

Pinellas County Schools

EISENHOWER ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 2
 - A. School Mission and Vision 2
 - B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2
 - C. Demographic Data..... 6
 - D. Early Warning Systems 7
- II. Needs Assessment/Data Review 10
 - A. ESSA School, District, State Comparison 11
 - B. ESSA School-Level Data Review 12
 - C. ESSA Subgroup Data Review 13
 - D. Accountability Components by Subgroup..... 14
 - E. Grade Level Data Review 17
- III. Planning for Improvement..... 18
- IV. Positive Learning Environment 30
- V. Title I Requirements (optional)..... 33
- VI. ATSI, TSI and CSI Resource Review 37
- VII. Budget to Support Areas of Focus 38

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

Eisenhower Elementary achieves success by increasing opportunities for all scholars by providing a respectful community with high expectations and student-centered instruction in order to prepare all students for college and career readiness

Provide the school's vision statement

Growing tomorrow's leaders today.

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

Tijuana Baker

bakerti@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

Instructional Leader

Leadership Team Member #2

Employee's Name

Laura Apergis

apergisl@pcsb.org

Position Title

Instructional Leader

Job Duties and Responsibilities

ELA Instructional Coaching Lesson demonstration Lesson planning Supports Data analysis and action planning

Leadership Team Member #3**Employee's Name**

Amy Lightfoot

lightfoota@pcsb.org

Position Title

ELA Coach

Job Duties and Responsibilities

ELA Instructional Coaching Lesson demonstration Lesson planning Supports Data analysis and action planning

Leadership Team Member #4**Employee's Name**

Rene Vrable

vrabler@pcsb.org

Position Title

Math Coach

Job Duties and Responsibilities

Math Instructional Coaching Lesson demonstration Lesson planning Supports Data analysis and action planning

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 principal involved stakeholders in the development of the school improvement plan to make more informed decisions. The principal recruited staff to engage in the development of the SIP. The principal also met with district personnel as well as other colleagues to gain a broader understanding of the improvement needs of the school.

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)).

1 School Advisory Team- This committee will meet monthly to discuss progress, challenges, and potential revisions to the plan. 2. Grade Level and Department Data Chats: Regularly collect and analyze data on student achievement, including test scores, formative assessments, and other relevant data points. Use this data to identify areas of improvement and to track progress over time. 3. Classroom observations and walkthroughs: Conduct regular classroom observations to assess the implementation of instructional strategies and interventions outlined in the School Improvement plan. Provide feedback to teachers and identify areas where additional support or modifications may be needed. 4. Student progress monitoring: Implement a system for tracking individual student progress, particularly for those students who are part of the achievement gap. This can include regular check-ins, progress reports, and targeted interventions to address specific needs. 5. Parent and community involvement: Engage parents and the wider community in the monitoring process. Encourage their participation in regular meetings, surveys, and feedback sessions to gather their perspectives on the effectiveness of the School Improvement plan. 6. Ongoing professional development: Provide regular professional development opportunities for teachers to ensure they have the knowledge and skills necessary to implement the strategies outlined in the plan. This can include workshops, training sessions, and peer collaborations. 7. Collaboration and communication: Foster a culture of collaboration and open communication among staff members. Encourage regular meetings and discussions to share best practices, challenges, and potential revisions to the plan. 8. Continuous improvement cycles: Establish regular review cycles to assess the effectiveness of the School Improvement plan. Use the data collected and feedback received to identify areas for improvement and make necessary revisions to the plan. 9. Stakeholder feedback: Seek feedback from students, parents, staff, and community members on the impact of the School Improvement plan. Conduct surveys, focus groups, or town hall meetings to gather their perspectives and incorporate their suggestions into the plan. 10. External evaluations: Consider involving external evaluators or consultants to conduct periodic evaluations of the School Improvement plan. Their independent

assessments can provide valuable insights and recommendations for improvement

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	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: B 2023-24: B 2022-23: C 2021-22: B

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	37	86	78	88	86	84				459
Absent 10% or more school days	0	22	17	21	23	26				109
One or more suspensions	0	0	1	1	1	0				3
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	1	27	38	7	21				94
Level 1 on statewide Math assessment	0	13	20	41	5	14				93
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	5	18	24	18	20				85
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0	0				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	5	18	24	18	20				85

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	0	0	14	0	0				15
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	74	80	99	97	85	73				508
Absent 10% or more school days		20	28	32	21	23				124
One or more suspensions		1	2	2	1					6
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment		1	29	53	23					106
Level 1 on statewide Math assessment		17	26	43	20	12				118
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	12	17	10					40
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		12	17	20	12					61

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		6	16	23	19	16				80

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year			2	6						8
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 CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	60	68	62	54	64	59	47	61	57
Grade 3 ELA Achievement	60	70	61	57	67	59	45	63	58
ELA Learning Gains	62	65	63	63	62	60	58	64	60
ELA Lowest 25th Percentile	58	63	58	58	59	56	52	62	57
Math Achievement*	68	72	66	60	69	64	56	66	62
Math Learning Gains	78	69	64	54	67	63	57	68	62
Math Lowest 25th Percentile	77	56	50	41	56	51	62	58	52
Science Achievement	61	72	62	54	70	58	55	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	66%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	524
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
66%	56%	56%	51%	55%	46%	

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	55%	No		
English Language Learners	64%	No		
Black/African American Students	63%	No		
Hispanic Students	68%	No		
Multiracial Students	63%	No		
White Students	58%	No		
Economically Disadvantaged Students	66%	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	60%	60%	62%	58%	68%	78%	77%	61%					
Students With Disabilities	41%	50%	38%	60%	61%	80%							
English Language Learners	47%	46%	64%	59%	73%	86%	88%	47%					
Black/African American Students	61%	63%	58%		64%	81%		53%					
Hispanic Students	62%	63%	62%	53%	75%	83%	79%	63%					
Multiracial Students	63%				63%								
White Students	53%	42%	68%		60%	61%		64%					
Economically Disadvantaged Students	59%	57%	64%	63%	66%	78%	77%	63%					

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	54%	57%	63%	58%	60%	54%	41%	54%					65%
Students With Disabilities	30%	31%	64%		58%	41%		18%					58%
English Language Learners	40%	42%	52%	45%	55%	55%	41%	47%					65%
Black/African American Students	43%	57%	61%	75%	47%	31%	31%	28%					
Hispanic Students	56%	59%	60%	45%	65%	57%	43%	54%					63%
Multiracial Students	54%				69%								
White Students	65%	53%	74%		63%	65%		80%					
Economically Disadvantaged Students	53%	56%	65%	60%	57%	49%	38%	49%					63%

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	47%	45%	58%	52%	56%	57%	62%	55%					74%
Students With Disabilities	17%	21%	36%	38%	50%	78%	94%	31%					68%
English Language Learners	38%	36%	65%	68%	53%	55%	67%	39%					74%
Black/African American Students	38%	45%	44%	23%	41%	55%	60%	39%					
Hispanic Students	44%	40%	66%	72%	60%	58%	68%	50%					75%
Multiracial Students	80%				53%								
White Students	57%	50%	53%		68%	68%		73%					
Economically Disadvantaged Students	43%	42%	56%	51%	52%	57%	63%	50%					73%

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	57%	68%	-11%	60%	-3%
ELA	4	49%	66%	-17%	60%	-11%
ELA	5	58%	66%	-8%	61%	-3%
Math	3	60%	71%	-11%	66%	-6%
Math	4	68%	72%	-4%	65%	3%
Math	5	66%	69%	-3%	62%	4%
Science	5	57%	70%	-13%	60%	-3%

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?

Eisenhower Elementary showed the most improvement in Math learning gains and Math learning gains for our black subgroup. Our overall math gains improved from 43% to 77% and L25 math learning gains 54% to 78%.

Lowest Performance

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

Eisenhower Elementary demonstrated the greatest improvement in mathematics performance, particularly in overall math learning gains and in gains among the Black student subgroup. Overall math learning gains increased significantly from 43% to 77%, while learning gains for the lowest 25% (L25) in math improved from 54% to 78%.

To achieve these results, the school implemented targeted instructional strategies, including differentiated small-group instruction, increased progress monitoring, and a focused emphasis on data-driven decision-making to address students' specific skill gaps. These actions contributed to substantial growth in student achievement in mathematics.

Greatest Decline

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

Kindergarten proficiency decreased from 54% to 47%

Several factors contributed to this gap. These include gaps in foundational literacy skills, particularly in phonemic awareness and early reading development, as well as inconsistencies in early instructional practices across grade levels. The decline in kindergarten and first grade proficiency suggests a need for stronger early intervention and alignment of core instruction.

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 data component with the greatest gap compared to the state average was early elementary

English Language Arts (ELA) proficiency, particularly across grades K–2, as well as VPK learning gains. Overall K–2 ELA proficiency declined from 49% to 46%. Kindergarten proficiency decreased from 54% to 47%, and first grade proficiency also declined from 54% to 47%. While second grade showed improvement, increasing from 38% to 50%, overall performance across the primary grades remains below expectations and indicates a gap when compared to the state average. Additionally, VPK learning gains were significantly lower than the district benchmark, with only 6 out of 30 possible points earned compared to the district's 19 points.

Several factors contributed to this gap. These include gaps in foundational literacy skills, particularly in phonemic awareness and early reading development, as well as inconsistencies in early instructional practices across grade levels. The decline in kindergarten and first grade proficiency suggests a need for stronger early intervention and alignment of core instruction. While second grade gains indicate that targeted efforts can be effective, the trend shows that students are entering upper primary grades without consistently strong foundational skills. Additionally, the low VPK learning gains suggest a need for increased alignment between prekindergarten and kindergarten expectations, as well as more intentional progress monitoring and instructional support at the earliest levels.

EWS Areas of Concern

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

Scholars absent 10% or more of the school year

Highest Priorities

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

1. K-2 Quality Instruction and Collaborative Planning in ELA and Math
2. VPK Learning Gains
3. ESE ELA Proficiency

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

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

Area of Focus #1

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

Pre K-2

Area of Focus Description

Eisenhower Elementary will focus on increasing student ownership of learning in literacy by strengthening student discourse, cognitive engagement, and independent application of literacy skills. Emphasis will be placed on enhancing structured opportunities for students to actively participate in discussions, think critically, and apply learned strategies independently. Additionally, the school will refine small group instruction and strengthen oral language development, particularly in the primary grades, to support deeper student engagement and skill mastery.

Rationale:

While Eisenhower demonstrates strong implementation of evidence-based literacy practices, including structured instruction, aligned resources (such as UFLI), and literacy-rich classroom environments, current instructional practices are primarily teacher-driven. Data and classroom observations indicate a need to shift toward more student-centered learning experiences that promote active engagement, discussion, and higher-order thinking. Increasing opportunities for meaningful student discourse and independent practice will support deeper understanding and retention of literacy skills, while improved small group instruction and oral language development will address the foundational needs of early learners and contribute to overall academic growth.

Measurable Outcome

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

By the end of the 2026–2027 school year, Eisenhower Elementary will increase overall ELA proficiency from 46% to 62%, as measured by PM3 STAR Early Literacy and STAR Reading assessments. This represents a 16-percentage point increase and reflects targeted efforts to improve foundational literacy skills, student engagement, and standards-aligned instruction across all grade levels.

Monitoring

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

Implementation and impact of this area of focus will be monitored through ongoing, structured progress monitoring during Professional Learning Communities (PLCs). Teachers, in collaboration with the PELI and ELA coaches and school administration, will regularly analyze student data, review instructional practices, and adjust strategies based on student progress. Frequent data cycles, including formative assessments and STAR progress monitoring, will be used to evaluate the effectiveness of instructional adjustments. Classroom walkthroughs and coaching support will further ensure fidelity of implementation, while PLC discussions will focus on identifying trends, sharing best practices, and making data-driven decisions to ensure the desired improvement in student outcomes is achieved. Ongoing progress monitoring will occur in PLCs in collaboration with coaches, administration and teachers

Person responsible for monitoring outcome

Tijuana Baker

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:

Ensure Consistent use of core curriculum and resources and provide in classroom support with a reading literacy coach twice a week.

Rationale:

This evidence-based intervention is grounded in the use of explicit, systematic literacy instruction and increased opportunities for student discourse and engagement, which research shows are essential for improving reading proficiency. By strengthening small group instruction, oral language development, and student-centered learning practices, the intervention directly addresses identified gaps in foundational skills and supports students in becoming more independent and proficient readers. These targeted strategies are expected to accelerate literacy growth and improve overall ELA outcomes.

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

Monitor implementation of module curriculum

Person Monitoring:

Tijuana Baker

By When/Frequency:

August 2026-May 2027

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

The school will implement a structured process to monitor the fidelity of module curriculum implementation across all grade levels. This will include regular classroom walkthroughs, lesson plan reviews, and coaching cycles to ensure that teachers are delivering instruction aligned to the module design, pacing, and instructional routines.

Action Step #2

Data Monitoring

Person Monitoring:

Tijuana Baker - Principal

By When/Frequency:

Aug 2026- May 2027

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

Monitor data (ELFAC) to ongoingly support students who need targeted instruction.

To monitor impact, the school will use multiple data sources, including formative assessments, module assessments, and STAR progress monitoring data, to evaluate student learning outcomes. During PLC meetings, teachers, coaches, and administrators will collaboratively analyze this data to identify trends, determine the effectiveness of instruction, and make timely adjustments. Feedback from walkthroughs and coaching sessions will be used to support continuous improvement, ensuring that consistent and high-quality implementation leads to increased student achievement.

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.

Strengthen consistency and growth in K–2 math proficiency across all grade levels.

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.

K–2 math proficiency will increase from 48% to 62%, as measured by the PM3 STAR Math Assessment.

Monitoring

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

The implementation and impact of this area of focus will be monitored through regular PLC meetings, where teachers, coaches, and administrators analyze STAR Math data, formative assessments, and classroom evidence to track student progress. Ongoing classroom walkthroughs and lesson plan reviews will ensure fidelity of math instruction and alignment to standards. Data will be reviewed at key progress monitoring intervals (PM1, PM2, and PM3) to identify trends, adjust instruction, and provide targeted support to ensure the desired increase in K–2 math proficiency is achieved.

Person responsible for monitoring outcome

Rene Vrable - Math Coach

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:

Strengthen consistency and growth in K–2 math proficiency across all grade levels.

Rationale:

Although overall proficiency increased from 48% to 58%, declines in kindergarten (81% to 56%) and first grade (55% to 50%), along with minimal change in second grade (39% to 38%), indicate inconsistent performance and a need for more targeted, sustained math instruction and intervention in early grades.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Monitor Math Instruction Implementation and Student Progress

Person Monitoring:

Rene Vrable

By When/Frequency:

August 2026-May 2027

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

Implement a consistent, standards-aligned K–2 math instructional framework that includes daily explicit instruction, differentiated small-group rotations, and targeted intervention based on STAR Math data. Teachers will utilize common lesson structures, manipulatives, and problem-solving strategies to build conceptual understanding, while incorporating regular math discourse to strengthen reasoning skills. Instruction will be supported through ongoing coaching, collaborative PLC planning, and the use of formative assessments to guide instruction.

Monitoring of Impact:

The school will monitor the implementation and effectiveness of this action step through weekly PLC

data discussions, where teachers and instructional coaches analyze Math progress monitoring data, unit assessments, and student work samples. Administrators and coaches will conduct routine classroom walkthroughs to ensure fidelity of instruction and provide timely feedback. Progress will be reviewed at PM1, PM2, and PM3 checkpoints to measure growth toward the 62% proficiency goal, with adjustments made as needed to address gaps and ensure continuous improvement in student outcomes.

Area of Focus #3

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

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

Students are not producing evidence during investigations leading to learning gaps where they are making gains in other areas.

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.

5th grade science proficiency will increase from 61% to 70%, as measured by the PM3 Statewide Science Assessment (SSA).

Monitoring

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

The implementation and impact of this area of focus will be monitored through ongoing data analysis and instructional reviews. Teachers, instructional coaches, and administrators will utilize PLC meetings and Classroom walkthroughs focused on consistent implementation of notebooks, evidence collection, and investigation data analysis.

Person responsible for monitoring outcome

Laura Apergis-Assistant Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Every lesson student will record their thinking in their science notebooks with visible evidence of teacher feedback and monitoring. Students will increase ownership of investigation and data analysis.

Rationale:

Increasing students' investigation, data analysis and recording is at the core of the science block and has the biggest impact on closing the learning gaps in science.

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

Improved science notebooks and data analysis during science investigations.

Person Monitoring:

Rene Vrable

By When/Frequency:

Aug 2026-May 2027

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

Every lesson students will record their thinking in their science notebooks with visible evidence of teacher feedback and monitoring

Student will take active role in designing parts of investigations while engaging in multiple trials and deeper analysis.

Pacing and planning will be monitored by administration to ensure that teachers are not getting critically behind.

Area of Focus #4

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

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

Area of Focus Description and Rationale

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

Strengthen teacher clarity and the implementation of differentiated small group instruction to meet the specific learning needs of Black/African American students through the consistent use of evidence-based practices. Instruction will be intentionally designed to address individual skill gaps by adjusting content, instructional strategies, and learning supports, supported by ongoing assessment and flexible grouping to promote academic growth and equitable outcomes.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school

plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Overall Proficiency for black scholars in ELA Gains will increase 10% from, 58% to 68%, as measured by FAST state monitoring assessment. Overall Proficiency for black scholars in Science Proficiency will increase 10% from, 53% to 63%, as measured by SSA state monitoring assessment.

Monitoring

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

The Instructional Leadership Team and instructional coaches will meet weekly to review student data, support data-driven planning, and monitor instructional implementation through planning sessions, classroom observations, and data reviews to ensure continuous improvement.

Person responsible for monitoring outcome

Tijuana Baker - Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Explicit and direct instruction; multi-sensory approach to all learning; utilize a systematic approach for the delivery of instruction

Rationale:

This approach uses explicit, multi-sensory instruction to break skills into manageable steps, supporting deeper understanding and mastery in reading and math.

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

Monitoring student progress through data

Person Monitoring:

Tijuana Baker

By When/Frequency:

Aug 2026 - May 2027

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

Use frequent checks for understanding, provide immediate feedback, and adjust instruction and interventions based on ongoing formative assessment of student responses.

Area of Focus #5

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

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

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.

Based on the end of the year 2025-2026 STAR data of our scholars in grades K, 1 and 2 we will focus on making significant gains and increase proficiency in reading during the 2026-2027 school year. These efforts will affect student learning by building background knowledge, engaging students to be active participants in their learning, and develop skills to think critically while reading complex texts.

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 our Kindergarten end-of-year proficiency by 22% (40%-62%) as measured by STAR Reading.

Increase our 1st Grade end-of-year proficiency by 15% (47%-62%) as measured by STAR Reading.

Increase our 2nd Grade end-of-year proficiency by 12% (50%-62%) as measured by STAR Reading.

Monitoring

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

Ongoing progress monitoring will occur in PLCs in collaboration with coaches, administration and teachers. In addition, weekly walkthroughs will occur with actionable feedback and follow through to ensure that progress is being made. In addition to walkthroughs weekly walkthroughs, the ELFAC data app will be monitored to ensure that data is being updated regularly.

Person responsible for monitoring outcome

Tijuana Baker- Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable

outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Students will receive targeted literacy support through UFLI Foundations and Flamingo small-group instruction to improve foundational reading skills. Progress will be monitored regularly to ensure student growth and achievement.

Rationale:

Teachers are trained in both UFLI Foundations and Flamingo Small Groups, ensuring implementation of evidence-based literacy practices. Ongoing fidelity checks will strengthen consistency, maximize effectiveness, and support improved student outcomes.

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

Literacy Coaching

Person Monitoring:

Tania Harper- PELI Coach

By When/Frequency:

Aug 2026-May 2027 Twice per week

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

Teachers will implement UFLI Foundations and Flamingo Small Groups with identified students. Principal will conduct regular fidelity checks to ensure consistent implementation of UFLI and Flamingo Small Groups with identified students.

The principal will monitor impact through progress monitoring data, classroom observations, and student reading achievement outcomes.

Area of Focus #6

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.

3-5

Area of Focus Description

Eisenhower Elementary will focus on increasing ELA learning gains for all students, with targeted support for our lowest-performing scholars. Teachers will use data to guide instruction, monitor

progress, and provide interventions as needed. Our goal is to strengthen literacy skills, improve achievement, and close learning gaps.

Rationale:

ELA learning gains declined slightly from 63% to 62%, while learning gains for our lowest 25% of students remained unchanged at 58%. These results fell short of our school improvement goals, highlighting the need for strengthened instruction, targeted interventions, and ongoing progress monitoring to accelerate student achievement.

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.

3-5 Reading learning gains will increase from 62% to 70%, as measured by the PM3 FAST Reading Assessment. L25 Reading Gains will increase from 58% to 68% as measured by the PM3 FAST Reading Assessment.

Monitoring

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

The implementation and impact of this area of focus will be monitored through regular PLC meetings, where teachers, coaches, and administrators analyze FAST assessment data, module assessments, and classroom evidence to track student progress. Ongoing classroom walkthroughs and lesson plan reviews will ensure fidelity of reading intervention and alignment to standards. Data will be reviewed at key progress monitoring intervals (PM1, PM2, and PM3) to identify trends and provide targeted support to ensure the desired increase in 3-5 reading learning gains are achieved.

Person responsible for monitoring outcome

Laura Apergis

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:

Eisenhower Elementary will utilize the district-approved Magnetic Readers resource to provide standards-aligned reading instruction and support student achievement of grade-level benchmarks.

Rationale:

Using Magnetic Readers ensures consistent, high-quality literacy instruction aligned to district expectations, helping students meet grade-level reading goals.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Utilize the decision-making tree

Person Monitoring:

Laura Apergis

By When/Frequency:

September 2026-May 2027

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

Teachers, coaches, and administrators will use the decision-making tree, during data chats, to tier students for intervention. Monitoring will take place during intervention walk throughs

Action Step #2

Monitor implementation of intervention

Person Monitoring:

Laura Apergis

By When/Frequency:

September 2026- May 2027

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

Intervention blocks will be monitored through walkthroughs looking for identified tiered students and aligned targeted intervention.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

Reduce the number of students missing 10 or more days of school.

Improving attendance ensures students have consistent access to instruction, which supports stronger academic outcomes.

Measurable Outcome

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

The percentage of students missing 10 or more days of school will decrease from 24% to 10% or less by the end of the school year, as measured by school attendance records.

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.

Attendance data will be reviewed weekly to identify students at risk of chronic absenteeism and trigger timely interventions, with the Child Study Team meeting monthly to monitor progress and adjust supports. Ongoing monitoring will guide family outreach and ensure consistent attendance, improving access to instruction and supporting stronger academic outcomes.

Person responsible for monitoring outcome

Alma Taylor-Social Worker

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:

****Shortened Version:**** Implement a PBIS-aligned attendance incentive program that rewards daily attendance and improvement through student recognition and positive family communication, reinforcing consistent attendance and supporting academic success.

Rationale:

Positive, PBIS-aligned incentives reinforce desired attendance behaviors, increase student motivation, and strengthen family engagement, which research shows leads to improved daily attendance and better academic outcomes.

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

Implement PBIS-Aligned Attendance Incentives

Person Monitoring:

Alma Taylor- Social Worker

By When/Frequency:

Monthly Aug 2026- May 2027

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

- Implement PBIS-aligned attendance incentives that recognize daily attendance and improvement through classroom and schoolwide rewards.
- Monitor attendance data weekly to identify trends, students at risk, and the effectiveness of incentives.
- Conduct monthly Child Study Team reviews to evaluate progress and adjust supports for students

with ongoing attendance concerns.

-Use data to guide family outreach and interventions, ensuring improved attendance and increased access to instruction.

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.

Eisenhower's School Improvement Plan (SIP) is posted on the school website at <https://www.pcsb.org/eisenhower-es>. The school values parent involvement and encourages families to participate in the School Advisory Council (SAC), which includes a majority of parent representatives. The SAC supports the development, implementation, and evaluation of the SIP and Parent and Family Engagement Plan. Parents are provided multiple opportunities for input through meetings, surveys, and ongoing communication. Information is shared in multiple languages through newsletters, school platforms, and the website, with translation support available as needed.

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)).

Eisenhower's Family Engagement Plan is available to all stakeholders on the school website at <https://www.pcsb.org/eisenhower-es> and in the Title I Binder located in the front office. Information about the plan is shared during the annual Title I Meeting. The school encourages parent involvement in Title I programs through participation in the School Advisory Council (SAC), which includes a majority of parent representatives and supports the development and evaluation of school plans. Parents are provided opportunities for input, communication, and support through meetings, surveys, and conferences. Family events and ongoing communication promote strong home-school

partnerships and support student learning.

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)).

Our school strengthens academic programs and family engagement through extended learning opportunities and meaningful family events connected to student learning. Regular communication and partnerships with families, PTA, and community organizations support strong home–school relationships and promote student success.

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)).

We have strengthened partnerships with community organizations, including Calvary Baptist Church, to support mentoring, All Pro Dads, and targeted support for students most in need. The school makes referrals to the Pinellas Support Team for families requesting assistance and has implemented STEM lessons and RAP tutoring. Additionally, partnerships with local Rotary Clubs have expanded to support literacy-based mentoring and volunteer programs.

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)).

Eisenhower Elementary ensures students receive support beyond academics through access to school counseling, school-based mental health services, specialized support services, and mentoring programs. These services are coordinated through the Child Study Team, community partnerships, and targeted interventions to support students' social, emotional, behavioral, and life skills, promoting overall well-being and readiness for learning.

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)).

The behavior specialist supports the implementation of academic and behavior programs, including PBIS and MTSS, by assisting teachers with data analysis, documentation, and family involvement throughout the problem-solving process. The behavior specialist also participates in ongoing professional development to remain current on intervention, enrichment, and prevention practices.

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)).

Title I funds continue to support the full day three-year old program at select elementary school allowing the district to provide continuity of service for a full two years in early childhood prior to entering kindergarten. This seamless, two-year programming provides a strong foundation for school readiness and future educational success. This leads to a smooth transition between preschool and kindergarten for both scholars and parents. Families are familiar with the personnel, environment, rules, and safety procedures.

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