

Pinellas County Schools

GULF BEACHES ELEMENTARY MAGNET 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

Elementary Magnet School is to foster an innovator's mindset and foundation for high academic achievement.

Provide the school's vision statement

The Vision of our school is to inspire a community of innovative, productive and successful lifelong learners for years to come.

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

Brooke Crandall

Crandallb@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

Administrator responsible for school management, student achievement, and operations.

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.

No Answer Entered

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)).

Each school year, GBEMS involves the whole Staff, advertises and recruits volunteers from the school community (Parents, Community Members, and Business Partners) to provide input, review and to monitor the SIP from inception through to the close of the school year. SIP Monitoring 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. As a school staff, the plan is routinely referred to as a guidance document to focus the resources of all stakeholders. The Action Steps of the plan are also reviewed/revised on an ongoing basis to ensure the greatest return on investment.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY KG-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	39.3%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: A 2023-24: A 2022-23: A 2021-22: A

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	45	51	53	49	38	53	0	0	0	289
Absent 10% or more school days	0	9	6	7	3	8	0	0	0	33
One or more suspensions	0	0	0	2	0	0	0	0	0	2
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	8	5	1	1	0	0	0	15
Level 1 on statewide Math assessment	0	1	4	6	2	2	0	0	0	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	0	0	1	1	0	0	0	0	2
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	1	1	0	2	0	0	0	0	4

Current Year 2026-27

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	3	5	0	4	0	0	0	13

Current Year 2026-27

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

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

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	37	53	52	48	50	49				289
Absent 10% or more school days		7	8	2	5	7				29
One or more suspensions		1	2							3
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment			5	3	1	4				13
Level 1 on statewide Math assessment			4	4	1	7				16
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)			2	1						3

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	0	0	0	0	0	0	0	0	0	0

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*	81	68	62	79	64	59	65	61	57
Grade 3 ELA Achievement	79	70	61	84	67	59	60	63	58
ELA Learning Gains	77	65	63	74	62	60	70	64	60
ELA Lowest 25th Percentile	75	63	58	65	59	56	62	62	57
Math Achievement*	83	72	66	83	69	64	77	66	62
Math Learning Gains	79	69	64	81	67	63	81	68	62
Math Lowest 25th Percentile	73	56	50	65	56	51	58	58	52
Science Achievement	78	72	62	82	70	58	86	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	78%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	625
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*
78%	77%	70%	72%	77%	69%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	57%	No		
Hispanic Students	82%	No		
Multiracial Students	76%	No		
White Students	77%	No		
Economically Disadvantaged Students	74%	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	81%	79%	77%	75%	83%	79%	73%	78%					
Students With Disabilities	50%				63%								
Hispanic Students	69%		82%		94%	82%							
Multiracial Students	65%		77%		71%	92%							
White Students	86%	86%	76%	62%	86%	76%	67%	80%					
Economically Disadvantaged Students	74%	75%	77%	90%	76%	69%		60%					

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	79%	84%	74%	65%	83%	81%	65%	82%					
Students With Disabilities	44%		67%		61%	75%							
Hispanic Students	67%		69%		92%	77%		60%					
Multiracial Students	76%		67%		71%	50%							
White Students	84%	91%	76%	60%	85%	89%	79%	91%					
Economically Disadvantaged Students	72%	85%	62%	50%	72%	69%	42%	76%					

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS										
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.
All Students	65%	60%	70%	62%	77%	81%	58%	86%		
Students With Disabilities	29%		36%		47%	45%				
Hispanic Students	67%		92%		71%	77%				
Multiracial Students	52%		38%		57%	62%				
White Students	69%	60%	72%	63%	83%	86%	74%	90%		
Economically Disadvantaged Students	65%	57%	70%	57%	71%	79%	63%	81%		

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	80%	68%	12%	60%	20%
ELA	4	88%	66%	22%	60%	28%
ELA	5	78%	66%	12%	61%	17%
Math	3	81%	71%	10%	66%	15%
Math	4	86%	72%	14%	65%	21%
Math	5	85%	69%	16%	62%	23%
Science	5	78%	70%	8%	60%	18%

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 overall data showed that over 70% of all students' 3rd-5th were proficient in ELA, Math, and Science. Learning gains in both ELA, Math, and L25 showed that over 70% of students made gains. With over 70% of students making gains in ELA, Math, and L25. The continued growth and gains were a focus through restructuring small group instruction to be more aligned with the standards being taught at the moment with the use of stacking standards for those that need to support to close learning gaps of previously taught standards. Another focus was aligning targeted instruction based on student data with increased higher leveled questioning and content around the standards mastered.

Lowest Performance

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

While our data shows great proficiency and growth, areas of lowest performance include ELA ESE subgroup with only 39% showing proficiency for 3rd -5th grade and KDG to 1st grade proficiency. Students entering 1st grade showed 98% proficient where leaving only showed 64%.

Greatest Decline

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

Greatest decline in student performance was our primary students from K to 1st grade. Students did not show a standard level of growth or gain/mastery of grade level standards as other grade levels. This decline was also apparent in math.

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.

Over the years we have always been significantly above the state and district averages for all areas.

EWS Areas of Concern

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

- Standards based intentional planning to focus on Lesson Clarity with clear knowledge and understanding of what the standard calls for in terms of the content and how it is to be assessed with rigor
- Stacking of standards to close learning gaps
- Teacher Monitoring strategies that reflects lesson effectiveness and student mastery
- ESE intervention strategies to increase student proficiency

Highest Priorities

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

3rd-5th grade ELA Core block Aligning instruction of standards with differentiation for support and challenge during the core instruction

Proficiency gap between K and 1st grade needs to be evaluated to understand why the large gap, and refocus our instruction to gain mastery 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 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.

Deepen understanding of the Florida's B.E.S.T. ELA standards and benchmarks as a non-negotiable for improving student outcomes to increase student proficiency by Progress Monitoring 3 to 85% or higher. Facilitating ELA- focused, equity based professional development that is teacher and student centered as well as instructionally relevant and actionable.

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 of 85% or higher of students meeting proficiency by Progress Monitoring 3 with on-going progress standard monitoring tracked through structured PLC regularly with collaborative opportunities allowing for data analysis determining best practices for student's needs.

Monitoring

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

Continued and ongoing progress monitoring through observations, ELFAC, module assessments, entry/ exit tickets, AMIRA, Performance Matters comparative, STAR data, running records, and teacher designed standard proficiency monitoring of standards throughout modules

Person responsible for monitoring outcome

Crandall/Baker

Evidence-based Intervention:

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

Description of Intervention #1:

Identifying critical content based on student data and need to stack standards and benchmarks for supporting student learning through explicit differentiation of standards and benchmarks to meet students' needs.

Rationale:

Increase student's mastery of grade level standards as well as provide opportunities for higher level questioning and understanding.

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

Deepen understanding of the vertical progression and standards design in order to understand what students are expected to master.

Person Monitoring:

Crandall/Baker

By When/Frequency:

May 2027

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

Include regular collaborative opportunities to rehearse and refine practices, examine tasks, assignments, student work, and multiple data points to determine progress and plan forward through bi-weekly PLCs. Provide teachers with follow-up, structured feedback, and opportunities to transfer what they learned. Cultivate a trusting and motivating culture where curiosity, improvement, & risk-taking are valued

Area of Focus #2

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

Instructional Practice specifically relating to Math**Area of Focus Description and Rationale**

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

Monitoring the flow of the math block for pacing to include rigorous, grade level content, purposeful practice, and remediation/enrichment. Utilizing the B1GM, MTRs and BEST Standards to ensure explicit direct instruction with data monitoring of student's needs. .

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.

80% or more of all students will demonstrate proficiency in grade level Mathematics expectations as assessed through the district/state Progress Monitoring 3

Monitoring

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

Teacher lesson plans, classroom observations, participation in Professional Learning Communities (Grade Level and Schoolwide), student performance data results relating to demonstrating Mathematics proficiency

Person responsible for monitoring outcome

Crandall/Baker

Evidence-based Intervention:

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

Description of Intervention #1:

Teacher lesson plans, classroom observations, participation in Professional Learning Communities (Grade Level and Schoolwide), student performance data results relating to demonstrating Mathematics proficiency

Rationale:

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

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

Flow of the Math Block- monitoring for rigorous/grade level content

Person Monitoring:

Crandall/Baker

By When/Frequency:

May 2026

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 engage with the Mathematical Thinking and Reasoning Standards (MTR's) through complex, grade-level content and activities aligned to the rigor of the standard/benchmark.

Area of Focus #3

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

Instructional Practice specifically relating to Science**Area of Focus Description and Rationale**

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

Utilizing the district science curriculum materials and supports to create a common foundation of standards-aligned, rigorous expectations for all students. Streamlining the curriculum K-5 ensures that students gain knowledge and foundations of science standards as they progress each year and allows for deep understanding and improving proficiency by grade 5

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.

Maintain or exceed 80% proficiency of 5th graders on the end of year State Science Assessment.

Monitoring

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

Data monitoring with collection of district science provided assessments including unit, observations, maintaining and staying on pace Effectively plan for science units that incorporate the 3-I instructional routine Monitor for consistent and effective instruction that promotes student-centered instruction with rigor for all grades Science PD/PLCS monthly through curriculum meetings

Person responsible for monitoring outcome

Crandall/Baker

Evidence-based Intervention:

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

Description of Intervention #1:

Planning and predicting using ongoing assessment and feedback of data to implement intentional

lessons that meet the needs of all students. PLC conversations/collaborative planning to happen in all grade levels to support the foundation of science standards. Teachers will need time to review/digest before determining how to present it to students. Embedding the review standards more purposefully may be new to teachers

Rationale:

It is imperative that there is intention planning and the use of time to determine how students are going to perform and what they will need to perform well

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 of Science instruction

Person Monitoring:

Crandall/Baker

By When/Frequency:

May 2027

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

Monitor for consistent and effective instruction that promotes student-centered instruction with rigor for all grades Science PD/PLCS monthly through curriculum meetings

Area of Focus #4

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

Increase proficiency of students who receive ESE services in ELA from 39% to 60% and in Math from 44% to 60%. By increasing proficiency for our ESE students, they will also increase their learning gains and close gaps to have a stronger foundation for future instruction.

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.

ESE students will show higher percentage of proficiency and learning gains by May 2027 PM3 assessment with bucket moves through the assessment windows.

Monitoring

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

Classroom assessment monitoring data, FAST assessments, module assessments, observations, and ESE data monitoring

Person responsible for monitoring outcome

Crandall/Baker/Lawson

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:

ESE/VE teacher will use district provided interventions that align to grade level standards with rigor through students IEP goals.

Rationale:

When ESE students are provided grade level standards aligned to their individual learning goals, it continues to close the learning gap while engaging in grade level content, text, strategies, and stamina.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

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

Action Step #1

Collaboration between ESE and gen ed teachers

Person Monitoring:

Crandall/Baker/Lawson

By When/Frequency:

Ongoing

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

Collaboratively plan with classroom teachers for grade level, student centered complex tasks, deliberately planned with trajectory of rigor and challenge, utilizing appropriate ESE strategies including higher level questioning and explicit vocabulary instruction.

Area of Focus #5

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.

Providing students opportunities for remediation and acceleration through before and after school activities. Programs include but not limited to extended learning, IC3 certification, STEM, Music, ART, and creation of other programs based on stakeholder need and desire

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.

Student and stakeholder recruitment and retainment

Monitoring

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

Student and stakeholder enjoyment and desire for programs/activities

Person responsible for monitoring outcome

Crandall

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:

Student engagement through the before and after school programs linked to student progress and achievement

Rationale:

Giving students opportunities to engage and participate in activities of want and need to promote a well-rounded program that engages and strives for all stakeholder 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

Maintain and promote before and after school clubs/enrichment

Person Monitoring:

Crandall/Baker/Carney

By When/Frequency:

on-going

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

Social Media, parent flyers, news letters, school website

Area of Focus #6

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.

Increase overall proficiency of our Black/African American Students in ELA and in Math.

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.

Maintain 80% or more Black students meeting proficiency in ELA and Math by PM3.

Monitoring

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

Classroom assessments, observations, FAST PM state data, and district provided assessments

Person responsible for monitoring outcome

Crandall/Baker

Evidence-based Intervention:

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

Description of Intervention #1:

Intentional planning and instruction based on student data of mastery of standards for ELA and Math with small group intervention and/or acceleration where needed.

Rationale:

Providing instruction based on need to close gap as well as provide higher level instruction beyond the grade level curriculum.

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 of Core Instruction Data

Person Monitoring:

Crandall/Baker

By When/Frequency:

May 2026

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

Continued monitoring of core standards through assessments by teachers as well as during PLCs to ensure that core is aligned to BEST with rigor, challenge, and strategies of higher-level questioning and explicit instruction

Area of Focus #7

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.

Ongoing development and refinement of the "Innovation" theme concept with the implementation of Creativity and Innovation will continue to allow for higher student engagement as well as providing experiences that allows our students to create their own unique ideas and products while maintaining high engagement and achievement

Measurable Outcome

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

Develop project-based learning (PBL) activities that encompass our districts BEST standards and curriculum. Utilize innovation process and pillars of innovation (Confident Collaborators, Curious Questioners, Persevering Problem Solver, and Resilient Reflectors) to develop curriculum framework. Provide and participate in professional development lessons/framework

Monitoring

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

Implementation and participation in the planned school based professional development trainings.
Creation of structured/BEST & NGSS Standards based lesson plans.

Person responsible for monitoring outcome

Crandall/Carney

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:

Standard-based instruction with the implementation of Creativity and Innovation allows for higher student engagement as well as providing experiences that allow our students to create their own unique ideas and products while maintaining high engagement/achievement. Aligning and strategically planning the B.E.S.T and NGSSS Standards to higher engagement will ensure equitable supports to all students with common foundation to meet the magnet focus of Innovation and Digital Learning

Rationale:

Utilizing the current BEST and NGSSS standards while implementing magnet theme of creativity and innovating learners. Teachers/staff will create and develop lessons and curriculum that incorporates high engaging project based learning projects, meaningful original student created work, analyzing trends, applying relevant digital tools when appropriate all while reflecting on creative and innovative processes

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Utilize the Innovation Lab, equipment, and materials to enhance learning for all students

Person Monitoring:

Crandall/Carney

By When/Frequency:

On-going

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

Innovation Team continue to refine and reflect the vision and mission around the innovation theme. Collaboration of PBL projects through the year PLC- grade levels collaborate to discuss, plan, and align to BEST standards Innovation planning calendar for all staff: PBL schedule, Lab, PLC monthly planning, Innovation PD/Staff meeting monthly Procurement resources, materials, and additional

professional development

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

GBEMS teachers and staff work hard to maintain a safe and enriched learning environment for all students with implementation of our Magnet theme: Through our staff, community members, and parents, our environment goal is to enrich the learning through Creativity and Innovation. Allowing for our students to create meaningful, original work that engages the learning in more than one aspect. Utilizing self-generated knowledge to create new ideas and products while reflecting on the process. Celebrating our thinking and innovation is a key to this success for all stakeholders. Social and Emotional stability is and always will be a focus, to maintain and promote a positive and engaging learning environment. Our way of implementing the magnet theme while aligning with standard based instruction ensures our students, community partners, parents, and staff successful promotion of social and emotional well being. We will continue to engage and promote SEL within our classrooms and learning environments along with Restorative Practices and school based PBIS Action Plan. Our continued Positive Culture and Environment will continue to strive while adhering to the PCS District Application Program Staff, Parent/Student Commitment.

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.

Develop project-based learning (PBL) activities that encompass our districts BEST standards and curriculum and utilizing the innovation process and pillars of innovation (Confident Collaborators, Curious Questioners, Persevering Problem Solver, and Resilient Reflectors) to develop curriculum framework. Provide and participate in professional development lessons/framework.

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 and participation of the planned school-based professional development trainings and creation of structured/BEST & NGSS Standards based lessons. Standard-based instruction with

the implementation of Creativity and Innovation allows for higher student engagement as well as providing experiences that allow our students to create their own unique ideas and products while maintaining high engagement/achievement. Aligning and strategically planning the B.E.S.T and NGSSS Standards to higher engagement will ensure equitable supports to all students with common foundation to meet the magnet focus of Innovation and Digital Learning

Person responsible for monitoring outcome

Crandall/Baker

Evidence-based Intervention:

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

Description of Intervention #1:

Standard-based instruction with the implementation of Creativity and Innovation allows for higher student engagement as well as providing experiences that allow our students to create their own unique ideas and products while maintaining high engagement/achievement. Aligning and strategically planning the B.E.S.T and NGSSS Standards to higher engagement will ensure equitable supports to all students with common foundation to meet the magnet focus of Innovation and digital Learning

Rationale:

On-going development and refinement of the "Innovation" theme concept with the implementation of Creativity and Innovation will continue to allow for higher student engagement as well as providing experiences that allows our students to create their own unique ideas and products while maintaining high engagement and 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

Magnet Theme related to Climate and Culture

Person Monitoring:

Crandall/Carney

By When/Frequency:

on-going

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

Marketing to new families during DAP Embedded PBLs grade level as well has whole school Showcase/Discovery Nights

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