

Pinellas County Schools

CURTIS FUNDAMENTAL ELEMENTARY



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 staff of Curtis Fundamental Elementary will partner with students, parents, and the community to create and maintain a quality and safe learning environment enabling each student to succeed.

Provide the school's vision statement

100% Student Success!

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Richard Knight

knightri@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

Effective and efficient operations of school.

Leadership Team Member #2

Employee's Name

Sarah Lenhart

lenharts@pcsb.org

Position Title

Teacher- Grade 5

Job Duties and Responsibilities

Teacher- all subjects (fifth grade)

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

Molly Baird

bairdm@pcsb.org

Position Title

Teacher- Gifted

Job Duties and Responsibilities

Teacher of K-5 gifted and talented students.

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

Colette Alex

alexc@pcsb.org

Position Title

Teacher- Grade 3 ELA

Job Duties and Responsibilities

Teacher of 3rd grade students in reading and writing.

Leadership Team Member #5**Employee's Name**

Mandy Adams

adamsman@pcsb.org

Position Title

Teacher- 1st Grade

Job Duties and Responsibilities

Teacher of first grade curriculum (all subjects)

Leadership Team Member #6

Employee's Name

Jennifer Neubauer

neubauerj@pcsb.org

Position Title

Teacher- 3rd Grade

Job Duties and Responsibilities

Teacher of third grade curriculum (all subjects)

Leadership Team Member #7

Employee's Name

Leah Ahearn

ahearnl@pcsb.org

Position Title

Teacher- Kindergarten

Job Duties and Responsibilities

Teacher of kindergarten curriculum (all subjects)

Leadership Team Member #8

Employee's Name

Andrea Russell

russellan@pcsb.org

Position Title

Teacher- 4th grade

Job Duties and Responsibilities

Teacher of 4th grade ELA curriculum.

Leadership Team Member #9

Employee's Name

Kelly Hefty

heftyk@pcsb.org

Position Title

Curriculum Specialist

Job Duties and Responsibilities

Provide support and coaching to the school in all areas of curriculum and all grades.

Leadership Team Member #10**Employee's Name**

Ashley Propst

sacchaircurtis@pcsb.org

Position Title

SAC Chair

Job Duties and Responsibilities

SAC Chairperson

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.

Richard Knight- principal and Kelly Hefty- Curriculum Specialist, invited a team of teachers and our SAC Chairperson to develop the School Improvement Plan. From the staff, the following staff members participated in the development of the SIP: Leah Ahearn - Kindergarten, Mandy Adams- 1st Grade, Colette Alex, 3rd Grade, Jennifer Neubauer- 3rd Grade, Andrea Russell- 4th Grade, Sarah Lenhart- 5th Grade and Molly Baird- Gifted. Mrs. Ashley Propst was invited to develop the plan from our SAC.

Input from all members was given and added into the plan based on 2025-2026 FAST scores and school data.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for

those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The SIP will be monitored through monthly Leadership Meetings, Staff Meetings and Data Chats. Data will be discussed continuously at PLC's and the SIP will be revised as need through the Leadership Team.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY KG-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	22.3%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: A 2023-24: A 2022-23: A 2021-22: A

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	89	91	90	90	88	88	0	0	0	536
Absent 10% or more school days	0	5	2	2	2	2	0	0	0	13
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	1	4	1	2	1	0	0	0	9
Level 1 on statewide Math assessment	0	1	2	0	0	0	0	0	0	3
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	1	0	0	0	0	0	0	0	1
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	1	0	1	0	0	0	0	0	2

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	1	2	0	0	0	0	0	0	3

Current Year 2026-27

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

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

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	90	90	90	91	89	88				538
Absent 10% or more school days		2	3	3	2	4				14
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment				2	2	2				6
Level 1 on statewide Math assessment					2	1				3
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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

The number of students by current grade level that had two or more early warning indicators:

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

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	1									1
Students retained two or more times										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	89	68	62	87	64	59	82	61	57
Grade 3 ELA Achievement	92	70	61	93	67	59	88	63	58
ELA Learning Gains	70	65	63	69	62	60	69	64	60
ELA Lowest 25th Percentile	76	63	58	67	59	56	49	62	57
Math Achievement*	90	72	66	91	69	64	90	66	62
Math Learning Gains	76	69	64	79	67	63	74	68	62
Math Lowest 25th Percentile	71	56	50	64	56	51	64	58	52
Science Achievement	94	72	62	84	70	58	80	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	82%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	658
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*
82%	79%	75%	80%	80%	75%	

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	75%	No		
Hispanic Students	88%	No		
Multiracial Students	80%	No		
White Students	83%	No		
Economically Disadvantaged Students	70%	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	89%	92%	70%	76%	90%	76%	71%	94%					
Students With Disabilities	73%		72%	80%	73%	72%	80%						
Hispanic Students	94%	93%	83%		97%	72%							
Multiracial Students	87%		60%		93%	80%							
White Students	89%	94%	69%	75%	89%	76%	75%	95%					
Economically Disadvantaged Students	85%	86%	62%	60%	80%	62%	46%	80%					

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS										
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.
All Students	82%	88%	69%	49%	90%	74%	64%	80%		
Students With Disabilities	56%		30%		69%	50%				
Hispanic Students	81%		63%		81%	78%	64%	79%		
Multiracial Students	85%		75%		95%	83%				
White Students	83%	86%	70%	55%	92%	73%	62%	84%		
Economically Disadvantaged Students	80%	86%	73%	56%	92%	73%	73%	65%		

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	92%	68%	24%	60%	32%
ELA	4	92%	66%	26%	60%	32%
ELA	5	84%	66%	18%	61%	23%
Math	3	89%	71%	18%	66%	23%
Math	4	90%	72%	18%	65%	25%
Math	5	91%	69%	22%	62%	29%
Science	5	94%	70%	24%	60%	34%

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?

5th Grade science scores increased from 84% proficient for the 2024-2025 school year to 94% proficient for the 2025-2026 school year. For the 2025-2026 school year our focus in science was to monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles.

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 Math Learning Gains of the Lowest 25% (71%). Contributing factors can be attributed to focus on increasing rigor for previous year level 4's and level 5's.

Greatest Decline

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

The only decline occurred in 3-5 math proficiency. For the 2024-2025 school year 91% of our 3rd-5th grade students were proficient in math. For the 2025-2026 school year 90% of our 3rd-5th grade students were proficient in math. There were no factors that caused this 1 point decline.

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 greatest gap between the state and Curtis Fundamental was in 5th Grade Science. The state score was 60% Level 3+ and Curtis scored was 94% Level 3+, which is a 34-percentage point difference. For the 2025-2026 school year our focus in science was to monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based

principles.

EWS Areas of Concern

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

Attendance- 15 students were absent 10% or more and 3 students were absent 20% or more.

Highest Priorities

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

1. Learning Gains in ELA (70%).
2. ELA Learning Gains for African American Students (33%).
3. ELA Proficiency for ESE students (63%).

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.

Advance thinking through reading a variety of literature using a daily vocabulary routine along with a focus of comprehension strategies.

Continue to support students through research based programs and through the use of pop up small groups in the area of ELA in 3rd through 5th grade.

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.

For the 2026-2027 school year, Curtis' goal is increase from 89% (2025-2026) level 3 and above for 3rd through 5th grade to 92% level 3 and above.

For the 2026-2027 school year, Curtis' goal is increase from 92.3% (2025-2026) level 3 and above for 3rd grade to 95% level 3 and above.

Monitoring

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

District and state cycle assessments, teacher monitoring and observations will be used to monitor student progress and make adjustments as needed.

Monitoring will be done through leadership meetings, ongoing data chats with each grade level and individual teachers. PLCs will be used to identify student needs and plan for small group instruction.

Person responsible for monitoring outcome

Richard Knight- 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:

The intervention that will be used is a reading routine that incorporates an intense focus on vocabulary and comprehension. Explicit and systematic instruction Scaffolded instruction *Formative assessment & corrective feedback *Cognitive Engagement with Content *Academic Discourse *Close Reading & Annotation Strategies Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as extensions/more advanced texts for students above benchmark. These “pop-up” small group supports include access to grade-level text and beyond as well as small group instruction based on data.

Rationale:

This forms a basis of consistent strategies used throughout grade levels. Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile: (1) content—what the student needs to learn or how the student will get access to the information; (2) process—activities in which the student engages in order to make sense of or master the content; (3) products—culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and (4) learning environment—the way the classroom works and feels. The most important factor in differentiation that helps students achieve more and feel more engaged in school is being sure that what teachers differentiate is high-quality curriculum and instruction. For example, teachers can make sure that: (1) curriculum is clearly focused on the information and understandings that are most valued by an expert in a particular discipline; (2) lessons, activities, and products are designed to ensure that students grapple with, use, and come to understand those essentials; (3) materials and tasks are interesting to students and seem relevant to them; (4) learning is active; and (5) there is joy and satisfaction in learning for each student.

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

Provide clear, direct, and explicit instruction in reading.

Person Monitoring:

Richard Knight - Principal

By When/Frequency:

Ongoing

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

Use graphic organizers to scaffold details from texts.

Use reading to monitor student comprehension of material that has been taught, use the Achievement Level Descriptors to determine your next instructional steps, and provide effective feedback that will move students forward.

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.

Monitor whole group and small group instruction in grades K-5 to ensure instruction is designed and implemented according to evidence based principles.

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.

90% of 3rd-5th grade students scored a level 3 and above. Our goal this year is for 93% of our 3rd through 5th grade students will score a level 3 and above.

Monitoring

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

Monitoring will be done through leadership meetings, ongoing data chats with each grade level and individual teachers. PLCs will be used to identify student needs and plan for small group instruction.

Person responsible for monitoring outcome

Richard Knight - 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:

Use and connect mathematical representations Facilitate meaningful discourse. Pose purposeful questions Build procedural fluency from conceptual understanding Support productive struggle in learning mathematics. Elicit and use evidence of student thinking *Cognitive Engagement with Content *Formative Assessment & Feedback *Academic Discourse *Close Reading & Annotation Strategies.

Rationale:

Use and connect mathematical representations. 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. Facilitate meaningful

mathematical discourse. Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments. Pose purposeful questions. Effective teaching of mathematics uses purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships. Build procedural fluency from conceptual understanding. Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems. Support productive struggle in learning mathematics. Effective teaching of mathematics consistently provides students, individually and collectively, with opportunities and supports to engage in productive struggle as they grapple with mathematical ideas and relationships. Elicit and use evidence of student thinking. Effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning.

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 a plan for identifying students not meeting benchmarks in the early grades, including targeted instruction and frequently monitoring progress to ameliorate gaps early.

Person Monitoring:

Richard Knight - Principal

By When/Frequency:

Ongoing

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

Monitor math scores and learning gains from PM1 and PM2 data as well as benchmark data from district assessments, and monitoring Dreambox progress to assure completion by end of the year.

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.

Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles. We would like to continue to focus on the evidence-based principles needed to help K-5 students grow in science.

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.

94% of our 5th grade students scored a level 3 or above on the 2025-2026 Florida SSA. Our goal is to have 97% of our 5th grade students score a level 3 and above on the 2026-2027 Florida SSA.

Monitoring

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

Monitoring will be done through Leadership Meetings, ongoing data chats with each grade level and individual teachers. PLC's will be used to identify student needs and plan for small group instruction.

Person responsible for monitoring outcome

Richard Knight- 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:

Focus on Daily Learning Targets

Rationale:

This focus will allow teachers the opportunity to keep the lesson focused and stay on track with the learning goal of the day.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Focus on Academic Discourse

Rationale:

The goal is to get students engaged in the content and get students talking about the topics that are being taught. This will allow teachers to monitor student understanding of the content being taught.

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

Continue to revisit Daily Learning Target throughout the lesson to help monitor understanding.

Person Monitoring:

Richard Knight- Principal

By When/Frequency:

Ongoing

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

Monitoring will be done through Leadership Meetings, ongoing data chats, with each grade level and individual teachers. PLC's will be used to identify student needs and plan for small group instruction.

Area of Focus #4

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

ESSA Subgroups specifically relating to 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.

Ensure small group instruction and 1:1 specially designed instruction is designed and implemented in alignment with evidence-based practices in ELA and grouping based on individual student supported structures.

Measurable Outcome

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

In 2025-2026, 63% of our students identified as ESE (SWD) scored at or above proficiency on the ELA FAST Assessment. Our goal is to have 70% of our ESE (SWD) students score at or above proficiency on the 2026-2027 ELA FAST Assessment.

Monitoring

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

Monitoring will be done through Leadership Meetings, ongoing data chats with each grade level and individual teachers. PLC's will be used to identify students needs and plan for small group instruction.

Person responsible for monitoring outcome

Richard Knight- 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 instruction.

Rationale:

Multi-Sensory instruction uses visual, auditory, and 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.

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 the use of appropriate practices and scaffolding to ensure students' needs are met. Direct and explicit instruction includes modeling of the skills along with guided practice until mastery is achieved.

Person Monitoring:

Richard Knight- principal

By When/Frequency:

Ongoing

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

Administration will monitor that small groups are being implemented.
Individual student progress will be discussed during MTSS and IEP meetings.

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.

Create a student-centered classroom environment that leads to deep learning by *activating prior knowledge, increasing relevancy, agency, and authentic engagement. This was chosen as our African

American students scored below our non-African American students on the 2025-2026 ELA FAST Assessment.

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.

71% of our 3rd-5th grade students scored a level 3 and above on the 2025-2026 ELA FAST Assessment. Our goal is to have 80% of our students score a level 3 or above of the 2026-2027 ELA FAST Assessment.

Monitoring

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

Monitoring will be done through Leadership Meetings, ongoing data chats with each grade level and individual teachers. PLCs will be used to identify student needs and plan for small group instruction.

Person responsible for monitoring outcome

Richard Knight - 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:

Collaborative learning *Academic discourse Positive relationships Deep motivation & approach Learning Intentions.

Rationale:

Students thrive in classrooms that promote curiosity, improvement, and risk-taking. By tapping into students' curiosities, relevance is created which results in not only higher levels of student engagement, but deeper and long-lasting learning. Learning becomes more meaningful when students not only know what they are learning, but why they are learning it. All students deserve to feel heard and valued in the classroom. Productive classrooms may buzz with conversation. When students contribute to the collective classroom experience, it motivates and engages them by creating a sense of belonging as well as the satisfaction of being appreciated for their thoughts and ideas. They are a valuable member of the classroom learning experience. Establishing clear expectations at the start of each lesson and providing timely, positive feedback during stretches of independent practice will ensure students build agency and confidence when tackling complex texts and tasks on 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

Cultivate a trusting and motivating classroom culture where curiosity, improvement, and risk taking are valued.

Person Monitoring:

Richard Knight - Principal

By When/Frequency:

Ongoing

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

Monitoring will be done through Leadership Meetings, ongoing data chats with each grade level and individual teachers. PLC's will be used to identify student needs and plan for small group instruction.

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.

Kindergarten-2nd grade.

We support students in gaining knowledge and increased ability in phonics to support reading and writing skills. Our K-2 STAR ELA data showed 79% proficiency.

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.

For the 2026-2027 school year, Kindergarten through 2nd grade will go from 79% proficient to 85% proficient.

Monitoring

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

ELFAC, Reading Records, District Cycle Assessments, writing modules, STAR ELA Assessments, teacher monitoring and observations will be done.

Monitoring will be done through ongoing data chats with each grade level and individual teachers. PLC's will be used to identify students needs and plan for small group instruction.

Person responsible for monitoring outcome

Richard Knight- 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:

1. UFLI- whole group lessons implemented with fidelity. 2. Small group instruction- Flamingo, UFLI skills groups (as needed) 3. Decodable and or authentic text

Rationale:

Students need consistent, precise phonics instruction and strategies throughout grade levels in support of reading and writing development.

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

Follow County UFLI Curriculum with fidelity.

Person Monitoring:

Richard Knight- principal

By When/Frequency:

Ongoing

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

- 1.- Provide whole group UFLI instruction using teacher manuals.
- 2.- Using teacher observations and/or ELFAC
- 3.- Provide small group instruction with either UFLI (reteach skill) or Flamingo.

Area of Focus #7

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.

Learning Gains with a focus on Level 4's and Level 5's

Utilize district curricular materials to create standards-aligned, enrichment options with rigorous

expectations for all students.

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.

On the 2025-2026 FAST Math assessment, 76% of our 4th-5th grade students made Learning Gains. On the 2026-2027 FAST Math Assessment our goal is to have 85% of our 4th-5th grade students make Learning Gains.

Monitoring

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

PLC's will be used to plan for enrichment.

Monitoring will be done through Leadership Meetings and ongoing data chats.

Person responsible for monitoring outcome

Richard Knight- 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:

Opportunities for choice boards development will occur during PLC's. Use of ALD's to help planning and creating exit tickets. Performance tasks

Rationale:

As students display proficiency shifting from routine to reasoning tasks, students are engaged in high-cognitive demand tasks with multiple solution pathways. Effective teaching of math engages students in solving and discussing tasks that promote mathematical reasoning and problem solving and allow multiple entry points, varied solution strategies and student choice.

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

-Choice boards for enrichment, ALD's/Exit Tickets, Performance tasks -Schedule and facilitate ongoing mathematics topic planning sessions by grade level, using district provided resources and

the PCS effective planning protocol (T&L Handbook). -Provide all students with consistent opportunities to engage with the Mathematical Thinking and Reasoning Standards (MTR's) through complex, grade-level content and activities aligned to the rigor of the standard/benchmark. -Employ instructional practices to motivate and deepen student engagement including but not limited to positive expectations for success; meaningful tasks related to student interests & cultural backgrounds; opportunities for students to make their own choices.

Person Monitoring:

Richard Knight- principal

By When/Frequency:

Ongoing

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

PM1 to PM2 data as well as District Benchmarks and Unit Assessments will be monitored at Leadership Meetings, PLC's and ongoing data chats.

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.

Continue to increase daily student attendance and decrease the number of students missing 10% and 20% of the school year.

Measurable Outcome

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

For the 2025-2026 school year our daily attendance rate was 96.3%. We had 2.3% (15 students miss 10% or more of the school days and 0.6% (3 students) miss 20% or more of the school days.

For the 2026-2027 school year, our goal is to have a daily attendance rate of 97.5% and to have 1% of our students miss 10% or more of the school days and no students miss 20% of the school days.

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 attendance will be monitored at bi-weekly CST Meetings with the principal and school social worker. Parents of students missing school will be contacted regarding their attendance.

Person responsible for monitoring outcome

Richard Knight- 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:

Attendance will be reviewed at PLC's and discussions on how to increase attendance will be had at Leadership Meetings. Attendance rates will be celebrated at Open Court Events and celebrated on our CFN News. Attendance reminders will be posted on the marquee and sent out via School Message.

Rationale:

By having a focus on positive attendance, families will choose to plan vacations during non-school days.

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

Increase daily attendance rate and decrease the number of students missing 10% and 20% of the school year.

Person Monitoring:

Richard Knight- principal

By When/Frequency:

Ongoing

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

Attendance will be reviewed at PLC's and discussions on how to increase attendance will be had at Leadership Meetings.

Attendance rates will be celebrated at Open Court Events and celebrated on our CFN News.

Attendance reminders will be posted on the marquee and sent out via School Message.

Area of Focus #2**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.

No Answer Entered

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.

No Answer Entered

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.

No Answer Entered

Person responsible for monitoring outcome**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:**Rationale:****Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

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

Action Step #1**Person Monitoring:****By When/Frequency:**

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

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00