

Pinellas County Schools

KINGS HIGHWAY 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

Educate and prepare each student for college career and life.

Provide the school's vision statement

100% Student Success

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Antonette Wilson

wilsonanto@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

Implement and monitor the SIP.

Leadership Team Member #2

Employee's Name

Cassandra Vigil

vigilc@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Implementation and monitoring of the SIP.

Leadership Team Member #3

Employee's Name

Debra Layton

laytonde@pcsb.org

Position Title

Curriculum Coach

Job Duties and Responsibilities

Facilitates the Math and Science Goal in the SIP

Leadership Team Member #4

Employee's Name

Alexia Singletary

singletarya@pcsb.org

Position Title

MTSS Coach

Job Duties and Responsibilities

Facilitates the Early Warning Academic Goal.

Leadership Team Member #5

Employee's Name

Tawny Baird

baridt@pcsb.org

Position Title

Library Media Technology Specialist

Job Duties and Responsibilities

Support the implementation of the SIP

Leadership Team Member #6

Employee's Name

Caryn Lee

leeca@pcsb.org

Position Title

K-2 PELI Literacy Coach K-2

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #7**Employee's Name****Position Title****Job Duties and Responsibilities**

No Answer Entered

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.

Leadership team (SBLT) is involved in all aspects of school improvement throughout the school year. This is done during our weekly SBLT meetings. Teachers are involved in all aspects of school improvement throughout the school year. Input is gathered during weekly PLC's, staff meetings, and surveys. Students are involved in our SIP process by providing feedback on student experience factors such as events, celebrations, goals, ideas for improvement, likes and dislikes. Parents and the community are provided opportunities to give input into our SIP focus during SAC, parent / student conferences, at family events, and via surveys. We used the input from stakeholders to develop our SIP and Title 1 plan. SIP Monitoring

3. SIP Monitoring

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

ESEA Section 1114(b)(3)).

The SIP goals and action plans will be regularly monitored during our biweekly SBLT meetings, parent meetings when we give the "State of the School", update information, grade level team data chats, individual teacher data chats, getting student feedback through the school year, and by surveying all stake holders.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: B 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	22	36	38	33	27	33				189
Absent 10% or more school days	0	7	8	4	10	7				36
One or more suspensions	0	0	8	4	11	0				23
Course failure in English Language Arts (ELA)	0	0	0	1	5	1				7
Course failure in Math	0	0	0	2	4	0				6
Level 1 on statewide ELA assessment	0	1	8	9	2	6				26
Level 1 on statewide Math assessment	0	6	8	9	4	4				31
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	1	2	5						8
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	2	6	6	2					16

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	8	9	7	6				31

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	4	0	0				4
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	35	25	24	41	24	31				180
Absent 10% or more school days	1	14	8	8	7	6				44
One or more suspensions		1	2		3	1				7
Course failure in English Language Arts (ELA)					2					2
Course failure in Math				1	5					6
Level 1 on statewide ELA assessment			5	12						17
Level 1 on statewide Math assessment	1	2	7	10	4					24
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	7	1	7	2	7				25
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)				1	5					6

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		2	6	5	4	1				18

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		2						3
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*	55	68	62	75	64	59	65	61	57
Grade 3 ELA Achievement	47	70	61	73	67	59	76	63	58
ELA Learning Gains	48	65	63	59	62	60	67	64	60
ELA Lowest 25th Percentile	31	63	58	79	59	56	67	62	57
Math Achievement*	71	72	66	76	69	64	66	66	62
Math Learning Gains	66	69	64	73	67	63	73	68	62
Math Lowest 25th Percentile	62	56	50	57	56	51	87	58	52
Science Achievement	71	72	62	65	70	58	72	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	56%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	451
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*
56%	67%	72%	60%	68%	54%	

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	54%	No		
English Language Learners	60%	No		
Black/African American Students	53%	No		
Hispanic Students	63%	No		
Economically Disadvantaged Students	53%	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	55%	47%	48%	31%	71%	66%	62%	71%					
Students With Disabilities	44%		33%		76%	64%							
English Language Learners	60%												
Black/African American Students	53%	47%	40%		66%	57%		57%					
Hispanic Students	58%		58%		72%	64%							
Economically Disadvantaged Students	53%	41%	44%	30%	68%	61%	60%	65%					

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	75%	73%	59%	79%	76%	73%	57%	65%		50%
Students With Disabilities	70%	64%	79%		70%	79%				
English Language Learners										50%
Black/African American Students	68%	65%	58%	80%	72%	71%	50%	44%		
Hispanic Students	80%		58%		85%	83%				50%
White Students	83%				83%					
Economically Disadvantaged Students	76%	72%	58%	73%	74%	69%	45%	69%		

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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	48%	68%	-20%	60%	-12%
ELA	4	47%	66%	-19%	60%	-13%
ELA	5	76%	66%	10%	61%	15%
Math	3	57%	71%	-14%	66%	-9%
Math	4	73%	72%	1%	65%	8%
Math	5	88%	69%	19%	62%	26%
Science	5	71%	70%	1%	60%	11%

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 data components that showed the most improvement was overall proficiency in K-2 Math, 5th grade ELA, Math, Science.

Actions taken:

- Teachers and administrators participated in ongoing PD that was specific to teaching systematic explicit strategies for increasing mathematical fluency led by our Math Coach.
- Teachers and administrators participated in ongoing PD that was specific to teaching systematic explicit strategies for increasing proficiency in the place value benchmarks led by our Math Coach.
- Implemented the Reveal Diagnostic Assessment at each grade level to determine prior knowledge.
- Teachers and administration use of planning with 3rd -5th grade ELA and 5th Grade ALDS
- Science was the guided use of Study Island, Afterschool science club, and coteaching.

Lowest Performance

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

The data components that showed the lowest performance is 3rd -5th ELA proficiency, learning gains, and lowest 25. As well as K-2 proficiency

When discussing and analyzing the data, we reflected upon the inconsistency of Flamingo Small Group instruction and appropriately planned workstations during ELA in K-1st. The inconsistent use of data to differentiate during ELA core and intervention in 3rd -5th. The non-use of additional assessments (i.e. core phonics, and oral reading fluency) to help make informed academic decisions.

Greatest Decline

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

The data components that showed the greatest decline is 3rd -5th ELA proficiency, learning gains, and lowest 25. As well as K-2 proficiency

When discussing and analyzing the data, we reflected upon the inconsistency of Flamingo Small Group instruction and appropriately planned workstations during ELA in K-1st. The inconsistent use of data to differentiate during ELA core and intervention in 3rd -5th. The non-use of additional assessments (i.e. core phonics, and oral reading fluency) to help make informed academic decisions.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component had the greatest gap was ELA Lowest 25%. The inconsistent use of data to differentiate during ELA core and intervention in 3rd -5th. The non-use of additional assessments (i.e. core phonics, and oral reading fluency) to help make informed academic decisions.

EWS Areas of Concern

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

The 23 student suspensions are an area of concern for us. These students will be returning to KHES. We have begun to plan systems and procedures to address Tier 1 classroom and schoolwide behavior expectations and behavior protocols.

Highest Priorities

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

1. **Teacher Clarity:** Learning intentions vs tasks, explicit success criteria, complete alignment to grade level standards
2. **Cognitive Engagement:** Productive struggle, metacognitive prompts, and inquiry-based learning.
3. **Academic Discourse:** Accountable talk, evidence base claims, equitable participation, precise academic language.

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.

The area of focus for English Language Arts (ELA) in the 2026–2027 school year will be intervention and differentiation aligned to the Florida B.E.S.T. Standards. Research consistently demonstrates that targeted literacy interventions and differentiated instruction significantly improve student reading outcomes, particularly when instruction is explicit, systematic, and responsive to individual student 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.

25-26 FAST PM3 Data:

3-5 Achievement: 55%

3rd Grade Achievement: 47%

3-5 ELA Gains: 48%

3-5 L25 Learning Gains: 33%

By the end of the 2026-2027 school year, we will increase proficiency, lowest 25% and learning gains by at least 15%.

ELA grade 3 proficiency will increase from 47% to 70% as measured by the PM3 FAST assessment.

ELA 3-5 proficiency will increase from 55% to 70% as measured by the PM3 FAST assessment.

ELA learning gains will increase from 48% to 60% as measured by the PM3 FAST assessment.

ELA L25 learning gains will increase from 33% to 55% as measured by the PM3 FAST Assessment.

Monitoring

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

the desired outcome.

Student achievement data related to intervention will be monitored with the correlating progress monitoring tool according to area of focus, every 2 weeks.

Baseline student data related to phonics will be collected in August utilizing the CORE Phonics survey. Whereas fluency and comprehension baseline data will be derived from the August ISIP.

Following baseline data, students will be progress monitored bi-weekly with Amira SODA. These will be assigned bi-weekly by the MTSS coach.

Person responsible for monitoring outcome

Alexia Singletary, MTSS Coach and Cassandra Vigil, Assistant Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Accelerated Learning Plan-This is an intervention designed for students in grades 3-5 and aligned with CORE instruction. This routine is designed with five daily components: Reading for Fluency, Advanced Decoding, Explicit Vocabulary, Text Reading with Comprehension, and Writing about Reading.

Rationale:

This is a multi-component reading program that will target various areas connected to the Science of Reading to improve student comprehension. Classroom observations last year suggested that students would benefit from a program that focuses on all of these areas.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Repeated Reading- 1. Students read the same passage multiple times until they reach the target level of fluency. 2. Teacher models fluent reading, then reads in unison (choral) or line by line (echo), providing real time exposure to prosody, pacing, and expression. 3. Track each student's Words Correct Per Minute (WCPM) overtime utilizing Amira SODA (Subtest On Demand Assessment).

Rationale:

Reading fluency structures build automaticity, increases WCPM, and supports comprehension.

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

Purposeful Intervention

Person Monitoring:

ILT

By When/Frequency:

Bi-weekly

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

The Instructional leadership team will support teachers in identify purposeful interventions for each student in their classroom. This will be accomplished in the following way:

1. Baseline Data will be collected:

-Cassandra Vigil and Antoinette Wilson will support teachers in grades 3-5 to administer a CORE Phonics Survey to each intermediate scholar.

-Alexia Singletary will monitor the completion of the initial ISIP, so that fluency and comprehension subtests, in conjunction with FAST scores can be utilized for baseline scores.

2. Instructional Leadership Team will guide teachers in creating appropriate instructional groupings and/ or focus areas (decoding/encoding, fluency, comprehension) based on baseline data.

3. Instructional Leadership Team will assist teachers in determining the most impactful intervention based on area of student need.

4. Instructional Leadership Team will co-create a progress monitoring plan with teachers to monitor the effectiveness of the interventions. We will discuss data monthly.

Action Step #2

Differentiation utilizing Achievement Level Descriptors (ALDs) and Pop Ups

Person Monitoring:

Cassandra Vigil and Antonette Wilson

By When/Frequency:

Weekly

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

1. Teachers will plan with administration for Pop Ups or differentiated small groups to occur 2-3 times weekly. The team will utilize the Achievement Level Descriptors to increase the rigor of the challenge group, and to scaffold appropriately.

2. Teachers will engage in active monitoring, with a monitoring pathway and provide feedback to students during Pop Ups.

3. The Instructional Leadership team will monitor for fidelity of Pop Ups during CORE instruction and collaborate with teachers to ensure teacher and student academic excellence.

Area of Focus #2

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

Instructional Practice specifically relating to Benchmark-aligned instruction**Area of Focus Description and Rationale**

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

Understanding and use of the Florida's BEST ELA, Math, and Science standards and benchmarks as a non-negotiable for improving student outcomes.

Teacher clarity assures daily learning targets are explicit with evidence of student outcome to match the integrity of the benchmark. In order for teachers to ensure clarity, they must know the full the depth of the benchmark so feedback to students is effective, in order for complexity to increase.

Cognitive engagement with content requires students to engage at a higher level with the content. It requires students to use prior/background knowledge and connect it to knew content in order to synthesize information beyond "right there" thinking.

Intentional use of academic discourse will require purposeful use of language, dialogue, and discussion to build knowledge across all content areas. It will shift learning environments away from passive listening, transforming students into active thinkers, collaborators, and critical problem solvers.

Writing to learn allows students to deepen their understanding of learning by reflecting and reasoning through oral and written language, thus taking it to long-term memory

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.

2024-2025 Data

ELA Proficiency: K-2 60% , 3-5 55%

ELA Learning gains: 48%

ELA Lowest 25%: 31%

Math Proficiency: K-2 68%, 3-5 71%

Math Learning gains: 66%

Math Lowest 25%: 62%

Science: 71%

By the end of the 2027 school year, KHES will increase proficiency in all areas by at least 15% as measured by STAR Early Literacy, STAR Reading, FAST Reading, Math, and Science.

Monitoring

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

This goal will be monitored by administration attending all PD with the teachers including

collaborative planning, and by using OPM data, fidelity check data, and classroom walkthrough data.

Person responsible for monitoring outcome

Antonette Wilson, principal, and Cassandra Vigil, assistant principal

Evidence-based Intervention:

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

Description of Intervention #1:

Our teachers will use Florida's BEST ELA, Math, and Science standards and benchmarks and ALD's as a non-negotiable for improving student outcomes. They will do so by improving their skills in the areas of: *Teacher Clarity, Cognitive engagement with content, Academic Discourse, and Writing to Learn.

Rationale:

Teacher clarity assures daily learning targets are explicit with evidence of student outcome to match the integrity of the benchmark. In order for teachers to ensure clarity, they must know the full the depth of the benchmark so feedback to students is effective, in order for complexity to increase. Cognitive engagement with content will push students to engage at a higher level with the content. It requires students to use prior/background knowledge and connect it to new content in order to synthesize information beyond "right there" thinking. Academic discourse will cultivate a learning environment that will shift classrooms away from passive listening, transforming students into active thinkers, collaborators, and critical problem solvers. Writing to learn will allow students to deepen their understanding of learning by reflecting and reasoning through oral and written language, thus taking it to long-term memory.

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:

Wilson, Vigil, Layton, Singletary, Lee

By When/Frequency:

August 2026/ Weekly to Monthly

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

Grade level teams will use the B.E.S.T. ELA, Math, and Science Standards and ALD's, PCS Gold and Pink Documents, while planning their lessons in ELA, Math, and Science instruction in order to grow in the area of teacher clarity. Content and specific, relevant, and current Anchor Charts will be posted and used in classrooms. This will be monitored by Administration and content coaches during grade level collaborative planning. The monitoring of this action step will happen during collaborative

planning, administrator's classroom walks, district school visits, and coaching cycles. The impact will be measured through module assessments, benchmarks, unit assessments, and data trackers.

Action Step #2

Cognitive Engagement

Person Monitoring:

Wilson, Vigil, Layton, Singletary, Lee

By When/Frequency:

August 2026/ Weekly to Monthly

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

Grade level teams will use district PCS Modules / Units curriculum to provide all students with consistent opportunities to engage in complex, grade-level content, knowledge-building (including connecting prior knowledge), and tasks (thematic projects) aligned to the rigor of the standards /benchmark. The monitoring of this action step will happen during collaborative planning, administrator's classroom walks, district school visits, and coaching cycles. The impact will be measured through module assessments, benchmarks, unit assessments, and data trackers.

Action Step #3

Academic Discourse

Person Monitoring:

Wilson, Vigil, Layton, Singletary, Lee

By When/Frequency:

August 2026 / Daily

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

Teachers will give students multiple opportunities across content areas to take ownership of their learning by articulating thoughts, debating, and actively listening to peers. Teachers will use strategies such as sentence stems/talk moves, inside outside circles, talking pieces, collaborative boards as well as teacher as facilitators. They will resist the urge to jump in and correct every mistake immediately. Instead, monitor groups and prompt students to clarify, justify with evidence, or summarize a peer's idea. The monitoring of this action step will happen during collaborative planning, administrator's classroom walks, district school visits, and coaching cycles. The impact will be measured through module assessments, benchmarks, unit assessments, and data trackers.

Area of Focus #3

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

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

Area of Focus Description and Rationale

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

The rationale for this focus area is that only 47 % in 3rd grade and 53% in 4th and 5th grade African American scholars reached proficiency on their PM3 grade level FAST Reading Assessment.

Measurable Outcome

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

By the end of the 2026-2027 school year, we will increase proficiency of our 3rd -5th grades by a least 15%.

Monitoring

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

This area of focus will be monitored during collaborative planning in the form of discussion and looking at student work. It will also be monitored when administrators and coaches do ongoing walkthroughs and observations specifically focusing on African American Students engagement, participation, and autonomy in classrooms.

Person responsible for monitoring outcome

Wilson, Vigil, Singletary, District ISD

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:

Kings Highway will use the researched based curricular resources identified and provided by Pinellas County Schools for core, enrichment, review, acceleration, and remediation.

Rationale:

These resources will be used to ensure students are taught and assessed according to the rigor of the Florida Standards as measured by the FAST Assessments.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Small group and 1 to 1 instruction

Person Monitoring:

Antonette Wilson, Cassandra Vigil

By When/Frequency:

August 2026 Weekly

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

Teachers will use the following data to implement small group or 1 to 1 instruction. Formative and summative assessments, diagnostic data, student work samples and observational notes, attendance and engagement data. This action step will be monitored through students' mastery towards end of your grade level standards.

Action Step #2

Check for Understanding

Person Monitoring:

Antonette Wilson and Cassandra Vigil

By When/Frequency:

August 2026 Weekly

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

Teachers will use different strategies to check for student understanding, give timely and actionable feedback, adjust and differentiate lessons to support student learning. This step will be monitored through: Student Responses, Exit Tickets/Quizzes, Visible Thinking (maps and organizers), Observations, Performance Task and Instructional Adjustment

Area of Focus #4

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

Instructional Practice specifically relating to ELA required by RAISE (specific questions)**Area of Focus Description and Rationale**

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

Strategically focus on K-5 teachers and instruction, where acceleration can occur more rapidly, by ensuring equitable use of resources including instructional supports, school-based professional development, cycles of coaching, and feedback.

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.

2024-2025 Data

Kindergarten: 60%

First: 56%

Second: 69%

Third: 47%

Fourth: 47%

Fifth: 76%

By the end of the 2026-2027 school year, we will increase proficiency, lowest 25%, and learning gains by at least 15%.

Monitoring

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

School Literacy Leadership teams support the full implementation of the Pinellas Early Literacy Initiative in grades VPK-5 by participating in PELI PD, debriefing and planning with the PELI coach weekly, by participating in collaborative planning for small group Flamingo instruction, and by conducting walk throughs with the PELI coach and PELI supervisor.

Person responsible for monitoring outcome

Wilson, Vigil, and Lee

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:

Provide print rich, explicit, systematic, and scaffolded instruction. Teach students to decode words, analyze word parts, and recognize words. Reinforce the effectiveness of instruction in alphabets, fluency, and vocabulary. Provide instruction in broad oral language skills. Teach students how to use reading comprehension strategies. 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 sets of skills: foundational reading skills and reading comprehension skills. 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, Tier 2 – Moderate Evidence, Tier 3 – Promising 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

School Literacy Leadership Teams are 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.

Person Monitoring:

Wilson and Vigil

By When/Frequency:

August 2026/Weekly

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

School Literacy Leadership Teams meet 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. PD will be scheduled and implemented with administration and other members of the Literacy Leadership Team in attendance. Weekly walkthrough with feedback to monitor planning and implementation.

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.

School-wide behavioral data indicate a need to strengthen Tier 1 supports to improve student outcomes. Reducing behavioral incidents will increase instructional time, student engagement, and academic achievement. To address this need, the school will strengthen its PBIS framework by implementing a consistent school-wide recognition system (FOCUS Points) that reinforces the Guidelines for Success: Be Respectful, Be Responsible, Be Safe, and Be Kind.

Additionally, the school will establish clear prevention, response, and follow-up procedures for common discipline incidents. Consistency will be supported through classroom behavior management plans that include rules aligned to the Guidelines for Success, classroom rewards, and a continuum of consequences. These efforts will promote a positive, predictable learning environment that supports both behavioral and academic success.

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.

Total Number of Suspensions (2025 and 2026):

In School Suspensions (ISS): 23

Out of School Suspensions (OSS): 25

Total Suspensions: 48

Total Number of Referrals (2025-2026): 106

Kings Highway will decrease the number of School Suspensions, ISS and OSS, by 50%, decreasing from 48 to 24 total suspensions by the end of the 2026-2027 school year.

We will decrease the total number of referrals by 50%, or from 106 to 53.

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.

This focus area will be monitored through quarterly reviews of discipline referral and suspension data, as well as classroom fidelity walkthroughs to ensure consistent implementation of classroom behavior management plans and the school-wide FOCUS Points system. Ongoing monitoring will help reduce discipline incidents and referrals, resulting in increased instructional time and greater opportunities for student learning and academic achievement

Person responsible for monitoring outcome

Cassandra Vigil, Antonette Wilson, and Alexia Singletary

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:

Five Essential Practices for Classroom PBIS: 1. Maximize Structure 2. Expectations and Rules 3. Classroom Engagement 4. Acknowledge Appropriate Behavior 5. Responding to Inappropriate Behavior

Rationale:

Research has identified the five essential classroom PBIS practices as key contributors to positive student behavior and improved academic outcomes. Consistent implementation of these practices fosters a positive, predictable learning environment that increases student engagement, reduces behavioral disruptions, and supports academic success 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

Tiered Behavior Training

Person Monitoring:

By When/Frequency:

August 2026

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

During school-wide staff meetings, Communities of Practice, and Pit Stop sessions, staff will receive training on school-wide expectations and the tiered behavior support framework. Professional learning will focus on identifying levels of behavior, implementing appropriate responses, and following established procedures for addressing behaviors at each tier. Additionally, staff will review expectations for the submission, implementation, and ongoing monitoring of classroom behavior management plans to ensure consistent practices across the school

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.

Kings Highway webpage: <https://kings-es.pcsb.org/>

Kings Highway integrates the sharing of information and progress in the following ways:

- State of the Schools
- Newsletters (In English and Spanish)
- Social Media Posts
- School Advisory Council (SAC) meetings
- Missed Meeting Notifications (Including Progress Data) (In English and Spanish)
- Student Led Conferences at target grade levels
- Parent events like Bring Dad to School Day, Bring Grandparents to School Day, Bring Mom to School Day, 3 STEAM Family Events

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)).

Kings Highway plans to build and foster positive relationships with families by implementing processes that help parents have a better understanding of what is expected for their scholar.

Additional ways we will foster relationships with our families are:

- Student Midpoint Reports for each quarter and end of Quarter report Cards.
- Student Led Conferences at targeted grade levels, where data is the number one focus
- Parent events like Bring Dad to School Day, Bring Grandparents to School Day, Bring Mom to School Day, 3 STEAM Family Events
- 3rd Grade Parent Informational Meetings
- Monthly Newsletters where parents can find what each grade level is learning for the month, student award recipients, ways to help at home, and pictures of all the amazing learning activities taking place at KHEMS. As well as Title 1 Compacts.

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)).

Kings Highway Elementary 26-27 Action steps to strengthen the academic program are:

Teacher Clarity:

Learning intentions vs. tasks, explicit success criteria, complete alignment to grade level standards.

Cognitive Engagement:

Productive struggle, metacognitive prompts and inquiry-based learning.

Academic Discourse:

Accountable talk, evidence base claims, equitable participation, precise academic language.

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)).

The School Improvement Plan is developed in collaboration with stakeholders and aligned with other federal, state, and local services. At Kings Highway Elementary, we coordinate with:

- Federal Programs: Title I funds support full-day programming for PreK-3 students.
- Student Services and Mental Health Programs: We partner with the district's student

services team, school counselors, and community mental health agencies to address student well-being.

- Community Partners: Organizations like the City of Clearwater and other local partners support our scholars with back-to-school supplies and snack packs for the weekends.
- PBIS: Our Positive Behavior Intervention and Support (PBIS) systems are aligned with schoolwide expectations and supported by behavior assemblies and restorative practices.
- Nutrition Programs: We coordinate with the district's Food and Nutrition Department to ensure all students receive breakfast and lunch at no cost.

Kings Highway Elementary is proud to house a full-day PreK-3 program, supported by Title I and early childhood funds, to provide a strong two-year foundation for school readiness.

- Full-Day 3-Year-Old Program: Our early childhood program offers developmentally appropriate instruction, integrated play, and social-emotional learning to prepare students for Kindergarten.
- Smooth Transitions: The continuity between our PreK-3 and Kindergarten programs helps students and families build familiarity with school staff, routines, and expectations. This seamless transition supports a confident start to formal schooling.
- Family Engagement: Parents of PreK students are invited to participate in orientation events, readiness workshops, and transition meetings. We provide families with resources and strategies to reinforce early learning at home.
- Collaboration with Kindergarten Teachers: PreK and Kindergarten teachers meet to align curriculum, share student data, and plan transition activities. This collaboration ensures academic and behavioral expectations are clearly communicated and developmentally appropriate.
- Ready Set Kindergarten and Tours: Families of rising Kindergarten students are welcomed to tour classrooms, meet teachers, and participate in hands-on learning sessions.

These practices foster a strong school-home connection and ensure our youngest learners are equipped for long-term success

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