Pinellas County Schools

LEILA DAVIS ELEMENTARY SCHOOL

2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Encouraging life-long learners in an equitable and engaging environment with respect, kindness, and acceptance for ALL

Provide the school's vision statement

Success for ALL Students

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

Salima Lakhani

lakhanis@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Administrative, Instructional Leader

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.

Our process each year in developing our school improvement plan includes the formation of a voluntary team of teachers and staff members to develop our areas of focus based on current student performance data. Multiple meetings/workshops are conducted to narrow our focus and set goals for future performance. Input from students and parents is utilized in creating the plan and our School Advisory Council is the final group to provide feedback and approval of the plan.

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 will be monitored for positive impact following each *Progress Monitoring* cycle and adjustments made and actions steps created to ensure the plan is successful in attaining goals.

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	**50.5%**
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: B**

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	50	80	75	92	90	103				490
Absent 10% or more school days		12	9	9	11	14				55
One or more suspensions	0	0	1	2	1	2				6
Course failure in English Language Arts (ELA)	0	0	0	1	1	0				2
Course failure in Math	0	0	0	1	0	0				1
Level 1 on statewide ELA assessment	0	0	6	11	0	4				21
Level 1 on statewide Math assessment	0	5	10	8	4	1				28
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	0	2	2	1	0				5
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	1	3	2	0	0				6

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	7	7	2	1				17

Current Year 2026-27

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

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

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	82	91	95	109	100	117				594
Absent 10% or more school days	11	24	22	11	16	13				97
One or more suspensions		1	1		4	1				7
Course failure in English Language Arts (ELA)				1	1					2
Course failure in Math				1	2	2				5
Level 1 on statewide ELA assessment		2	10	25	6					43
Level 1 on statewide Math assessment		10	5	20	5	7				47
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	3	6	1					11
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		4	2	4	3					13

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	1	8	3	4				20

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		1	1	6						8
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*	75	68	62	70	64	59	68	61	57
Grade 3 ELA Achievement	76	70	61	69	67	59	76	63	58
ELA Learning Gains	68	65	63	60	62	60	65	64	60
ELA Lowest 25th Percentile	60	63	58	68	59	56	67	62	57
Math Achievement*	81	72	66	75	69	64	76	66	62
Math Learning Gains	69	69	64	67	67	63	64	68	62
Math Lowest 25th Percentile	67	56	50	43	56	51	43	58	52
Science Achievement	73	72	62	75	70	58	75	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	71%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	569
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***
71%	67%	67%	65%	59%	59%	

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	69%	No		
English Language Learners	64%	No		
Black/African American Students	63%	No		
Hispanic Students	63%	No		
Multiracial Students	77%	No		
White Students	76%	No		
Economically Disadvantaged Students	65%	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	75%	76%	68%	60%	81%	69%	67%	73%					
Students With Disabilities	69%	55%	77%	83%	71%	69%	69%	58%					
English Language Learners	57%		59%		61%	78%							
Black/African American Students	58%		64%		67%	64%							
Hispanic Students	60%	56%	62%	56%	75%	68%	67%	60%					
Multiracial Students	78%		75%		74%	81%							
White Students	82%	83%	71%	63%	86%	69%	68%	85%					
Economically Disadvantaged Students	66%	60%	67%	59%	69%	69%	65%	67%					

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	70%	69%	60%	68%	75%	67%	43%	75%					79%
Students With Disabilities	53%	56%	49%	43%	58%	63%	57%	71%					
English Language Learners	50%	60%	60%		50%	60%							79%
Black/African American Students	53%				67%								
Hispanic Students	56%	63%	67%	63%	65%	57%	28%	55%					76%
Multiracial Students	60%	75%	46%		64%	38%							
White Students	78%	74%	59%	78%	81%	72%	55%	81%					
Economically Disadvantaged Students	57%	61%	58%	67%	61%	58%	39%	63%					77%

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	68%	76%	65%	67%	76%	64%	43%	75%					72%
Students With Disabilities	51%	78%	63%	64%	53%	48%	29%	29%					
English Language Learners	33%		75%		44%	44%		50%					72%
Black/African American Students	40%		36%		67%	82%							
Hispanic Students	54%	56%	67%	75%	63%	60%	31%	58%					71%
Multiracial Students	38%				46%								
White Students	76%	86%	68%	67%	82%	66%	46%	81%					70%
Economically Disadvantaged Students	55%	64%	65%	70%	61%	57%	37%	57%					68%

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	75%	68%	7%	60%	15%
ELA	4	71%	66%	5%	60%	11%
ELA	5	80%	66%	14%	61%	19%
Math	3	83%	71%	12%	66%	17%
Math	4	87%	72%	15%	65%	22%
Math	5	74%	69%	5%	62%	12%
Science	5	73%	70%	3%	60%	13%

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?

Learning Gains of our L25 in Mathematics. Focus on fidelity of the intervention block in all grades and planning for small group instructional rotations.

Lowest Performance

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

Learning gains of our fourth and fifth grade students in the bottom quartile for reading underperformed all other measured areas. 60% of our students in the bottom quartile made a learning gain or years' worth of progress compared to 68% prior year.

Contributing factors include: Fidelity of planning for intervention (targeted skills) separate from pulling a small group during core instruction.

Greatest Decline

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

Learning gains of our fourth and fifth grade students in the bottom quartile (L25) for reading showed the greatest decline from prior year. 60% of our students in the bottom quartile made a learning gain or years' worth of progress compared to 68% prior year.

Contributing factors include: Fidelity of planning for intervention (targeted skills) separate from pulling a small group during core instruction. Opportunities for testing conditions and having student systems in place for executive functioning routines.

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.

There are presently no gaps when compared to state average. In reading, mathematics, and science, Leila Davis Elementary School exceeded every state average.

EWS Areas of Concern

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

1. Attendance of students missing more than 10% of the school year.
2. Students with multiple referrals

Highest Priorities

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

1. Reading and mathematics intervention planning and monitoring
2. Positive culture and environment: Student Agency focused on goal-setting and executive functioning.
3. Learning gains of lowest 25% in both reading and mathematics
4. Professional development (UFLI, Flamingo Small Group Instruction, Book Taco, Dreambox, MAST Cohort)
5. Bridging the Gap students

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

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

Area of Focus #1

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

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.

Differentiated action plans for each of our black students will be developed at the beginnning of the year to continue our ongoing efforts.. F.A.S.T. Cycle data, STAR Assessments, and progress-monitoring data collected from the 2025-26 school year showed a narrowing of the gap in performance compared to other subgroups.

Current Performance:

- K-2 Reading proficiency: 74%, Subgroup: 39%
- 3-5 Reading Proficiency: 75%, Subgroup: 56%
    - Learning gains: 70%, Subgroup: 62%
- K-2 Math proficiency: 78%, Subgroup: 50%
- 3-5 Math Proficiency: 82%, Subgroup: 65%
    - Learning gains: 70%, Subgroup: 62%
- Science Proficiency: 74%, Subgroup: 57%

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.

- Percent of all students showing learning gains in ELA and mathematics will increase from 62% to 75% as measured by F.A.S.T.
- Percent of students performing at grade level will increase to within 10% of school average in all content areas.

Monitoring

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

F.A.S.T. cycles 1-2, ELA Module assessments, Mathematics unit assessments, Science *Big Idea*

assessments, reading Running Records, ELFAC data, Amira, and Dreambox data. Monitoring these performance indicators will inform next steps for planning and instruction to meet desired year-end outcomes.

Person responsible for monitoring outcome
William Durst and Salima Lakhani

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:
Data Chats/PLC's and Collaborative Planning

Rationale:
For students that have had limited language exposure to develop literacy skills, students will need instruction in two related sets of skills: foundational reading skills and reading comprehension skills. Employing the evidence-based strategies and action steps will enable students to read words (alphabetics), 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 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
Equitable Supports to Close Gaps

Person Monitoring:	**By When/Frequency:**
Salima Lakhani	After each PM cycle

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1) Equitable reading support given through prioritizing enrollment in extended learning (ELP) opportunities, RAP (Read Across Pinellas) program, and time with hourly reading teachers.
2) Teachers and administrators are responsible for ensuring all students are actively engaged in rigorous grade-level instruction.
3) Intentional planning to ensure access to meet diverse needs in a rigorous environment.
4) Focus on family involvement and strong relations through various communication efforts.
5) Positive learning environments where students feel connected and motivated to succeed.
6) Strong schoolwide systems that ensure alignment of stakeholder resources and consistent implementation in every classroom.
7) Leverage the use of volunteers to push-in to classrooms and for mentorship.

Action Step #2
Identify and Plan for Students Not Meeting Benchmarks

Person Monitoring:
William Durst and Salima Lakhani

By When/Frequency:
Following formative district assessments and state testing cycles

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Monitoring: ELFAC progress, Growth in monthly, Running records, Portfolio checks (grade 3), Amira, Number of texts read and participation in Book Taco. Fidelity of Flamingo small group instruction during intervention block. Fidelity of UFLI routine in hourly reading teacher sessions. Preferential seating in classrooms and proximity to teacher.
1) Develop Intentional action steps for students in subgroup not meeting benchmarks in all content areas; including targeted instruction, monitoring progress after each progress monitoring cycle and district assessments to narrow achievement gaps.
2) Walkthrough observation data that monitors black student engagement. -incremental steps showing growth and narrowing of gaps each month with monthly Amira ISIP inventory and upward trends following each progress monitoring cycle of F.A.S.T.
3) Systematic monitoring of ELFAC data to provide targeted instruction and make changes in small groups.
4) Data PLC's and Individual Data Chats to lead with BTG performance compared to school and cohort.
5) Planning/PLC room will provide a focus on tracking our (BTG) student data compared to grade level cohort.

Area of Focus #2

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

Instructional Practice specifically relating to Collaborative Planning

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

F.A.S.T. Cycle data, STAR Assessments, and progress-monitoring data collected from the 2025-26 school year indicated positive trends in both ELA and math proficiency. Positive trends in learning gains and gains of our L25, specifically L25 math increasing 24%. There was a decrease of our reading L25 learning gains by 8% and Science proficiency which decreased 3%. Evidence of *Collaborative Planning* however was observed in the classrooms and lead to the highest proficiency levels for reading and math in the F.A.S.T. accountability system.

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.

- Percent of all students achieving ELA proficiency will increase from 74% (K-2nd) & 75% in

(3rd-5th) to 80%.

- Percent of Grade 3 students achieving ELA proficiency will increase from 76% to 80%
- Percent of all students achieving Mathematics proficiency will increase from 78% (K-2nd) to 82% and 81% (3rd-5th) to 85%
- Percent of students achieving Science proficiency will increase from 73% to 80%.
- 75% of our students in both Reading and Mathematics will make learning gains.
- 75% of our Lowest 25% will make learning gains in Reading and Mathematics
- Early Childhood learning gains will increase from 92% to 95% and the class score from 76% to 80%.

Monitoring

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

Florida Assessment of Student Thinking (F.A.S.T. cycles 1-2), ELA Module assessments, Amira IStation, Dreambox, Mathematics unit assessments, reading and math Running Records, FLKRS, and ELFAC. Monitoring these performance indicators will inform next steps for planning and instruction to meet desired year-end outcomes.

Person responsible for monitoring outcome

Salima Lakhani

Evidence-based Intervention:

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

Description of Intervention #1:

Intentional planning for differentiation throughout core (tier 1) instruction. This focus will be on PreK-5th grade in ELA, Math, and Science.

Rationale:

Teachers who participate in professional learning methodologies that promote collaboration and offer them opportunities for reflection apply what they learned nearly 90% of the time (Joyce and Showers). The world's top performing school systems enable teachers to work together and learn from one another while planning lessons jointly and observing each other teaching.

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
Focused and Sustainable Collaborative Planning

Person Monitoring:
William Durst / Salima Lakhani

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1) Intermediate teachers of ELA and Mathematics will utilize the Achievement Level Descriptors (ALD's) and "Gold Docs" to scaffold and plan tasks.
2) Intentional and planned for academic discourse across grade levels and content areas throughout whole group and small group instruction. Tools such as Collaboration Mats, Turn and Talk prompts pre-planned, etc.
3) Continue integrating writing-to-learn strategies through the use of math and science notebooks, where students can record their thinking using sentence stems, written explanations, and/or diagrams—to clearly explain real-world connections, scientific thinking, and mathematical reasoning.
4) Continue Integrating writing-to-learn strategies, such as math journals, sentence stems, and written explanations of problem-solving that clearly explain mathematical thinking and make real world connections.
5) Intentional planning and use of academic vocabulary across content areas. Incorporate writing to learn strategies to help students deepen their understanding by reflecting, and reasoning through ideas (all content areas) using oral/written language through journals, explaining strategies, error analysis, writing prompts or exit tickets.
6) Plan for student choice in their means of response, especially when students are asked to demonstrate mastery of a skill.
7) Teachers and administrators engage in Common Planning utilizing the PCS Effective Planning Protocol (T&L Handbook) and the Best Instructional Guide to Mathematics (B1G M) to support Implementation of the B.E.S.T. Standards to synthesize the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards.

Action Step #2
Intentional and Action-Oriented Data PLC's

Person Monitoring:
William Durst

By When/Frequency:
Bi-Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1) Utilize multiple forms of formative assessment and the District Data PLC Protocol to game plan to utilize differentiated resources to inform future instruction.
2) Establish PLC data meetings focused on intervention planning. Grade-level PLCs will meet biweekly to analyze common assessment data, identify students needing intervention, and develop targeted instructional responses based on specific skill deficits.
3) Implement a structured data conversation protocol. PLC teams will use established norms and protocols that promote trust, shared responsibility, solution-focused discussions, and healthy professional dialogue when reviewing student data
4) Provide timely, diagnostic interventions based on student needs. Teachers will use formative and common assessment results to provide immediate interventions targeting specific standards and skills rather than general remediation.
5)Monitor intervention effectiveness through collaborative progress reviews. PLC teams will regularly examine student progress data to determine the impact of interventions, adjust instructional

strategies, and share effective practices across classrooms.
6) Build collective responsibility for student achievement. Teachers, interventionists, and administrators will develop a schoolwide system in which all staff share responsibility for ensuring struggling students receive the support necessary to achieve proficiency.

Action Step #3
Support Executive Functioning through daily routines.

Person Monitoring:
William Durst / Salima Lakhani / VE Teachers

By When/Frequency:
Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Executive functioning skills are the brain's "management system." For elementary students, these skills include working memory, organization, attention, self-control, planning, task initiation, and flexible thinking. The most effective approach is to build these skills through daily classroom routines rather than isolated lessons.
1) Make Thinking Visible (Visual Checklists for multi-step tasks, Anchor charts for routines)
2) Teach Planning Explicitly (How to plan, time estimates, backward plan)
3) Strengthen Working Memory (graphic organizers, supports, limit directions to 1-3 steps)
4) Build Organization Habits
5) Develop Self-Monitoring Skills (check work, reflection activities, self-assess effort and focus)
6) Practice Regulation and Self-Control (Teach "Stop, Think, Choose", Use Mindfulness/Breathing exercises)
7) Teach and Practice Flexible Thinking
8) Support Task Initiation (timers, sentence stems, start assignments together)
9) Maintain Routines (add transition warnings for students minutes ahead)

Action Step #4
Utilize the Ignite, Investigate, and Inform Process in Planning for Science

Person Monitoring:
William Durst / Salima Lakhani

By When/Frequency:
Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will plan daily science instruction through the "Ignite, Investigate, Inform" framework at differentiated levels based on student engagement and performance on assessments.

Area of Focus #3

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

Instructional Practice specifically relating to Intervention

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.

Progress-monitoring cycle 3 data on state assessments collected from the 2025-26 school year indicated students in our bottom quartile (L25) made significant improvements in math learning gains. However, our L25 students in reading dropped slightly due to fidelity planning for small-group

instruction during intervention block that address specific skill deficits.

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.

- Percent of all students achieving ELA proficiency will increase from 74% (K-2nd) & 75% in (3rd-5th) to 80%.
- Percent of Grade 3 students achieving ELA proficiency will increase from 76% to 80%
- Percent of all students achieving Mathematics proficiency will increase from 78% (K-2nd) to 82% and 81% (3rd-5th) to 85%
- 75% of our students in both Reading and Mathematics will make learning gains.
- 75% of our Lowest 25% will make learning gains in Reading and Mathematics

Monitoring

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

Florida Assessment of Student Thinking (F.A.S.T. cycles 1-2), ELA Module assessments, Amira/ IStation monthly ISIP, Dreambox, Mathematics unit assessments, Running Records, and ELFAC. Monitoring these performance indicators will inform next steps for planning and instruction to meet desired year-end outcomes

Person responsible for monitoring outcome

William Durst

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:

Ensure fidelity of small group instruction/intervention is occurring in all classrooms during ELA and mathematics block. Ensure planning occurs that is designed and implemented according to evidence-based principles. -Explicit and systematic instruction -Scaffolded instruction based on requisite skills-Cognitive Engagement with Content -Formative assessment & corrective feedback -Small group math rotations are formed and scheduled based on need.

Rationale:

ELA: To develop literacy, students need instruction in two related sets of skills: foundational reading skills and reading comprehension skills. Employing the evidence-based strategies and action steps will enable students to read words (alphabetics), relate those words to their oral language, and read connected text with sufficient accuracy and fluency to understand what they read. Math: (Use and connect mathematical representations Effective teaching of mathematics engages students in making

connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving. Build procedural fluency from conceptual understanding.) Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

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

Description of Intervention #2:
Continue to build a culture of collaboration by establishing demonstration/model classrooms at each grade level where ELA and Mathematics teachers learn from and inspire one another. -Collaborative learning -Provide models such as step-by-step demonstrations -MAST Leadership -ELA Champs in all grade levels -Lead Flamingo teachers

Rationale:
Professional development that includes opportunities for collaboration and reflection improves the impact of training in compeling ways. Teachers who participate in professional learning methodologies that promote collaboration and offer them opportunities for reflection apply what they learned nearly 90% of the time (Joyce and Showers). The world’s top performing school systems enable teachers to work together and learn from one another while planning lessons jointly and observing each other teaching. Professional learning needs to be intensive and ongoing because the process of improving teaching and learning is not often smooth or instantly successful. Peer coaches work with colleagues by modeling or coteaching a lesson and reflect afterward to discuss what worked and what could be improved. This is part of the long-term process of continual improvement. This in-class professional learning is a hallmark of effective professional learning, allowing teachers to put knowledge into action.

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
Data-driven PLC's to Increase Learning Gains of Lowest 25%

Person Monitoring:	**By When/Frequency:**
William Durst / Salia Lakhani	weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1) Utilize multiple forms of formative assessment and the District Data PLC Protocol to game plan and utilize differentiated resources (ALD's and Gold Docs) to inform instruction.
2) Establish PLC data meetings focused on intervention planning. Grade-level PLCs will meet biweekly to analyze common assessment data, identify students needing intervention, and develop targeted instructional responses based on specific skill deficits.

3) Provide timely, diagnostic interventions based on student needs. Teachers will use formative and common assessment results to provide immediate interventions targeting specific standards and skills rather than general remediation.
4) Monitor intervention effectiveness through collaborative progress reviews. PLC teams will regularly examine student progress data to determine the impact of interventions, adjust instructional strategies, and share effective practices across classrooms.
5) Build collective responsibility for student achievement. Teachers, interventionists, and administrators will develop a schoolwide system in which all staff share responsibility for ensuring struggling students receive the support necessary to achieve proficiency.
6) Data analysis will occur with targeted action steps following each F.A.S.T. progress monitoring cycle.

Action Step #2
Collaborative Planning for the Intervention Block

Person Monitoring:
William Durst / Salima Lakhani

By When/Frequency:
Weekly / Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1) Utilize multiple formative assessments and the District Data PLC Protocol to game plan and utilize differentiated resources (ALD's and Gold Docs) to plan for instruction.
2) Intentional planning for mathematical misconceptions of our L25 students.
3) Using updated ELFAC data to plan for Flamingo small group routine in grades K-2nd.
4) Teachers regularly engage in data/student work analysis as well as intellectual prep & lesson rehearsal (previewing/ engaging in hands-on tasks, previewing videos and other digital resources) for upcoming lessons, while addressing gaps in learning.
5) Create action steps for students in our bottom quartile not meeting benchmarks in reading and mathematics in all grades; including targeted instruction, monitoring growth after each progress monitoring cycle and district assessments to narrow gaps.

Action Step #3
Fidelity of Small Group Instruction

Person Monitoring:
William Durst

By When/Frequency:
Ongoing Walkthroughs

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1) Planning during PLC's for Flamingo small group routine for primary grades.
2) Evidence of math small group rotation planning in place. Are the interventions scaffolded to the appropriate ALD of the group.
3) Evidence of oral language acquisition development by focusing on vocabulary prior to reading grade level text.
4) Utilize the content-area walkthrough tools to provide timely feedback to individual teachers as well as communicate and highlight evidence-based practices that are impacting student achievement with the entire staff.
5) Walkthrough observational data for teachers offering "on the spot" feedback.
6) Conduct instructional learning walks of grade level teams focused on small group instruction to build capacity of teachers.

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.

Build student agency where ownership of student growth is intrinsic academically, emotionally, and socially. While we have definitively showed improvement in percentage of our L25 making learning gains and progress towards proficiency, we need to continue this laser focus on fidelity of sustained small-group instruction and planning for intervention.

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.

1. Learning gains in reading will Increase from 70% to 75% and from 60%-75% with students in bottom quartile.
2. Learning gains in mathematics will Increase from 70% to 75% and from 67%-75% with students in bottom quartile.

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.

1. Progress-monitoring cycle data on state assessments collected from the 2025-26 school year indicated students in our bottom quartile (L25) made significant improvements in learning gains for mathematics and adequate progress towards proficiency and bucket gains.
2. Students will set their own goals at the beginning of the year in August. They will update a track their progress in FOCUS via FLFAST website following PM cycles.
3. Students understand both the points needed for proficiency and the focus on ultimately making a learning gain on FAST.

Person responsible for monitoring outcome

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:

Continued focus on establishing a risk-free and student-centered classroom environment that leads to

deep learning by *activating prior knowledge, increasing relevancy connected to student life, self-agency, and authentic engagement. -Academic discourse -Positive relationships -Deep motivation & approach -Learning Intentions, intentional focus on executive functioning.

Rationale:
Students thrive in classrooms that promote curiosity, improvement, and risk-taking. By tapping into student curiosities, relevance is created which results in not only higher levels of student engagement, but deeper and long-lasting learning. Learning becomes more meaningful when students not only know what they are learning, but why they are learning it. All students deserve to feel heard and valued in the classroom. Productive classrooms may buzz with conversation. When students contribute to the collective classroom experience, it motivates and engages them by creating a sense of belonging as well as the satisfaction of being appreciated for their thoughts and ideas. They are a valuable member of the classroom learning experience. Establishing clear expectations at the start of each lesson and providing timely, positive feedback during stretches of independent practice will ensure students build agency and confidence when tackling complex texts and tasks on their own

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

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

Description of Intervention #2:
Use of PBIS Rewards program to monitor and ensure all areas of our school are implementing Guidelines For Success (GFS). Use of Stanford Harmony program to actively teach; goal setting, understanding emotions, empathy, and problem solving.

Rationale:
Monitoring use of PBIS Rewards system gives our school-based leadership team valuable data to understand levels of participation across staff members and acknowledgement of students meeting our GFS. Continued need to explicitly teach social and emotional skills continue to exist. We made great progress last year with student agency needs to increase for our L25 students by recognizing them for "Aiming High" and instilling a belief system that they CAN do the work!.

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

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

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

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