%	60%	13%
ELA	4	71%	66%	5%	60%	11%
ELA	5	86%	66%	20%	61%	25%
Math	3	73%	71%	2%	66%	7%
Math	4	83%	72%	11%	65%	18%
Math	5	82%	69%	13%	62%	20%
Science	5	86%	70%	16%	60%	26%

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 3rd - 5th grade students performed 5% higher in ELA learning gains, 3% higher in Math proficiency, 16% higher in Math learning gains, and 11% higher in Math learning gains for our L25 students. The schoolwide focus was on strategically using formative data to guide the instructional decisions. We intentionally used a process for progress monitoring instruction and then intervening closely through adjusting instruction and provided targeted interventions.

Lowest Performance

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

Overall proficiency in ELA fell 2% and fell 13% in learning gains for our L25 students from the previous year. These students need to be a focus for our interventions while maintaining the rigor for all of our students. Factors that contributed to this measure of performance could be attributed to teachers new to grade level standards.

Greatest Decline

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

The greatest decline from the prior year was in the area of learning gains for our L25 students in ELA. These students need to be a focus for our interventions while maintaining the rigor for all of our students.

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.

Bauder Elementary exceeded the state and district in proficiency for ELA, Math, and Science data.

EWS Areas of Concern

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

Two key areas of concern are the progress shown by our L25 ELA students who will be our 5th Grade cohort in the 2026-2027 school year as well as our L25 ELA students in grades 3, 4, and 5 for the 2025-2026 school year.

Highest Priorities

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

1. Intentionally monitor to drive instructional decisions in content areas.
2. Target intervention support for our L25 students in ELA and Math to align with Core instruction.
3. Engage students in complex, grade-level content aligned to the rigor of the standard/benchmark.
4. Creating a culture of collaboration among teachers where teachers learn from and inspire one another.

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.

Strategically concentrating on utilizing formative data to inform and guide instructional decisions is essential for ensuring that students receive the support they need to master Florida's B.E.S.T. Standards for English Language Arts.

Implementing intentional monitoring strategies and techniques to inform instructional decisions guarantees that we consistently promote the learning of every student. By maximizing student learning through a combination of student and teacher accountability, we can effectively adjust our instruction daily to help students achieve mastery of the standards. Moreover, aligning our teaching to benchmarks and actively engaging students will enable educators to address learning deficits in real time

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.

In 2026-2027 our measurable outcomes for 3rd - 5th Grade proficiency will increase from 77% to 85% for ELA. For 3rd Grade our measurable outcomes will increase from 73% to 85%. Learning gains will increase from 77% to 85% and learning gains for our L25 students will increase from 60% to 85%.

Monitoring

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

Teachers will engage in analyzing formative assessments within Professional Learning Communities to refine their instructional methods. Additionally, we will evaluate unit and cycle assessments to align our interventions with Core instruction, ensuring our L25 students are on track for mastery. The progress of our L25 students will be tracked during the PM1, PM2, and PM3 testing periods for

ELA. Instruction will be monitored through feedback gathered during classroom walkthroughs.

Person responsible for monitoring outcome

Cecilia Palmer

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:

Deepen understanding of the Florida's BEST Standards and ALD (Assessment Level Descriptors) and as a non-negotiable for improving student outcomes by using district curricular materials to create a common foundation of standards-aligned, rigorous expectations for all students. Accomplishing this will involve establishing ELA goals by educators and students in order to focus learning.

Rationale:

By deepening our understanding of the Florida's BEST Standards and ALD (Assessment Level Descriptors) and utilizing the district curricular materials teachers be able to focus on providing cognitively engaging content that students need to be successful. Teachers and students will use data to create lofty goals in Reading that will encourage to strive for excellence as they move towards their 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

Professional Development / Model Classrooms

Person Monitoring:

Cecilia Palmer

By When/Frequency:

Ongoing throughout the school year / Quarterly

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

ELA Champions and MAST representatives will be designated as teacher leaders in both primary and intermediate grade levels. They will attend district training and bring back professional development to school staff. Through this professional development, combined with Just In Time roll outs, teachers will gain knowledge in the standard and best practices in whole group and small group instruction. Model classrooms will offer teachers another experience to collaborate and enhance their skills. Monitoring will occur through PLCs, walk-throughs, and student progress monitoring data.

Action Step #2

Scaffolded Instruction

Person Monitoring:

Cecilia Palmer

By When/Frequency:

Monthly August 2026 to May 2027

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

Ensure small group instruction is based on data (ie.. ELFAC, Running Records, Formative Assessments) and designed to support intervention and enrichment for all students during core instruction and during intervention groups. Monitoring will occur through PLCs, walk-throughs, and student progress monitoring data.

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.

Strategically concentrating on utilizing formative data to inform and guide instructional decisions is essential for ensuring that students receive the support they need to master Florida's B.E.S.T. Standards for Mathematics. Implementing intentional monitoring strategies and techniques to inform instructional decisions guarantees that we consistently promote the learning of every student. By maximizing student learning through a combination of student and teacher accountability, we can effectively adjust our instruction daily to help students achieve mastery of the standards. Moreover, aligning our teaching to benchmarks and actively engaging students will enable educators to address learning deficits in real time

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.

In 2026-2027 our measurable outcomes for proficiency will increase from 80% to 85% for Math. Learning gains will increase from 84% to 85% and learning gains for our L25 students will increase from 67% to 85%.

Monitoring

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

Teachers will engage in analyzing formative assessments within Professional Learning Communities to refine their instructional methods. Additionally, we will evaluate unit and cycle assessments to align

our interventions with Core instruction, ensuring our L25 students are on track for mastery. The progress of our L25 students will be tracked during the PM1, PM2, and PM3 testing periods for Math. Instruction will be monitored through feedback gathered during classroom walkthroughs.

Person responsible for monitoring outcome

Cecilia Palmer

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:

Deepen understanding of the Florida's BEST Standards and as a non-negotiable for improving student outcomes by using district curricular materials to create a common foundation of standards-aligned, rigorous expectations for all students. Accomplishing this will involve establishing Math goals by educators and students in order to focus learning.

Rationale:

By deepening our understanding of the Florida's BEST Standards and utilizing the district curricular materials teachers be able to focus on providing cognitively engaging content that students need to be successful. Teachers and students will use data to create lofty goals in Math that will encourage to strive for excellence as they move towards their 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

Professional Development / Model Classrooms

Person Monitoring:

Cecilia Palmer

By When/Frequency:

Ongoing throughout the school year / Quarterly

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

Teacher leaders in both primary and intermediate grade levels will attend district training and bring back professional development to school staff. Through this professional development teachers will gain knowledge in the standard and best practices in whole group and small group instruction. Model classrooms will offer teachers another experience to collaborate and enhance their skills. Monitoring will occur through PLCs, walk-throughs, and student progress monitoring data.

Action Step #2

Scaffolded Instruction

Person Monitoring:

Cecilia Palmer

By When/Frequency:

Monthly August 2026 to May 2027

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

Ensure small group instruction is based on data (ie.. Formative/Benchmark Assessments, Running Records, Teaching & Learning Decision Trees) and designed to support intervention and enrichment for all students during core instruction and during intervention groups. Monitoring will occur through PLCs, walk-throughs, and student progress monitoring data.

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.

Strategically concentrating on utilizing formative data to inform and guide instructional decisions is essential for ensuring that students receive the support they need to master the Florida State Academic Standards for Science. Implementing intentional monitoring strategies and techniques to inform instructional decisions guarantees that we consistently promote the learning of every student. By maximizing student learning through a combination of student and teacher accountability, we can effectively adjust our instruction daily to help students achieve mastery of the standards. Moreover, aligning our teaching to benchmarks and actively engaging students will enable educators to address learning deficits in real time.

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.

In 2026-2027 our measurable outcomes for proficiency will increase from 86% to 90% for Science.

Monitoring

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

Teachers will engage in analyzing formative assessments within Professional Learning Communities to refine their instructional methods. Additionally, we will evaluate unit and cycle assessments to align our interventions with instruction, ensuring our L25 students are on track for mastery. The progress of our L25 students will be tracked throughout unit assessments and cycle assessments for Science.

Instruction will be monitored through feedback gathered during classroom walkthroughs.

Person responsible for monitoring outcome

Cecilia Palmer

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:

Deepen understanding of the Florida's State Academic Standards for Science and as a non-negotiable for improving student outcomes by using district curricular materials to create a common foundation of standards-aligned, rigorous expectations for all students. Accomplishing this will involve establishing Science goals by educators and students in order to focus learning.

Rationale:

By deepening our understanding of the Florida's State Academic Standards for Science and utilizing the district curricular materials teachers be able to focus on providing cognitively engaging content that students need to be successful. Teachers and students will use data to create lofty goals in Science that will encourage to strive for excellence as they move towards their 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

Professional Development / Model Classrooms

Person Monitoring:

Cecilia Palmer

By When/Frequency:

Ongoing throughout the school year / Quarterly

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

Teacher leaders in both primary and intermediate grade levels will attend district training and bring back professional development to school staff. Through this professional development teachers will gain knowledge in the standard and best practices in whole group and small group instruction. Model classrooms will offer teachers another experience to collaborate and enhance their skills. Monitoring will occur through PLCs, walk-throughs, and student progress monitoring data.

Action Step #2

Scaffolded Instruction

Person Monitoring:

By When/Frequency:

Cecilia Palmer

Ongoing throughout the school year / Quarterly

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

Ensure that our ELA L25 students are highly monitored for understanding of science content and supported through planned scaffolded questions, to reteach or enrich during core instruction and/or small group instruction.

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.

FAST 2026 data indicates that our Black scholars are performing below grade level in ELA with only 50% proficient which is well below the school proficiency of 76%.

Measurable Outcome

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

The percentage of Black scholars achieving ELA proficiency on the 2027 Spring FAST will increase to 85%

Monitoring

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

Monitoring will occur through involvement by the Leadership Team in PLCs while planning for standards-based instruction. Student engagement in standards-based instruction will be monitored via walk-throughs and feedback provided by the administrative team. Formative and summative assessment data will be used to monitor students as they move towards proficiency.

Person responsible for monitoring outcome

Cecilia Palmer

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 direct instruction; multi-sensory approach to all learning; utilize a systematic approach for the delivery of instruction along with academic mentoring.

Rationale:

Multi-sensory instruction uses visual, auditory, kinesthetic-tactile modalities in acquisition of reading skills. Direct and explicit instruction includes modeling of the skills along with guided practice until mastery is achieved; direct explanations and clearly explained skills comprises explicit instruction; teachers are clear, unambiguous, direct and visible—until students meet mastery. Systematic instruction includes breaking lessons into sequential and manageable steps that go from simple to complex skills.

Tier of Evidence-based Intervention:

Tier 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

Explicit and direct instruction; multi-sensory, systematic approach

Person Monitoring:

Cecilia Palmer

By When/Frequency:

Ongoing throughout the school year / Quarterly

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

Deliver explicit, step-by-step instruction—in multiple, briskly paced cycles. related to scholar interests & cultural backgrounds; opportunities for students to ask their own questions, set their own goals, and make their own choices. Monitoring will occur through PLCs, walk-throughs, and student progress monitoring data.

Action Step #2

Goal Setting / Academic Mentoring

Person Monitoring:

Cecilia Palmer

By When/Frequency:

Ongoing throughout the school year / Quarterly

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

Through academic mentoring, students will work to understand their data and set small attainable goals throughout the school year with their mentor providing encouragement and guidance.

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.

During the 2025-2026 school year, 8.3% of students were absent more than 10% of the school year. Tardies are also affecting many of these same students. Regular on time attendance is critical in order for students to succeed in school; a plan must be implemented to obtain evidence as to the cause of the absences and provide an intervention that will promote student attendance.

Measurable Outcome

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

For the 2026-2027 school year, the number of students K - 5 attending school regularly and on time will increase to an overall school average of 98% attendance by the end of the school year.

Monitoring

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

The Child Study Team will monitor the progress and take steps to communicate with families and staff to improve attendance and reduce tardies.

Person responsible for monitoring outcome

Cecilia Palmer

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 goal of CST is to give families the support they need and provide students with a positive school experience in order to increase attendance. Along with a system for tracking, problem-solving, and monitoring attendance, a system for celebrating outstanding attendance can facilitate improved attendance.

Rationale:

It is imperative to understand why students are absent in order to find a solution. As CST works to build relationships with families and students who are at risk of frequent absences, they will be able to work together to find solutions. By promoting positive attendance school-wide, students and families will grow to see the importance of daily attendance and reap the benefits of being in school and on time each and every day.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Student Recognition Program

Person Monitoring:

Tricia Ames

By When/Frequency:

Ongoing throughout the school year / Weekly

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

Through the introduction of our new Social Worker we will develop and implement a classroom and/or grade-level recognition program to celebrate classes/grade levels with outstanding attendance.

Monitoring will take place by checking

data weekly and recognizing classrooms with high attendance rates.

Action Step #2

Celebrate student achievements

Person Monitoring:

Cecilia Palmer

By When/Frequency:

Monthly

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

Monthly schoolwide assemblies will celebrate student's academic, positive behavior, and leadership achievements. By celebrating students and engaging them in student experiences along with their families, students will be more inclined to want to attend school daily.

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