Pinellas County Schools

CURLEW CREEK 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 mission of Curlew Creek Elementary is to be responsive to the academic, emotional, social, and individual needs of each child. Our goal is to develop critical thinkers and problem solvers who are prepared to be responsible, confident, and productive members of a diverse society.

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

Kathy Brickley

brickleyk@pcsb.org

Position Title

School Principal

Job Duties and Responsibilities

School Leader, School Improvement Leader, SIP monitoring, School Advisory Council

Leadership Team Member #2

Employee's Name

Karyn Smith

smithkar@pcsb.org

Position Title
Assistant Principal

Job Duties and Responsibilities

School improvement leader, data manager, goal manager

Leadership Team Member #3

Employee's Name
Michelle Brooks

brooksm@pcsb.org

Position Title
Teacher

Job Duties and Responsibilities

ELA School improvement leader, grade level team leader, ELA champion

Leadership Team Member #4

Employee's Name
Dawn Avolt

avoltd@pcsb.org

Position Title
Teacher

Job Duties and Responsibilities

Math school improvement leader, grade level team leader

Leadership Team Member #5

Employee's Name
Jennifer Cocio

coccioj@pcsb.org

Position Title
Teacher

Job Duties and Responsibilities

Science school improvement leader, grade level team leader

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.

Process for Involving Stakeholders in SIP Development

Our school engages a comprehensive approach to involve stakeholders in the development of the School Improvement Plan (SIP). This process includes the following key components:

1. **Stakeholder Composition**: We utilize our school leadership team and School Advisory Council, which consists of school staff (both support and instructional), parents, community members, and business leaders.
2. **Data Analysis:** We analyze STAR/FAST progress monitoring cycle data along with other relevant data to identify our goal areas.
3. **Discussion of Best Practices**: Stakeholders participate in discussions about effective strategies and practices that can inform our planning.
4. **Goal Development:** Together, we develop specific goals and action steps aimed at improving student outcomes.
5. **Draft Plan Creation:** A draft of the SIP is created, incorporating the input received during meetings.
6. **Feedback Integration:** Before finalizing the plan, we adjust goals and action steps based on feedback from stakeholders, ensuring their voices are heard and valued.
7. **Ongoing Input Opportunities:** Parents and community members can also provide input through our school website, further enhancing stakeholder engagement.

This collaborative process ensures that the perspectives of all stakeholders are considered, leading to a more effective and inclusive SIP

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)).

Monitoring the School Improvement Plan (SIP)

The School Improvement Plan (SIP) serves as our strategic roadmap for enhancing student achievement. To ensure effective implementation and impact, we regularly review the SIP in alignment with district assessment cycles. After each assessment, we analyze data to identify trends in student performance related to our goals.

During monthly school improvement team meetings and quarterly School Advisory Council (SAC) meetings, we discuss our current goals and action steps, ensuring consistent monitoring of progress. Our collaborative efforts involve the Multi-Tiered System of Supports/School-Based Leadership Team (MTSS/SBLT), the Child Study Team (CST), Team Leaders, and Professional Learning Communities (PLCs). Together, we focus on the student subgroups with the largest achievement gaps, assessing whether interventions are positively affecting learning outcomes and closing these gaps.

Additionally, we conduct mid-year reflections and implement a 90-day action plan to address any identified deficiencies. This plan is flexible, allowing for revisions based on stakeholder feedback and emerging data. Continuous improvement is our goal, and we remain committed to refining our strategies to meet state academic standards effectively

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	**48.6%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**ATSI**
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	46	65	75	77	90	83				436
Absent 10% or more school days	0	11	10	6	19	7				53
One or more suspensions	0	1	0	0	1	2				4
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	5	13	6	10	9				43
Level 1 on statewide Math assessment	1	7	6	5	5	17				41
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						2
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	3	5	1	0					10

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	6	8	1	5	9				29

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	1	5	0	1	0	0				7
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	63	81	84	97	88	92				505
Absent 10% or more school days		8	8	17	5	9				47
One or more suspensions										0
Course failure in English Language Arts (ELA)			3	1						4
Course failure in Math				1						1
Level 1 on statewide ELA assessment				9	3					12
Level 1 on statewide Math assessment		15	9	18	7	6				55
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	4	1	6	2	3				17
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	3	3	3	6	2	3				20

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	4	9	3	2				20

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		3	1	3						7
Students retained two or more times				1						1

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*	70	68	62	68	64	59	72	61	57
Grade 3 ELA Achievement	64	70	61	68	67	59	71	63	58
ELA Learning Gains	67	65	63	67	62	60	76	64	60
ELA Lowest 25th Percentile	55	63	58	50	59	56	62	62	57
Math Achievement*	72	72	66	75	69	64	81	66	62
Math Learning Gains	59	69	64	65	67	63	78	68	62
Math Lowest 25th Percentile	28	56	50	46	56	51	61	58	52
Science Achievement	79	72	62	62	70	58	82	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)	ATSI
OVERALL FPPI – All Students	62%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	494
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***
62%	65%	74%	59%	64%	69%	

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	40%	Yes	1	
English Language Learners	57%	No		
Black/African American Students	48%	No		
Hispanic Students	61%	No		
Multiracial Students	70%	No		
White Students	64%	No		
Economically Disadvantaged Students	58%	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	70%	64%	67%	55%	72%	59%	28%	79%					
Students With Disabilities	39%	35%	50%	50%	42%	39%	20%	44%					
English Language Learners	59%		64%		59%	45%							
Black/African American Students	60%		50%		53%	30%							
Hispanic Students	69%	63%	74%		61%	59%	20%	81%					
Multiracial Students	73%				67%								
White Students	71%	62%	65%	56%	77%	63%	36%	78%					
Economically Disadvantaged Students	68%	74%	67%	59%	60%	47%	21%	70%					

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	68%	68%	67%	50%	75%	65%	46%	62%					86%
Students With Disabilities	43%	53%	47%	47%	45%	41%	29%	42%					
English Language Learners	47%				59%								86%
Black/African American Students	53%		64%		42%	45%							
Hispanic Students	69%	57%	72%		82%	76%		64%					
Multiracial Students	65%		50%		71%	57%							
White Students	71%	73%	68%	54%	78%	66%	46%	71%					
Economically Disadvantaged Students	57%	50%	63%	55%	65%	55%	41%	51%					90%

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	72%	71%	76%	62%	81%	78%	61%	82%					86%
Students With Disabilities	44%	40%	76%	74%	51%	59%	47%	54%					
English Language Learners	27%		75%		67%	67%							86%
Black/African American Students	30%				40%								
Hispanic Students	70%	64%	83%		74%	79%		85%					
Multiracial Students	86%				93%								
White Students	75%	75%	78%	65%	84%	80%	57%	81%					
Economically Disadvantaged Students	66%	64%	67%	35%	74%	69%	60%	79%					90%

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	64%	68%	-4%	60%	4%
ELA	4	70%	66%	4%	60%	10%
ELA	5	77%	66%	11%	61%	16%
Math	3	73%	71%	2%	66%	7%
Math	4	64%	72%	-8%	65%	-1%
Math	5	81%	69%	12%	62%	19%
Science	5	81%	70%	11%	60%	21%

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?

Improvement in Science Proficiency

The data shows that our 5th grade students increased proficiency from 62% to 82%

Actions Taken To achieve this growth, our school implemented the following actions:

1. Collaborative Planning
2. Focus on science and academic vocabulary
3. Purposeful questioning, rigorous student-centered learning, and rich student discourse.
4. Competition based learning to engage students.
5. Teachers opened classrooms during lunch for extra help.

Lowest Performance

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

The data component that showed the **lowest performance** was Third Grade ELA proficiency which dropped from 68% to 64%.

Contributing Factors to Low Performance:

1. Behavior- Behavior conflicts resulting in students being switched to other classes mid year.

2. Lack of Differentiation- More focus needed on small group instruction.

Greatest Decline

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

The data component that showed the **greatest decline** was the is the Math L25 learning gains dropped from 46% to 30%.

Contributing Factors to the decline:

1. **Staffing**: Inexperienced 4th grade teacher that received support from PBIS and math staff developer.
2. **Increased Reading Challenges**: SWD students struggled to attend to the rigorous reading on the math test.
3. **Lack of Foundational Math Skills:** Many SWD students may struggle with foundational math concepts, which can impede their ability to grasp more advanced topics and affect their overall performance.
4. **Absences:** High rate of absence for L25 and SWD 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.

The largest gap was observed in 4th Grade Math Proficiency, with a proficiency rate of 64%. This score was 1% below the state average of 65%.

Factors Contributing to the Gap:

1. Staffing- Inexperienced 4th grade teacher that received support from PBIS and math staff developer.
2. **Increased Reading Challenges**: SWD students struggled to attend to the rigorous reading on the math test.
3. **Lack of Foundational Math Skills:** Many SWD students may struggle with foundational math concepts, which can impede their ability to grasp more advanced topics and affect their overall performance.
4. **Absences:** High rate of absence for L25 and SWD students.

EWS Areas of Concern

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

Absences: missing 10% or more of the school year attendance
Reduce chronic absenteeism from 11% to 5%.

Level 1 Math

27 students in grades 3-5

Highest Priorities

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

Math L25
Math ESE Gr 5
ELA L25
ELA Grade 3
Attendance

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 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.

Explicit instructional practices are essential when all students, grades PreK-5, are learning new science content. Effective instruction includes planned high-level questions, use of academic vocabulary and intentional teacher modeling of discourse and opportunities for students to engage in discourse. Providing timely corrective feedback will support student growth.

Facilitating purposeful discussion supports students in deepening their understanding and ensures equitable access to the curriculum for all learners. Including the opportunity to develop background knowledge and vocabulary knowledge. Providing structured supports for student participation in classroom discussions increases active engagement and allows all students to contribute meaningfully to the learning process.

This is also related to writing across the curriculum. Once students discuss their understanding, they are the able to write reflections, explanations and rationales that use academic vocabulary and structured writing techniques that will support their understanding of content.
The use of systematic processes for monitoring student progress and providing ongoing feedback enables teachers to make immediate, responsive adjustments to instruction and scaffolding.

As teachers continue to strengthen their use of higher-order questioning, they will see significant growth in students' ability to process, analyze, and understand new science content at deeper levels of complexity. Additionally, students will develop the skills needed to generate their own questions and express their thinking through writing, further enhancing critical thinking and independence as learners.

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.

Increase science proficiency from 82% to 90% as measured by the PM3 FAST Assessment

Monitoring

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

Teachers will use formative assessments (ongoing, unit, exit tickets and observation) with feedback to drive instruction, look for misconceptions and increase cognitive engagement with content. Teachers will provide opportunities for students to use feedback to ensure positive learning outcomes. Data chats will be held to review successes and develop plans to meet goals.

Person responsible for monitoring outcome

Kathy Brickley, Karyn Smith

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:

To maintain our focus on monitoring whole and small group instruction, teachers will use clarity and formative assessments and feedback to communicate learning intentions, success criteria, and expectations to students, ensuring they understand what they are learning, how to learn it, and what success looks like.

Rationale:

Clarity around goals and making them transparent in the lesson. Goals also need to be appropriately challenging and provide many ways and opportunities to monitor progress from learner entry into the lesson towards the goals of the lesson.

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

Instructional Routine

Person Monitoring:

Jen Cocio

By When/Frequency:

on-going through May 2027

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

Utilize 3-I daily instructional routine to ensure daily lessons are presented as a whole while monitoring student understanding through informal data collection.

Action Step #2
Content Area Writing

Person Monitoring:
Jen Cocio

By When/Frequency:
on-going through May 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Use students' writing to assess understanding and identify misconceptions and guide instruction.

Action Step #3
Engagement

Person Monitoring:
Jen Cocio

By When/Frequency:
on-going through May 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will focus on cognitive engagement with content by designing learning experiences that encourage students to actively process and interact with the content.

Action Step #4
Science Notebooks

Person Monitoring:
Jen Cocio

By When/Frequency:
on-going through May 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Clearly communicate student expectations for notebooks.
Have a teacher model notebooking on overhead.

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.

Explicit instructional practices are essential when students are learning new math content. Effective instruction includes planned high-level questions, use of academic vocabulary and intentional teacher modeling of discourse and opportunities for students to engage in discourse. Providing timely corrective feedback will support student growth. In mathematics, high-quality instruction engages students in developing strong mathematical representations, deepening their understanding of concepts, procedures, and problem-solving strategies.

Facilitating purposeful discussion supports students in deepening their understanding and ensures equitable access to the curriculum for all learners. Including the opportunity to develop background knowledge and vocabulary knowledge. Providing structured supports for student participation in classroom discussions increases active engagement and allows all students to contribute meaningfully to the learning process.

This is also related to writing across the curriculum. Once students discuss their understanding, they are the able to write reflections, explanations and rationales that use academic vocabulary, math vocabulary, and structured writing techniques that will support their understanding of content.

The use of systematic processes for monitoring student progress and providing ongoing feedback enables teachers to make immediate, responsive adjustments to instruction and scaffolding.

As teachers continue to strengthen their use of higher-order questioning, they will see significant growth in students' ability to process, analyze, and understand new content at deeper levels of complexity. Additionally, students will develop the skills needed to generate their own questions and express their thinking through writing, further enhancing critical thinking and independence as learners.

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 2026-2027 goal is to increase proficiency from 73% to 77%. There will be an increased focus on growing our L25 learning gains from 30% to 52%.

Monitoring

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

The Decision Making Framewor will support guidance for tiered instruction and ongoing progress monitoring. Using district monitoring tools and state-level assessments, students will be progress monitored three times a year to assess proficiency in Math. Teachers will use formative assessments (ongoing, exit tickets, unit, benchmark, and observation) with feedback to drive instruction and increase cognitive engagement with content. Teachers will provide opportunities for students to use feedback and monitor student use of feedback related to their learning goals to ensure positive outcomes. Peer and administrative walk-throughs will be regularly conducted with feedback. Data chats will be held after each assessment cycle to review successes and develop plans to close learning gaps.

Each grade level will work with administration to do a data analysis to determine which students are classified as L25, monitoring the students and their progress throughout the school year, focusing on implementing interventions targeting L25 student needs.

Person responsible for monitoring outcome
Kathy Brickley, Karyn Smith

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:
Cognitive Engagement

Rationale:
Rationale: By shifting from routine tasks to reasoning tasks, students are engaged in high-cognitive-demand tasks with multiple solution pathways. Effective teaching of mathematics engages students in solving and discussing tasks that promote mathematical reasoning and problem solving and allow multiple entry points and varied solution strategies. (Principles to Actions, NCTM 2014)

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

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

Description of Intervention #2:
Writing to Learn in Mathematics

Rationale:
Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving. Writing in a content area can cause students to analyze, compare facts, and synthesize relevant material. Writing about a topic requires students to think about the topic, focus on and internalize important concepts, and make those concepts to some degree their own.

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
Engage Students with Mathematical Thinking and Reasoning Standards

Person Monitoring:
Kathy Brickley, Karyn Smith

By When/Frequency:
on-going through May 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Implement intentional lessons and tasks that require students to use Mathematical Thinking and Reasoning (MTR) practices while working with complex, grade-level mathematics. Teachers will plan and deliver problems and activities that explicitly prompt MTRs such as explaining reasoning, making conjectures, justifying solutions, critiquing others' reasoning, and connecting representations. Lesson materials will include clear prompts and success criteria that use MTR vocabulary (for example: "I can justify my solution," "I can explain the strategy I used," "I can ask a clarifying question about this reasoning").

Action Step #2
Writing to Learn

Person Monitoring:
Kathy Brickley, Karyn Smith

By When/Frequency:
on-going through May 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Incorporate writing to learn strategies to help students deepen their understanding by reflecting and reasoning through mathematical ideas using oral and written language through explaining strategies, journals,
error analysis, writing prompts, and exit tickets. The impact of this action step will be monitored through
teacher observation of student talk, journals, exit tickets, and assessments. Teachers will use students talk and
writing to assess understanding, identify misconceptions and guide instruction.

Action Step #3
Explicit Vocabulary Instruction

Person Monitoring:
Kathy Brickley, Karyn Smith

By When/Frequency:
on-going through May 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Incorporate explicit vocabulary instruction in daily lessons to improve problem solving. Students will develop a strong understanding of math-specific vocabulary to improve comprehension of multi-step word problems and reduce reliance on keyword guessing. The impact of this action step will be monitored through exit tickets and assessments. Teachers will use student writing to assess understanding and to guide instruction.

Area of Focus #3

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.

Advance thinking through writing about reading and across the content area and grade levels.

Research tells us that writing, thinking, and reading are indelibly linked. Studies have found that when students at any grade level write about texts they have read and content they have been taught- not just in English, but also in social studies, science, math- their reading comprehension and learning is enhanced. Writing about reading (and other content) forces students to retrieve it in a way that lodges it in their long-term memories. Having students write about what they are learning can yield greater benefits than favored techniques such as discussion, projects, and group work.

Measurable Outcome

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

ELA proficiency will increase from 71% to 75% as measured by the PM3 FAST Assessment.
ELA L25 learning gains will increase from 51% to 60% as measured by the PM3 Fast Assessment.
Grade 3 ELA proficiency will increase from 64% to 70% as measured by the PM3 FAST Assessment.

Monitoring

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

The Decision Making Framewor will support guidance for tiered instruction and ongoing progress monitoring. Using district progress monitoring tools and state-level assessments, students will be progress monitored three times a year to assess proficiency in ELA. In addition teachers will use formative assessments (ongoing, unit, benchmark, and observation) with feedback to drive instruction and increase cognitive engagement with content. Teachers will provide opportunities for students to use feedback and monitor students use of feedback related to their learning goals to ensure positive outcomes. Peer and administrative walk-throughs will be regularly conducted with feedback. Data chats will be held after each assessment cycle to review successes and develop plans to close learning gaps.

Person responsible for monitoring outcome

Kathy Brickley, Karyn Smith

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:

To maintain our focus on advance thinking through writing about reading and across the content areas and grade levels we will focus our Professional Learning Communities on Cognitive Engagement with content, The Writing Revolution 2.0 and Write to Learn (PCS 5 Essentials).

Rationale:

Explicit instruction through writing about reading and across content areas and grade levels will occur with teachers: 1) full, clear expectations, 2) Teacher modeling, 3) Provide a "worked out" sample with full teacher explanation, 4) Teacher corrective feedback

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

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

Action Steps to Implement:

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

Action Step #1
Clear, direct, and explicit instruction in Writing

Person Monitoring:
Kathy Brickley, Karyn Smith

By When/Frequency:
on-going through May 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will provide clear, direct, and explicit instruction in writing with strategies from "The Writing Revolution 2.0" book. Students will keep data folders and set goals following each assessment cycle.

Action Step #2
Intentional Planning for Oral Language Opportunities and Writing to Monitor Student Comprehension

Person Monitoring:
Kathy Brickley, Karyn Smith

By When/Frequency:
on-going through May 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will Intentionally plan opportunities for students use their oral language and use writing to monitor student comprehension of material that has been taught, determine next instructional steps, and provide effective feedback that will move students forward. Students will keep data folders, including writing samples, and set goals following each assessment cycle.

Action Step #3
Small Group Instruction

Person Monitoring:
Kathy Brickley, Karyn Smith

By When/Frequency:
on-going through May 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will know which students are categorized as L25 and prioritize differentiated instruction in the core and interventions focused on their needs. Teachers will plan small group instruction based on the needs of all students, explicitly teaching content and provide scaffolds to struggling students.

Area of Focus #4

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.

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.

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 will increase Math proficiency from 40% to 50% and will increase their learning gains from 33% to 50% as measured by the PM FAST Assessment 3.

Our ESE students will increase ELA proficiency from 36% to 50% and will increase their learning gains from 44% to 50% as measured by the PM FAST Assessment 3.

Monitoring

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

The Decision Making Framework will support guidance for tiered instruction and ongoing progress monitoring. Progress monitoring cycles will be used to assess proficiency in ELA throughout the school year. Case managers and classroom teachers will also utilize ongoing assessments such as unit assessments, teacher observation, formative assessments, and analysis of student work to identify appropriate IEP goals and develop specially designed instruction for ESE students.

Person responsible for monitoring outcome

Kathy Brickley, Karyn Smith

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 learning; orthographic and phonemic

awareness; comprehension.

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; instructions 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, 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
Data Driven Focus

Person Monitoring:
Kathy Brickley, Karyn Smith

By When/Frequency:
on-going through May 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Meet regularly with the ESE team during PLC's and data chats. Case managers will identify student gaps in learning based on current assessment data. They will use this information to determine the appropriate service delivery model for each student. Teachers will use evidence-based practices to teach foundational literacy skills needed to close gaps in learning. Each student will be provided multiple opportunities to engage in and respond to instruction using their primary mode of communication, which may include the use of augmentative or alternative communication systems or visual supports and other prompts to support student success with communicating what they are learning/have learned.

Action Step #2
Instructional Planning

Person Monitoring:
Kathy Brickley, Karyn Smith

By When/Frequency:
on-going through May 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Review data- both benchmark, assessment data, student performance, monitor teaching and learning for best practices including individual or small group instruction, multi-sensory learning, explicit and direct instruction, carry over of therapy strategies (OT, PT, Speech and Language), and social/ emotional learning. There will be opportunities for ESE and general education teachers to collaborate and co-plan for differentiation and specifically designed instruction.

Area of Focus #5

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.

Instructional practices designed and implemented according to evidence-based principles, specifically related to monitoring individual student learning. Data shows that increased student differentiation and determining specific instructional strategies used with this subgroup should be monitored as it relates to successful student learning

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.

Proficiency in Math will increase from 47% to 60% as measured by the PM3 FAST Assessment. Learning gains in Math will increase from 33% to 50% as measured by the PM3 FAST Assessment.

Monitoring

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

The Decision-Making Framework will support guidance for tiered instruction and ongoing progress monitoring. Progress monitoring cycles will be used to assess math proficiency throughout the school year. Classroom teachers will also utilize ongoing assessments such as unit assessments, teacher observation, formative assessments, and analysis of student work to identify appropriate goals and develop instructional methods and differentiation strategies for black students.

Person responsible for monitoring outcome

Kathy Brickley, Karyn Smith

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:

High Student Engagement

Rationale:

Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts, vocabulary, reasoning, and procedures as tools for problem solving. Writing in a content area can cause students to analyze, compare facts, and synthesize relevant material. Writing about a topic requires students to think about the topic, focus on and internalize important concepts, and make those concepts to some degree their own.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

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

Action Steps to Implement:

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

Action Step #1
Writing to Learn

Person Monitoring:
Kathy Brickley, Karyn Smith

By When/Frequency:
on-going through May 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Incorporate writing to learn strategies to help students deepen their understanding by reflecting and reasoning through mathematical ideas using oral and written language through journals, explaining strategies,
error analysis, writing prompts, or exit tickets. The impact of this action step will be monitored through teacher observation of student journals, exit tickets, and assessments. Teachers will use students' writing to assess understanding, identify misconceptions and guide instruction.

Action Step #2
Mathematical Thinking and Reasoning

Person Monitoring:
Kathy Brickley, Karyn Smith

By When/Frequency:
on-going through May 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Implement intentional lessons and tasks that require students to use Mathematical Thinking and Reasoning (MTR) practices while working with complex, grade-level mathematics. Teachers will plan and deliver problems and activities that explicitly prompt MTRs such as explaining reasoning, making conjectures, justifying solutions, critiquing others' reasoning, and connecting representations. Lesson materials will include clear prompts and success criteria that use MTR vocabulary (for example: "I can justify my solution," "I can explain the strategy I used," "I can ask a clarifying question about this reasoning").

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.

A positive school culture and environment reflects a supportive and fulfilling environment, learning conditions that meet the needs of all students, educators who are clear about their roles and relationships in student learning, and a culture that values trust, respect, and high expectations. Consistency with PBIS has had a positive impact on student behavior and achievement and continued focus will lead to increased learning gains in all areas.

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 2025-2026 school year showed a decrease in referrals among our students in our ESE population. To reinforce behaviors and expectations, a positive reward system is in place that includes classroom and schoolwide recognitions. Classroom teachers will develop strong TIer 2 plans to help support improvement of student behavior and engagement. Curlew Creek Elementary School continues to use a PBIS online reward system to track and monitor reinforcement of appropriate behaviors.

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.

Student PBIS surveys will be conducted and reviewed each quarter to review and revise recognition opportunities. Monthly review of school-wide trends for infractions and referrals will be studied during school improvement meetings in order to update PBIS rewards and deliver appropriate training to support TIer 1 and Tier 2 behavior plans.

Person responsible for monitoring outcome

Karyn Smith

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:

Restorative practices and PBIS

Rationale:

A multi-faceted approach to building a positive school culture and environment include a positive

behavior support system, use of Restorative Practices with an equity mindset, and attendance monitoring and support.

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
PBIS Data Review

Person Monitoring:
Karyn Smith

By When/Frequency:
monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1) Identify the expected behaviors (Guidelines for Success)
2) Teach, model, and practice what those behaviors look like, sound like and feel like
3) Specifically praise appropriate behavior with private or public acknowledgments
4) Measure outcome data to determine successes and barriers to reaching the desired goals.

Action Step #2
Develop Relationships with Students

Person Monitoring:
Kathy Brickley

By When/Frequency:
on-going through May 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will welcome students at the classroom door daily. Teachers will conduct class meetings to begin the day with a positive and personal tone. Teachers will get to know students and families and any hardships to be considered for each student.

Action Step #3
Increase focus on our schoolwide Guidelines for Success

Person Monitoring:
Kathy Brickley

By When/Frequency:
Ongoing through May 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will start the day focusing on the Guidelines for Success through a restorative lens and keep students focused on them throughout the day. They will consistently reference each guideline as needed to provide reminders and reinforce positive behavior.

Area of Focus #2

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.

Attendance in the 2025-2026 school year was a barrier to learning. Using data analytics, we identified that 12% of our students had more than 10% of school days absent, with the highest absenteeism rates being in primary grades. These absences have a negative impact on student learning, as these are highly formative years where students are creating a foundation for their learning in all content areas.

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 goal is to improve attendance to 95% of our students having attendance at 90% or higher. Our Child Study Team will a more intensive plan of action for improvement of the attendance of learners with chronic absenteeism.

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.

Curlew Creek Elementary has a Child Study Team that meets bi-weekly to discuss and problem-solve barriers to student attendance. The school social worker works with families and the team to ensure adequate resources are provided to families in need and to alleviate struggles that are keeping students from attending school each day.

Person responsible for monitoring outcome

Kathy Brickley

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:

Attendance Monitoring

Rationale:

Student attendance is a critical component of academic 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
Monitor student attendance and take action

Person Monitoring:
Kathy Brickley

By When/Frequency:
monthly through May 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1.) Child Study Team (CST) will meet twice monthly.
2.) Students with a history of high absences will be targeted at the beginning of the school year. 3.) Intervention Plans will be developed for each student.
4.) Interventions will include personal family contact, provide necessary family resources, and provide student incentives.
5.) An attendance recognition program will be developed.
6.) Through PBIS and RP teacher relationships with students will strengthen and serve to motivate students to want to attend school.

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.

The School Improvement Team (SIT) conducts its monthly review of student achievement data to assess the effectiveness of strategies and supports implemented in collaboration with the district Instructional Staff Developer (ISD). This review focuses on identifying trends in student growth, evaluating the fidelity of strategy implementation, and determining next steps for continuous improvement.

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).

Data analysis and classroom observations indicate a continued need to strengthen students' fluency skills to support achievement across all content areas. While foundational literacy and numeracy skills have shown improvement, gaps remain in students' ability to process information quickly and accurately, which impacts performance in reading comprehension, problem-solving, and content specific tasks.

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