

Pinellas County Schools

ELISA NELSON 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

Our learning community is committed to providing high-quality learning experiences that will empower students to pursue personal passions and ambitious goals through self-efficacy, innovation, and perseverance.

Provide the school's vision statement

Every learner is inspired and supported to be a confident, innovative, and dynamic thinker who will shape a new and better world for the future.

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

Leigh L. Brown

brownlei@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

Demonstrates proficiency in carrying out all essential responsibilities and duties of the position. Meets all required educational qualifications, experience standards, and applicable certification or credential requirements.

Leadership Team Member #2

Employee's Name

Ashley Morelli

morellia@pcsb.org

Position Title

Learning Specialist/Magnet Coordinator

Job Duties and Responsibilities

Demonstrates proficiency in carrying out all essential responsibilities and duties of the position. Meets all required educational qualifications, experience standards, and applicable certification or credential requirements.

Leadership Team Member #3

Employee's Name

Rachel Martin

martinrac@pcsb.org

Position Title

Library Media Specialist

Job Duties and Responsibilities

Demonstrates proficiency in carrying out all essential responsibilities and duties of the position. Meets all required educational qualifications, experience standards, and applicable certification or credential requirements.

Leadership Team Member #4

Employee's Name

Luke Harness

harnessl@pcsb.org

Position Title

School Counselor

Job Duties and Responsibilities

Demonstrates proficiency in carrying out all essential responsibilities and duties of the position. Meets all required educational qualifications, experience standards, and applicable certification or credential requirements.

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 facilitated a faculty workshop to assess the effectiveness of implementing action steps aligned to each goal. Teachers and staff collaborated in small groups to evaluate current progress, identify successes, and develop recommendations. During these discussions, they considered potential obstacles and determined needs related to resources and professional development. Each group then shared its insights with the full faculty. The Principal summarized the collective findings and presented them to the School Advisory Council (SAC). Both the staff and SAC used student achievement data and school climate survey results to evaluate the success of each action step and to inform recommendations for the 2025–2026 school year.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The School Improvement Plan (SIP) will be consistently monitored through classroom observations focused on the implementation of action steps, as well as ongoing analysis of progress monitoring data. Teachers will actively participate in SIP committees aligned to subject-specific goals, meeting quarterly to identify challenges and develop solutions to ensure sufficient support for effective implementation.

All teachers will engage in weekly Professional Learning Community (PLC) meetings to collaboratively plan data-driven instruction and provide enriched learning experiences for students. The School Advisory Council (SAC) will receive regular updates from the principal on goals, action steps, and student progress data, and will offer recommendations for improvements throughout the year.

Administrators will conduct both formal and informal classroom observations to ensure fidelity to SIP implementation. Teachers needing additional support will receive targeted professional development, one-on-one coaching, and opportunities to observe highly effective instructional practices. Following each progress monitoring assessment, administrators will hold individual data conferences with

teachers to review results and determine necessary instructional adjustments. When changes to strategies are needed, administrators and teachers will work collaboratively to develop and communicate a mid-year action plan.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY 1-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	14.5%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ASIAN STUDENTS (ASN) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: A 2023-24: A 2022-23: A 2021-22: A

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	0	35	66	83	97	100				381
Absent 10% or more school days	0	2	2	2	8	5				19
One or more suspensions	0	0	0	1	0	0				1
Course failure in English Language Arts (ELA)	0	0	0	0	1	0				1
Course failure in Math	0	0	0	0	0	0				0
Level 1 on statewide ELA assessment	0	0	0	5	3	4				12
Level 1 on statewide Math assessment	0	0	0	1	2	3				6
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	0	0	0	1	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	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	0	0	1	2	3				6

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	1	0				1
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		42	68	84	100	107				401
Absent 10% or more school days		5	5	4	4	9				27
One or more suspensions				1	2	1				4
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment				2	10					12
Level 1 on statewide Math assessment		1	2	2	2	8				15
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	9				10

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
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*	91	68	62	88	64	59	84	61	57
Grade 3 ELA Achievement	98	70	61	91	67	59	88	63	58
ELA Learning Gains	73	65	63	69	62	60	70	64	60
ELA Lowest 25th Percentile	73	63	58	65	59	56	59	62	57
Math Achievement*	94	72	66	89	69	64	88	66	62
Math Learning Gains	85	69	64	75	67	63	82	68	62
Math Lowest 25th Percentile	75	56	50	61	56	51	71	58	52
Science Achievement	93	72	62	95	70	58	89	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						85%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						682
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*
85%	79%	79%	88%	73%	70%	

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	68%	No		
Asian Students	92%	No		
Hispanic Students	80%	No		
Multiracial Students	88%	No		
White Students	86%	No		
Economically Disadvantaged Students	85%	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	91%	98%	73%	73%	94%	85%	75%	93%					
Students With Disabilities	58%	80%	61%	50%	75%	86%	81%	54%					
Asian Students	100%		73%		94%	100%							
Hispanic Students	88%		63%		88%	81%		80%					
Multiracial Students	91%		88%		91%	81%							
White Students	91%	97%	73%	74%	95%	85%	78%	95%					
Economically Disadvantaged Students	87%	100%	73%	73%	89%	86%	85%	90%					

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	88%	91%	69%	65%	89%	75%	61%	95%					
Students With Disabilities	49%	58%	57%	60%	61%	57%	52%	75%					
Asian Students	92%				100%								
Hispanic Students	73%		58%		77%	74%							
Multiracial Students	100%		75%		100%	100%							
White Students	89%	91%	71%	62%	90%	72%	62%	96%					
Economically Disadvantaged Students	72%	82%	50%	50%	73%	61%	38%	82%					

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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	84%	88%	70%	59%	88%	82%	71%	89%					
Students With Disabilities	48%	53%	53%	48%	48%	68%	63%	53%					
Asian Students	90%				100%								
Hispanic Students	79%	82%	63%		79%	74%		90%					
Multiracial Students	93%				100%								
White Students	85%	88%	70%	61%	88%	84%	78%	90%					
Economically Disadvantaged Students	81%	79%	70%	64%	81%	80%	62%	86%					

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	98%	68%	30%	60%	38%
ELA	4	88%	66%	22%	60%	28%
ELA	5	90%	66%	24%	61%	29%
Math	3	95%	71%	24%	66%	29%
Math	4	92%	72%	20%	65%	27%
Math	5	96%	69%	27%	62%	34%
Science	5	93%	70%	23%	60%	33%

III. Planning for Improvement

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

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

Most Improvement

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

Our most significant growth was observed in mathematics learning gains among students in the lowest 25%. Proficiency increased from 61% to 75%, demonstrating a substantial improvement in both student performance and instructional effectiveness. This progress can be attributed to a deliberate and strategic use of data to inform instruction.

Teachers and instructional teams consistently analyzed formative and summative assessment data to identify individual student needs and skill gaps. This data-driven approach allowed us to tailor instruction and interventions with precision. Based on these insights, we developed targeted remediation plans for each student, focusing on foundational skills and specific areas of deficiency.

Instructional support was provided through differentiated small-group instruction, targeted interventions, and ongoing progress monitoring. Teachers adjusted their instructional strategies in real time to ensure that students were receiving the appropriate level of support and challenge. Frequent data reviews ensured that interventions remained responsive and effective.

As a result of these intentional practices, students were able to close learning gaps, build confidence, and demonstrate measurable academic growth. Moving forward, we will continue to refine our data-driven processes, strengthen targeted intervention strategies, and maintain a strong focus on equitable outcomes for all students, particularly those in the lowest quartile.

Lowest Performance

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

Our area of lowest performance was in English Language Arts (ELA) learning gains. While this subgroup remains a focus area, it is important to highlight the positive progress achieved, with proficiency increasing from 69% in the previous year to 73% this year. This growth reflects the impact of intentional, data-driven instructional practices.

Instructional teams engaged in consistent analysis of assessment data to identify specific skill deficits

and reading needs for each student. This careful review of data allowed teachers to design targeted instructional plans that addressed individual gaps in foundational literacy skills, including reading comprehension, vocabulary development, and written expression.

Through collaborative planning, teachers implemented differentiated instruction and small-group interventions aligned to students' specific needs. Targeted supports such as guided reading, intervention blocks, and scaffolded writing opportunities were strategically incorporated into daily instruction. Additionally, ongoing progress monitoring ensured that instructional adjustments were made in a timely and responsive manner.

While growth in this area is commendable, we recognize the need to further strengthen our efforts to accelerate achievement for students in the lowest quartile. Moving forward, we will continue to deepen our focus on explicit, standards-aligned instruction, increase opportunities for targeted remediation, and enhance the use of data to drive instructional decisions. By maintaining a strong commitment to these strategies, we aim to further close achievement gaps and improve literacy outcomes for all students.

Greatest Decline

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

The data component that showed the greatest decline from the prior year was 5th grade science. Performance decreased slightly from 95% to 93%, representing a 2-percentage-point decline. While this indicates a minor decrease, it is important to note that overall performance in this area remains exceptionally high.

This decline can be attributed largely to the challenge of sustaining performance at such a high level. When proficiency rates approach the upper 90th percentile, even small fluctuations in student performance can result in measurable decreases. Factors such as cohort variability, the rigor of assessment items, and the small number of students not meeting proficiency can significantly impact overall percentages.

Despite this slight decline, instructional practices in science remained strong, and students continued to demonstrate a high level of mastery of standards. Moving forward, efforts will focus on maintaining rigorous instruction, providing enrichment opportunities for high-performing students, and continuing to monitor data closely to ensure that all students sustain and build upon their achievement.

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.

Student performance across all subject areas continues to exceed state averages, demonstrating a high level of academic achievement schoolwide. This success is a direct result of the dedicated efforts of teachers and the ENE team, who have consistently and effectively implemented, monitored, and refined the School Improvement Plan (SIP) action steps to support student learning and growth.

EWS Areas of Concern

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

Student attendance continues to be an area of focus at Elisa Nelson. This year, 19 students were absent 10% or more of the school year. While this remains a concern, it reflects significant improvement compared to the prior two years, with 42 students meeting this threshold in 2024 and 27 students in 2025.

We will continue to strengthen our attendance initiative by working closely with families to emphasize the importance of daily attendance and to support students in being present at school each day.

Highest Priorities

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

Enhance Teacher Clarity through Collaborative Planning

- Intentional use of data to drive planning and instruction
- Create learning boards to boost teacher clarity defining the critical content, target, and purpose for learning.
- Clarify the high yield instructional strategy.
- Clarify the evidence to ensure it is aligned to the appropriate level of rigor
- Empower teacher leaders to support, coach, and guide colleagues through collaboration High-Yield Strategies & Rich Tasks •

Higher order thinking questions to enrich and accelerate student thinking while deepening understanding

- Incorporate writing to learn strategies across all content areas
- Embedding criteria-based tasks and products that demonstrate advanced thinking
- Emphasis of hands-on investigations, research, and inquiry-based learning
- Student-centered problem-solving routines and authentic discourse
- Daily intensive reading interventions will include instruction in Seeing Stars, Visualizing & Verbalizing, and metacognitive strategies for students with reading difficulties.

Interdisciplinary Engagement

- Implementation of thematic concepts/units through cross-curricular planning and utilization of supplementary materials to enhance student engagement and deepen understanding.
- Maintain a student-centered pedagogy where students have increasing autonomy and responsibility

for their own learning.

- Use engagement strategies, establish and maintain effective relationships and communicate high expectations for all students.

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Collaborative Planning

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.

As part of our area of focus for instructional practice, we will prioritize collaborative structures that strengthen teacher clarity in instruction. Through intentional planning and professional collaboration, teachers will work together to clearly define learning targets, success criteria, and instructional expectations aligned to standards.

Collaborative planning time will emphasize both clarity and rigor by focusing on the depth and complexity of instruction. Teachers will engage in meaningful discussions to unpack standards, design lesson sequences that promote higher-order thinking, and develop tasks that challenge all learners. This approach ensures that instruction moves beyond surface-level understanding and supports students in applying, analyzing, and extending their learning.

Additionally, teachers will prioritize clearly communicating lesson objectives, modeling expectations, and providing explicit instruction so that students understand what they are learning, why it is important, and how to demonstrate mastery.

By strengthening teacher clarity through collaboration and intentionally increasing the depth and complexity of instruction, we aim to improve student engagement, elevate academic rigor, and ensure all learners have access to high-quality, purposeful instruction aligned to the goals of the School Improvement Plan.

Measurable Outcome

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

Proficiency in English Language Arts will increase from 91% in 2026 to 96% in 2027 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Proficiency in Grade 3 English Language Arts will increase from 98% in 2026 to 100% in 2027 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Learning gains in English Language Arts will increase from 73% in 2026 to 80% in 2027 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Learning gains for lowest 25% in English Language Arts will increase from 74% in 2026 to 80% in 2027 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Proficiency in Mathematics will increase from 94% in 2026 to 96% in 2027 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Learning gains in Mathematics will increase from 85% in 2026 to 90% in 2027 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Learning gains for lowest 25% in Mathematics will increase from 75% in 2026 to 80% in 2027 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Proficiency in Science will increase from 93% in 2026 to 96% in 2027 as measured by SSA (Science State Assessment).

Monitoring

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

The area of focus on collaboration will be monitored through multiple measures to ensure consistency, effectiveness, and impact on student achievement. School leaders will participate in and review collaborative planning sessions to ensure alignment to standards, use of data, and intentional planning that prioritizes depth of understanding through rigorous, standards-based tasks.

Instructional walk-throughs will be conducted to monitor the implementation of collaborative planning, with a focus on teacher clarity, student engagement, cognitive rigor, and differentiation. Feedback will be provided to support continuous improvement.

Collaborative team artifacts, including lesson plans, common assessments, and data notes, will be reviewed to ensure consistency and a clear focus on advancing student learning. FAST assessment data in ELA, mathematics, and science, along with ongoing progress monitoring, will be analyzed regularly to track student learning gains and inform instructional adjustments.

Ongoing reflection and data analysis will support teams in refining instructional practices, strengthening planning for depth, and ensuring that collaboration results in measurable student growth and increased proficiency.

Person responsible for monitoring outcome

Leigh L. Brown, 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:

Enhance Teacher Clarity through Collaborative Planning: -Intentional use of data to drive collaborative planning and instruction -Create learning boards to boost teacher clarity defining the critical content and purpose for learning. -Emphasize depth and complexity through the design of rigorous, higher-order learning experiences that challenge all students to think critically, apply knowledge, and engage in meaningful problem-solving across all content areas.

Rationale:

The rationale for strengthening teacher clarity through collaborative planning is based on the understanding that clear, intentional, and data-informed instruction significantly improves student outcomes. When teachers engage in collaborative planning, they develop a shared understanding of learning goals, effective instructional strategies, and student needs. Providing educators with the necessary resources, guidance, and support fosters a cohesive instructional approach, resulting in a more effective learning environment that supports both teacher success and student achievement.

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

Intentional use of data to drive collaborative planning and instruction

Person Monitoring:

Leigh L. Brown

By When/Frequency:

ongoing

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

Teachers will engage in ongoing, data-driven collaborative planning to design instruction that promotes depth and complexity across all content areas. Teams will analyze multiple data sources, including formative assessments, standards-based pre-assessments, and FAST data, to identify student strengths, gaps, and trends. Using this analysis, teachers will intentionally plan rigorous, standards-aligned lessons that emphasize higher-order thinking, problem-solving, and the application

of knowledge in meaningful contexts. Collaborative planning will focus on developing clear learning targets, sequencing instruction for conceptual understanding, and designing tasks that require students to think critically and demonstrate deep understanding in ELA, mathematics, and science. Instruction will be differentiated to meet the needs of all learners, including opportunities for intervention, enrichment, and acceleration.

Action Step #2

Create learning boards to boost teacher clarity defining the critical content and purpose for learning.

Person Monitoring:

Leigh L. Brown

By When/Frequency:

ongoing

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

Learning boards will be developed across all content areas to strengthen teacher clarity by explicitly identifying the critical content, instructional strategies, and purpose for learning. Teachers will clearly define what students need to know and be able to do, ensuring alignment to grade-level standards. In addition, teachers will identify and communicate aligned evidence of learning that reflects the appropriate level of rigor, while incorporating depth and complexity to promote higher-order thinking, critical analysis, and meaningful application of knowledge.

Action Step #3

Design rigorous, higher-order learning experiences that push all students to think critically, apply knowledge, and solve meaningful problems.

Person Monitoring:

Leigh L. Brown

By When/Frequency:

ongoing

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

Teachers will intentionally design and implement rigorous, standards-aligned lessons that emphasize depth and complexity across all content areas. Through collaborative planning, instructional teams will develop higher-order learning experiences that require students to analyze, evaluate, and apply their knowledge in meaningful ways. Lessons will incorporate strategic questioning, problem-solving tasks, and real-world applications to ensure students engage in critical thinking and demonstrate a deep understanding of content. Teachers will also differentiate instruction to provide appropriate levels of challenge and support for all learners.

Action Step #4

Staff book study using Designing for Depth in the Classroom by Andi McNair.

Person Monitoring:

Leigh L. Brown

By When/Frequency:

ongoing

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

Instructional staff will participate in a book study of Designing for Depth in the Classroom and apply key strategies during collaborative planning to deepen content across all subject areas. Using multiple data sources, including formative assessments, pre-assessments, and FAST data, teams will design rigorous, standards-aligned lessons that emphasize depth, complexity, and higher-order thinking. Collaborative planning will focus on developing meaningful learning experiences that require students to analyze, problem-solve, and apply knowledge in authentic contexts. Teachers will intentionally differentiate instruction, incorporating targeted supports, enrichment, and acceleration to maximize student growth.

Area of Focus #2

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

Instructional Practice specifically relating to Benchmark-aligned instruction

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.

Benchmark-aligned instruction ensures that all teaching practices, learning activities, and assessments are intentionally connected to grade-level standards and clearly defined learning targets. This alignment promotes consistency across classrooms, clarifies expectations for both teachers and students, and ensures that instruction remains focused on the rigor and intent of the standards. Across all grade levels, an increased emphasis will be placed on planning and delivering instruction that moves beyond surface-level coverage to foster depth of understanding, critical thinking, and application of knowledge in ELA, mathematics, and science.

In addition, the school will continue to prioritize the implementation of grade-level gifted themes aligned to the Center for Gifted Studies. Instructional teams will collaboratively plan to intentionally incorporate these themes across all content areas, ensuring that learning experiences are interconnected and promote depth and complexity. This approach supports advanced learners while enriching instruction for all students by encouraging higher-level thinking, exploration of concepts across disciplines, and opportunities for meaningful, real-world application.

This area of focus was identified through analysis of prior year data, including FAST assessment results, which highlighted the need to ensure that students performing at higher levels continue to demonstrate strong growth and maintain high levels of achievement. Data indicated opportunities to strengthen instructional alignment and rigor to consistently challenge advanced learners while sustaining overall student performance. Strengthening benchmark alignment, along with the integration of gifted themes, will support the delivery of rigorous, standards-based instruction that promotes continued growth, ensuring all students—particularly high-performing students—remain engaged, challenged, and achieving at high levels across content 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.

Proficiency in English Language Arts will increase from 91% in 2026 to 96% in 2027 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Proficiency in Grade 3 English Language Arts will increase from 98% in 2026 to 100% in 2027 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Learning gains in English Language Arts will increase from 73% in 2026 to 80% in 2027 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Learning gains for lowest 25% in English Language Arts will increase from 74% in 2026 to 80% in 2027 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Proficiency in Mathematics will increase from 94% in 2026 to 96% in 2027 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Learning gains in Mathematics will increase from 85% in 2026 to 90% in 2027 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Learning gains for lowest 25% in Mathematics will increase from 75% in 2026 to 80% in 2027 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Proficiency in Science will increase from 93% in 2026 to 96% in 2027 as measured by SSA (Science State Assessment).

Monitoring

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

The implementation of benchmark-aligned instruction will be monitored through a multi-faceted approach focused on instructional practices and student outcomes. School leaders will conduct regular instructional walk-throughs to observe alignment between standards, learning objectives, and classroom instruction. In addition, administrators will engage in one-on-one data chats with teachers to review student performance data and identify trends, strengths, and areas for growth.

Ongoing feedback and reflective conversations will be used to strengthen the connection between instructional practices and student achievement. Based on these insights, teachers and administrators will collaboratively adjust instructional strategies, refine small group instruction, and implement targeted interventions to better meet student needs.

Progress in this area of focus will be measured primarily through FAST assessment data, along with formative assessment results, to ensure that instructional alignment is leading to improved student performance and mastery of grade-level benchmarks.

Person responsible for monitoring outcome

Leigh L. Brown

Evidence-based Intervention:

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

Description of Intervention #1:

Teachers will implement high-yield instructional strategies and rigorous, standards-aligned tasks across ELA, mathematics, and science to promote critical thinking, deepen understanding, and accelerate student learning aligned to the Florida State Benchmarks. These evidence-based practices include higher-order questioning, structured academic discourse, writing to learn, and active monitoring with timely, specific feedback. Instruction will emphasize depth and complexity, ensuring students engage in meaningful tasks that require analysis, problem-solving, and application of knowledge. Teachers will use formative assessments and intentional questioning to adjust instruction, differentiate learning, and provide targeted support, enrichment, and acceleration to meet the needs of all learners.

Rationale:

Implementing high-yield and high-engagement strategies in the classroom is crucial for fostering an environment where students excel academically, socially, and emotionally. These strategies enhance student achievement by encouraging a deeper understanding of subjects, moving beyond memorization to promote a comprehensive grasp of material. They accelerate critical thinking by pushing students to analyze and create, preparing them for real-world challenges. By prioritizing active learning, students become active participants in their education. They encourage autonomy by fostering student-centered approaches that promote responsibility and self-efficacy. They facilitate interdisciplinary learning, connecting ideas across disciplines to enrich understanding and relevance. Driving continuous improvement, data-driven instruction aligns strategies with student needs by using data to inform teaching, thereby improving outcomes. In summary, these strategies enhance academic performance and holistic development, fostering a love for learning and excellence.

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

Higher Order Thinking and Authentic Discourse

Person Monitoring:

Leigh L. Brown

By When/Frequency:

ongoing

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

Teachers will intentionally integrate higher-order thinking questions and structured opportunities for

authentic discourse across all content areas. Instruction will emphasize analysis, reasoning, and problem-solving through student-centered discussions, collaborative learning, and text-based conversations aligned to grade-level benchmarks.

Action Step #2

Writing to Learn

Person Monitoring:

Leigh L. Brown

By When/Frequency:

ongoing

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

Teachers will implement structured writing opportunities across all content areas to support students in processing, organizing, and demonstrating their understanding of benchmark-aligned concepts. Strategies may include quick writes, response journals, text-based written responses, and content-specific writing tasks designed to deepen comprehension and promote critical thinking.

Action Step #3

Active Monitoring with Timely Feedback

Person Monitoring:

Leigh L. Brown

By When/Frequency:

ongoing

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

Teachers will provide meaningful feedback to students by actively engaging in real-time classroom observations, circulating among students to quickly identify and correct any misconceptions. They will incorporate formative assessments, such as quizzes or exit tickets, to evaluate student comprehension and offer tailored feedback suited to individual needs using the Achievement Level Descriptors as a tool. By conducting one-on-one conferences, teachers can deliver personalized feedback, discuss student progress, and set goals that promote a growth mindset. Teachers will further encourage reflective practices and provide specific feedback.

Area of Focus #3

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

Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale

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

Interdisciplinary engagement in the classroom is crucial as it encourages students to make connections between different subjects, fostering a more comprehensive understanding of the material. By integrating diverse disciplines, students can apply knowledge from one area to another, enhancing critical thinking and problem-solving skills. The rationale for this approach is based on data from the previous year, which highlighted the need for a more integrated curriculum. This method helps students see the relevance of what they are learning in real-world contexts, making their education more engaging and meaningful. By focusing on interdisciplinary engagement, teachers can

develop their expertise in delivering interconnected lessons that resonate with students. This approach also allows for the incorporation of various teaching strategies, catering to the unique needs of the students and promoting a robust classroom environment.

Measurable Outcome

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

Proficiency in English Language Arts will increase from 91% in 2026 to 96% in 2027 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Proficiency in Grade 3 English Language Arts will increase from 98% in 2026 to 100% in 2027 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Learning gains in English Language Arts will increase from 73% in 2026 to 80% in 2027 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Learning gains for lowest 25% in English Language Arts will increase from 74% in 2026 to 80% in 2027 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Proficiency in Mathematics will increase from 94% in 2026 to 96% in 2027 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Learning gains in Mathematics will increase from 85% in 2026 to 90% in 2027 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Learning gains for lowest 25% in Mathematics will increase from 75% in 2026 to 80% in 2027 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Proficiency in Science will increase from 93% in 2026 to 96% in 2027 as measured by SSA (Science State Assessment).

Monitoring

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

Leadership will monitor student engagement through regular instructional walk-throughs, classroom observations, and student feedback, focusing on student participation, on-task behavior, and the level of cognitive engagement during instruction. Observational data, along with student work samples and formative assessment results, will be used during data chats and coaching conversations to provide feedback to teachers and guide adjustments to instructional practices that increase active

engagement and learning.

Person responsible for monitoring outcome

Leigh L. Brown

Evidence-based Intervention:

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

Description of Intervention #1:

Build Interdisciplinary Thematic Units for Deeper Learning

Rationale:

To strengthen student engagement and deepen learning, the school will implement interdisciplinary, gifted theme-based instruction through the development of cross-curricular units that integrate ELA, mathematics, science, and other content areas. Teachers will collaboratively identify unifying themes and map aligned learning objectives, designing integrated activities and assessments that promote depth, relevance, and real-world connections. Instruction will emphasize a student-centered approach that fosters autonomy, ownership, and responsibility for learning. Teachers will intentionally incorporate high-impact engagement strategies, creativity, and opportunities for students to demonstrate and showcase their understanding through meaningful products and presentations. Additionally, staff will utilize supplementary resources and maintain consistently high expectations while fostering positive relationships to ensure all students are actively engaged, motivated, and challenged in their 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

Enhance Classroom Environment and Relationships

Person Monitoring:

Leigh L. Brown

By When/Frequency:

ongoing

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

Teachers will intentionally create positive, supportive classroom environments that foster strong relationships, high expectations, and a sense of belonging for all students. Instructional staff will implement relationship-building practices such as morning meetings, regular check-ins, and proactive communication to build trust and rapport with students. Clear expectations for behavior and learning will be established and consistently reinforced to create a structured and safe learning environment. Teachers will also incorporate student voice and choice into learning opportunities, encouraging students to take ownership of their learning and actively engage in classroom activities. Instructional

practices will emphasize respect, collaboration, and inclusive participation, ensuring that all students feel valued and motivated.

Additionally, staff will use engagement strategies that promote collaboration and peer interaction, while recognizing and celebrating student effort and achievement. This intentional focus on classroom climate and relationships will support increased student engagement, improved behavior, and stronger academic outcomes across all content areas.

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.

The school will maintain a focused approach to supporting the continued academic success of Black students by ensuring consistent access to rigorous, standards-aligned instruction in ELA and mathematics. Current data indicates strong performance within this subgroup, with all students demonstrating proficiency in mathematics and learning gains in both ELA and math, and the majority of students achieving proficiency in ELA. While outcomes are positive, the small size of the subgroup (three students) requires intentional monitoring to ensure that each student continues to make progress and that high levels of achievement are sustained.

This area of focus is centered on maintaining and strengthening these outcomes by providing differentiated instruction, opportunities for enrichment and acceleration, and ongoing progress monitoring. Instruction will emphasize depth of understanding, higher-order thinking, and application of skills to ensure continued growth, particularly in ELA proficiency for all students.

Ongoing review of FAST assessment data, classroom performance, and targeted progress monitoring will ensure that instructional practices remain responsive and that each student continues to demonstrate learning gains. This proactive approach will support sustained academic success and ensure equitable outcomes for all students within the subgroup.

Measurable Outcome

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

Proficiency in ELA will increase from 67% in 2026 to 80% in 2027 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Learning gains in ELA will remain at 100% for 2027 as measured by the FAST Assessment (Florida

Assessment of Student Thinking).

Proficiency in Mathematics will remain at 100% for 2027 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Learning gains in Mathematics will remain at 100% for 2027 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Monitoring

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

The progress of students within this subgroup will be closely monitored through ongoing analysis of FAST assessment data in ELA and mathematics, along with regular review of classroom-based formative and common assessment data. School leaders and teachers will engage in data chats and collaborative planning discussions to monitor individual student progress, identify any emerging gaps, and adjust instruction as needed.

Instructional walk-throughs and review of lesson plans will be used to ensure that students are receiving rigorous, standards-aligned instruction with appropriate differentiation, enrichment, and acceleration. Due to the small subgroup size, individual student progress will be monitored frequently to ensure continued learning gains and maintenance of proficiency.

The effectiveness of instructional practices will be evaluated based on continued student performance, including maintaining or increasing proficiency levels and demonstrating ongoing learning gains, ensuring equitable and sustained academic success for all students within the subgroup.

Person responsible for monitoring outcome

Leigh L. Brown

Evidence-based Intervention:

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

Description of Intervention #1:

Leadership will implement monthly Academic Performance Check-Ins as part of a multi-tiered system of support (MTSS) to improve academic outcomes for Black students. These check-ins will provide regular opportunities for educators to review student data, identify academic concerns early, and provide timely support.

Rationale:

Research indicates that providing frequent, individualized feedback along with clear goal setting supports increased student achievement, particularly among historically underserved student groups, including Black students.

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

Data-Driven Student Conferences

Person Monitoring:**By When/Frequency:****Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

School leadership and teachers will conduct monthly data-driven student conferences with the identified Black students to monitor academic progress, set individualized goals, and provide targeted support. During these conferences, students will review their FAST data, formative assessment results, and classroom performance to reflect on their learning and identify next steps.

Leadership will work collaboratively with students and teachers to establish clear, achievable goals focused on maintaining proficiency and promoting continued growth, particularly in ELA. Conferences will emphasize student ownership by encouraging reflection, self-monitoring, and goal setting. Instructional adjustments, enrichment opportunities, and supports will be discussed and aligned to each student's needs.

This ongoing, personalized approach will ensure that student progress is closely monitored, supports are responsive, and high expectations are maintained to sustain achievement and promote continuous academic growth.

IV. Positive Learning Environment

Area of Focus #1

Other: Student Expectations

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.

Positive Behavioral Interventions and Supports (PBIS) establishes clear, consistent expectations that promote a positive school climate and support student success. By explicitly teaching and reinforcing expected behaviors, students are better prepared to meet behavioral and academic standards.

A schoolwide approach ensures consistency across staff and settings, creating a predictable and supportive environment for all learners. PBIS also uses data to guide decision-making, allowing the school to address concerns proactively and provide targeted support.

Through consistent expectations and positive reinforcement, PBIS helps build a safe, respectful, and engaging learning environment where all students can succeed.

Measurable Outcome

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

Proficiency in English Language Arts will increase from 91% in 2026 to 96% in 2027 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Proficiency in Grade 3 English Language Arts will increase from 98% in 2026 to 100% in 2027 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Learning gains in English Language Arts will increase from 73% in 2026 to 80% in 2027 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Learning gains for lowest 25% in English Language Arts will increase from 74% in 2026 to 80% in 2027 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Proficiency in Mathematics will increase from 94% in 2026 to 96% in 2027 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Learning gains in Mathematics will increase from 85% in 2026 to 90% in 2027 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Learning gains for lowest 25% in Mathematics will increase from 75% in 2026 to 80% in 2027 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Proficiency in Science will increase from 93% in 2026 to 96% in 2027 as measured by SSA (Science State Assessment).

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.

Implementation will be monitored through classroom walk-throughs, observation of common areas, and review of PBIS lesson plans to ensure that expectations are explicitly taught and consistently

reinforced. Leadership will also review “Caught Being the Best” data to monitor frequency and distribution of recognitions across grade levels and student groups.

Behavior data, including Caught Being the Best referrals, office discipline referrals and classroom-managed incidents, will be analyzed regularly to assess trends and identify areas for improvement. Student and staff feedback will also be collected to evaluate school climate and the effectiveness of PBIS practices.

The impact of this action will be measured by increased positive student behaviors, improved school climate, reduced discipline incidents, and increased student engagement and responsibility across all settings.

Person responsible for monitoring outcome

Leigh L. Brown

Evidence-based Intervention:

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

Description of Intervention #1:

PBIS - Blazer Traits and BEST (Guidelines for Success)

Rationale:

The implementation of Positive Behavioral Interventions and Supports (PBIS) provides a structured, schoolwide approach to establishing and reinforcing clear student expectations. PBIS promotes a positive and consistent learning environment by teaching appropriate behaviors, recognizing positive actions, and addressing concerns proactively. By using data to guide decisions, PBIS helps reduce behavioral disruptions, increase instructional time, and support both academic achievement and social-emotional development. A consistent PBIS framework ensures all students understand expectations and feel safe, respected, and supported, contributing to an improved school climate and overall student success.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Explicit Teaching of Blazer Traits and Guidelines for Success

Person Monitoring:

By When/Frequency:

Luke Harness

ongoing

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

Teachers and staff will explicitly teach, model, and reinforce the Blazer Traits and Guidelines for Success—Be Safe, Encourage Kindness, Show Integrity, and Take Responsibility—through daily instruction and structured opportunities such as morning meetings, mini-lessons, and role-playing scenarios. Expectations will be clearly defined, posted, and consistently revisited across all school settings (classrooms, common areas, cafeteria, and specials). Instruction will include examples and non-examples to ensure student understanding and application in various contexts.

Action Step #2

Integration into Daily Instruction and School Culture

Person Monitoring:

Luke Harness

By When/Frequency:

ongoing

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

The Blazer Traits will be intentionally embedded across all content areas and classroom routines to ensure consistent application. Teachers will connect academic tasks and collaborative activities to these expectations, reinforcing positive behaviors while promoting a supportive, respectful, and responsible learning environment.

Action Step #3

Implementation of "Caught Being the Best" Recognition System

Person Monitoring:

Luke Harness

By When/Frequency:

ongoing

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

Staff will implement the "Caught Being the Best" reward system to recognize and reinforce students who consistently demonstrate the Blazer Traits and Guidelines for Success. Students will be acknowledged through tickets or recognition forms when they exhibit respectful behavior, kindness, integrity, and responsibility. Recognition may include classroom rewards, schoolwide celebrations, and public acknowledgment to encourage positive behavior and motivation.

Action Step #4

Consistency and Fidelity Across Staff

Person Monitoring:

Luke Harness

By When/Frequency:

ongoing

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

School leaders will ensure consistent implementation of PBIS practices by providing staff with clear expectations, ongoing support, and professional learning opportunities. Staff will be expected to use common language and consistent criteria when teaching and reinforcing the Blazer Traits.

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