Pinellas County Schools

LAKE ST. GEORGE ELEM. 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

Lake St. George Elementary staff, in partnership with students, parents and the community, will provide a quality education that promotes the highest student achievement by being actively involved in continually improving the educational process.

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

Angela Ohmer

ohmera@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

The Principal is the instructional and operational leader within the school community and is critical to improving student outcomes, through the hiring, development, support, supervision and retention of high-quality instructional and support staff. As the school leader, the Principal creates a culture of rigorous learning, belonging and engagement for staff, students and families through collaboration and distributive leadership. In alignment with the Florida Principal Standards, the Principal leads the school team to increased school and student outcomes by prioritizing instruction while effectively balancing the operational, safety, and policy responsibilities of a school-building leader.

Leadership Team Member #2

Employee's Name
Jennifer Ovalle

ovallej@pcsb.org

Position Title
Assistant Principal

Job Duties and Responsibilities

The Assistant Principal is an instructional and operational leader within the school community and is critical to improving student outcomes through staff development and effectiveness. In collaboration with and aligned to the direction of the Principal, the Assistant Principal supports the creation of the culture of rigorous learning, belonging and engagement for staff, students and families throughout the school community. In alignment with the Florida Assistant Principal Standards, the Assistant Principal supports and leads assigned school teams to increased school and student outcomes through ongoing training, coaching, feedback and support by prioritizing instruction while effectively balancing operational, safety and policy responsibilities, as assigned.

Leadership Team Member #3

Employee's Name
Michael Corey Boyd

boydm@pcsb.org

Position Title
Behavior Specialist

Job Duties and Responsibilities

The Behavior Specialist establishes principles of behavior change procedures with basic understanding of applied behavior analysis. Conducts and facilitates Functional Behavior Assessments and implements Positive Behavior Intervention Plans. Establishes specific behavior management programs for students as needed. Consults with school personnel, parents, and others regarding behavior strategies. Functions in the areas of behavior management and crisis intervention and is responsible to the school principal.

Leadership Team Member #4

Employee's Name
Terri Dyer

dyert@pcsb.org

Position Title
School Counselor

Job Duties and Responsibilities

The School Counselor provides a comprehensive school counseling program that assists all students in acquiring the skills and knowledge to maximize highest student achievement in a safe learning environment.
Acts as an advocate for all students.
Works in collaboration with other stakeholders in narrowing the achievment gap.
Uses data to develop strategies to positively impact students.

Leadership Team Member #5

Employee's Name
Justine Sailor

sailorj@pcsb.org

Position Title
School Psychologist

Job Duties and Responsibilities

Facilitates and serves on problem-solving teams working with teachers, parents and students to improve academic and behavioral performance.
Assists teachers, parents, and school staff in understanding data and interpretation of data.
Consults with teachers, parents, and school staff to maximize student success in the educational setting.
Links assessment to research-based interventions in developing plans to increase student success.
Provides leadership and guidance in the development of strategies and in progress monitoring.
Understands and utilizes district and community resources in planning for students.

Leadership Team Member #6

Employee's Name
Shannon O'Keeffe

okeeffes@pcsb.org

Position Title
Social Worker

Job Duties and Responsibilities

The Social Worker provides a specialized service for helping students in an adjustment which

enhances learning and participation in school. The students referred to this position are primarily those identified as having problems in behavior, personality, achievement and/or attendance, to the extent that they are not making constructive use of school. Responsibilities include helping students through casework, group work or consultation, either on a long or short-term basis, involving contacts with the child and/or parent, school personnel and community resource.

Leadership Team Member #7

Employee's Name
Kristin Bierman

biermank@pcsb.org

Position Title
VE resource Teacher

Job Duties and Responsibilities

Responsible for the educational leadership of students placed in exceptional education programs (students with disabilities).
Develops appropriate Individual Educational Plans (IEPs) or Progress Monitoring Plans (PMPs) including determining present levels of performance, annual goals, and benchmarks or short-term objectives.
Collects student performance data for progress monitoring and reports student progress toward IEP/EP goals.
Supports general education teachers in implementing appropriate accommodations or enrichment/acceleration strategies.

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.

All stakeholders were given the opportunity to provide feedback and input into the school improvement planning process. Any feedback received, was reviewed and considered during summer planning sessions with select teachers to provide input and action steps for the school improvement plan. Areas of strength and areas of growth based on data were discussed and planned for. Our

School Advisory Committee (SAC) is comprised of parents, teachers, and community members. The draft SIP plan is reviewed and approved by the SAC committee during preschool.

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 is regularly monitored through monthly SIP committee meetings as well as monthly SAC committee meetings. The SIP will be revised as necessary to ensure effective implementation of continuous academic growth and positive, cultural environment that supports all students. Site based professional development is planned and implemented based on data and the SIP plan action steps. Feedback is also given during grade level PLC's, Leadership team meetings, and data chats. A mid-year SIP reflection is also conducted to address or tweak any action steps or goals needed.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**60.5%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**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	48	59	66	67	62	83	0	0	0	385
Absent 10% or more school days	0	8	10	8	5	11	0	0	0	42
One or more suspensions	0	1	0	0	0	0	0	0	0	1
Course failure in English Language Arts (ELA)	0	0	0	1	0	1	0	0	0	2
Course failure in Math	0	0	0	1	1	0	0	0	0	2
Level 1 on statewide ELA assessment	0	1	16	16	3	8	0	0	0	44
Level 1 on statewide Math assessment	0	5	11	12	2	3	0	0	0	33
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	1	7	1	0	0	0	0	10
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	4	7	6	2	0	0	0	0	19

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	2	11	13	2	5	0	0	0	33

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	2	0	2	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	1	0	0	0	0	1

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	57	75	69	68	89	82				440
Absent 10% or more school days		13	6	9	10	14				52
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment		2	12	16	9					39
Level 1 on statewide Math assessment		11	4	15	3	5				38
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		4		4	4	7				19

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		2		2						4
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 CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	77	68	62	74	64	59	73	61	57
Grade 3 ELA Achievement	78	70	61	76	67	59	71	63	58
ELA Learning Gains	64	65	63	67	62	60	60	64	60
ELA Lowest 25th Percentile	55	63	58	55	59	56	57	62	57
Math Achievement*	83	72	66	80	69	64	78	66	62
Math Learning Gains	75	69	64	71	67	63	69	68	62
Math Lowest 25th Percentile	56	56	50	59	56	51	42	58	52
Science Achievement	85	72	62	84	70	58	73	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	72%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	573
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*
72%	72%	67%	68%	66%	56%	

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	51%	No		
English Language Learners	74%	No		
Black/African American Students	74%	No		
Hispanic Students	58%	No		
Multiracial Students	86%	No		
White Students	74%	No		
Economically Disadvantaged Students	69%	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	77%	78%	64%	55%	83%	75%	56%	85%					
Students With Disabilities	47%		58%	53%	55%	57%	31%	57%					
English Language Learners	69%		77%		81%	69%							
Black/African American Students	67%		75%		71%	82%							
Hispanic Students	66%	50%	59%	55%	68%	56%	30%	78%					
Multiracial Students	82%		69%		100%	92%							
White Students	80%	84%	65%	50%	86%	78%	60%	91%					
Economically Disadvantaged Students	70%	73%	65%	58%	78%	67%	61%	83%					

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	74%	76%	67%	55%	80%	71%	59%	84%					81%
Students With Disabilities	34%	73%	38%	43%	50%	61%	42%						
English Language Learners	64%		60%		79%	80%							81%
Black/African American Students	42%				58%								
Hispanic Students	65%	57%	60%		70%	67%	58%	75%					82%
Multiracial Students	76%				82%								
White Students	77%	82%	68%	54%	84%	73%	65%	84%					
Economically Disadvantaged Students	61%	57%	64%	68%	67%	69%	59%	79%					

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	73%	71%	60%	57%	78%	69%	42%	73%					76%
Students With Disabilities	41%	38%	63%	58%	50%	48%	21%	38%					
English Language Learners	35%		17%		53%	50%							76%
Black/African American Students	35%				41%								
Hispanic Students	69%	67%	45%		69%	59%		67%					
Multiracial Students	77%				77%								
White Students	77%	75%	65%	67%	83%	73%	52%	81%					
Economically Disadvantaged Students	64%	65%	51%	48%	69%	60%	33%	62%					

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	77%	68%	9%	60%	17%
ELA	4	74%	66%	8%	60%	14%
ELA	5	81%	66%	15%	61%	20%
Math	3	81%	71%	10%	66%	15%
Math	4	85%	72%	13%	65%	20%
Math	5	85%	69%	16%	62%	23%
Science	5	88%	70%	18%	60%	28%

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?

Positive Trends in grades 3-5:

- ELA Achievement increased from 74% to 76% (+2 points).
- ELA Learning Gains (L25) increased from 55% to 58% (+3 points), indicating improved growth among the lowest-performing 25% of students.
- Math Achievement increased from 80% to 83% (+3 points).
- Math Learning Gains increased from 71% to 75% (+4 points), representing the largest area of growth.
- Science Achievement increased from 84% to 85% (+1 point).
- School Grade points increased from 71 to 72 (+1 point).
- Estimated School Grade remains an "A."

Positive Trends in primary grades:

- Lake St. George showed the most improvement in Kindergarten ELA scores based on STAR assessment data.
- Kindergarten ELA increased from 60% to 74% (+14% points).
- Kindergarten Math increased from 49% to 79% (+30% points).

Lowest Performance

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

Areas of Concern / Negative Trends in grades 3-5:

- ELA Learning Gains decreased from 67% to 64% (-3 points), suggesting fewer students made expected annual growth in reading.
- ELA Achievement of the Lowest 25% decreased from 37% to 35% (-1 point), indicating continued challenges among the school's most at-risk readers.
- Math Learning Gains of the Lowest 25% remained flat at 59%, showing limited acceleration for struggling mathematicians.

- ELA proficiency data for ESE students indicates an area of concern, with only 35% of students demonstrating proficiency.

Areas of Concern / Negative Trends in primary:

- ELA proficiency in grade 1 declined from 69% to 57% (-12) and Math proficiency declined from 75% to 65% (-10).

Greatest Decline

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

- ELA proficiency data for ESE students indicates an area of concern, with only 35% of students demonstrating proficiency.
- ELA Learning Gains in grades 4-5 also declined from 67 to 64 (-3).
- ELA proficiency in grade 1 declined from 69% to 57% (-12) and Math proficiency declined from 75% to 65% (-10).

Walkthrough data revealed inconsistencies in the implementation of small-group instruction and core instruction during designated instructional blocks. To address this, we will continue to monitor fidelity to the master schedule and utilize the school's structured flow of the day to ensure intensive supports are provided consistently. Ongoing classroom walkthroughs, feedback, and coaching will be used to strengthen instructional practices and maximize student learning opportunities.

A significant number of students with disabilities were performing one to two grade levels below proficiency standards, indicating a need for intensified instructional support. The current service delivery model emphasized inclusion to meet the needs of all learners; however, walkthrough observations revealed that implementation was not consistently executed with fidelity across classrooms.
To strengthen instructional support within the inclusive setting, the school will continue to implement two small-group instructional tables in every classroom. This structure will provide increased opportunities for targeted, differentiated instruction while maintaining access to grade-level core content. Ongoing monitoring through walkthroughs, coaching, and feedback will focus on ensuring fidelity of implementation and maximizing support for students with disabilities.

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.

Our ELA, math, and science proficiency scores are outperforming the state average in each content

area.

EWS Areas of Concern

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

Lake St. George Elementary has 33 students with two or more early warning sign indicators with the majority of them being in grades 2 and 3. Ten of these students have a substantial deficiency in ELA and 16 in math, with the majority of them coming out of 2nd grade.

There are 39 students with attendance rates below 90%. Ten of these students are in 2nd grade.

Highest Priorities

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

Attendance, tardies and early releases continue to be an area of concern at Lake St. George for many years.

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 school's Area of Focus for grades 3–5 is increasing student achievement in Reading Learning Gains and Lowest 25% (L25) Learning Gains. While overall reading proficiency remains strong, with grade-level proficiency rates ranging from 75%–81%, data analysis indicates that Learning Gains and L25 Learning Gains continue to be areas of opportunity.

During the previous school year, the school earned 67% in Reading Learning Gains and 55% in Reading Lowest 25% Learning Gains. These results demonstrate that although a significant number of students are performing at or above grade level, a larger percentage of students are not making the accelerated growth necessary to move achievement levels, particularly those students identified in the lowest quartile.

This area of focus directly impacts student learning because growth measures reflect the school's ability to ensure all students, regardless of their starting point, make meaningful academic progress. Increasing learning gains for all students and accelerating growth for the Lowest 25% will strengthen reading outcomes, close achievement gaps, and support sustained increases in overall proficiency.

Measurable Outcome

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

ELA Grade 3 proficiency will increase from 78 to 88 as measured by PM3 FAST assessment.
ELA 3-5 proficiency will increase from 76 to 86 as measured by PM3 FAST assessment.
ELA learning gains will increase from 67 to 77 as measured by PM3 FAST assessment.
ELA L25 learning gains will increase from 55to 65 as measured by PM3 FAST assessment.

Monitoring

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

the desired outcome.

- Analyze FAST progress monitoring and classroom assessment data.
- Identify students who are on-track, approaching, or off-track for proficiency and growth goals.
- Review subgroup performance, particularly Lowest 25% students.
- Adjust intervention groups based on current data.
- Review student work aligned to priority standards.
- Analyze assessment trends and misconceptions.
- Monitor effectiveness of Tier I instruction and small groups.
- Plan reteach and enrichment opportunities.

Person responsible for monitoring outcome
Jennifer Ovalle

Evidence-based Intervention:

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

Description of Intervention #1:
Teachers will provide systematic and explicit instruction in academic vocabulary, text-dependent analysis, and comprehension strategies through grade-level complex texts. Instruction will incorporate Writing Revolution (TWR) strategies and evidence-based reading comprehension practices.

Rationale:
As students progress through elementary grades, comprehension and vocabulary become increasingly important for accessing grade-level standards and complex texts. FAST data and classroom assessments indicate a need to strengthen students' ability to analyze text, develop vocabulary knowledge, and communicate their understanding through writing. Improving these skills will support both proficiency and growth outcomes across all grade levels.

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

Description of Intervention #2:
Students identified in the Lowest 25% will receive additional targeted intervention through Tier II and Tier III supports. Interventions will focus on specific skill deficits identified through diagnostic and progress-monitoring assessments. Students will be monitored frequently to determine responsiveness to intervention and instructional adjustments.

Rationale:
The school's Lowest 25% Learning Gains score of 55% demonstrates a significant need to accelerate growth among the school's most at-risk readers. Providing targeted interventions, frequent progress monitoring, and data-driven instructional adjustments will ensure these students receive the intensity of support necessary to close skill gaps and make adequate growth toward proficiency.

Tier of Evidence-based Intervention:

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
Targeted Small Group Reading Intervention

Person Monitoring:
Jennifer Ovalle

By When/Frequency:
May 2027/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students identified through FAST, classroom assessments, and progress monitoring data as performing below grade-level expectations will participate in targeted Tier 2 small-group reading interventions a minimum of 3-5 times per week. Instruction will focus on identified skill deficits in vocabulary, comprehension, fluency, and foundational reading skills. Intervention groups will be flexible and adjusted based on student performance data.
The school will monitor implementation through weekly PLC discussions, intervention schedules, lesson plan reviews, and classroom walkthroughs. Student progress will be monitored every 4-6 weeks using FAST-aligned progress monitoring assessments and classroom data to determine effectiveness and make instructional adjustments.

Action Step #2
Data Review and Intervention Group Adjustment

Person Monitoring:
Jennifer Ovalle

By When/Frequency:
May 2027/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Grade-level teams will participate in monthly data review meetings to analyze student performance, evaluate intervention effectiveness, and adjust intervention groups based on current assessment data. Teachers will identify students demonstrating adequate growth and those requiring additional support.
The school will monitor impact through PLC documentation, student data trackers, intervention rosters, and FAST progress monitoring results. Leadership will review grade-level trends and ensure intervention decisions are data-driven and responsive to student needs.

Action Step #3
Intensive Reading Intervention for Lowest 25% Students

Person Monitoring:
Jennifer Ovalle

By When/Frequency:
May 2027/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students identified as Lowest 25% or significantly below grade level will receive intensive Tier 3 intervention in addition to core instruction. Interventions will be individualized based on diagnostic data and focus on specific reading deficits through increased instructional time, smaller group sizes, and explicit instruction.

The school will monitor implementation through intervention logs, fidelity checks, MTSS meetings, and progress monitoring. Student growth data will be reviewed regularly to determine responsiveness to intervention and identify necessary instructional adjustments.

Action Step #4
MTSS Problem-Solving and Progress Monitoring

Person Monitoring:
Jennifer Ovalle

By When/Frequency:
May 2027/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The MTSS team will meet monthly to review progress-monitoring data, intervention effectiveness, attendance, and other factors impacting student achievement. The team will develop and adjust intervention plans for students who are not demonstrating adequate growth.
The school will monitor the impact through MTSS meeting documentation, intervention fidelity data, student progress-monitoring results, and FAST assessment outcomes. Leadership will track the percentage of Lowest 25% students making growth toward grade-level expectations and achieving learning gains targets.

Action Step #5
Level 5 Enrichment and Differentiated Reading Tasks

Person Monitoring:
Jennifer Ovalle

By When/Frequency:
May 2027/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students who are proficient in reading but did not demonstrate a learning gain on FAST will participate in differentiated, standards-aligned enrichment opportunities designed to promote growth toward Level 5 achievement. Teachers will provide rigorous instructional tasks that require students to engage in complex text analysis, evidence-based written responses, advanced vocabulary development, higher-order questioning, and cross-curricular reading experiences. Differentiated tasks will be embedded within core instruction and small-group learning opportunities to ensure students continue to demonstrate academic growth.
The school will monitor implementation through weekly PLC discussions, lesson plan reviews, student work analysis, and classroom walkthroughs focused on rigor and differentiation. Student progress will be monitored through formative assessments, writing samples, unit assessments, and FAST progress monitoring data to evaluate growth and adjust instruction as needed to accelerate learning gains for proficient students.

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.

Analysis of the 2025–2026 mathematics data identified maintaining and strengthening mathematics

achievement and learning gains in grades 3–5 as a key area of focus. While students in the intermediate grades demonstrated strong overall performance, continued attention is needed to ensure all students, particularly those in the Lowest 25%, continue to make accelerated growth and achieve proficiency in grade-level standards.

Mathematics proficiency rates were 80% in Grade 3, 86% in Grade 4, and 84% in Grade 5. However, the Lowest 25% subgroup achieved 59% learning gains, indicating an opportunity to strengthen support systems and interventions for students requiring additional assistance to meet grade-level expectations.

This area of focus was identified through the review of end-of-year mathematics achievement and learning gains data. While overall results demonstrate success, sustaining high performance and closing achievement gaps for struggling learners remain priorities. A continued emphasis on standards-based instruction, mathematical discourse, problem-solving, and data-driven intervention will help ensure that all students, including those performing below grade level, demonstrate continued growth.
To address this need, teachers will utilize ongoing progress monitoring, targeted small-group instruction, and enrichment opportunities aligned to grade-level standards. These efforts will support the school's goal of increasing mathematics achievement, maintaining strong learning gains in grades 3–5, and accelerating growth for students who require additional support.

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.

Math 3-5 proficiency will increase from 80% to 90% as measured by PM3 FAST assessment.
Math K-2 proficiency will increase from 66% to 76% as measured by PM3 STAR assessment.
Math learning gains will increase from 71% to 81% as measured by PM3 FAST assessment.
Math L25 learning gains will increase from 59% to 69% as measured by PM3 FAST assessment.

Monitoring

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

Implementation and impact of the mathematics Area of Focus will be monitored through ongoing data analysis, collaborative planning, and progress monitoring. Grade-level teams will review student performance data from FAST, STAR, classroom assessments, and common formative assessments during PLC meetings to identify trends, adjust instruction, and provide targeted support.

Teachers will monitor student growth through standards-based assessments, small-group data, and intervention progress monitoring. Administration will conduct classroom walkthroughs, review lesson

plans, and monitor the implementation of standards-aligned instruction, mathematical discourse, problem-solving strategies, and differentiated supports.
Student achievement data will be reviewed throughout the year to determine the effectiveness of interventions and make instructional adjustments to increase proficiency and accelerate learning gains.

Person responsible for monitoring outcome
Angela Ohmer

Evidence-based Intervention:

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

Description of Intervention #1:
The school will implement standards-based mathematics instruction supported by data-driven small-group instruction, targeted interventions, and enrichment opportunities. Teachers will use student performance data to identify skill gaps and provide differentiated instruction based on individual student needs. Instruction will focus on developing conceptual understanding, mathematical reasoning, problem-solving skills, and academic vocabulary through the use of manipulatives, models, math discourse, and real-world applications. Teachers will provide targeted Tier 2 and Tier 3 support for students not demonstrating expected progress while continuing to provide enrichment for students meeting or exceeding grade-level expectations. Progress will be monitored through FAST/STAR data, classroom assessments, intervention documentation, and PLC data discussions to ensure students demonstrate growth toward grade-level proficiency.

Rationale:
This intervention was selected based on the review of 2025–2026 mathematics achievement data. While overall mathematics proficiency remains strong in grades 3–5, the Lowest 25% subgroup demonstrated lower learning gains, indicating a need for intentional supports to accelerate growth and close achievement gaps. Providing targeted small-group instruction, standards-based intervention, and ongoing progress monitoring will ensure students receive timely support aligned to their specific instructional needs.

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
Data-Driven Mathematics PLC Cycles

Person Monitoring:
Angela Ohmer

By When/Frequency:
May 2027/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will participate in weekly PLC meetings focused on analyzing student data, identifying standards requiring additional support, planning differentiated instruction, and developing intervention/enrichment groups. Teams will review common formative assessment results and progress monitoring data to determine student response to instruction and adjust instructional strategies.
Administration will monitor implementation through PLC agendas, data trackers, walkthroughs, and student performance trends.

Action Step #2
Targeted Mathematics Intervention and Acceleration

Person Monitoring:
Angela Ohmer

By When/Frequency:
May 2027/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students identified through FAST, STAR, classroom assessments, and teacher data will receive targeted Tier 2 and Tier 3 mathematics support. Intervention groups will focus on specific skill deficits and grade-level standards through explicit instruction, guided practice, and application of problem-solving strategies.
The MTSS team will review intervention data regularly to determine effectiveness, adjust supports, and ensure students are making adequate progress toward proficiency.

Action Step #3
Strengthen Mathematical Discourse and Problem-Solving Instruction

Person Monitoring:
Angela Ohmer

By When/Frequency:
May 2027/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will implement instructional practices that increase student engagement in mathematical thinking, reasoning, and communication. Lessons will incorporate modeling, multiple representations, student discussion, and real-world problem-solving aligned to grade-level standards.
Administration will monitor implementation through classroom walkthroughs, lesson plan reviews, and student work samples to ensure instructional practices support increased proficiency and learning gains.

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.

Analysis of the 2024–2025 science data identified the need to maintain strong science achievement while increasing opportunities for students to demonstrate deeper conceptual understanding through

scientific thinking, reasoning, and written explanations. Science proficiency increased from 84% in 2024 to 85% in 2025, demonstrating consistent student achievement.
Continued focus is needed to ensure students are able to apply grade-level science content, analyze information, explain their thinking using evidence, and communicate their understanding through written responses. This Area of Focus will support grades 3–5 by strengthening instructional practices that include scientific inquiry, academic vocabulary, student discourse, and writing opportunities. Students demonstrating Level 3 or higher proficiency in reading will engage in embedded science instruction through ELA, allowing students to apply reading comprehension skills while analyzing informational texts, interpreting evidence, and responding to science-based writing tasks. This integration will support students in making connections across content areas and strengthening both literacy and science 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.

Science proficiency will increase from 85 to 95 as measured by PM3 SSA.

Monitoring

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

Implementation and impact will be monitored through:

- Monthly review of science assessment data, common formative assessments, and standards-based progress monitoring during PLC meetings.
- Review of student science notebooks, CER responses, constructed responses, and writing samples to monitor students' ability to explain scientific concepts using evidence.
- Classroom walkthroughs to monitor inquiry-based science instruction, academic vocabulary strategies, student discourse, and science integration within ELA.
- Monitoring of ELA lessons for students performing Level 3 or higher in reading to ensure science content is embedded through informational text analysis, evidence-based responses, and writing tasks.
- PLC discussions focused on student misconceptions, instructional adjustments, and intervention/enrichment needs.
- Analysis of benchmark and state assessment data to measure progress toward maintaining/exceeding science proficiency goals.

Person responsible for monitoring outcome

Jennifer Ovalle

Evidence-based Intervention:

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

Description of Intervention #1:
Teachers will implement explicit science instruction that incorporates inquiry, investigation, academic vocabulary, and opportunities for students to communicate scientific understanding through writing. Students will engage in: Science notebook reflections Short constructed responses aligned to standards Analysis of diagrams, models, data tables, and investigations Academic discussions using science vocabulary Reading and responding to science-based informational texts Students who demonstrate Level 3 or higher proficiency in reading will receive additional opportunities to apply literacy skills through science integration in ELA, including analyzing informational texts, identifying key ideas, citing evidence, and writing explanations connected to science concepts. Teachers will use formative assessments and student work analysis to identify misconceptions, provide feedback, and adjust instruction.

Rationale:
Research supports that students develop stronger content understanding when they actively engage with content through discussion, writing, analysis, and application. Integrating science with literacy instruction strengthens comprehension, vocabulary, critical thinking, and students' ability to communicate scientific ideas using evidence.

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
Strengthen Science Writing and Evidence-Based Responses

Person Monitoring:
Jennifer Ovalle

By When/Frequency:
May 2027/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will embed structured writing opportunities into science instruction through science notebooks, CER responses, and constructed response questions aligned to grade-level standards. Students will explain scientific concepts using evidence, academic vocabulary, and reasoning.
PLC teams will review student writing samples monthly to identify trends, monitor understanding, and adjust instruction. Administration will monitor implementation through walkthroughs and review of student artifacts.

Action Step #2
Weekly PLC's and planning for science in ELA

Person Monitoring:
Jennifer Ovalle

By When/Frequency:
May 2027/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will intentionally embed grade-level science texts and concepts into ELA instruction for students performing at Level 3 or higher in reading. Students will practice analyzing informational text, identifying evidence, summarizing scientific concepts, and responding to science-based writing tasks. Teachers will monitor impact through student writing samples, comprehension checks, FAST data, and PLC discussions to ensure students are strengthening both reading and science skills.

Action Step #3
Science PLC's and planning

Person Monitoring:
Jennifer Ovalle

By When/Frequency:
May 2027/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will analyze formative assessments, common assessments, and student work to identify standards requiring additional instruction. PLC teams will collaborate to plan reteaching, enrichment, and instructional strategies based on student needs.
Progress will be monitored through assessment data, student work evidence, walkthroughs, and benchmark performance.

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.

Analysis of 2025–2026 mathematics data identified the need to increase mathematics achievement and accelerate growth for students receiving ESE services and students performing in the lowest quartile. The focus will be on strengthening foundational math skills, particularly computational fluency, problem-solving, and application of grade-level standards. ESE mathematics proficiency will increase from 52% to 70%, and learning gains will increase from 57% to 67%. Additionally, the percentage of students in the Lowest 25% (L25) demonstrating proficiency will increase from 40% to 65%. These needs were identified through achievement data indicating a need for targeted, systematic instruction and frequent progress monitoring to ensure students are receiving timely interventions and support.

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.

Math proficiency for the ESE subgroup will increase from 52% to 70% as measured by PM3 FAST

assessment.
Math Learning gains for the ESE subgroup will increase from 57% to 67% as measured by PM3 FAST assessment.
Math L25 learning gains for the ESE subgroup will increase from 40% to 65% as measured by PM3 FAST assessment.

Monitoring

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

Math proficiency and learning gains through targeted small-group instruction, intentional fluency practice, and ongoing progress monitoring using math running records.

Person responsible for monitoring outcome
Angela Ohmer

Evidence-based Intervention:

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

Description of Intervention #1:
Teachers will implement explicit, systematic mathematics instruction focused on building computational fluency, number sense, and problem-solving skills. Instruction will include daily fluency routines, targeted small-group instruction, and intentional opportunities for students to practice and apply grade-level skills. Teachers will use math running records and classroom data to identify student needs, provide targeted support, and adjust instruction.

Rationale:
Students in the ESE subgroup and Lowest 25% require additional targeted instruction to strengthen foundational math skills and accelerate achievement. Daily fluency practice, differentiated small-group instruction, and frequent progress monitoring will support students in developing automaticity, addressing skill gaps, and increasing proficiency and learning gains.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

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

Action Step #1
Implement Daily Math Fluency and Number Sense Routines

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

Angela Ohmer May 2027/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will provide daily opportunities for students to develop computational fluency through fact practice, number talks, spiral review, and targeted skill practice. Teachers will monitor student progress through student work samples, formative assessments, and math running records. PLC teams will review data to determine effectiveness and identify students requiring additional support.

Action Step #2
Use Math Running Records to Drive Small-Group Instruction

Person Monitoring: **By When/Frequency:**
Angela Ohmer May 2027/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will administer math running records to identify misconceptions, monitor fluency development, and determine instructional next steps. PLC teams will analyze data to group students for targeted instruction, reteaching, and intervention. Student growth will be tracked through data trackers and reviewed regularly to ensure students are progressing toward proficiency and learning gain goals.

Action Step #3
Provide Targeted Intervention for ESE and Lowest 25% Students

Person Monitoring: **By When/Frequency:**
Angela Ohmer May 2027/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students identified as ESE or in the Lowest 25% will receive targeted small-group instruction focused on prerequisite skills, fluency, and grade-level standards. Progress monitoring data, math running records, and assessment results will be reviewed through PLC and MTSS meetings to determine instructional adjustments and measure student growth toward proficiency targets.

Area of Focus #5

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

Instructional Practice specifically relating to Small-group 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.

Analysis of the 2025–2026 early literacy data identified K–2 reading proficiency as a critical area of focus. According to STAR Early Literacy and STAR Reading assessments, overall K–2 proficiency is 66%, with Kindergarten at 74%, Grade 1 at 57%, and Grade 2 at 68%. While Kindergarten students are performing above the overall K–2 average, Grade 1 and Grade 2 proficiency rates indicate a need for strengthened foundational literacy instruction and targeted intervention to ensure students are on

track for future reading success.

Strong early literacy skills are essential for student achievement in all content areas and are foundational to meeting grade-level expectations in grades 3–5. Data analysis revealed the need for increased consistency in core instruction, systematic phonics instruction through UFLI, and data-driven small-group instruction aligned to student needs. Focusing on these areas will support improved reading outcomes and prepare students for long-term academic success.

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 May 2026, the percentage of K–2 students scoring at or above benchmark on STAR Early Literacy and STAR Reading assessments will increase from 66% to 77%.

Grade-Level Targets:

- Kindergarten: Increase proficiency from 74% to 82%
- Grade 1: Increase proficiency from 57% to 74%
- Grade 2: Increase proficiency from 68% to 77%

Monitoring

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

All K–2 students will receive daily, explicit, systematic foundational reading instruction utilizing UFLI Foundations with fidelity. Teachers will implement daily differentiated small-group instruction based on STAR, UFLI assessments, and classroom data to address student needs in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Small groups will be flexible and adjusted regularly based on student performance data.

The school will monitor implementation through classroom walkthroughs, lesson plan reviews, PLC discussions, UFLI fidelity checks, and student data reviews. Student progress will be monitored through STAR assessments, UFLI progress monitoring tools, classroom formative assessments, and monthly data chats.

Person responsible for monitoring outcome

Jennifer Ovalle

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable

outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Teachers will implement UFLI Foundations daily with fidelity to provide explicit, systematic instruction in phonemic awareness, phonics, decoding, encoding, and high-frequency word recognition. In addition to core instruction, students will participate in daily differentiated small-group instruction based on STAR, UFLI, and classroom assessment data. Small groups will target identified skill deficits and provide enrichment opportunities to accelerate learning and increase proficiency. Implementation will be monitored through classroom walkthroughs, lesson plan reviews, PLC discussions, student work analysis, and UFLI fidelity checks. Student progress will be monitored using STAR assessments, UFLI progress monitoring assessments, classroom formative assessments, and monthly data reviews.

Rationale:
Research demonstrates that explicit, systematic phonics instruction combined with differentiated small-group instruction significantly improves early literacy outcomes. Analysis of school data identified foundational literacy skills as a primary area of need, particularly in Grades 1 and 2. Consistent implementation of UFLI Foundations and targeted small-group instruction will ensure students receive the support necessary to develop strong reading skills and achieve grade-level proficiency.

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
Daily UFLI Core Instruction

Person Monitoring:
Jennifer Ovalle

By When/Frequency:
May 2027/Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
All K–2 teachers will implement UFLI Foundations daily with fidelity to provide explicit, systematic instruction in foundational reading skills, including phonemic awareness, phonics, decoding, encoding, and high-frequency word recognition. Teachers will follow district pacing guides and utilize UFLI instructional routines to ensure consistency across classrooms.
The school will monitor implementation through classroom walkthroughs, lesson plan reviews, PLC discussions, and UFLI fidelity checks. Student progress will be monitored through UFLI assessments, classroom formative assessments, and STAR assessment data to ensure students are making adequate progress toward proficiency.

Action Step #2
Targeted Daily Small Group Reading Instruction

Person Monitoring:
Jennifer Ovalle

By When/Frequency:
May 2027/Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will provide daily differentiated small-group instruction based on STAR, UFLI, and classroom assessment data. Small groups will address specific student needs in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Groups will be flexible and adjusted regularly based on student performance and progress-monitoring results.
The school will monitor implementation through PLC discussions, intervention schedules, lesson plan reviews, and classroom walkthroughs. Student progress will be reviewed using ELFAC assessments, and classroom progress-monitoring measures to evaluate effectiveness and guide instructional adjustments.

Action Step #3
Monthly Data Analysis and Instructional Planning

Person Monitoring:
Jennifer Ovalle

By When/Frequency:
May 2027/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Grade-level teams will participate in monthly PLC meetings to analyze STAR, ELFAC, and classroom assessment data to identify trends, monitor student progress, and determine instructional next steps. Teachers will use data to identify students requiring additional support or enrichment and adjust instructional groupings accordingly.
The school will monitor implementation through PLC agendas, data tracking documents, student progress reports, and administrative participation in data discussions. Progress toward grade-level and schoolwide proficiency targets will be reviewed monthly to ensure the school remains on track to achieve the goal of increasing K–2 proficiency from 66% to 77%.

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.

Analysis of 2025–2026 FAST data:

Strengths

- Black students demonstrated **higher learning gains than Non-Black students** in both ELA (+13 percentage points) and Math (+7 percentage points), indicating that instructional interventions are accelerating student growth.
- Science proficiency is relatively comparable, with only a 5-point difference.
- The achievement gap is narrowing through strong growth, particularly in ELA.

Areas for Improvement

- Despite strong gains, Black students continue to perform below Non-Black peers in overall proficiency:

    - 16-point gap in ELA proficiency.
    - 12-point gap in Math proficiency.
    - 5-point gap in Science proficiency.
- The higher gains suggest many Black students are progressing but have not yet reached grade-level proficiency.
- The Black student subgroup is small (19 students in ELA, 17 in Math, 6 in Science), so individual student performance significantly impacts subgroup percentages. Monitoring each student's progress will be essential.

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, Lake St. George Elementary will increase the percentage of Black students scoring Level 3 or above on state assessments by:

- ELA: Increase proficiency from 63% to 73% (+10 percentage points).
- Mathematics: Increase proficiency from 76% to 84% (+8 percentage points).
- Science (Grade 5): Increase proficiency from 83% to 88% (+5 percentage points).

Additionally, the school will maintain strong academic growth by ensuring at least 75% of Black students achieve learning gains in ELA and at least 80% achieve learning gains in Mathematics, while reducing the proficiency gap between Black and Non-Black students in ELA and Mathematics by at least 5 percentage points.

Monitoring

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

Implementation and impact will be monitored through ongoing data analysis, classroom observations, and collaborative planning. Grade-level PLCs will meet biweekly to review formative assessment data, FAST progress monitoring results, common assessment data, and intervention effectiveness for each Black student.

Administrators and instructional coaches will conduct regular classroom walkthroughs to monitor the implementation of high-quality Tier I instruction, standards-aligned small-group instruction, differentiation, and culturally responsive instructional practices. Feedback will be provided to teachers, with coaching and professional learning aligned to identified instructional needs.

The leadership team will review subgroup proficiency and learning gain data following each FAST Progress Monitoring window as well as District assesments to determine whether students are on track to meet the annual goals. Adjustments to interventions, instructional groupings, and resource allocation will be made based on the data. Success will be measured by increased proficiency rates, sustained learning gains, and a reduction in the achievement gap between Black and Non-Black students by the end of the 2026–2027 school year.

Person responsible for monitoring outcome
Angela Ohmer, 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:
Lake St. George Elementary will implement a comprehensive instructional approach that combines strong Tier I core instruction with targeted, data-driven interventions through the Multi-Tiered System of Supports (MTSS). Instruction will be grounded in the district-adopted curriculum and evidence-based practices, including explicit instruction, standards-based small-group differentiation, frequent formative assessment, and targeted intervention aligned to individual student needs.

Rationale:
These interventions were selected because school data indicate that Black students are demonstrating strong learning gains but have not yet reached proficiency levels comparable to their peers. Providing timely, targeted instruction while maintaining access to rigorous grade-level content is expected to accelerate proficiency and reduce achievement gaps.

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
ELA, Math, and Science standards-based instruction with differentiation.

Person Monitoring:
Jen Ovalle

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
In ELA (Grades K-5), teachers will utilize structured literacy practices, explicit vocabulary instruction, close reading, and differentiated small-group instruction using district-approved resources such as UFLI Foundations and Flamingo intervention materials. Students identified through FAST and classroom assessment data as performing below proficiency will receive additional targeted instruction during the intervention block focused on foundational skills, comprehension, and written responses to text.
In Mathematics (Grades K-5), teachers will implement standards-aligned core instruction using the district-adopted curriculum while providing targeted small-group intervention focused on identified prerequisite skills, mathematical reasoning, problem-solving, and mathematical discourse. Intervention groups will be adjusted regularly based on formative assessment and FAST Mathematics data.
In Science (Grade 5), instruction will emphasize inquiry-based learning, academic vocabulary, hands-

on investigations, and integration of literacy strategies to strengthen students' ability to analyze informational text and explain scientific concepts.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

Analysis of the 2025–2026 attendance data identified chronic absenteeism as a significant area of focus impacting student achievement across all grade levels. During the 2025–2026 school year, 54 students were absent 10% or more of the school year, meeting the definition of chronic absenteeism. Chronic absenteeism reduces instructional time, limits access to interventions and enrichment opportunities, and negatively impacts academic achievement in reading, mathematics, science, and overall student engagement.

Review of attendance and academic performance data indicates that students with excessive absences are more likely to perform below grade-level expectations and experience difficulties maintaining academic growth. As a result, reducing chronic absenteeism has been identified as a critical need to improve student outcomes and ensure all students have equitable access to instruction.

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 May 2027, the number of students identified as chronically absent (absent 10% or more of enrolled school days) will decrease from 54 students to 35 students or fewer as measured by district attendance records.

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.

The school will implement a systematic attendance monitoring process to identify students at risk for chronic absenteeism and provide timely interventions. Attendance data will be reviewed weekly by administration, the school counselor, school social worker, and the DMT. Students approaching attendance thresholds will be identified early and provided targeted supports.

Implementation will be monitored through weekly attendance reports, parent communication logs, attendance intervention plans, MTSS documentation, and monthly attendance team meetings. Ongoing monitoring will allow the school to identify barriers to attendance, provide interventions, and evaluate the effectiveness of supports. Improved attendance is expected to increase instructional time, student engagement, and academic achievement outcomes.

Person responsible for monitoring outcome
Jennifer Ovalle

Evidence-based Intervention:

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

Description of Intervention #1:
The school will implement a comprehensive attendance support system that includes weekly attendance monitoring, early identification of attendance concerns, family engagement, attendance conferences, individualized attendance improvement plans, student mentoring, and positive attendance incentives. Attendance data will be reviewed regularly through the MTSS process to ensure students receive appropriate supports based on their level of need. Implementation will be monitored through attendance reports, MTSS documentation, parent communication logs, attendance conference records, and monthly attendance reviews.

Rationale:
Research supports the use of early warning systems, family engagement, and positive attendance interventions as effective strategies for reducing chronic absenteeism. Early identification and intervention help prevent attendance concerns from becoming chronic and improve student engagement and academic outcomes.

Tier of Evidence-based Intervention:
Tier 2 – Moderate 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
Bi-weekly Attendance Monitoring and Early Intervention

Person Monitoring:
Shannon O'Keeffe

By When/Frequency:
May 2027/Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The attendance team will review weekly attendance reports to identify students approaching or

exceeding attendance thresholds. Students demonstrating attendance concerns will be discussed during MTSS meetings and provided appropriate supports. Grade-level teams will review attendance data regularly and develop intervention plans for students at risk of chronic absenteeism.
The school will monitor implementation through attendance reports, MTSS documentation, intervention logs, and attendance team meeting notes. Attendance trends will be reviewed monthly to determine the effectiveness of interventions.

Action Step #2
Family Outreach and Attendance Conferences

Person Monitoring:
Angela Ohmer

By When/Frequency:
May 2027/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
School staff will contact families when attendance concerns arise through phone calls, emails, letters, and attendance conferences. Attendance expectations, barriers to attendance, and available supports will be discussed. Students with persistent attendance concerns will receive individualized attendance improvement plans.
The school will monitor implementation through parent communication logs, conference documentation, and attendance improvement plans. Attendance data will be reviewed following family outreach to determine the impact on student attendance.

Action Step #3
Positive Attendance Recognition and Incentive Program

Person Monitoring:
Jennifer Ovalle

By When/Frequency:
May 2027/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school will implement monthly attendance recognition programs to celebrate students, classrooms, and grade levels demonstrating strong attendance or significant improvement. Incentives may include certificates, recognition during announcements, classroom celebrations, and other positive reinforcement activities designed to promote regular attendance.
The school will monitor implementation through attendance recognition records, monthly attendance reports, and participation data. Attendance trends will be reviewed monthly to determine the effectiveness of the recognition program in reducing chronic absenteeism.

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