

Pinellas County Schools

MARJORIE KINNAN RAWLINGS ELEM



2026-27 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 2
 - A. School Mission and Vision 2
 - B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2
 - C. Demographic Data..... 5
 - D. Early Warning Systems 6
- II. Needs Assessment/Data Review 9
 - A. ESSA School, District, State Comparison 10
 - B. ESSA School-Level Data Review 11
 - C. ESSA Subgroup Data Review 12
 - D. Accountability Components by Subgroup..... 13
 - E. Grade Level Data Review 16
- III. Planning for Improvement..... 17
- IV. Positive Learning Environment 41
- V. Title I Requirements (optional)..... 44
- VI. ATSI, TSI and CSI Resource Review 49
- VII. Budget to Support Areas of Focus 50

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

To educate and prepare each student for college, career and life

Provide the school's vision statement

Always expect the best- 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

Tammy Keiper

keipert@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

Oversee the entire SIP for MK Rawlings to ensure our goals are set, actions monitored, data reviewed, and success is reached for all.

Leadership Team Member #2

Employee's Name

Christina Powers

powerschr@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Monitor actions steps, analyze data and provide feedback to ensure goals are met

Leadership Team Member #3**Employee's Name**

Jacqueline Oester

oesterj@pcsb.org

Position Title

MTSS Coach

Job Duties and Responsibilities

Monitor data, provide PD to staff, support instruction towards success for all students

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.

Data is shared with staff and SAC regularly throughout the year to have discussions on areas of focus, strengths and areas for growth. Monthly meetings included discussions on SIP and Title I plans, use of staff and funding. This will continue with 25-26 end of year data and 26-27 on-going data. As the SIP draft is written, staff and SAC will be meeting to review, revise and put into action or plan. At our Back to School Bash, all families will be asked to review and comment on components of the plan. SIP will then be refined and accepted by staff and SAC.

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)).

Data will be shared with staff and SAC regularly throughout the year to have discussions on areas of focus, strengths and areas for growth. Monthly meetings will include discussions on SIP and Title I plans, use of staff and funding. We will continue to review and revise the plan based on data. Monitoring teams will be set up to focus on individual student growth via weekly standards trackers and review data at SBLT and PLCs to make decisions for each student as needed.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	ATSI
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) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: B 2023-24: A 2022-23: C 2021-22: C

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	52	61	75	61	47	54				350
Absent 10% or more school days	1	19	20	10	10	12				72
One or more suspensions	0	0	0	2	1	1				4
Course failure in English Language Arts (ELA)	0	0	0	0	0	0				0
Course failure in Math	0	0	0	0	0	0				0
Level 1 on statewide ELA assessment	0	4	15	8	7	8				42
Level 1 on statewide Math assessment	1	12	13	15	4	9				54
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	2	0	2	4	0				8
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	6	6	6	2	0				21

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	6	12	8	6	9				42

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	1	4	3	3	0	0				11
Students retained two or more times	0	0	0	0	0	0				0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	52	72	63	46	52	58				343
Absent 10% or more school days	1	25	16	11	9	15				77
One or more suspensions		1	2		1	3				7
Course failure in English Language Arts (ELA)										0
Course failure in Math						1				1
Level 1 on statewide ELA assessment		6	19	11	6	12				54
Level 1 on statewide Math assessment	1	13	15	15	7	8				59
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		3	4	1	3					11
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		9	11	5	4					29

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	1	9	7	6	7	10				40

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	8	2							12
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	58	68	62	61	64	59	59	61	57
Grade 3 ELA Achievement	46	70	61	73	67	59	74	63	58
ELA Learning Gains	65	65	63	55	62	60	68	64	60
ELA Lowest 25th Percentile	62	63	58	70	59	56	97	62	57
Math Achievement*	68	72	66	60	69	64	59	66	62
Math Learning Gains	76	69	64	59	67	63	74	68	62
Math Lowest 25th Percentile	62	56	50	50	56	51	77	58	52
Science Achievement	71	72	62	58	70	58	40	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)	ATSI
OVERALL FPPI – All Students	64%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	508
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
64%	61%	68%	47%	51%	50%	

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	37%	Yes	1	
English Language Learners	61%	No		
Asian Students	78%	No		
Black/African American Students	52%	No		
Hispanic Students	61%	No		
Multiracial Students	73%	No		
White Students	69%	No		
Economically Disadvantaged Students	62%	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	58%	46%	65%	62%	68%	76%	62%	71%					
Students With Disabilities	29%		33%		33%	53%							
English Language Learners	47%		57%		60%	74%		67%					
Asian Students	63%		73%		81%	93%							
Black/African American Students	48%	50%	50%	30%	58%	79%		50%					
Hispanic Students	53%	36%	65%		65%	68%		77%					
Multiracial Students	64%				82%								
White Students	69%	54%	72%		71%	69%		76%					
Economically Disadvantaged Students	58%	44%	67%	67%	68%	73%	53%	64%					

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	61%	73%	55%	70%	60%	59%	50%	58%		60%
Students With Disabilities	68%	93%	55%		28%	55%				30%
English Language Learners	61%	73%	54%		64%	63%		60%		60%
Asian Students	54%		47%		79%	53%		60%		62%
Black/African American Students	49%	67%	64%		44%	33%		44%		
Hispanic Students	76%	79%	62%		63%	76%		67%		59%
Multiracial Students	82%				73%					
White Students	60%	72%	48%	45%	60%	60%	58%	62%		
Economically Disadvantaged Students	56%	67%	52%	70%	59%	58%	54%	57%		59%

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	59%	74%	68%	97%	59%	74%	77%	40%					64%
Students With Disabilities	65%		92%		24%	83%							
English Language Learners	59%	54%	83%		69%	89%							64%
Asian Students	57%		65%		91%	100%							73%
Black/African American Students	32%		58%		42%	56%	67%	9%					
Hispanic Students	74%	79%	67%		74%	84%		75%					50%
Multiracial Students	69%				62%								
White Students	64%	81%	78%	100%	49%	65%	80%	38%					
Economically Disadvantaged Students	60%	76%	65%	95%	53%	68%	73%	36%					52%

Page 15 of 51

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	42%	68%	-26%	60%	-18%
ELA	4	56%	66%	-10%	60%	-4%
ELA	5	61%	66%	-5%	61%	0%
Math	3	60%	71%	-11%	66%	-6%
Math	4	67%	72%	-5%	65%	2%
Math	5	59%	69%	-10%	62%	-3%
Science	5	63%	70%	-7%	60%	3%

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?

Proficiency in 5th grade science increased by 13% from 58 to 71. We increased writing in science and monitoring of standards-based learning on a daily basis to ensure we provided revised instruction on areas needing improvement.

Increase in math growth for grades 3-5 was at 17% from 59 to 76. We had Pk-5th articulation related to common standards and PD led by our math coach. We reviewed and revisited the math intervention time.

Math proficiency in grades 3-5 was up 9% from 60 to 69 due to focused monitoring and action taken based on standards based data tasks.

Math learning gains for grades 4-5, L25 subgroup improved by 13% from 50 to 63 due to focused monitoring and action taken based on standards based data tasks.

Math learning gains for grades 4-5, black subgroup improved by 40% from 33 to 73 due to focused monitoring and action taken based on standards based data tasks.

Math proficiency in first grade increased by 8% from 45 to 53. We had Pk-5th articulation related to common standards and PD led by our math coach. We reviewed and revisited the math intervention time.

Lowest Performance

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

Third grade ELA data was our lowest proficiency rate at 46%. Conditions for learning and assessment were not consistent.

The number of students prepared to take STAR reading in kindergarten was only 3. Although kindergarten data was 67%, that was based on early literacy. Fidelity of Flamingo groups and UFLI

need to remain a focus.

In VPK, performance scores were 20/50 which was 3% lower than the district average. Learning gains were 18/30. New teams were not as collaborative in planning for each student to make their gains and improve language skills.

Greatest Decline

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

The proficiency rate for students in the ESE subgroup in grades 3-5 dropped 40% from 68 to 28 and the ESE subgroup in third grade dropped 55% from 93 to 38.. Standards-based interventions were not consistent.

The learning gains in ELA for 4-5 students in the black subgroup in grades 4-5 dropped by 34% from 84 to 50.

Kindergarten early literacy proficiency dropped 13% from 79 to 66. Fidelity of Flamingo groups and UFLI need to remain a focus.

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.

Third grade ELA has the greatest gap between school and district and school and state. The conditions for learning and expectations for student strategies when reading were not consistent across the grade level.

EWS Areas of Concern

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

The number of students missing 10%+ is still a main concern.

ELA proficiency in grades 3-5 dropped 3%, third grade dropping 27%, kindergarten dropping 13%.

ELA L25 in grades 4-5 dropped 7%.

Number of first graders being retained.

Number of kindergarteners not taking STAR reading at PM3.

Highest Priorities

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

Increase proficiency in ELA school-wide

Increase proficiency and growth for our ESE subgroup

Improve attendance

Continue growth in ELA, Math and Science

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.

Our school-wide area of focus is strengthening teacher understanding of grade-level standards to ensure that every component of the instructional day is intentionally planned to align with the goal of student mastery. Recent student achievement data indicates a significant need for deeper, more targeted instructional planning. Specifically, ELA proficiency declined by 3% in grades 3-5, declined by 27% in grade 3, declined by 13% in kindergarten and declined in our ESE subgroup (grades 3-5) by 40%. ELA learning gains decreased by 7% for our (L25) subgroup, decreased by 34% for our black subgroup and decreased by 22% for ESE subgroup. These declines highlight the need for a more rigorous and thoughtful approach to planning that not only emphasizes standards alignment but also ensures that instruction is accessible and responsive to student needs. Effective planning should include a strong grasp of grade-level expectations, intentional application of Universal Design for Learning (UDL) principles, varied differentiation strategies, and a clear understanding of how to bridge learning gaps through targeted small group instruction. In ELA, the specific instructional strategies we expect to see include explicit instructional practice, differentiation, purposeful questions, cooperative learning and an increase of writing across all contents in order to increase cognitive engagement with content, academic discourse and writing to learn. This comprehensive planning approach is essential to accelerate growth for all students, especially our most vulnerable learners.

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.

In VPK, the number students meeting learning gains, at least 12 points a month, will increase our rating from 18 to at least 25/30 based on growth from PM1 to PM3 STAR.

In Kindergarten, the percentage of students eligible to take STAR Reading on PM3 will increase from 5% to at least 25%.

In Kindergarten, ELA proficiency will increase from 65% to at least 70% as measured by PM3 STAR

Reading and Early Literacy.

In first grade, ELA proficiency will increase from 51% to at least 65% as measured by PM3 STAR Reading.

In second grade, ELA proficiency will increase from 55% to at least 70% as measured by PM3 STAR Reading.

In third grade, ELA proficiency will increase from 46% to at least 70% as measured by PM3 FAST.

In third grade, black subgroup, ELA proficiency will increase from 50% to at least 70% as measured by PM3 FAST.

In third grade, SWD subgroup, ELA proficiency will increase from 38% to at least 65% as measured by PM3 FAST.

In fourth grade, ELA proficiency will increase from 59% to at least 75% as measured by PM3 FAST.

In fifth grade, ELA proficiency will increase from 70% to at least 75% as measured by PM3 FAST.

In 3-5, ELA proficiency will increase from 58% to at least 75% as measured by PM3 FAST.

In 3-5, black subgroup, ELA proficiency will increase from 48% to at least 70% as measured by PM3 FAST.

In 3-5, SWD subgroup, ELA proficiency will increase from 28% to at least 62% as measured by PM3 FAST.

In 4-5, ELA learning gains will increase from 68% to 100% as measured by 2026 PM3 to 2027 PM3 FAST.

In 4-5, ELA L25 learning gains will increase from 63% to 100% as measured by 2026 PM3 to 2027 PM3 FAST.

In 4-5, black subgroup ELA learning gains will increase from 50% to 100% as measured by 2026 PM3 to 2027 PM3 FAST.

In 4-5, black L25 subgroup learning gains will increase from 30% to 100% as measured by 2026 PM3 to 2027 PM3 FAST.

In 4-5, SWD subgroup learning gains will increase from 33% to 100% as measured by 2026 PM3 to 2027 PM3 FAST.

Monitoring

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

Monitoring will start at the student level, followed by the classroom teacher, coaches, push in support staff and administration. Students will update data binders with teacher support at every assessment cycle- ISIP, module, unit, FAST, etc. Teachers will utilize daily monitoring sheets to track how students are doing on tasks that lead to successful understanding of the standard being taught. Teachers, coaches and push in staff will monitor class level data and closely monitor assigned students' data including- grades, Istation usage and growth, Dreambox usage and growth, module and unit assessments, FAST. Monthly students will meet with administration to review their data, growth and celebrate. Based on data and observations, PD and feedback will be provided for ELA reading and writing to ensure instruction in reading and writing is designed and implemented according to evidence-based principles. Based on data and observations, PD and feedback will be provided for ELA with a focus on instruction that is designed and implemented according to evidence-based principles. The specific instructional strategies we expect to see include explicit instructional practice, differentiation, purposeful questions, cooperative learning and an increase of writing.

Instructional Planning Reviews

- What: Lesson plans, unit plans, and PLC artifacts
- How: Regular review of instructional plans to ensure alignment with standards, appropriate rigor, and evidence of UDL, differentiation, and small group instruction

Classroom Observations and Walkthroughs

- What: Evidence of standards-based instruction, student engagement, differentiated strategies, and small group learning
- How: Use of a standards-aligned observation tool with a focus on explicit instruction, differentiation, purposeful questions, cooperative learning and an increase of writing

Professional Learning Community (PLC) Documentation

- What: PLC meeting notes and collaborative planning sessions that focus on unpacking standards, reviewing assessments, and planning instructional strategies
- How: Collection and review of PLC agendas, minutes, and action plans

Formative and Summative Student Data

- What: Student performance trends on classroom assessments, progress monitoring tools, and benchmark assessments
- How: Data analysis protocols during PLCs and data chats to assess instructional impact

Person responsible for monitoring outcome

Tammy Keiper, Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored

for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Our school-wide area of focus is strengthening teacher understanding of grade-level standards to ensure that every component of the instructional day is intentionally planned to align with the goal of student mastery. The specific instructional strategies we expect to see include explicit instructional practice, differentiation, purposeful questions, cooperative learning and an increase of writing across all contents.

Rationale:

Rationale: Explicit instructional practice for new content includes 1- full, clear explanations, 2- teacher modeling, 3- a worked-out sample, 4- full guidance and monitoring during student practice, 5- corrective feedback. Differentiation consists of the efforts of teachers to respond to variance among learners in a classroom. Whenever a teacher reaches out to an individual or small group to vary the teaching to create the best learning experience possible, that teacher is differentiating instruction. Differentiation can be a change in content, process, product or learning environment. Effective teaching uses purposeful questions to assess and advance students' reasoning. High-quality questions should be planned for possible student responses to lead students to reach the learning goal. Within whole group or small group instruction, students should have the time to interact through meaningful discourse of the content through cooperative learning experiences. This provides students the opportunity to work with other towards a common goal in which all members contribute. Studies show that cooperative learning can lead to better understanding of concepts while developing valuable social skills. Writing about reading (and other content) forces students to retrieve information in a way that supports long-term memories. Teaching writing about reading is a way to teach students to think critically.

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

Early Childhood

Person Monitoring:

Keiper & Powers

By When/Frequency:

August 2026 - May 2027

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

Teachers will utilize module curriculum and kickstart learning in VPK classrooms to ensure school-wide instructional routines with a focus on language acquisition are consistent and effectively implemented. Monitoring will be done through collaborative planning, classroom observations and data analysis.

Action Step #2

K-2 Instructional Decisions

Person Monitoring:

Keiper & Powers

By When/Frequency:

August 2026 - May 2027

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

Monitor, analyze and make instructional decisions based on ELFAC data at least five times a year. Through increased monitoring and data discussions, teachers will make instructional decisions and plan for appropriate Flamingo groups. Administrative monitoring of planning for groups, fidelity of routine and impact on student learning will be in place.

Action Step #3

Being Explicit

Person Monitoring:

Keiper & Powers

By When/Frequency:

August 2026 - May 2027

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

Provide targeted support and feedback centered on explicit, systematic, sequential approaches to reading and writing instruction. Focus on the use of a gradual release model delivered through brisk, purposeful instructional cycles that are responsive to student interests and levels of engagement.

Action Step #4

Differentiate For All

Person Monitoring:

Keiper & Powers

By When/Frequency:

August 2026 - May 2027

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

Ensure that differentiated instructional supports are planned for and consistently provided for all students during core instruction, independent work and small groups. This includes targeted interventions for students with learning gaps and enrichment opportunities for students needing extension, all informed by standards-aligned data. Differentiation can be based on content, process or the learning environment.

Action Step #5

Planned Questions

Person Monitoring:

Keiper & Powers

By When/Frequency:

August 2026 - May 2027

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

Incorporate intentional planning of higher-order, scaffolded questions with expected responses into ELA instruction to promote deeper thinking and student engagement. Teachers will analyze student responses to make in-time decisions for next steps in instruction to continue to increase student engagement and improved comprehension.

Action Step #6

Cooperative Opportunities

Person Monitoring:

Keiper & Powers

By When/Frequency:

August 2026 - May 2027

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

Intentionally plan and implement structured cooperative learning opportunities in ELA to promote student discourse, critical thinking and engagement. Teachers will monitor student participation, quality of conversation, and improved clarity of content through peer interaction.

Action Step #7

Put it in Writing

Person Monitoring:

Keiper & Powers

By When/Frequency:

August 2026 - May 2027

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

Consistently embed opportunities for students to write in response to reading during instruction. Use these written responses to assess comprehension of content, guide next instructional steps and provided targeted feedback that supports student growth and deepens understanding.

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.

Our school-wide area of focus is strengthening teacher understanding of grade-level standards to ensure that every component of the instructional day is intentionally planned to align with the goal of student mastery. Recent student achievement data indicates this focus helped us make increases in most areas of math. However, we need to continue to increase proficiency and learning gains for all students and therefore need to continue developing deeper, more targeted instructional planning. Specifically, Math growth fell by 5% in Kinderargten, learning gains decreased 2% for our SWD subgroup, and although an increase, proficiency for SWD was only at 33% and 3-5 math proficiency for our black subgroup was only at 53% (+9). These declines and low rates highlight the need for a more rigorous and thoughtful approach to planning that not only emphasizes standards alignment but also ensures that instruction is accessible and responsive to student needs. Effective planning should include a strong grasp of grade-level expectations, intentional application of Universal Design for Learning (UDL) principles, varied differentiation strategies, and a clear understanding of how to bridge learning gaps through targeted small group instruction. In Math, a tighter focus needs to be placed on planning instructional strategies that engage students in solving and discussing tasks that promote mathematical reasoning and problem solving that allow varied entry points and varies solution strategies. The specific instructional strategies we expect to see are lessons incorporating reasoning tasks using a school-wide problem solving routine, differentiation, purposeful questions, cooperative learning, and an increase of writing in order to increase cognitive engagement with content, academic discourse and writing to learn. This comprehensive planning approach is essential to accelerate growth for all students, especially our most vulnerable learners.

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.

In Kindergarten, Math proficiency will increase from 67% to at least 70% as measured by PM3 STAR Math.

In first grade, Math proficiency will increase from 53% to at least 70% as measured by PM3 STAR Math.

In second grade, Math proficiency will increase from 58% to at least 70% as measured by PM3 STAR Math.

In 3-5, Math proficiency will increase from 68% to at least 75% as measured by PM3 FAST.

In 3-5, black subgroup, Math proficiency will increase from 53% to at least 70% as measured by PM3 FAST.

In 3-5, SWD subgroup, Math proficiency will increase from 33% to at least 70% as measured by PM3 FAST.

In 4-5, Math learning gains will increase from 73% to 100% as measured by 2026 PM3 to 2027 PM3 FAST.

In 4-5, Math L25 learning gains will increase from 63% to 100% as measured by 2026 PM3 to 2027 PM3 FAST.

Monitoring

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

Monitoring will start at the student level, followed by the classroom teacher, coaches, push in support staff and administration. Students will update data binders with teacher support at every assessment cycle- ISIP, module, unit, FAST, etc. Teachers will utilize daily monitoring sheets to track how students are doing on tasks that lead to successful understanding of the standard being taught. They will have built in questioning and differentiation strategies to be implemented based on monitoring. Teachers, coaches and push in staff will monitor class level data and closely monitor assigned students' data including- grades, Istation usage and growth, Dreambox usage and growth, module and unit assessments, FAST. Monthly students will meet with administration to review their data, growth and celebrate. Based on data and observations, PD and feedback will be provided for Math with a focus on instruction that is designed and implemented according to evidence-based principles. The specific instructional strategies we expect to see are lessons incorporating reasoning tasks utilizing a school-wide problem solving routine, differentiation, purposeful questions, cooperative learning and an increase of writing in order to increase engagement and deepen understanding of math content.

Instructional Planning Reviews

- What: Lesson plans, unit plans, and PLC artifacts
- How: Regular review of instructional plans to ensure alignment with standards, appropriate rigor, and evidence of UDL, differentiation, and small group instruction

Classroom Observations and Walkthroughs

- What: Evidence of standards-based instruction, student engagement, differentiated strategies, and small group learning
- How: Use of a standards-aligned observation tool with a focus on incorporating reasoning tasks, differentiation, purposeful questions, cooperative learning and an increase of writing

Professional Learning Community (PLC) Documentation

- What: PLC meeting notes and collaborative planning sessions that focus on unpacking standards, reviewing assessments, and planning instructional strategies
- How: Collection and review of PLC agendas, minutes, and action plans

Formative and Summative Student Data

- What: Student performance trends on classroom assessments, progress monitoring tools, and benchmark assessments
- How: Data analysis protocols during PLCs and data chats to assess instructional impact

Person responsible for monitoring outcome

Tammy Keiper, Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Our school-wide area of focus is strengthening teacher understanding of grade-level standards to ensure that every component of the instructional day is intentionally planned to align with the goal of student mastery. The specific instructional strategies we expect to see are lessons incorporating reasoning tasks, purposeful questions, cooperative learning, differentiation and an increase of writing.

Rationale:

By shifting from routine tasks to reasoning tasks, students are engaged in high-cognitive demand tasks with multiple solution pathways. Effective teaching of mathematics engages students in solving and discussing tasks that promote mathematical reasoning and problem solving. Effective teaching of mathematics uses purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships. Incorporating collaborative opportunities promotes student-centered learning, fosters deeper understanding, builds critical thinking skills and promotes student engagement. To reach each student, differentiation in math is essential to ensure each student can access, engage with, and master grade-level content. Differentiation based on student readiness, interest or learning style can be done through content, process, product or learning environment. Integrating writing-to-learn strategies in mathematics helps

students deepen their understanding, communicate their thinking clearly and make meaningful connections.

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

School-wide Problem Solving Routine

Person Monitoring:

Keiper & Powers

By When/Frequency:

August 2026 - May 2027

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

Ensure planning and implementing lessons that include high-interest, standards-aligned tasks that promote meaningful reasoning and problem-solving, connected to students' real-world experiences and interests that align to the Mathematical Thinking and Reasoning Standards (MTRs). Provide students with a school-wide problem-solving tool to incorporate understanding of the problem, pictures, strategies, and written explanation of answers. Student tasks for evidence of deeper conceptual understanding, mathematical reasoning and written explanations will guide next steps in instruction.

Action Step #2

Differentiate for All

Person Monitoring:

Keiper & Powers

By When/Frequency:

August 2026 - May 2027

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

Ensure that differentiated instructional supports are consistently provided for all students during core instruction, independent work and small groups. This includes targeted interventions for students with learning gaps and enrichment opportunities for students needing extension, all informed by standards-aligned data. Differentiation can be based on content, process or the learning environment.

Action Step #3

Planned Questions

Person Monitoring:

Keiper & Powers

By When/Frequency:

August 2026 - May 2027

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

Incorporate intentional planning of higher-order, scaffolded questions with expected student responses and strategies into math instruction to promote student reasoning, deeper thinking and student engagement through mathematical discourse. Teachers will analyze student responses to make in-time decisions for next steps in instruction to continue to increase student engagement and deepen mathematical understanding.

Action Step #4

Cooperative Opportunities

Person Monitoring:

Keiper & Powers

By When/Frequency:

August 2026 - May 2027

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

Intentionally plan and implement structured cooperative learning opportunities in mathematics to promote student discourse, critical thinking and engagement. Teachers will monitor student participation, quality of conversation, and improved clarity of content through peer interaction.

Action Step #5

Put it in Writing

Person Monitoring:

Keiper & Powers

By When/Frequency:

August 2026 - May 2027

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

Consistently embed opportunities for students to write in mathematics using writing-to-learn strategies, such as journals, explaining strategies, error analysis, or exit tickets to clearly explain mathematical thinking and make real-world connections. Use these written responses to assess level of understanding of content, guide next instructional steps and provided targeted feedback that supports student growth and deepens understanding.

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.

Our area of focus in Science is strengthening teacher understanding of grade-level standards to ensure that every component of the instructional day is intentionally planned to align with the goal of student mastery. Based on the SSA data, we increased from 58% to 71%. However, our students in our black subgroup only had 44% proficient and in our students in our SWD subgroup only had 29% proficient. Therefore, a tighter focus needs to be placed on instructional strategies that engage students in tasks that promote deeper understanding of science concepts and vocabulary acquisition. The specific instructional strategies we expect to see are lessons incorporating thinking tasks, cooperative learning, and an increase of writing in order to increase engagement and deepen understanding of science content.

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.

In fifth grade, at least 75% of students will score at or above proficiency on the 2027 SSA (increasing from 71%).

At least 62% of students in the black subgroup will score at or above proficiency on the 2027 SSA (increasing from 44%).

At least 62% of students in the SWD subgroup will score at or above proficiency on the 2027 SSA (increasing from 29%).

Monitoring

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

Monitoring will start at the student level, followed by the classroom teacher, coaches, push in support staff and administration. Students will update data binders with teacher support at every assessment cycle- ISIP, module, unit, FAST, etc. Teachers will utilize daily monitoring sheets to track how students are doing on tasks that lead to successful understanding of the standard being taught. Teachers, coaches and push in staff will monitor class level data and closely monitor assigned students' data including- grades, formative tasks and module and unit assessments. Monthly students will meet with administration to review their data, growth and celebrate. Based on data and observations, PD and feedback will be provided for Science with a focus on instruction that is designed and implemented according to evidence-based principles. The specific instructional strategies we expect to see include incorporating thinking tasks, cooperative learning, and an increase of writing in order to increase engagement and deepen understanding of science content.

Instructional Planning Reviews

- What: Lesson plans, unit plans, and PLC artifacts
- How: Regular review of instructional plans to ensure alignment with standards, appropriate rigor, and evidence of UDL, differentiation, and small group instruction

Classroom Observations and Walkthroughs

- What: Evidence of standards-based instruction, student engagement, differentiated strategies, and cooperative group learning
- How: Use of a standards-aligned observation tool with a focus on incorporating rigorous tasks, cooperative learning and an increase of writing

Professional Learning Community (PLC) Documentation

- What: PLC meeting notes and collaborative planning sessions that focus on unpacking standards, reviewing assessments, and planning instructional strategies
- How: Collection and review of PLC agendas, minutes, and action plans

Formative and Summative Student Data

- What: Student performance trends on classroom assessments, progress monitoring tools, and benchmark assessments
- How: Data analysis protocols during PLCs and data chats to assess instructional impact

Person responsible for monitoring outcome

Tammy Keiper, Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Our area of focus in Science is strengthening teacher understanding of grade-level standards to ensure that every component of the instructional day is intentionally planned to align with the goal of student mastery. The specific instructional strategies we expect to see are lessons incorporating thinking tasks, cooperative learning, and an increase of writing in science.

Rationale:

Our focus of strengthening teacher understanding of grade-level standards to ensure that every component of the instructional day is intentionally planned to align with student mastery. This is grounded in our commitment to ensuring all students receive high-quality, equitable learning experiences aligned to evidence-based practices. Research shows that effective science instruction includes opportunities for students to engage in rigorous tasks that promote critical thinking, apply scientific reasoning and deepen conceptual understanding. By integrating cooperative learning structures, students are encouraged to collaborate, communicate and construct knowledge together. Incorporating frequent, purposeful writing in science supports students in organizing their thinking, articulate scientific claims with evidence and develop content-specific literacy.

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

Thinking Tasks and Vocabulary

Person Monitoring:

Keiper

By When/Frequency:

August 2026 - May 2027

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

Ensure our plans provide all students with consistent opportunities to engage in complex, grade-level content and activities aligned to the rigor of the standard that incorporates teaching the students how to think about the content and utilize appropriate scientific vocabulary. This could include using

models, diagrams, higher-order questions, or investigations that allow students to apply learning to real-world situations and engage in meaningful, standards-aligned conversations. This is a school-wide goal that will also be incorporated in specials contents- PE, Art and Music.

Action Step #2

Cooperative Opportunities

Person Monitoring:

Keiper & Powers

By When/Frequency:

August 2026 - May 2027

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

Intentionally plan and implement structured cooperative learning opportunities in Science to promote student discourse, critical thinking and engagement. Teachers will monitor student participation, quality of conversation, and improved clarity of content through peer interaction.

Action Step #3

Put it in Writing

Person Monitoring:

Keiper & Powers

By When/Frequency:

August 2026 - May 2027

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

Consistently embed opportunities for students to write in science using writing-to-learn strategies through the use of science notebooks, where students can record their thinking, provide written explanations or create diagrams to clearly explain scientific thinking and make real-world connections. Use these written responses to assess level of understanding of content, guide next instructional steps and provided targeted feedback that supports student growth and deepens understanding. Specialists will also utilize journals and provide opportunities for students to increase writing when making connections between science and content.

Area of Focus #4

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.

Our school-wide area of focus is strengthening teacher understanding of grade-level standards to ensure that every component of the instructional day is intentionally planned to align with the goal of student mastery. Recent student achievement data indicates a significant need for deeper, more targeted instructional planning. Specifically, our subgroup data shows a 17% decrease in third grade ELA proficiency and a 34% decrease in 4-5 ELA learning gains.

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.

In third grade, black subgroup, ELA proficiency will increase from 50% to at least 70% as measured by PM3 FAST.

In 3-5, black subgroup, ELA proficiency will increase from 48% to at least 70% as measured by PM3 FAST.

In 4-5, black subgroup ELA learning gains will increase from 50% to 100% as measured by 2026 PM3 to 2027 PM3 FAST.

In 4-5, black L25 subgroup ELA learning gains will increase from 30% to 100% as measured by 2026 PM3 to 2027 PM3 FAST.

In 3-5, black subgroup, Math proficiency will increase from 53% to at least 70% as measured by PM3 FAST.

In 4-5, black subgroup Math learning gains will increase from 73% to 100% as measured by 2026 PM3 to 2027 PM3 FAST.

In 4-5, black L25 subgroup Math learning gains will increase from 63% to 100% as measured by 2026 PM3 to 2027 PM3 FAST.

At least 62% of students in the black subgroup will score at or above proficiency on the 2027 SSA (increasing from 44%).

Monitoring

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

Monitoring will start at the student level, followed by the classroom teacher, coaches, push in support staff and administration. Students will update data binders with teacher support at every assessment cycle- ISIP, module, unit, FAST, etc. Teachers will utilize daily monitoring sheets to track how students are doing on tasks that lead to successful understanding of the standard being taught. They will have built in questioning and differentiation strategies to be implemented based on monitoring. Teachers, coaches and push in staff will monitor class level data and closely monitor assigned students' data including- grades, Istation usage and growth, Dreambox usage and growth, module and unit assessments, FAST. Monthly students will meet with administration to review their data, growth and celebrate. Based on data and observations, PD and feedback will be provided with a focus on instruction that is designed and implemented according to evidence-based principles. The specific instructional strategies we expect to see are lessons incorporating reasoning tasks, purposeful questions, cooperative learning, differentiation and an increase of writing.

Instructional Planning Reviews

- What: Lesson plans, unit plans, and PLC artifacts
- How: Regular review of instructional plans to ensure alignment with standards, appropriate rigor, and evidence of UDL, differentiation, and small group instruction

Classroom Observations and Walkthroughs

- What: Evidence of standards-based instruction, student engagement, differentiated strategies, and small group learning with an equity-focus
- How: Use of a standards-aligned observation tool to provide feedback and coaching centered on standards-based planning and subgroup engagement

Professional Learning Community (PLC) Documentation

- What: PLC meeting notes and collaborative planning sessions that include discussion of subgroup progress and next steps
- How: Collection and review of PLC agendas, minutes, and action plans

Formative and Summative Student Data

- What: Student performance trends on classroom assessments, progress monitoring tools, and benchmark assessments
- How: Data analysis protocols during PLCs and data chats to assess instructional impact

Person responsible for monitoring outcome

Tammy Keiper, Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Our school-wide area of focus is strengthening teacher understanding of grade-level standards to ensure that every component of the instructional day is intentionally planned to align with the goal of student mastery. In order to increase the focus for the black subgroup, we will increase collaboration to engage in meaningful discussion and collective goal setting around improving student outcomes including strengthening a culture of high expectations and equity for all students.

Rationale:

Our school-wide focus is to deepen teacher understanding of grade-level standards to ensure that all components of instruction are intentionally aligned with student mastery. However, student outcome data reveals persistent achievement gaps, particularly for our Black students. These disparities highlight the urgent need to implement equity-centered instructional practices and increase staff capacity to plan and deliver rigorous, culturally responsive instruction. To address this, we will enhance collaboration among instructional staff to engage in meaningful, data-informed dialogue and collective goal setting that targets improved outcomes for Black students. Strengthening a culture of high expectations, inclusivity, and academic belonging is critical to ensuring equity for all learners.

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

High Expectations

Person Monitoring:

Keiper & Powers

By When/Frequency:

August 2026 - May 2027

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

Set and communicate clear, high academic expectations while providing the support needed to achieve them. Implement strategies that build positive student-teacher relationships and celebrate academic growth and contributions of Black students publicly and consistently

Action Step #2

Data-Focused Planning

Person Monitoring:

Keiper & Powers

By When/Frequency:

August 2026 - May 2027

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

Disaggregate student achievement and growth data by race/ethnicity during data chats and PLCs. Identify learning trends for Black students in ELA and Math. Use the data in planning to drive small group instruction specifically targeting identified gaps in Black student performance. Teachers use the ALDs to ensure students are receiving instruction at the next level of complexity of the benchmark with the goal of providing evermore increasing complexity as the student grows in that area. Teachers incorporate checks for understanding to provide immediate actionable feedback.

Action Step #3

Meeting Student Needs

Person Monitoring:

Keiper & Powers

By When/Frequency:

August 2026 - May 2027

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

Planning includes culturally relevant content and instructional materials in daily lessons and embeds Universal Design for Learning (UDL) principles in lesson planning to improve access to content. Provide multiple entry points and modalities for learning aligned to individual strengths and interests.

Area of Focus #5

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.

Our school-wide area of focus is strengthening teacher understanding of grade-level standards to ensure that every component of the instructional day is intentionally planned to align with the goal of student mastery. Recent student achievement data indicates a significant need for deeper, more targeted instructional planning. Our SWD subgroup data dropped in all ELA categories, down 44% in third grade ELA proficiency, down 40% in grades 3-5 ELA proficiency and down 22% in ELA gains.

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.

In third grade, SWD subgroup, ELA proficiency will increase from 38% to at least 65% as measured by PM3 FAST.

In 3-5, SWD subgroup, ELA proficiency will increase from 28% to at least 62% as measured by PM3 FAST.

In 4-5, SWD subgroup learning gains will increase from 33% to 100% as measured by 2026 PM3 to 2027 PM3 FAST.

In 3-5, SWD subgroup, Math proficiency will increase from 33% to at least 70% as measured by PM3 FAST.

In 4-5, SWD subgroup Math learning gains will increase from 53% to 100% as measured by 2026 PM3 to 2027 PM3 FAST.

At least 62% of students in the SWD subgroup will score at or above proficiency on the 2027 SSA (increasing from 29%).

Monitoring

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

Monitoring will start at the student level, followed by the classroom teacher, coaches, push in support staff and administration. Students will update data binders with teacher support at every assessment cycle- ISIP, module, unit, FAST, etc. Teachers will utilize daily monitoring sheets to track how students are doing on tasks that lead to successful understanding of the standard being taught. They will have built in questioning and differentiation strategies to be implemented based on monitoring. Teachers, coaches and push in staff will monitor class level data and closely monitor assigned students' data including- grades, Istation usage and growth, Dreambox usage and growth, module and unit assessments, FAST. Monthly students will meet with administration to review their data, growth and

celebrate. Based on data and observations, PD and feedback will be provided with a focus on instruction that is designed and implemented according to evidence-based principles. The specific instructional strategies we expect to see are lessons incorporating reasoning tasks, purposeful questions, cooperative learning, differentiation and an increase of writing.

Instructional Planning Reviews

- What: Lesson plans, unit plans, and PLC artifacts
- How: Regular review of instructional plans to ensure alignment with standards, appropriate rigor, and evidence of UDL, differentiation, and small group instruction

Classroom Observations and Walkthroughs

- What: Evidence of standards-based instruction, student engagement, differentiated strategies, and small group learning with an equity-focus
- How: Use of a standards-aligned observation tool to provide feedback and coaching centered on standards-based planning and subgroup engagement

Professional Learning Community (PLC) Documentation

- What: PLC meeting notes and collaborative planning sessions that include discussion of subgroup progress and next steps
- How: Collection and review of PLC agendas, minutes, and action plans

Formative and Summative Student Data

- What: Student performance trends on classroom assessments, progress monitoring tools, and benchmark assessments
- How: Data analysis protocols during PLCs and data chats to assess instructional impact

Person responsible for monitoring outcome

Tammy Keiper

Evidence-based Intervention:

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

Description of Intervention #1:

Our school-wide area of focus is strengthening teacher understanding of grade-level standards to ensure that every component of the instructional day is intentionally planned to align with the goal of student mastery. In order to increase the focus for the SWD subgroup, we will increase collaboration to engage in meaningful discussion and collective goal setting around improving student outcomes including strengthening a culture of high expectations and equity for all students.

Rationale:

Our school-wide focus is to deepen teacher understanding of grade-level standards to ensure that all components of instruction are intentionally aligned with student mastery. However, student outcome data reveals persistent achievement gaps, particularly for our students with disabilities subgroup.

These disparities highlight the urgent need to implement equity-centered instructional practices and increase staff capacity to plan and deliver rigorous, appropriately scaffolded instruction. To address this, we will enhance collaboration among instructional staff to engage in meaningful, data-informed dialogue and collective goal setting that targets improved outcomes for students. Strengthening a culture of high expectations, inclusivity, and academic belonging is critical to ensuring equity for all learners

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

High Expectations

Person Monitoring:

Keiper & Powers

By When/Frequency:

August 2026 - May 2027

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

Set and communicate clear, high academic expectations while providing the support needed to achieve them. Implement strategies that build positive student-teacher relationships and celebrate academic growth and contributions of SWD publicly and consistently.

Action Step #2

Data-Focused Planning

Person Monitoring:

Keiper & Powers

By When/Frequency:

August 2026 - May 2027

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

Disaggregate student achievement and growth data by subgroup to analyze and discuss at data chats and PLCs. Identify learning trends for SWD in ELA and Math. Use the data in planning to drive small group instruction specifically targeting identified gaps for SWD performance. During planning, teachers use the ALDs to ensure students are receiving instruction at the next level of complexity of the benchmark with the goal of providing evermore increasing complexity as the student grows in that area. Teachers incorporate checks for understanding to provide immediate actionable feedback.

Action Step #3

Meeting Student Needs

Person Monitoring:

Keiper & Powers

By When/Frequency:

August 2026 - May 2027

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

Planning includes accessing students' prior knowledge, vocabulary acquisition, scaffold supports, checks for understanding and relevant content and instructional materials in daily lessons. Teachers embed Universal Design for Learning (UDL) principles in lesson planning to improve access to content. Provide multiple entry points and modalities for learning aligned to individual strengths and

interests.

Area of Focus #6

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

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

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

A specific focus on ELA for primary grade levels (VPK-3rd) is identified to provide earlier intervention for primary students to be better prepared for the rigor of instruction and expectation for reading proficiency in third grade. Based on the 2025-2026 assessment results, only 5% of students in kindergarten were at the level to engage on STAR Reading, 49% of first graders and 45% of second graders indicate they are not on track to pass the grade 3 ELA assessment based on STAR and 54% of third graders scored below level 3 on the FAST.

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.

In VPK, the number students meeting learning gains, at least 12 points a month, will increase our rating from 18 to at least 25/30 based on growth from PM1 to PM3 STAR.

In Kindergarten, the percentage of students eligible to take STAR Reading on PM3 will increase from 5% to at least 25%.

In Kindergarten, ELA proficiency will increase from 65% to at least 70% as measured by PM3 STAR Reading and Early Literacy.

In first grade, ELA proficiency will increase from 51% to at least 65% as measured by PM3 STAR Reading.

In second grade, ELA proficiency will increase from 55% to at least 70% as measured by PM3 STAR Reading.

In third grade, ELA proficiency will increase from 46% to at least 70% as measured by PM3 FAST.

Monitoring

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

Impact of the actions steps will be monitored through review of planning artifacts, student work, formative assessment data and classroom observation.

Person responsible for monitoring outcome

Tammy Keiper. 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:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Formative Assessments

Person Monitoring:

Keiper & Powers

By When/Frequency:

August 2026 - May 2027

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

Establish a system for ongoing formative assessment to identify and respond to individual student needs across all components of ELA. Instruction will be adjusted based on data to provide targeted small group instruction, purposeful scaffolding, differentiation and writing opportunities during core instruction. The use of ELFAC at least 5 times per year in K-2 will be used to provide targeted small group Flamingo groups.

Action Step #2

Planning for All

Person Monitoring:

Keiper & Powers

By When/Frequency:

August 2026 - May 2027

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

Leverage PLCs and Collaborative planning structures to ensure intentional planning for all components of the ELA block, using student data to guide instructional decisions and strategies. A focus will be placed on third grade planning and instructional delivery with increased data analysis.

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.

Our data improved for the average attendance rate 92 to 93% and the number of students missing 20+ decreased from 23 to 8. However, the number of students missing 10+ increased from 89 to 94 students. This is 25% of our students missing too many days and has an impact on student learning. Kindergarten had 20 students and first grade had 22 students missing more than 10%.

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.

Our rate of attendance will increase to 95%, less than 75 students will miss 10% and less than 5 students will miss more than 20% of school.

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.

Overall attendance data is monitored by CST. Teachers monitor daily attendance and reach out when students miss more than 1 day in a row or more than 3 days in a month. Teachers monitor the impact attendance has on the student's learning and makes this known to the parent. Students monitor their celebrations when meeting monthly with the Principal. Monthly perfect attendance is the first data to be celebrated and students will mark in their data binders if they earn this celebration. Teachers set goals with students based on data celebrated. On Rawlings new conference form, there is a place for attendance that will be reviewed with the parent.

Person responsible for monitoring outcome

Tammy Keiper, 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:

Identify and address the root causes of poor attendance through supportive and relationship-based approaches. Rather than focusing solely on compliance or punitive measures, this strategy emphasizes early identification, personalized outreach, and school-home partnerships to remove barriers that prevent students from attending regularly.

Rationale:

Student attendance directly impacts academic achievement, engagement, and long-term educational outcomes. Chronic absenteeism disrupts learning continuity, widens achievement gaps, and disproportionately affects historically underserved student populations. Research shows that students who are frequently absent are more likely to fall behind academically, struggle with grade-level content, and have lower graduation rates. In our school, attendance data reveals patterns of chronic absenteeism that correlate with lower academic performance, especially among targeted subgroups. By prioritizing attendance as a school-wide goal, we aim to improve student access to daily instruction, strengthen relationships between school and home, and create a culture where every day of learning is valued. Improving attendance is not just a compliance issue—it is an equity issue. Addressing barriers to attendance through proactive, supportive strategies will ensure that all students, particularly those most at risk, are present, engaged, and able to thrive academically and socially.

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

Building our Community

Person Monitoring:

Tammy Keiper

By When/Frequency:

August 2026-May 2027

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

Intensify efforts through our Child Study Team (CST) to improve attendance by increasing family communication, monitoring trends, and implementing targeted supports by building strong, trusting relationships with families through regular communication, check-ins, and home visits if necessary. Use culturally responsive practices to ensure families feel seen, heard, and supported.

Action Step #2

Communication Consistency

Person Monitoring:

Tammy Keiper

By When/Frequency:

August 2026-May 2027

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

The CST will work with grade-level teams to develop communication templates that highlight which standards and skills families should reinforce at home, eliminating inconsistencies across classrooms and ensuring all families receive clear, actionable guidance.

Action Step #3

Break the Barriers

Person Monitoring:

Tammy Keiper

By When/Frequency:

August 2026 - May 2027

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

The CST will regularly review data on family participation, communication frequency, and academic outcomes to identify which strategies are most effective. Additionally, we will gather feedback from families quarterly to understand their perceptions of how well events and resources connect to academics, allowing us to refine our approach continuously based on their input and needs. We will partner with community agencies to identify and address specific obstacles to attendance, such as transportation issues, housing instability, health needs, or caregiver responsibilities.

Action Step #4

Attendance Incentives

Person Monitoring:

Tammy Keiper

By When/Frequency:

August 2026 - May 2027

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

Title I funds will be used to support our attendance initiatives to support consistent routines that ensure access to daily reading and math instruction such as alarm clocks, dry erase refrigerator calendars, dry erase markers, academic planners / homework trackers, family routine checklists (morning/evening routines), goal-setting sheets (attendance + academic goals), visual schedules for homework and study time, reminder tools (checklists, trackers).

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.

A SIP one-page document will be created and physically distributed to all families that is in practical language. It will also be posted on our school Facebook page and school website. The SIP is also shared/reviewed in person at the Annual Title I meeting as well as at multiple SAC and PTA meetings throughout the year. A recording of the Title I meeting will also be posted on the website and sent through FOCUS to families.

<https://rawlings-es.pcsb.org/>

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)).

We are continuing with our 4th Annual Community Resource Fair / Meet the teacher event on a Saturday to allow for more participation. We are using family friendly folders in Pre-K and Kindergarten to send home monthly calendars of events. Students in grades 1-5 will utilize agendas for home and school communication. Teachers call parents directly to invite them to events. Student led conferences will be held at each assessment cycle to show progress towards BEST standards. This year, we will rotate monthly between Lunch Munch and Family Breakfast events that will be a time for families to casually join us at school while being provided insight to the current math concepts being taught at each grade level. At all family events, take-home materials and suggestions will be

provided.

<https://rawlings-es.pcsb.org/>

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)).

We will ensure Core instruction uses high-yield strategies that incorporate differentiation, scaffolding and UDL to meet the needs of all students. All non-classroom staff will be trained in order to provide push-in support to students as needed. An ELP plan will be created to extend the learning time for students through tutoring and enrichment. All students in grades 3-5 will be encouraged to take home school laptops to continue learning on assigned programs at home. We will have a before school Early Birds program for students not taking home computers to complete online tasks outside of the learning day.

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)).

Our Title I Plan was created to benefit all students and our SIP focused on attendance incorporates partnerships with resources to support families.

ESOL[1]MK Rawlings Elementary School will ensure the unique needs of ESOL students are being met by the following strategies:

- Ensuring high-quality, standards-based and culturally responsive educational programs for ESOL students and families.
- Provide professional development for all educators working with ESOL students. 3. Providing information to families in their native language to the extent possible.

IDEA (ESE):

- MK Rawlings Elementary School will conduct meetings with parents and our ESE team to discuss policies and procedures for ESE students, as well as, the specific learning needs and expectations for ESE students.

Title II (Professional Learning dept.):

- MK Rawlings Elementary School will take advantage of any support provided by the district in regards professional learning.

Community partners:

- We have a RAP tutor the supports K-2.
- We have support for Mindfulness from our community partner that comes weekly to work with identified classes.
- We have 10-12 students participate in Sing Out and Read each quarter.
- We have a community resource event prior to school opening and during Student-led Conference night.

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)).

We have a RAP tutor the supports K-2 ELA and Math. We have support for Mindfulness from our community partner that comes weekly to work with identified classes. We have 10-12 students participate in Sing Out and Read each quarter. We have community resource events prior to school opening and during Student-led Conference night.

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)).

The Multi-Tiered System of Supports (MTSS) model aligns resources in schools for providing high quality instruction and intervention matched to student needs. The MTSS model addresses both academic and behavior needs of students through instruction and interventions developed to meet those needs. The problem solving/response to intervention (PS/Rti) component of MTSS is required in Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Improvement Act (IDEA 2004).

In an effective Multi-Tiered System of Supports: learning is accelerated to close gaps and prevent new ones; fewer students are at risk over time; decisions about who needs additional support can be made rapidly; rates of intervention success are high; and goals are defined in terms of improved achievement.

The school based MTSS coach is used to support the framework by facilitating or modeling the components of MTSS: provide opportunities to practice problem-solving skills; provide collaborative / performance feedback to staff; develop coaching activities based on PD feedback, implementation fidelity; and student outcomes.

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)).

We will revamp our data room to monitor big picture data with transparency to make it a school-wide focus. We will continue to support teachers in developing monitoring tools to be used daily to monitor level of understanding on daily tasks. We will assign students to monitoring groups beginning day 1 to provide support based on the needs of each student.

We will continue meaningful discussion and collective goals around improving student outcomes including strengthening our culture of high expectations and equity for all students. Ensure high-yield instructional strategies are used during core, intervention, small group, independent and enrichment. Continue to build teacher understanding and use of strategies that support Closing the Gap. Tighten up our monitoring plan from student to teacher to admin level. Develop more opportunities for teacher celebrations based on evidence of teaching and learning.

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)).

We have a 3-year-old and two VPK blended classes on site. This helps us begin to set the stage for our earliest learners. Students and families are an active part of the school community to start the school mindset with our youngest learners. We reach out to local preschools to participate in our Ready, Set, Kindergarten program in January to help with the understanding and expectations for becoming a kindergarten student.

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.

Our school-wide area of focus is strengthening teacher understanding of grade-level standards to ensure that every component of the instructional day is intentionally planned to align with the goal of student mastery. Recent student achievement data indicates a significant need for deeper, more targeted instructional planning. Our SWD subgroup data dropped in all ELA categories, down 44% in third grade ELA proficiency, down 40% in grades 3-5 ELA proficiency and down 22% in ELA gains. We will be utilizing planning SDI Lesson Planning templates and Small Group Accelerated Learning Plans provided by the district to ensure effective planning is in place to meet the needs of each learner.

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).

Our school-wide focus is to deepen teacher understanding of grade-level standards to ensure that all components of instruction are intentionally aligned with student mastery. However, student outcome data reveals persistent achievement gaps, particularly for our students with disabilities subgroup. These disparities highlight the urgent need to implement equity-centered instructional practices and increase staff capacity to plan and deliver rigorous, appropriately scaffolded instruction. To address this, we will enhance collaboration among instructional staff to engage in meaningful, data-informed dialogue and collective goal setting that targets improved outcomes for students. Strengthening a culture of high expectations, inclusivity, and academic belonging is critical to ensuring equity for all learners.

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