

Pinellas County Schools

BROOKER CREEK ELEMENTARY SCHL



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

Brooker Creek Elementary, a community that encourages growth by valuing each other's differences, respecting everyone and creating life-long learners.

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

Dr. Seymour M. Brown

brownse@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

Oversees school's instructional delivery

Leadership Team Member #2

Employee's Name

Kristie Gerber

gerberk@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Oversees teams instructional delivery

Leadership Team Member #3

Employee's Name

Beth McSunas

mcsunasb@pcsb.org

Position Title

Teacher

Job Duties and Responsibilities

Plans and delivers instruction

Leadership Team Member #4

Employee's Name

Karen Brown

brownek@pcsb.org

Position Title

Teacher

Job Duties and Responsibilities

Plans and delivers instruction.

Leadership Team Member #5

Employee's Name

Colleen Browsers

browsersc@pcsb.org

Position Title

Child Development Associate

Job Duties and Responsibilities

Plan and deliver instructional curriculum.

Leadership Team Member #6

Employee's Name

Danielle Gabbert

gabbertd@pcsb.org

Position Title

Media Specialist

Job Duties and Responsibilities

Library Oversight

Technology Oversight

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school administration reviewed student data, current instructional teacher trends on campus, and created a plan with several teachers during the summer regarding the support to struggling learners, goal setting and data chats. The plan will be shared and stakeholder's will be given the opportunity to provide input at school staff meetings as well as with parents and community stakeholders during the Parent Teacher Association and School Advisory Council meetings during the year

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)).

Instructional and support staff will review student data during administrative PLCs starting at the beginning of the school year and after PM 1 & 2 assessments to identify students requiring additional supports. Throughout the year grade levels will meet in PLC to review other relevant data, complete item analysis to determine success towards previously taught standards, and to make action plans to reteach required standards. School administration will conduct frequent walkthroughs to monitor classroom environments, instructional momentum and small group instruction. Data chats will take

place throughout the school year and include both teachers, students, administration and parents or guardians

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	16.5%
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										0
Absent 10% or more school days										0
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2026-27

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

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

Current Year 2026-27

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment										0
Absent 10% or more school days		7	8	11	6	8				40
One or more suspensions				1						1
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment			2	3	10					15
Level 1 on statewide Math assessment			2	4	1	5				12
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)					1					1

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				4	1	7				12

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	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

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*	83	68	62	81	64	59	77	61	57
Grade 3 ELA Achievement	86	70	61	92	67	59	85	63	58
ELA Learning Gains	68	65	63	60	62	60	65	64	60
ELA Lowest 25th Percentile	65	63	58	47	59	56	50	62	57
Math Achievement*	91	72	66	89	69	64	87	66	62
Math Learning Gains	69	69	64	70	67	63	68	68	62
Math Lowest 25th Percentile	73	56	50	57	56	51	60	58	52
Science Achievement	85	72	62	77	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	78%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	620
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*
78%	72%	72%	78%	68%	81%	

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	50%	No		
Hispanic Students	89%	No		
Multiracial Students	69%	No		
White Students	78%	No		
Economically Disadvantaged Students	69%	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	83%	86%	68%	65%	91%	69%	73%	85%					
Students With Disabilities	43%		47%		62%	46%							
Hispanic Students	86%		100%		90%	79%							
Multiracial Students	79%		64%		84%	50%							
White Students	83%	87%	65%	59%	94%	69%	79%	89%					
Economically Disadvantaged Students	71%		63%	64%	84%	65%							

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	81%	92%	60%	47%	89%	70%	57%	77%					
Students With Disabilities	55%		43%	29%	75%	65%	67%	60%					
English Language Learners	50%				90%								
Asian Students	90%				100%								
Hispanic Students	75%		55%		89%	68%		67%					
Multiracial Students	80%		80%		79%	70%							
White Students	82%	92%	58%	48%	90%	70%	62%	77%					
Economically Disadvantaged Students	70%	87%	63%	60%	72%	53%	31%	67%					

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	77%	85%	65%	50%	87%	68%	60%	81%					
Students With Disabilities	48%	73%	50%	50%	71%	55%	50%	20%					
English Language Learners	50%				70%								
Hispanic Students	73%		58%		85%	75%		60%					
Multiracial Students	77%				77%								
White Students	78%	88%	64%	53%	88%	64%	59%	84%					
Economically Disadvantaged Students	68%	81%	63%	43%	79%	50%	58%						

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	86%	68%	18%	60%	26%
ELA	4	84%	66%	18%	60%	24%
ELA	5	80%	66%	14%	61%	19%
Math	3	87%	71%	16%	66%	21%
Math	4	96%	72%	24%	65%	31%
Math	5	90%	69%	21%	62%	28%
Science	5	85%	70%	15%	60%	25%

III. Planning for Improvement

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

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

Most Improvement

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

The schools ELA L 25 proficiency moved from 47% to 65%. This was achieved through an increased targeted extended learning program, use of small group instruction, data chats and discussions during PLCs.

Lowest Performance

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

ELA L25% gains had the lowest performance at 65%. Many of the student scores increased from PM1 to PM3, however the number of points was not enough to qualify for a gain. Continued emphasis and strategies throughout the year are needed to support these students.

Greatest Decline

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

3rd Grade ELA proficiency had the greatest decline from 92% to 86%. This performance is due to having a new group of students being tested against the previous grade level. The overall proficiency of this group was still relatively high compared to like schools in the district and state.

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.

Brooker Creek ES outperformed the state averages in all categories.

EWS Areas of Concern

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

Students who scored a level one on the ELA FAST Assessment PM3.

Students who had attendance below 90% for the year

Highest Priorities

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

ELA L25% Gains

Math L25% Gains

KIndergarten Proficiency Score

ELA Gains

ELA Proficiency - ESE Students

ELA Gains - ESE 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 Differentiation

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.

Differentiated instruction is a responsive approach to teaching that addresses the diverse learning needs, readiness levels, and interests of all students. It involves proactively modifying content, process, product, and learning environment to ensure each student can access the curriculum in a meaningful way. When applied intentionally, differentiation can be used to :

Support the lowest 25% of students by providing targeted scaffolds, interventions, and opportunities for skill development.

Enhance learning for the highest 25% of students by offering enrichment, depth, and complexity beyond grade-level expectations

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.

25-26 School Year Actual:

83% ELA Proficiency

69% ELA Learning Gains

65% L25 Learning Gains

86% 3rd Grade ELA Proficiency

91% Math Proficiency

69% Math Learning Gains

71% L25 Learning Gains

85% Science Proficiency

26-27 School Year Goals:

85% ELA Proficiency
 73% ELA Learning Gains
 68% L25 Learning Gains
 92% 3rd Grade ELA Proficiency

93% Math Proficiency
 73% Math Learning Gains
 77% L25 Learning Gains

89% Science Proficiency

Monitoring

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

Student learning will be monitored during the various assessments throughout the year including the FAST assessments and various district assessments. Students will be monitored at PM1 and PM2 to determine if they are on pace to make learning gains. Additionally, students will be monitored throughout the monthly Reading ISIP, Dreambox and district assessments to ensure learning pacing is on track

Person responsible for monitoring outcome

Seymour Brown

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:

Instructional delivery model for ESE, L25 and highest achieving students to ensure instructional is supported, challenging and grade level appropriate

Rationale:

Differentiation of Core Curriculum: Challenging Teachers to teach to data level / Edges of Benchmark
 • Students remain in the general education classroom and engage with grade-level content alongside their peers. 2. Social and Emotional Growth: • Promotes a sense of belonging, peer relationships, and improved self-esteem. • Encourages empathy and understanding among all students. 3. Higher Expectations: • Students with disabilities or learning gaps are held to higher academic and behavioral standards when included in the general education environment. 4. Collaborative Teaching: • Co-teaching models (general and special education teachers working together) allow for more dynamic and responsive instruction. • Opportunities for small-group support within the classroom without

isolating students. 5. Real-World Preparation: • Prepares students for inclusive environments outside of school, such as workplaces and communities.

Tier of Evidence-based Intervention:

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

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Action Step #1 This will be a multi-faceted program. The process will begin during preschool and continue throughout the school year during professional development training and PLC discussions

Person Monitoring:

Seymour Brown

By When/Frequency:

Weekly

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

Further developing the ESE delivery push-in model. Develop through ELP, ELERM and after school opportunities enhanced curriculum offerings for academically excelling students. Provide professional development for instructional staff on Inclusion and inclusion teaching models. The school will monitor the impact of the action steps through continually data monitoring

Area of Focus #2

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

Instructional Practice specifically relating to Student Engagement

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.

This focus area emphasizes creating strong, collaborative partnerships among students, families, instructional staff, and administration to set individualized academic goals. Through shared communication, transparency, and mutual support, all stakeholders work together to help students understand their learning targets, take ownership of their progress, and remain actively engaged in their education

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.

25-26 School Year Actual:

83% ELA Proficiency
69% ELA Learning Gains
65% L25 Learning Gains
86% 3rd Grade ELA Proficiency

91% Math Proficiency
69% Math Learning Gains
71% L25 Learning Gains

85% Science Proficiency

26-27 School Year Goals:

85% ELA Proficiency
73% ELA Learning Gains
68% L25 Learning Gains
92% 3rd Grade ELA Proficiency

93% Math Proficiency
73% Math Learning Gains
77% L25 Learning Gains

89% Science Proficiency

Monitoring

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

Goal setting will be monitored through weekly and monthly check in with instructional staff, students, family members and administrators

Person responsible for monitoring outcome

Kristie Gerber

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:

Student goal setting is a foundational practice that plays a critical role in the educational process. It

shifts students from passive recipients of instruction to active participants in their own learning. By setting academic and personal goals, students develop key skills such as self-awareness, motivation, responsibility, and perseverance—traits that are essential for both academic success and lifelong learning.

Rationale:

Goal setting with students is a powerful, evidence-based strategy that directly increases student engagement. When students are involved in identifying their own learning targets, they are more likely to invest emotionally and cognitively in their education. Here's why: 1. Increases Ownership and Motivation: When students help set their own academic goals, they feel a sense of control over their learning. This autonomy increases intrinsic motivation, which is a key driver of engagement. Research Support: Self-determined learners show greater persistence and effort, especially when goals are meaningful to them (Deci & Ryan, 2000). 2. Makes Learning Purposeful Clear, student-centered goals give learning a specific direction and purpose. Students understand why they are doing something, not just what they are doing. Example: A student who sets a fluency goal ("I want to read 100 words per minute") is more likely to stay focused during independent reading. 3. Encourages Self-Reflection and Self-Regulation Goal setting helps students monitor their own progress and reflect on what strategies are working. This builds metacognitive skills, which are strongly linked to academic engagement and success. Research Support: Hattie's (2009) work ranks self-reported grades and goal-setting strategies among the highest-impact influences on student achievement (effect size = 1.33 for self-reported grades). 4. Promotes a Growth Mindset When students set short-term, achievable goals and see progress, it reinforces the belief that effort leads to success. This combats learned helplessness and fosters a growth mindset. Result: Students become more resilient, more willing to try, and less afraid of failure—hallmarks of engaged learners. 5. Builds Student-Teacher and Family Connections Collaborative goal setting strengthens relationships. Students feel seen and supported by adults who take their goals seriously. Involving families also creates shared accountability and engagement at home. 6. Provides a Clear Focus for Feedback Goals give teachers and students a common language to discuss growth. Feedback tied to goals is more specific, actionable, and motivating, leading to more engaged learning behaviors. Summary Statement: Student goal setting is not just an academic strategy—it's an engagement strategy. When students are given the tools, voice, and responsibility to shape their learning journey, they are more focused, motivated, and invested in achieving success.

Tier of Evidence-based Intervention:

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

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Student Goal Setting

Person Monitoring:

Kristie Gerber

By When/Frequency:

Weekly

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

1. SMART GOALS Teach students how to set SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound) with scaffolding and check-ins from teachers. Research shows that students

who set goals perform better academically and demonstrate improved self-regulation and motivation. (Marzano, 2009; Schunk & Zimmerman, 2007) • Begin with teacher modeling and guided practice. • Use goal-setting templates or journals. • Schedule weekly reflections and check-ins.

2. Data Notebooks / Learning Portfolios Intervention: Students track their academic data (test scores, fluency rates, attendance) in a personal portfolio or digital notebook. Evidence: Visible tracking of goals and data improves self-monitoring and motivation. (Black & Wiliam, 1998; Hattie, 2009 – effect size of 0.77 for self-reported grades) Implementation Tips: • Incorporate time weekly for students to update and reflect. • Pair with visuals like graphs or stickers to show progress. • Use for discussions during conferences or check-ins.

3. Check-In/Check-Out (CICO) with Academic Focus Intervention: Adapt the behavior-focused CICO model to academic goals. Students "check in" with a mentor each morning to review goals and "check out" at the end of the day to reflect on effort and progress. Evidence: Originally validated for behavior, academic-focused CICO also improves classroom engagement and accountability. (Filter et al., 2007; Hawken et al., 2006) Implementation Tips: • Use a quick checklist or scorecard. • Focus on effort, completion, or participation goals. • Choose a consistent adult for daily check-ins.

4. Goal-Setting Within MTSS (Multi-Tiered System of Supports) Intervention: Use goal setting as part of Tier 1 and Tier 2 academic interventions to personalize instruction and monitor student progress. Evidence: MTSS frameworks that include student voice and data reflection see improved outcomes. (Fuchs & Fuchs, 2006; OSEP Technical Assistance Center) Implementation Tips: • Align academic goals with intervention targets. • Progress-monitor regularly (bi-weekly or weekly). • Adjust goals based on response to intervention (RTI) data.

6. Peer Goal setting and Accountability Partners Intervention: Pair students to share academic goals and hold each other accountable through regular check-ins or shared logs. Evidence: Peer collaboration enhances motivation and engagement in goal-directed tasks. (Bandura, 1997; Wentzel, 1998)

Area of Focus #3

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.

Ensure teacher clarity, differentiated small group instruction is designed and implemented in alignment with evidence-based practices. Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach

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.

Overall proficiency for black scholars in ELA will increase from 75% to 80% as measured by state monitoring assessment. Math proficiency will increase for black scholars in math from 62% to 85%.

Monitoring

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

Instructional leadership team will attend professional learning communities to support data-driven planning. Instructional teachers will track /share content data to influence planning professional development. Administration will meet individual with teachers to monitor implementation

Person responsible for monitoring outcome

Seymour Brown

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:

Implement high-yield strategies such as cooperative learning, academic discussion, writing across content areas, and explicit vocabulary instruction. • Establish a data-driven structure to identify and support level 2 students through targeted instruction incorporating the achievement level descriptors to improve student outcomes

Rationale:

Rationale: These strategies support accountability and student empowerment

Tier of Evidence-based Intervention:

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

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Principal will track and meet with students on monthly basis to track progress and monitor interventions.

Person Monitoring:

Seymour Brown

By When/Frequency:

Monthly

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

Principal will track and monitor student progress and interventions.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

Implementation of events, activities, and clubs and organizations that align and support the learning gains, classroom academics and behavioral goals of all students throughout the academic year.

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.

100% of students will be recognized and celebrated throughout the academic 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.

School's Administration , SBLT Team

Person responsible for monitoring outcome

Kristie Gerber

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:

Student Grades, Progress Monitoring Data, Behavior Management System

Rationale:

Students perform better when they are vested in all aspects of campus life. As students improve, their success is recognized and a positive emotion creates intrinsic desire to continue moving forward.

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

Daily Gold Note Program supporting academic and behavioral growth. Daily, monthly, quarterly goal setting activities supporting learning gains and growth.

Person Monitoring:

Kristie Gerber

By When/Frequency:

Monthly

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

Baseline data will be collected and evaluated. Goals will be set and steps implemented toward attainment using multiple data sources.

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