

Pinellas County Schools

FOREST LAKES ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

100% Student Success

Provide the school's vision statement

Forest Lakes Elementary School—A Community in Pursuit of Highest Student Achievement

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

Mark Ruscetta

ruscettam@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

Develop and monitor areas of focus for school improvement plan. Work with staff to determine strategies and action step to achieve goals set in school improvement plan. Schedule agenda items for faculty meetings, SIP meetings, priority meetings, and PLCs as well as determine needs for professional development. Oversees the school, oversees the ILT, facilitates PD, MTSS process, oversees all budgets, SAC, PTA, Family Engagement, CST, Teacher evaluations and walk throughs, facilitates the School Leadership Team and the Instructional leadership team.

Leadership Team Member #2

Employee's Name

Nicole McClister

mcclistern@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Assists principal in implementing all strategies and action steps laid out in school improvement plan. Learning Specialist, Instructional Leader, Testing Coordinator, PBIS Coordinator, MTSS Team Member, CST Member

Leadership Team Member #3

Employee's Name

Nicole Champagne

champagnen@pcsb.org

Position Title

School Counselor

Job Duties and Responsibilities

504 Coordinator, CST, MTSS, Counseling, Special Olympics, Student Leadership, PBIS, Equity Champion

Leadership Team Member #4

Employee's Name

Travis Broome

broomet@pcsb.org

Position Title

Behavior Specialist

Job Duties and Responsibilities

Tier 1, 2, 3 behavior, MTSS, FBA's, IEP support, classroom behavior support, teacher behavior support, managing ASD classrooms

Leadership Team Member #5

Employee's Name

Robyn Royall

royallr@pcsb.org

Position Title

Social Worker

Job Duties and Responsibilities

CST, MTSS, counseling, family liason, FBA support, IEP support

Leadership Team Member #6

Employee's Name

Janelle Willet

willettj@pcsb.org

Position Title

School Psychologist

Job Duties and Responsibilities

MTSS, SBLT, data analysis, testing, PMPs, FBA and IEP support

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.

Invited staff to meet at the end of the school year to provide input into goals for PBIS, Attendance, Math, ELA, and Science. In the summer a committee of instructional staff met to review data and develop SIP goals and action steps around the input from school committees. Present plan to staff during preschool meeting to review goals and action steps. Adjust as needed based on feedback from staff. Present plan to SAC after review from staff and adjust as needed based on feedback.

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)).

SBLT will meet at a minimum of two times a month. Part of SBLT meetings is to track the data of all students and determine next steps based on data. Weekly student services meetings are held to track the data of students who have the greatest gaps. Minutes will show the tracking of the student's behavior and academic performance. Teams will meet weekly in PLC to review data from classroom formative and summative assessments and will reflect on progress of goals set by team. Each grading period and testing cycle we will review data as a whole staff and will adjust goals/action steps as needed.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	49.0%
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) ENGLISH LANGUAGE LEARNERS (ELL) 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	56	80	65	54	72	66				393
Absent 10% or more school days	0	15	8	6	8	11				48
One or more suspensions	0	0	0	0	0	0				0
Course failure in English Language Arts (ELA)	0	0	0	0	4	5				9
Course failure in Math	0	0	0	0	0	1				1
Level 1 on statewide ELA assessment	0	1	16	14	7	7				45
Level 1 on statewide Math assessment	0	2	19	19	5	7				52
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	3	6	2	0				11
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	2	12	6	1	0				21

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	12	12	5	10				39

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	1	0	1	0	0				2
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	65	71	62	80	60	71				409
Absent 10% or more school days		16	5	5	4	8				38
One or more suspensions										0
Course failure in English Language Arts (ELA)				1	1	5				7
Course failure in Math					1	3				4
Level 1 on statewide ELA assessment			6	14	7					27
Level 1 on statewide Math assessment		14	5	11	1	10				41
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)				2	1					3
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		6	3	6	1					16

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		6	1	3	2	8				20

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year			1	4						5
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*	69	68	62	71	64	59	70	61	57
Grade 3 ELA Achievement	66	70	61	79	67	59	62	63	58
ELA Learning Gains	67	65	63	58	62	60	74	64	60
ELA Lowest 25th Percentile	58	63	58	54	59	56	66	62	57
Math Achievement*	75	72	66	77	69	64	72	66	62
Math Learning Gains	70	69	64	67	67	63	68	68	62
Math Lowest 25th Percentile	47	56	50	41	56	51	53	58	52
Science Achievement	71	72	62	74	70	58	83	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						65%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						523
Total Components for the FPPI						8
Percent Tested						99%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
65%	67%	69%	69%	69%	61%	

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	48%	No		
English Language Learners	70%	No		
Hispanic Students	68%	No		
Multiracial Students	81%	No		
White Students	63%	No		
Economically Disadvantaged Students	66%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	69%	66%	67%	58%	75%	70%	47%	71%					
Students With Disabilities	30%	14%	58%	77%	50%	54%	38%	64%					
English Language Learners	66%	61%	74%	64%	76%	70%		77%					
Hispanic Students	70%	72%	61%		70%	69%		67%					
Multiracial Students	77%				85%								
White Students	69%	63%	68%	60%	74%	69%	35%	69%					
Economically Disadvantaged Students	61%	70%	70%	70%	62%	68%	50%	73%					

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	71%	79%	58%	54%	77%	67%	41%	74%					79%
Students With Disabilities	41%	50%	45%	50%	53%	57%	36%	69%					
English Language Learners	58%		62%		74%	67%							79%
Hispanic Students	67%	70%	61%	67%	66%	46%		71%					74%
Multiracial Students	56%		40%		72%	73%		45%					
White Students	75%	80%	60%	50%	81%	72%	47%	84%					88%
Economically Disadvantaged Students	58%	63%	59%	69%	67%	55%	29%	48%					83%

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	70%	62%	74%	66%	72%	68%	53%	83%					73%
Students With Disabilities	35%	29%	55%	47%	37%	38%	41%	43%					40%
English Language Learners	61%		75%		72%	92%							73%
Hispanic Students	62%	44%	70%	60%	62%	67%	64%	78%					81%
Multiracial Students	54%				69%								
White Students	74%	66%	74%	67%	76%	72%	56%	85%					69%
Economically Disadvantaged Students	53%	45%	69%	61%	54%	56%	55%	77%					73%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	64%	68%	-4%	60%	4%
ELA	4	72%	66%	6%	60%	12%
ELA	5	58%	66%	-8%	61%	-3%
Math	3	72%	71%	1%	66%	6%
Math	4	78%	72%	6%	65%	13%
Math	5	64%	69%	-5%	62%	2%
Science	5	70%	70%	0%	60%	10%

III. Planning for Improvement

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

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

Most Improvement

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

The greatest area of improvement for the 2025-2026 school year was grades 3-5 ELA Learning Gains. There was an increase from 58% (2024-2025) to 69% (2025-2026). The new actions that took place for the increase to occur was the implementation of pop-up small groups, writing integration across all content areas. These strategies were planned for in PLCs and Collaborative Planning.

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 lowest performing area for the 2025-2026 school year was 3rd grade ELA proficiency. The 3rd grade ELA proficiency decreased from 79% (2024-2025) to 66% (2025-2026). The decline in 3rd grade proficiency was due to lack of consistency and structure in PLCs and Collaborative Planning.

Greatest Decline

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

The greatest decline in data for the 2025-2026 school year was 3rd grade ELA proficiency. The 3rd grade ELA proficiency decreased from 79% (2024-2025) to 66% (2025-2026). The decline in 3rd grade proficiency was due to lack of consistency and structure in PLCs and Collaborative Planning.

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.

When compared to the State, there is no significant data gaps.

EWS Areas of Concern

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

1. Attendance (reducing the number of students with 10% or more)
2. Decreasing the number of Level 1 and 2 students in ELA and Math across all grade levels

Highest Priorities

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

1. Increase ELA proficiency to 74% in all tested grade levels
2. Increase Math proficiency to 78% in all tested grade levels
3. Increase learning gains in Math L25 to 70%
4. Increase learning gains in ELA L25 to 70%
5. Intentional planning to close gaps and accelerate student learning.

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.

Collaborative Planning:

Deepen backwards planning of the Florida's B.E.S.T. ELA, Math, and Science grade-level benchmarks as a non-negotiable for improving student outcomes.

Differentiation:

Cognitive Engagement with Content planned at depth of questioning, utilize appropriate formative assessments, and achieve at least one year's worth of academic growth for each student.

Student Engagement:

Writing to Learn as a means of solidifying content knowledge.

Measurable Outcome

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

25-26 Levels	26-27 Goals
• Kg ELA 80%	82%
• Kg Math 88%	90%
• 1st ELA 61%	80%
• 1st Math 52%	90%
• 2nd ELA 51%	62%
• 2nd Math 51%	70%
• 3rd ELA 66%	70%
• 3-5 ELA 69%	74%
• 3-5 Math 75%	78%
• 5th Sci 72%	77%

Monitoring

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

the desired outcome.

Student Growth and Proficiency will be monitored at each Progress Monitoring Cycle - September, December, April/May.

Additional data monitoring will occur following each module assessment in ELA, topic test in Math, and unit assessment in Science. Reteach, pre-teach, and extension opportunities will be planned for and provided to meet the individual needs of our students based on data. MTSS Team will also be monitoring data to support those that demonstrate need.

Person responsible for monitoring outcome

Mark Ruscetta; Nicole McClister

Evidence-based Intervention:

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

Description of Intervention #1:

Cognitive Engagement with Content - Learning experience is intentionally designed (planned and prepared) for students to attend to learning and interact with the content in a deep and thoughtful manner. Students will engage in deep thinking, active processing, and making sense of the content aligned to the level of the Benchmark/Standard.

Rationale:

As teachers become more skilled in implementing this strategy, they will see remarkable changes in students' abilities to process and understand new content because they are able to identify which content is critical and understand how learned content scaffolds in complexity. A classroom of students identifies critical content within standards, but also studies, recognizes, and celebrates as knowledge grows increasingly more sophisticated.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Writing to Learn across all content areas.

Rationale:

Writing may be the most powerful teaching tool we have. Research tells us that writing, thinking, and reading are indelibly linked. Writing is the key to unlocking the other two. Studies have found that when students at any grade level write about texts they have read and content they have been taught – not just in English, but also in social studies, science, and math – their reading comprehension and learning is enhanced. Writing about all content forces students to retrieve it in a way that lodges it in their long-term memories. Cognitive scientists call this retrieval practice. Teaching writing about all content can be tantamount to teaching students how to think critically.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Backwards Planning to support intentionality of content and student differentiated needs within the time confines of the schoolyear. Specific attention is given to students that are exhibiting increased content need and those that make up the L25 that are underperforming utilizing pre-and re-teach intentional small groups.

Rationale:

Utilize district curricular materials and pacing across content areas. During collaborative planning, synthesize the benchmarks, benchmark clarifications, and content limits to fully understand the expected outcomes that carry the full weight of the Benchmarks/Standards. ALDs, Learning Progressions, and Success Criteria will be used to determine student need as small and whole group lessons are planned and prepared. Exemplars, questioning, potential pre- & mis-conceptions, materials, and assessment measures are planned for.

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

Teacher Clarity across all content areas through daily learning targets, success criteria, and planned formatives to measure student growth.

Person Monitoring:

Mark Ruscetta; Nicole McClister

By When/Frequency:

Regularly from Aug 1, 2026-May 28, 2027

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

Teacher Clarity begins in Collaborative Planning, which will focus on ensuring grade-level benchmarks are reached through the planned learning target, activities, and formatives. Administrators and Coach will participate in all planning. Administrators will conduct walkthrough observations to support the daily implementation of instructional best practices. +What are students learning? +Why do students need/want to learn this? +What do students need to be able to do to show they have been successful?

Action Step #2

Writing to Learn

Person Monitoring:

Mark Ruscetta; Nicole McClister

By When/Frequency:

Regularly from Aug 1, 2026 - May 28, 2027

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

*Regularly integrate opportunities for students to write responses to content (ELA, Math, Science, and Social Studies) that explicitly connects the content of the text to the depth of the Florida BEST Benchmarks. *Provide clear, direct, and explicit instruction in writing. *Use prompts/sentence stems that encourage students to explain, analyze, compare, reason, reflect, and conducting error analysis

across all content. *Ensure the writing task has a purpose/audience by implementing routines for peer discussion based on the writing and by providing students with frequent feedback.

Action Step #3

Collective Efficacy

Person Monitoring:

Mark Ruscetta; Nicole McClister

By When/Frequency:

During all meetings, PD, planning, and Data Chats from August 1, 2026-May 28, 2027

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

Shared belief of teachers in their ability to positively affect students. Staff will be led and then engage in intentional differentiated planning that aligns to the learning of each and every student...meaning that together we can make a learning impact.

Area of Focus #2

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD), English Language Learners (ELL), 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.

Collaborative Planning:

Deepen backwards planning of the Florida's B.E.S.T. ELA, Math, and Science grade-level benchmarks as a non-negotiable for improving student outcomes.

Differentiation:

Cognitive Engagement with Content planned at depth of questioning, utilize appropriate formative assessments, and achieve at least one year's worth of academic growth for each student.

Student Engagement:

Writing to Learn as a means of solidifying content knowledge.

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.

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.

No Answer Entered

Monitoring

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

Student Growth and Proficiency will be monitored at each Progress Monitoring Cycle - September, December, April/May.

Additional data monitoring will occur following each module assessment in ELA, topic test in Math, and unit assessment in Science. Reteach, pre-teach, and extension opportunities will be planned for and provided to meet the individual needs of our students based on data. MTSS Team will also be monitoring data to support those that demonstrate need.

Person responsible for monitoring outcome

Mark Ruscetta; Nicole McClister

Evidence-based Intervention:

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

Description of Intervention #1:

Cognitive Engagement with Content - Learning experience is intentionally designed (planned and prepared) for students to attend to learning and interact with the content in a deep and thoughtful manner. Students will engage in deep thinking, active processing, and making sense of the content aligned to the level of the Benchmark/Standard.

Rationale:

As teachers become more skilled in implementing this strategy, they will see remarkable changes in students' abilities to process and understand new content because they are able to identify which content is critical and understand how learned content scaffolds in complexity. A classroom of students identifies critical content within standards, but also studies, recognizes, and celebrates as knowledge grows increasingly more sophisticated.

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

Teacher Clarity

Person Monitoring:

Mark Ruscetta; Nicole McClister

By When/Frequency:

Daily from August 10, 2026 - May 28, 2027

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

Teacher Clarity begins in Collaborative Planning, which will focus on ensuring grade-level benchmarks are reached through the planned learning target, activities, and formatives. Administrators and Coach will participate in all planning. Administrators will conduct walkthrough observations to support the daily implementation of instructional best practices. +What are students learning? +Why do students need/want to learn this? +What do students need to be able to do to show they have been successful?

Action Step #2

Writing to Learn

Person Monitoring:

Mark Ruscetta; Nicole McClister

By When/Frequency:

Daily walkthroughs from August 10, 2026 - May 28, 2027

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

*Regularly integrate opportunities for students to write responses to content (ELA, Math, Science, and Social Studies) that explicitly connects the content of the text to the depth of the Florida BEST Benchmarks. *Provide clear, direct, and explicit instruction in writing. *Use prompts/sentence stems that encourage students to explain, analyze, compare, reason, reflect, and conducting error analysis across all content. *Ensure the writing task has a purpose/audience by implementing routines for peer discussion based on the writing and by providing students with frequent feedback.

Action Step #3

Collective Efficacy

Person Monitoring:

Mark Ruscetta; Nicole McClister

By When/Frequency:

During all PD, PLCs, Data Chats, and Collaborative Planning Meetings from August 2026 to May 2027

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

Shared belief of teachers in their ability to positively affect students.

Action Step #4

Positive Classroom Culture

Person Monitoring:

Mark Ruscetta; Nicole McClister

By When/Frequency:

weekly walkthroughs

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

PD will be provided for staff to review elements of PBIS and Restorative Practices that align to creating a caring, safe, and positive classroom culture where risk-taking, curiosity, and improvement on data are valued. Student data and Benchmark expectations will be known, analyzed through success criteria/learning progressions/ALDs. Goal setting for academic gaps and extension planned for in collaboration with students and family stakeholders.

Area of Focus #3

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

PM3 data determined continued need in ELA proficiency across our campus to support student learning.

Strategically focus on VPK-2 classrooms, ensuring equitable use of resources, including instructional supports, school-based professional development, cycles of coaching, and feedback.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Use of UFLI instruction to support Phonics acquisition and implementation across settings as a means of whole group instruction and small group intervention as needed.

Additionally, we will focus on writing as a learning tool across all content areas.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

We will use Pop-Up small groups to better meet the differentiated needs of our students during whole group lessons. Utilization of UFLI and In-Tandem for acceleration to proficiency purposes during intervention.

Additionally, we will focus on writing as a learning tool across all 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.

25-26 Levels	26-27 Goals
• Kg ELA 80%	82%
• 1st ELA 61%	80%
• 2nd ELA 51%	62%
• 3rd ELA 66%	70%
• 3-5 ELA 69%	74%

Monitoring

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

Student Growth and Proficiency will be monitored at each Progress Monitoring Cycle - September,

December, April/May.

Additional data monitoring will occur following each module assessment in ELA. Reteach, pre-teach, and extension opportunities will be planned for and provided to meet the individual needs of our students based on data. MTSS Team will also be monitoring data to support those that demonstrate need.

Person responsible for monitoring outcome

Mark Ruscetta; Nicole McClister

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:

o Provide print-rich, explicit, systematic, and scaffolded instruction o Teach students to decode words, analyze word parts, and recognize words o Reinforce the effectiveness of instruction in alphabets, fluency, and vocabulary o Provide instruction in broad oral language skills o Teach students how to use reading comprehension strategies o Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension

Rationale:

To develop literacy, students need instruction in two related skills: foundational reading and reading comprehension. Employing evidence-based strategies and action steps will enable students to read words (alphabets), relate those words to their oral language, and read connected text with sufficient accuracy and fluency to understand what they read.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Literacy leadership

Person Monitoring:

Mark Ruscetta; Nicole McClister

By When/Frequency:

weekly walkthroughs & monthly reviews

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

- School Literacy Leadership Team is meeting regularly to look at data to make informed decisions about what professional learning and supports need to be in place to maximize student growth in reading.
- Build capacity by identifying teachers, coaches, and district staff who can support training in understanding how high-quality instructional materials connect to evidence-based practices and the

B.E.S.T. ELA benchmarks.

Action Step #2

ELA Champs (K-5)

Person Monitoring:

Mark Ruscetta; Nicole McClister

By When/Frequency:

Monthly PLCs

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

ELA Champs will have designated time to share professional development, research based strategies with respective grade levels.

Action Step #3

Tracking students and interventions

Person Monitoring:

Mark Ruscetta; Nicole McClister

By When/Frequency:

ongoing

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

Implement a plan for tracking students not meeting the benchmark in K-3 grade, including the intervention being provided, and frequently monitoring progress. Develop a team approach to planning for student needs and delivering small group instruction.

Action Step #4

PLC Data Analysis

Person Monitoring:

Mark Ruscetta; Nicole McClister

By When/Frequency:

ongoing/PLCs

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

Provide regular structures for planning where teachers engage in data/student work analysis and lesson planning for scaffolds that address gaps in student learning. Teams will plan for providing interventions for students who are not meeting the benchmark.

Action Step #5

Professional Development

Person Monitoring:

Mark Ruscetta; Nicole McClister

By When/Frequency:

ongoing

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

Use district modules to provide all students with consistent opportunities to engage in complex, grade level content and tasks aligned to the rigor of the standard/benchmark. Make strategic decisions about implementation of the curriculum to maximize impact for all students. Teachers and administrators engage in Just-in-Time professional development (Module Roll-Outs) to engage in backwards planning, deepen understanding of the BEST ELA Benchmarks, as well as lessons designed to support students as they meet the rigorous demands of the grade-level benchmarks.

Action Step #6

Collaborative Planning

Person Monitoring:

Mark Ruscetta; Nicole McClister

By When/Frequency:

ongoing/collaborative planning sessions

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

step:

Use district PCS Modules curriculum to provide all students with consistent opportunities to engage in in complex, grade-level content, knowledge-building, and tasks aligned to the rigor of the standard/benchmark; and make strategic decisions about implementation of the curriculum to maximize impact on student learning. Provide regular structures for planning/PLCs where teachers regularly engage in data/student work analysis as well as intellectual prep and lesson rehearsal including planning for scaffolds that address gaps in student learning.

Action Step #7

Participation in Strategy Walks

Person Monitoring:

Mark Ruscetta; Nicole McClister

By When/Frequency:

ongoing

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

Grade-level teachers will participate in strategy-walks supported by admin and district. Walks are non-evaluative classroom visits aimed at observing and learning from each other's use of a specific strategy. They should follow the introduction of a new strategy in professional learning sessions and result in a diverse collection of ideas for implementation. Teachers have the opportunity to "browse, borrow, and build" from one another in job-embedded professional learning.

Area of Focus #4

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.

Our goal is to monitor small group intervention/instruction to ensure instruction is designed and implemented according to evidence-based principles. Our strategy will be to 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.

Measurable Outcome

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

25-26 Levels	26-27 Goals
• Kg Math 88%	90%
• 1st Math 52%	90%
• 2nd Math 51%	70%
• 3-5 Math 75%	78%

(3rd: 70; 4th: 80; 5th: 85)

Monitoring

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

The Area of Focus will be monitored in the following way:

- Instructional walk-through and observation data by the administrators
- MTSS review of progress monitoring tools
- Grade level data reviews
- Quarterly report card data
- FAST assessments after each cycle completion
- District benchmark and module assessments
- Pre/Post test data
 - Frequent progress monitoring will allow for faster intervention to address any gaps causing student

achievement outcomes to be favorable.

- implement and monitor small group intervention/instruction aligned with the goal of building procedural fluency from conceptual understanding, begin by defining clear look-fors that signal success.
- Analyze student work and formative assessment data by reviewing exit tickets,

Person responsible for monitoring outcome

Mark Ruscetta; Nicole McClister

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 procedural fluency from conceptual understanding.

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Monitoring the fidelity of intervention/small groups and student responses for evidence of building procedural fluency from conceptual understanding.

Person Monitoring:

Mark Ruscetta; Nicole McClister

By When/Frequency:

Bi-weekly

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

To implement and monitor small group intervention/instruction aligned with the goal of building procedural fluency from conceptual understanding, begin by defining clear look-fors that signal success. These include teachers using multiple representations (e.g., visual models, number lines, manipulatives), explicitly connecting concepts to procedures, encouraging students to explain and justify their reasoning, and using cognitively demanding tasks that promote reasoning before rote execution. Next, we will develop and use structured observation tools such as a tailored classroom walkthrough form, instructional rounds with peer or coach observers, and optional video recordings for reflection. Observation protocols should include alignment to learning targets, use of conceptual models, and transitions from conceptual understanding to procedures. Then, we will analyze student work and formative assessment data by reviewing exit tickets, journals, and formative assessments for evidence of both procedural accuracy and conceptual reasoning.

Action Step #2

Writing to Learn in Math

Person Monitoring:

Mark Ruscetta; Nicole McClister

By When/Frequency:

bi-weekly

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

Use student writing to assess understanding, identify misconceptions and guide instruction. The leadership team will ensure that opportunities for writing in math are planned for in collaborative planning and will be observed in walkthroughs.

Action Step #3

Collaborative Planning and Strategy-Walks participation

Person Monitoring:

Mark Ruscetta; Nicole McClister

By When/Frequency:

ongoing

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

Teachers and administrators engage in Common Planning utilizing the PCS Effective Planning Protocol (T&L Handbook) and the Best Instructional Guide to Mathematics (B1G-M) to support Implementation of the B.E.S.T. Standards to synthesize the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards. Teachers will participate in strategy-walks supported by admin and district.

Action Step #4

PLC Data Analysis

Person Monitoring:**By When/Frequency:**

Mark Ruscetta; Nicole McClister

ongoing/PLCs

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

Provide regular structures for planning where teachers regularly engage in data/student work analysis and lesson planning for scaffolds that address gaps in student learning. Teams will plan for providing interventions for students who are not meeting the benchmark.

Area of Focus #5

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.

Utilize district curricular materials to create a common foundation of standards-aligned, 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.

Proficiency in Science will increase 5% (from 72% to 77%), as measured by the Statewide Science Assessment (SSA)

Monitoring

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

Use PCSB Unit assessments and Benchmarks assessments to track student progress. Student data will be analyzed during monthly SBLTs and PLCs.

Person responsible for monitoring outcome

Mark Ruscetta; Nicole McClister

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:

Academic Discourse Teachers will plan opportunities for students to have discussions about what

they have learned.

Rationale:

Rationale: Classroom discussion is a method of teaching that involves the entire class in a discussion. The teacher stops lecturing and students get together as a class to discuss an important issue. Classroom discussions allow students to improve communication skills by voicing their opinions and thoughts. Teachers also benefit from classroom discussion as it allows them to see if students have learnt the concepts that are being taught. Moreover, a classroom discussion creates an environment where everyone learns.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Writing to Learn in Science Journals Teachers will plan opportunities for students write about what they have learned in their journals.

Rationale:

Using the Write to Learn strategy in science helps students deepen understanding by organizing their thoughts, using scientific vocabulary, and making connections. It promotes critical thinking, reveals misconceptions, and strengthens content retention by actively engaging students in the learning process.

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

Write to Learn

Person Monitoring:

Mark Ruscetta; Nicole McClister

By When/Frequency:

ongoing

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

Integrate writing-to-learn strategies through the use of science notebooks, where students can record their thinking using sentence stems, written explanations, and/or diagrams—to clearly explain scientific thinking. Students will write in journals using academic language and will show mastery/ understanding of the benchmark/standard that was taught in science.

Action Step #2

Collaborative Discourse around Science

Person Monitoring:

Mark Ruscetta; Nicole McClister

By When/Frequency:

ongoing

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

Provide all students with consistent opportunities to use collaborative discourse in science and engage in complex, grade-level content and activities aligned to the rigor of the standard/benchmark. These opportunities will be planned during team collaborative planning sessions. · During collaborative planning, make strategic decisions about implementation of the curriculum to maximize impact on student learning, including, but not limited to common planning, materials management, and use of collaborative structures for high-level engagement tasks. Provide all students with consistent opportunities to engage in complex, grade-level content and activities aligned to the rigor of the standard/benchmark.

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.

Promote daily attendance by creating a positive school culture around showing up, with targeted support for students at risk of chronic absenteeism. Attendance leads to improved learning outcomes. This Early Warning Indicator can directly impact student achievement: therefore student engagement and positive behavior strategies will be implemented to increase student attendance and decrease other affected early warning indicators.

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.

Based on the Early Warning Systems collected from the 2025-2026 school year displays 47 of our students that are absent more than 10% of the time.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

- Attendance team meets twice a month to review student data.
- Social worker will create action plans for students with absences.

Person responsible for monitoring outcome

Robyn Royall; Mark Ruscetta

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:

Positive behavior strategies implemented within the classroom to increase connections and relationships to empower students to increase attendance rates. PLCs among staff members to analyze and disaggregate the data for students with multiple Early Warning Indicators.

Rationale:

This strategy was selected to improve student attendance rates and support students with multiple Early Warning Indicators while ultimately increasing the positive learning experience for all 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

Attendance Achieves

Person Monitoring:

Robyn Royall; Mark Ruscetta

By When/Frequency:

ongoing

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

Promote daily attendance by creating a positive school culture around showing up, with targeted support for students at risk of chronic absenteeism.

Implementation:

- Recognize good attendance with monthly celebrations, class shoutouts, and incentives
- Track attendance weekly and flag students with 3+ absences for early intervention.

Tiered supports:

- Tier 1: Schoolwide incentives and class competitions.
- Tier 2: Parent contact after 3-5 absences.
- Tier 3: Counselor or social worker check-ins, attendance contracts, and home visits if needed.

Action Step #2

Monitoring and Support

Person Monitoring:

Robyn Royall; Mark Ruscetta

By When/Frequency:

ongoing

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

- Attendance team meets twice a month to review student data.
- Teachers notify the team of any patterns or concerns.
- Communicate with families regularly about the importance of attendance in newsletters, conferences, and social media.

Area of Focus #2

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

Data collected through parent surveys, student surveys, parent/community input meetings, and school walkthroughs show a need to continue to expand our PBIS system with a focus on building relationships through restorative practices and recognition systems.

Measurable Outcome

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

Increase the ways students can be recognized for academic accomplishments (growth in areas, meeting expectations in academic programs, goal setting).

Increase the ways students can be recognized for following the Guidelines for Success and goals set within their classroom through class wide incentive programs.

Increase the opportunities for collaborative structures to build relationships through restorative circles (meet ups) weekly.

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.

Data on the recognition of students will be done through our tier one plan each month and at the end of each grading period. This will be monitored through student and parent surveys. Data on our PBIS and restorative circles will be collected through our Tier 1 data system.

Person responsible for monitoring outcome

Nicole McClister; Travis Broome

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:

Through a focus on our PBIS Tier 1 implementation, we will engage our school-wide community to create our school's culture and establish a climate where everyone feels welcome and seen. The goal is that all teachers, students, and families perceive their school's climate more positively.

Rationale:

Tier 1 systems, data, and practices support everyone – students, educators, and staff – across all school settings. They establish a foundation for positive and proactive support. Tier 1 support is robust, differentiated, and enables most (80% or more) students to experience 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

Academic Recognition

Person Monitoring:

Nicole McClister

By When/Frequency:

ongoing

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

Recognize student academic accomplishments (goals, report cards, online programs) throughout the month and at the end of the grading period. Communicate the celebrations with families and the school community. Create public displays through website, social media, and campus displays.

Action Step #2

Tier 1 Systems

Person Monitoring:

Nicole McClister

By When/Frequency:

ongoing

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

Classrooms will create a goal-oriented group incentive tied to the Guidelines for Success. Data will be tracked by teachers

Action Step #3

Restorative Circles

Person Monitoring:

Nicole McClister

By When/Frequency:

ongoing

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

Teachers will use restorative circles weekly to build relationships, teach guidelines and expectations, solve problems, and focus on building school wide positive culture.

Action Step #4

Curriculum

Person Monitoring:

Nicole McClister

By When/Frequency:

ongoing

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

Use Harmony Curriculum™ as instructional tool and classroom resource to support teaching students

about healthy relationships and to build social and emotional skills in students inside and outside the classroom.

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