

Pinellas County Schools

MILDRED HELMS ELEM. SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Mildred Helms Elementary IB World School is committed to developing knowledgeable, inquiring, caring and internationally minded lifelong learners.

Provide the school's vision statement

100% Student Success - Each scholar will achieve at least a year's growth within the school year.

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

Shannon Brennan

Brennans@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

Principal, Instructional Leader, IB Head of School

Leadership Team Member #2

Employee's Name

Katrina Schneider

schneiderk@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Instruction leader

Leadership Team Member #3

Employee's Name

Michelle Ovalle

Ovallem@pcsb.org

Position Title

MTSS coach

Job Duties and Responsibilities

Leads MTSS and Student Services Team, ELL Chair, Lead Mentor

Leadership Team Member #4

Employee's Name

Jennifer Kelly

kellyjenn@pcsb.org

Position Title

Magnet Coordinator

Job Duties and Responsibilities

IB PYP Magnet Coordinator

Leadership Team Member #5

Employee's Name

Cheryl Hauburger

Hauburgerc@pcsb.org

Position Title

Family and Community Liaison

Job Duties and Responsibilities

Family and Community Liaison - connecting families and community/business partners with our school

Leadership Team Member #6

Employee's Name

Mary Riser

riserm@pcsb.org

Position Title

Lead Teacher - Grade 1

Job Duties and Responsibilities

Team Leader and Teacher Grade 1

Leadership Team Member #7

Employee's Name

Jerrie Yuncker

yunckerj@pcsb.org

Position Title

Lead Teacher - Grade 3

Job Duties and Responsibilities

Team Leader and Teacher - Grade 3

Leadership Team Member #8

Employee's Name

Kristin Enlow

enlowk@pcsb.org

Position Title

Lead Teacher - Grade 4

Job Duties and Responsibilities

Team Leader and Teacher - Grade 4

Leadership Team Member #9

Employee's Name

Mandy Harmon

harmonma@pcsb.org

Position Title

Lead Teacher - Grade 5

Job Duties and Responsibilities

Team Leader and Teacher - Grade 5

Leadership Team Member #10**Employee's Name**

Jesse Kiebzak

kiebzakj@pcsb.org

Position Title

Lead Specialist - Art

Job Duties and Responsibilities

Specialist team leader and art teacher

Leadership Team Member #11**Employee's Name**

Amanda Callahan

callahana@pcsb.org

Position Title

Lead Teacher - Kindergarten

Job Duties and Responsibilities

Lead Teacher and Kindergarten teacher

Leadership Team Member #12**Employee's Name****Position Title**

Job Duties and Responsibilities

No Answer Entered

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school leadership team provides opportunities for input from all stakeholders. Staff members meet and discuss schoolwide goals, instructional models for improvement and action steps to support student achievement. Information including schoolwide data is shared with parents and community members at SAC meetings and family events such as Open House, State of the School Presentations and Awards Nights to elicit input on the plan. Survey and corresponding data are also used in plan development.

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)).

SIP will be monitored for effectiveness and impact on students through consistent review after formative assessments, district and state assessment cycles and weekly data and progress monitoring reviews. If needed, the plan will be revised to support the continuous improvement of all students in all subgroups.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: A 2023-24: A 2022-23: B 2021-22: B

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	31	71	68	70	73	79				392
Absent 10% or more school days	0	22	7	11	13	12				65
One or more suspensions	0	1	0	0	1	1				3
Course failure in English Language Arts (ELA)	0	0	0	0	0	1				1
Course failure in Math	0	0	0	0	0	2				2
Level 1 on statewide ELA assessment	0	0	10	21	3	8				42
Level 1 on statewide Math assessment	0	7	6	21	4	7				45
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	0	2	7						9
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	2	2	8	0					12

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	4	7	14	2	10				37

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	0	0	0	0				0
Students retained two or more times	0	0	0	0	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	48	75	73	74	79	84				433
Absent 10% or more school days		20	10	18	21	18				87
One or more suspensions					2	2				4
Course failure in English Language Arts (ELA)				2	1	1				4
Course failure in Math						1				1
Level 1 on statewide ELA assessment		2	25	29	17					73
Level 1 on statewide Math assessment		8	16	28	10	11				73
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		1	6	4	1					12
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		3	11	16	4					34

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		3	4	11	12	15				45

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

The number of students retained:

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

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	63	68	62	67	64	59	62	61	57
Grade 3 ELA Achievement	60	70	61	68	67	59	73	63	58
ELA Learning Gains	61	65	63	60	62	60	57	64	60
ELA Lowest 25th Percentile	57	63	58	59	59	56	56	62	57
Math Achievement*	68	72	66	69	69	64	66	66	62
Math Learning Gains	65	69	64	72	67	63	59	68	62
Math Lowest 25th Percentile	71	56	50	61	56	51	59	58	52
Science Achievement	75	72	62	68	70	58	66	69	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					67	63		65	61

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						65%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						520
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*
65%	66%	66%	58%	56%	45%	

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	63%	No		
English Language Learners	69%	No		
Black/African American Students	52%	No		
Hispanic Students	71%	No		
Multiracial Students	73%	No		
White Students	65%	No		
Economically Disadvantaged Students	60%	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	63%	60%	61%	57%	68%	65%	71%	75%					
Students With Disabilities	58%	77%	65%	57%	48%	60%	75%						
English Language Learners	64%		70%		57%	70%		82%					
Black/African American Students	40%	47%	52%	69%	52%	58%	56%	38%					
Hispanic Students	68%	75%	57%	58%	68%	70%	90%	81%					
Multiracial Students	76%		64%		81%	71%							
White Students	68%	59%	68%	36%	71%	62%	73%	85%					
Economically Disadvantaged Students	58%	58%	57%	58%	63%	58%	62%	69%					

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	67%	68%	60%	59%	69%	72%	61%	68%					71%
Students With Disabilities	36%		59%		44%	82%		30%					
English Language Learners	56%		56%		69%	81%							71%
Black/African American Students	51%	56%	62%	55%	44%	62%		40%					
Hispanic Students	69%	69%	58%	60%	76%	80%	60%	71%					65%
Multiracial Students	90%		67%		86%	67%							
White Students	66%	66%	60%	60%	70%	71%	50%	69%					82%
Economically Disadvantaged Students	65%	67%	58%	57%	62%	70%	60%	62%					77%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	62%	73%	57%	56%	66%	59%	59%	66%					92%
Students With Disabilities	26%	36%	42%	44%	34%	46%	53%	17%					
English Language Learners	58%		58%		62%	68%							92%
Black/African American Students	53%	50%	70%		56%	57%		77%					
Hispanic Students	68%	82%	58%		63%	61%	50%	73%					88%
Multiracial Students	70%		77%		75%	46%							
White Students	59%	75%	48%	47%	69%	61%	69%	66%					
Economically Disadvantaged Students	62%	75%	58%	57%	61%	56%	62%	58%					94%

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	61%	68%	-7%	60%	1%
ELA	4	69%	66%	3%	60%	9%
ELA	5	58%	66%	-8%	61%	-3%
Math	3	70%	71%	-1%	66%	4%
Math	4	74%	72%	2%	65%	9%
Math	5	61%	69%	-8%	62%	-1%
Science	5	73%	70%	3%	60%	13%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

The L25 Math learning gains showed the most improvement with an 11% gain, moving from a 61% in 2025 to 72% in 2026. There was increased data analysis in PLCs to develop specific interventions for individual standards and intentional small groups were consistently held based on benchmarks.

Lowest Performance

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

ELA L25 reflected the lowest performance, with 56% proficiency. Students did not demonstrate the stamina needed to meet the increased level of demand on assessments in grades 4 and 5.

Greatest Decline

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

The greatest decline was observed in 3rd grade ELA achievement, which decreased by 8%, from 68% in 2025 to 60% in 2026. This cohort entered the grade with significant learning gaps. Growth across the year was notable—improving from 28% proficiency at the beginning of the year to 61%.

Greatest Gap

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

The greatest gap was observed in 5th grade ELA, with performance 3% below the state average. One contributing factor was the number of new students entering the school, making this our most transient grade level.

EWS Areas of Concern

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

Third grade ELA presents an area of concern. Currently, 7 students are projected to enter the grade level substantially deficient in reading, and 8 students are entering substantially deficient in mathematics.

Highest Priorities

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

1. 3rd grade ELA proficiency.
- 2.L25 ELA learning gains.
3. 5th grade ELA proficiency.
4. 2nd grade ELA and Math proficiency.

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 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.

Improve math proficiency above state and district benchmarks by emphasizing structured problem-solving routines and building automaticity in fact fluency for all students.

Measurable Outcome

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

Math proficiency in grade 3-5 will increase from 68% to 71% as measured by PM3 FAST assessment.

Math learning gains will increase from 65% to 68% as measured by PM3 FAST assessment.

Math L25 learning gains will increase from 71% to 74% as measured by PM3 FAST assessment.

Monitoring

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

Data analysis will be ongoing but specifically targeting each assessment cycle and adjustments to core instruction and small groups will be made as determined by the data. Monitoring through walkthroughs, observations, and evidence of collaborative and strategic lesson planning using the BEST Standards as well as the IB Units of Inquiry.

Person responsible for monitoring outcome

Principal and Assistant Principal

Evidence-based Intervention:

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

Description of Intervention #1:

To improve math proficiency above state and district benchmarks, teachers will implement structured problem-solving routines and targeted fact fluency practice during Tier 1 core instruction and Tier 2 intervention blocks. Instruction will include systematic, explicit, and scaffolded strategies with frequent opportunities for guided practice and immediate corrective feedback to build conceptual understanding and automaticity. Implementation will be monitored through formative assessments, math probes, and progress monitoring data across cycles 1–3, with adjustments made based on student performance.

Rationale:

Guided practice, paired with immediate corrective feedback, strengthens math proficiency by building students' foundational understanding of mathematical concepts. Ensuring automaticity with fact fluency provides students with an essential access point to engage in and succeed with increasingly complex mathematical problem-solving.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Backwards Planning (look at weekly lesson protocols for Math)

Person Monitoring:

Principal and Assistant Principal

By When/Frequency:

weekly

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

Backward planning using the Weekly Lesson Protocols for Math will ensure instruction is aligned to grade-level standards and assessment expectations, allowing teachers to intentionally sequence learning, embed structured problem-solving routines, and provide targeted opportunities for practice and feedback.

Action Step #2

Data Driven Intervention blocks

Person Monitoring:

Principal and Assistant Principal

By When/Frequency:

weekly

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

Data-driven intervention blocks ensure that instruction is responsive to individual student needs by targeting specific skill gaps identified through ongoing assessment. By using progress monitoring and formative data, teachers can provide focused, differentiated support, adjust instruction in real time, and accelerate student learning toward proficiency.

Action Step #3

Explicit teaching of academic vocabulary through models such as interactive word wall.

Person Monitoring:

Principal and Assistant Principal

By When/Frequency:

weekly

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

Explicit teaching of academic vocabulary ensures students understand and can effectively use the language of the content, which is essential for accessing grade-level standards, engaging in rigorous tasks, and demonstrating learning. Strong vocabulary knowledge supports reading comprehension, problem solving, and the ability to communicate thinking across all subject areas, ultimately leading to improved academic achievement for all learners.

Action Step #4

Utilize district coaching support and involvement in Math and Science Teacher Institute (M.A.S.T) to enhance professional learning on the problem-solving routine and structure.

Person Monitoring:

Principal and Assistant Principal

By When/Frequency:

weekly

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

Utilize PLCs to deliver professional learning, modeling routines within classroom settings and providing coverage for observations with monitoring ongoing throughout the year. Incorporate MAST trainings within weekly professional development sessions offering opportunities to see models in action and replicate instruction within classrooms with feedback from MAST Team members.

Area of Focus #2

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.

Advance thinking through writing about reading across the content areas and grade-levels. Specific designed instruction with increased use of academic vocabulary within reading and writing across the content areas and grade-levels.

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.

Increase ELA proficiency in grades 3 -5 from 63% to 66% scoring level 3 or above on PM3 FAST state assessment.

Increase ELA Learning Gains in grades 3-5 from 61% to 65% scoring level 3 or above on PM3 FAST state assessment.

Increase ELA L25 Learning Gains in grades 3-5 from 56% to 65% scoring level 3 or above on PM3 state assessment

Increase ELA proficiency in grade 3 from 60% to 65% scoring level 3 or above on PM3 FAST state

assessment.

Increase ELA proficiency in grades K-2 from 57% to 62% scoring level 3 or above on PM3 STAR assessment.

Monitoring

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

Data analysis will be ongoing but specifically targeting each assessment cycle and adjustments to core instruction and small groups will be made as determined by the data. Monitoring through walkthroughs, observations, and evidence of collaborative and strategic lesson planning using the BEST Standards as well as the IB Units of Inquiry.

Person responsible for monitoring outcome

Principal and Assistant Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Explicit and systematic instruction, scaffolded instruction, corrective feedback and differentiated instruction will be monitored through ongoing progress monitoring and data analysis.

Rationale:

Explicit instructional practice in learning new content, skills or concepts through full and clear explanations, teacher modeling.

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

Data Analysis and Feedback:

Person Monitoring:

Principal and Assistant Principal

By When/Frequency:

weekly

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

Following data analysis, teachers will receive targeted support and feedback focused on implementing explicit, systematic, and sequential approaches to reading and writing instruction,

including the use of the gradual release of responsibility model. Implementation will be monitored through formative assessments, end-of-module and unit assessments, and progress monitoring data across cycles 1–3.

Action Step #2

Implement inquiry-driven learning and intentional content integration across all subject areas, with explicit and consistent vocabulary instruction embedded in daily lessons and student tasks.

Person Monitoring:

Principal and Assistant Principal

By When/Frequency:

weekly

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

Ensure instructional supports are consistently implemented for all students during core instruction, independent learning, intervention, and enrichment. Specially designed supports for students with disabilities and English Language Learners will be progress monitored by homeroom teachers, intervention teachers, ESE teachers, and the MTSS coach, while enrichment for gifted and talented learners will be monitored by homeroom and gifted teachers. Supports include access to grade-level and above-grade-level texts, explicit vocabulary instruction across content areas, and data-driven small group instruction. Instruction will emphasize inquiry-based learning and integration of content through the PYP Units of Inquiry. Implementation will be monitored through weekly walkthroughs with feedback, and intervention and progress monitoring data will be reviewed during SBLT meetings.

Action Step #3

Targeted Reading instruction in K-2 based on continual data analysis

Person Monitoring:

Principal and Assistant Principal

By When/Frequency:

weekly

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

Use ELFAC, running record, and STAR assessment data to regularly identify skill gaps and plan targeted, differentiated instruction in grades K–2, ensuring students make measurable progress toward grade-level standards. Instructional adjustments will be made based on ongoing data analysis to address individual student needs and accelerate growth. Student progress will be monitored through ongoing analysis of ELFAC data, running records administered during each assessment cycle. Assessment results will be reviewed during weekly PLC cycles to identify trends, adjust flexible groupings, and refine targeted instruction. Classroom walkthroughs will focus on evidence of data-driven differentiation and alignment of small group instruction to identified skill gaps. Student work samples and formative assessments will be regularly reviewed to ensure instructional adjustments are effectively accelerating student growth.

Area of Focus #3

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

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

Area of Focus Description and Rationale

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

Close the achievement gap in ELA and math between African American students and other subgroups.

Measurable Outcome

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

ELA proficiency for the black subgroup will increase from 51% to 60% as measured by PM3 FAST assessment.

ELA learning gains for the black subgroup will increase from 52% to 60% as measured by PM3 FAST assessment.

Monitoring

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

This will be monitored through regular review of data following Cycles 1–3 FAST assessments, along with ongoing analysis of classroom module and unit assessments. In addition, consistent walkthroughs and student check-ins will be used to gather real-time evidence of implementation. This ensures progress is continuously evaluated and instructional practices are adjusted to support improved student outcomes.

Person responsible for monitoring outcome

Principal and Assistant Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Implement a targeted student support system that ensures all students receive rigorous, grade-level instruction with intentional differentiation. This includes structured small-group instruction during core and intervention blocks, guided by ongoing formative assessment data to adjust instruction in real time. Teachers will incorporate specific scaffolds—such as explicit vocabulary instruction, modeling, and strategic questioning—to increase access to complex content. In addition, establish a consistent communication plan with families that includes regular progress updates, strategies for supporting learning at home, and opportunities for positive engagement to strengthen student motivation and ownership.

Rationale:

Targeted differentiation paired with ongoing data monitoring ensures African American students can successfully access and engage with grade-level content while addressing individual learning needs. Strong family communication fosters a supportive home–school partnership, which increases student confidence, engagement, and persistence, ultimately leading to improved academic outcomes.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Rigorous Core Instruction

Person Monitoring:

Principal and Assistant Principal

By When/Frequency:

weekly

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

Implement targeted differentiation during core instruction and intervention blocks for African American students, incorporating small-group instruction, explicit vocabulary development, and scaffolding aligned to grade-level standards, while utilizing ongoing formative assessment data to adjust instruction and provide timely feedback.

Progress will be monitored through weekly data reviews in PLCs, focused walkthroughs with specific look-fors (differentiation, vocabulary instruction, student engagement), and regular analysis of formative and benchmark assessment data. Family communication logs and student engagement indicators (attendance, participation, and behavior data) will also be reviewed monthly to ensure increased parent connection and its impact on student motivation and performance.

Action Step #2

Positive Learning Environments

Person Monitoring:

Principal and Assistant Principal

By When/Frequency:

weekly

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

Explicitly teach and reinforce classroom and schoolwide routines, procedures, and behavior expectations during whole and small-group instruction, while building strong student relationships through regular check-ins and staff awareness of individual student needs. Implementation will be monitored through focused walkthroughs (look-fors : explicit behavior instruction, student engagement, check-ins), monthly review of behavior and attendance data, and documentation of student support systems (e.g., intervention plans and check-in logs) to ensure needs are consistently addressed.

Action Step #3

Increase parent communication

Person Monitoring:

Principal and Assistant Principal

By When/Frequency:

monthly

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

Strengthen family engagement by implementing consistent, positive communication with families, including regular phone calls, scheduled face-to-face parent conferences to review student data and set goals, and personally inviting families to participate in school events. Implementation will be

monitored through monthly communication logs (phone calls, conferences), parent event attendance data, and documentation of goal-setting conferences, along with review of student engagement and academic progress to assess impact.

Area of Focus #4

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.

Increase science proficiency by implementing inquiry-based instruction that develops thinking skills across the Ignite, Investigate, and Inform phases. Students will analyze real evidence and clearly communicate their understanding using the Claim-Evidence-Reasoning (CER) framework, with an emphasis on rigorous thinking, academic language, and written explanations. Student performance indicates a need to strengthen analysis and the ability to explain scientific thinking using evidence. A consistent focus on structured inquiry and CER will deepen understanding, improve critical thinking, and enhance students' ability to communicate complex ideas, leading to increased science achievement.

Measurable Outcome

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

Science proficiency in grade 5 will increase from 75% to 78% as measured by PM3 SSA.

Monitoring

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

Review intervention group work samples, science notebooks, and CER writing to assess growth in reasoning, academic language, and depth of understanding. Track student progress through formative assessments, investigation tasks, and written responses to ensure growth toward proficiency. Use PLC meetings to analyze student data, calibrate expectations for CER responses, and adjust intervention strategies based on student needs. Provide timely, actionable feedback to teachers and model strategies during collaborative planning to strengthen implementation.

Person responsible for monitoring outcome

Principal and Assistant Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Provide targeted support through structured, inquiry-based science instruction that explicitly develops students' thinking skills across the Ignite, Investigate, and Inform phases. During intervention, students will engage in guided analysis of real evidence and receive scaffolded support to communicate their understanding using the Claim-Evidence-Reasoning (CER) framework, with a focus on strengthening rigorous thinking, academic language, and detailed written explanations.

Rationale:

Students require explicit support in analyzing investigations and clearly explaining their thinking using evidence and reasoning. Targeted intervention through structured inquiry and the CER framework will strengthen critical thinking, reinforce academic language, and improve students' ability to construct detailed scientific explanations, leading to increased science proficiency.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Increase rigor with students defending predictions and challenging peers.

Person Monitoring:

Principal and Assistant Principal

By When/Frequency:

weekly

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

Students need structured opportunities to strengthen both written and verbal scientific explanations. Using Writing Revolution strategies provides clear scaffolds for organizing thinking, enabling students to defend predictions with evidence and participate more effectively in academic discourse. This approach builds confidence, deepens understanding of content, and supports the development of precise, evidence-based communication, leading to improved science achievement. Implementation will be monitored through weekly walkthroughs with a specific look-for of CER use, Writing Revolution strategies, and evidence-based discourse. Student work samples and writing responses will be reviewed regularly to assess growth in reasoning and academic language. Progress will also be monitored during PLC meetings through data analysis, collaborative planning, and reflection on instructional practices.

Action Step #2

Increase student ownership of investigations and data analysis.

Person Monitoring:

Principal and Assistant Principal

By When/Frequency:

weekly

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

step:

Students will actively design components of scientific investigations and engage in multiple trials to deepen analysis and strengthen the reliability of their evidence. This repeated practice will build confidence and support a deeper understanding of scientific concepts through authentic inquiry. Implementation will be monitored through weekly walkthroughs with a focus on student-designed investigations, use of multiple trials, and evidence collection. Student work samples and investigation logs will be reviewed to assess depth of analysis and accuracy of conclusions. Progress will also be discussed during PLCs through data reflection, calibration of student responses, and adjustments to instruction.

Action Step #3

Increase written scientific explanations and argumentation.

Person Monitoring:

Principal and Assistant Principal

By When/Frequency:

weekly

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

Students will engage in daily written reflections using the Claim-Evidence-Reasoning (CER) framework to demonstrate their understanding of scientific concepts. These reflections will require students to support their thinking with clear evidence and reasoning, strengthening their ability to analyze, communicate, and apply scientific knowledge using precise academic language. Implementation will be monitored through weekly walkthroughs with a focus on consistent use of CER in student writing and opportunities for evidence-based explanations. Student notebooks and written reflections will be reviewed regularly to assess depth of understanding and quality of reasoning. Progress will also be tracked during PLCs through analysis of student work, calibration of CER responses, and adjustments to instruction to ensure growth.

Area of Focus #5

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.

Increase 2nd grade ELA proficiency through improved use of student data for the implementation and monitoring of small group instruction.

Measurable Outcome

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

Increase 2nd grade ELA proficiency from 42% to 60% as measured by PM3 STAR Reading.

Monitoring

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

Develop a system to monitor ELFAC data and adjust small groups on a monthly basis to provide targeted instruction.

Person responsible for monitoring outcome

Shannon Brennan

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:

Create an improved system for 2nd grade teachers in implementing Flamingo lessons in small group instruction.

Rationale:

Increased effective implementation of Flamingo small group instruction monitored for fidelity will increase student's knowledge of ELA skills and strategies.

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

Redesign K-2 ELA Champions

Person Monitoring:

Shannon Brennan

By When/Frequency:

Weekly

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

Redesign K-2 ELA Champions to support the Implementation Flamingo lessons during small group instruction in 2nd grade.

Action Step #2

Monitor student data

Person Monitoring:

Shannon Brennan

By When/Frequency:

Biweekly

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

Create ELFAC Data display showing student ELA progress and utilize to drive instruction and professional learning with 2nd grade team, and onsite and district level coaches.

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.

Utilizing early warning indicators, attendance was determined as a need due to the impact on student performance.

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.

Increase 2026-27 student attendance rate to 95% as compared to 93% in 2025-26. In 2026-27 school year, decrease the number of students absent 10% and 20% or more by 10% as compared to the 2025-26 school year.

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.

Attendance data will be monitored by Child Study Team on a biweekly basis. For students with chronic absences (10% or more), success plans will be created with parents and students to improve daily attendance.

Person responsible for monitoring outcome

Assistant Principal and School Social Worker

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:

Child Study Team will follow district and state guidelines for attendance reporting.

Rationale:

Protocols will be followed to ensure that students are in attendance daily. Referrals will be made to TIPS for students who exceed absence criteria to ensure that parents understand and validate the importance of school attendance.

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

Child Study Attendance Review

Person Monitoring:

School Social Worker and Assistant Principal

By When/Frequency:

weekly

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

Teachers will notify by phone or in person once a student misses 3 or more days. Parents will be notified by the CST team of concerns with phone calls and in writing once the threshold for absences (10%) has been met. Onsite parent meetings with CST members will be held to develop success plans. If further action is needed, a Truancy Intervention Program (TIPS) referral will be completed by the CST team and forwarded to the State Attorney's Office

Area of Focus #2

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

Increase positive culture and climate utilizing a systematic approach to positive reinforcement and recognition of student behavior.

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.

Decrease student referral total of 38 in 2025-26 by 10%. Decrease number of students receiving multiple referrals (3 or more) by 15%.

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.

Positive behavior recognition program will track student progress and correlate with infraction and referral data. Monitoring will be completed with walkthroughs, observations, recognition data, call logs, and infraction and referral data.

Person responsible for monitoring outcome

Assistant Principal

Evidence-based Intervention:

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

Description of Intervention #1:

PBIS schoolwide program implementation utilizes Guidelines for Success and research-based interventions including Restorative Practices.

Rationale:

PBIS is a research-based program that encompasses a positive reinforcement system and appropriate classroom and school-based responses to student behavior.

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

PBIS professional development

Person Monitoring:

Assistant Principal

By When/Frequency:

monthly

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

Provide professional development for all staff members to refresh and reteach PBIS strategies, schoolwide Guidelines for Success and expectations. Professional development will occur during preschool workshops with refreshers held throughout the school year as needed.

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.

As a Title I School, this information is in the Communication and/or Accessibility sections of the Parent Family and Engagement Plan (PFEP) describing how the SWP was disseminated. The School Improvement Plan will also be shared during our August/September School Advisory Council (SAC) meetings. The district website and Mildred Helms Elementary IB home page provide means of communication as well as: • State of the Schools • Newsletters • Parent Station • Missed Meeting Notifications (Including Progress Data).

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)).

MHES strives to maintain strong relationships with all stakeholders including parents, families and community members. This will be accomplished through multiple levels of communication including but not limited to student agendas/communication folders, school event flyers, FOCUS messages, newsletters, marquee and our school website. Parents are able to view student progress through FOCUS at any time and are invited to participate in family event activities throughout the year. Different modalities of the meeting formats will provide accessibility as well as addressing multiple language needs to ensure that families can maximize on the shared responsibility of their children's learning. MHES Title I Page - www.pcsb.org/domain/1954

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)).

The academic program of the school is supported by the master schedule to ensure quality time allocations are provided thus ensuring the fidelity to core instruction as well as providing designated time for enrichment and intervention opportunities. The IB Program of Inquiry will be used as a foundation for instruction and support for the development of internationally minded student learning experiences. A gap and root cause analysis are completed within the Comprehensive Action Plan (CAP) and goals and action plans are created to support the direction of the academic programs. Data analysis is completed within teams during PLCs and individual data chats with MTSS coach and administration. Data is then used within collaborative planning and supported through administration. Lesson planning is completed and aligned to address student learning as evidenced by student data. Professional learning will be embedded in PLCs and school based IB workshops.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

The School Improvement Plan is developed in coordination with the Title I Schoolwide Plan and includes all federal, state and local services, resources and programs. Coordination with federal programs and community partners ensure that wraparound services are leveraged to support families and students. These supports are included in the Comprehensive Action Plan and the PFEP thus providing information concerning the services that support parents helping their child(ren) at home.

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)).

N/A

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)).

N/A

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. The MTSS Coach is responsible for assisting in the organizing and implementing of academic and behavior support programs (PBIS, MTSS) at the school. Some of the ways this is achieved: assists teachers with data analysis, supports

with documentation relative to the problem-solving process; assist teachers with involving scholars, parents, and families at all levels of the MTSS process; and participates in monthly training to remain current on techniques and services related to enrichment, intervention, and prevention.

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)).

Professional learning occurs throughout the school year and includes onsite workshops for instructional as well as classroom-based support staff to increase their knowledge of content area curriculum, IB concepts, instructional strategies and data analysis. Opportunities to attend district, state and national conferences and workshops are also available to instructional staff.

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)).

Title I funds support extending the Voluntary Prekindergarten (VPK) program for four-year olds for an additional three hours, allowing a full day of school programming

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00