

Pinellas County Schools

MOUNT VERNON ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Mt. Vernon Elementary School is to promote highest student achievement through mutual respect, responsibility and partnerships within a safe learning environment in order to enable students to achieve their goals and become responsible, productive citizens.

Provide the school's vision statement

100% Student Success

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Nikishia Dixon

Dixonni@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

The role of the principal is to:

- Provide strategic direction in the school community
- Support the implementation of a high-quality, standardized curriculum
- Monitor/assess teaching methods and instructional practices to ensure improved learning outcomes
- Monitor student achievement data across all content areas and sub-groups
- Collaborate with all stakeholders to foster a positive learning environment

- Review/revise policies and procedures that impact the school community
- Be fiscally responsible while developing/monitoring the school budgets
- Hire and evaluate high-quality staff to meet the varying needs of the learning institution
- Facilitate and monitor the execution and implementation process of the School Improvement Plan (SIP).

Leadership Team Member #2

Employee's Name

Natalie Baker

Bakerna@pcsb.org

Position Title

Curriculum Specialist

Job Duties and Responsibilities

The role of the Curriculum Specialist is to:

- Support the execution, monitoring, and implementation process of the School Improvement Plan (SIP).
- Support student achievement by driving curriculum alignment, instructional coaching, and professional development
- Models, co-teaches, and mentors educators to refine instructional planning and implement best teaching practices
- Aggregates and monitors student data, conducts data conferences with teachers, and serves as a site testing coordinator
- Designs, develops, and delivers targeted training for classroom teachers
- Assist in reviewing externally produced content and aligning classroom materials with state standards

Leadership Team Member #3

Employee's Name

Stefanie Bohannon

Bohannons@pcsb.org

Position Title

MTSS Coach

Job Duties and Responsibilities

The role of the MTSS Coach is to:

- Support the implementation of the School Improvement Plan (SIP)

- Facilitate the implementation of the Multi-Tiered System of Supports (MTSS) framework to improve student achievement and address academic, social, emotional, and behavioral needs.
- Collaborate with the school team (admin, teachers, and student services) to ensure the processes/procedures of MTSS are implemented with fidelity
- Assist teachers with using data to inform instruction, interventions, and progress monitoring to improve student outcomes
- Partner with school leadership, problem-solving teams, and district staff to strengthen MTSS infrastructure and best practices

Leadership Team Member #4

Employee's Name

Angela Trotter

Trottera@pcsb.org

Position Title

School Social Worker

Job Duties and Responsibilities

The role of the School Social Worker is to:

- Work to support the success of students academically, socially, behaviorally, and emotionally
- Collaborates with educators, parents, and other professionals to develop and implement student support plans ; create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community for all students
- Deliver crisis intervention and support to students and families in times of need
- Conduct social-emotional assessments and create strategies to promote student resilience and coping skills
- Provide interventions to students to support the teaching process and to maximize learning and adjustment.
- Assist in the planning, development, and evaluation of programs to meet identified learning and adjustment needs.
- Maintain accurate records and reports of student progress and services provided

Leadership Team Member #5

Employee's Name

Tiffany Garvey

Garveyt@pcsb.org

Position Title

Literacy Coach (PELI; K-2)

Job Duties and Responsibilities

The role of the PELI Literacy Coach is to:

- Support K-2 teachers in the implementation of the Pinellas Early Literacy Initiative (PELI); support teachers and students in improving reading, writing, and overall literacy achievement across all content areas.
- Strengthen instructional practices, model effective strategies, and use data to drive literacy growth
- Provide job-embedded PD on reading, writing, vocabulary, comprehension, and disciplinary literacy strategies
- Observe, provide feedback, and engage in reflective conversations with teachers; coach on differentiated instruction and engagement strategies
- Assist in developing and implementing interventions for struggling readers and writers
- Work with all stakeholders to create a schoolwide culture of literacy
- Lead collaborative planning centered around the implementation of a solid core instruction

Leadership Team Member #6

Employee's Name

Kelli Abbott

Abbottk@pcsb.org

Position Title

School Psychologist

Job Duties and Responsibilities

The role of the school psychologist is to:

- Works to support the success of students academically, socially, behaviorally, and emotionally.
- Collaborates with educators, parents, and other professionals to create safe, healthy, and supportive learning environment that strengthen connections between home, school, and the community for all students.
- Assists in the planning, development, and evaluation of programs to meet identified learning and adjustment needs.
- Identifies and assesses the learning, development, and adjustment characteristics and needs of individuals and groups
- Provides interventions to students to support the teaching process and to maximize learning and adjustment.
- Delivers a planned and coordinated program of psychological services.

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.

To develop the 26-27 SIP, our SIP committees used their monthly meeting times in April and May to review the goals, actions steps, and our student achievement data for their specified content area. With this information, each SIP committee identified new goals, action steps, and family engagement events. This information was then presented to all staff members, our Parent Teacher Association (PTA), and our School Advisory Committee (SAC). A survey was developed in conjunction with our PTA/SAC members. The survey was sent out to our families for feedback on the proposed goals, action steps, and resources that will be supported by our Title 1 funds. The data collected was analyzed and used to develop our 26-27 School Improvement Plan.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

To regularly monitor our School Improvement Plan (SIP), our SIP committees will meet monthly on the 1st Tuesday of each month. Each committee will monitor the implementation of their content area. Student performance data will be regularly reviewed at our SIP Committee and School Based Leadership Team (SBLT) meetings. When reviewing student performance data at our SBLT meetings, we will facilitate the Equity Centered Problem-Solving process to make instructional decisions and revise our SIP as needed. When reviewing student performance data at our SIP committee meetings, we will review the implementation of our action steps to determine if adjustments need to be made.

Grade Level Team Leaders will work with their teams to monitor their grade level data for each content area and develop an action board for the team, based on student formative assessment data. This process will allow us to monitor student achievement across content areas and ensure continuous improvement.

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	99.6%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	CSI
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)* BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: B 2024-25: C 2023-24: B 2022-23: B 2021-22: D

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	25	52	40	38	40	34				229
Absent 10% or more school days	0	14	4	11	11	9				49
One or more suspensions	0	1	1	1	1	0				4
Course failure in English Language Arts (ELA)	0	0	0	1	0	2				3
Course failure in Math	0	0	0	1	0	1				2
Level 1 on statewide ELA assessment	0	3	8	15	6	12				44
Level 1 on statewide Math assessment	0	9	3	19	4	12				47
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	0	1	6	1	0				8
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	1	2	9	2	0				14

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	6	7	18	5	12				48

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	3	0	6	0	0				9
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	37	47	38	50	39	36				247
Absent 10% or more school days		12	8	16	6	8				50
One or more suspensions		1	2	3	1	3				10
Course failure in English Language Arts (ELA)					4					4
Course failure in Math				1	5					6
Level 1 on statewide ELA assessment		3	7	21	5					36
Level 1 on statewide Math assessment	1	7	12	21	4	8				53
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	1	6	3					11
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		4	7	8	3					22

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		4	4	15	6	8				37

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	6	1	4						12
Students retained two or more times				1						1

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†
ELA Achievement*	62	68	62	53	64	59
Grade 3 ELA Achievement	60	70	61	52	67	59
ELA Learning Gains	64	65	63	41	62	60
ELA Lowest 25th Percentile	56	63	58	33	59	56
Math Achievement*	57	72	66	50	69	64
Math Learning Gains	58	69	64	38	67	63
Math Lowest 25th Percentile	56	56	50	47	56	51
Science Achievement	58	72	62	55	70	58
Social Studies Achievement*			95			92
Graduation Rate						
Middle School Acceleration						
College and Career Acceleration						
Progress of ELLs in Achieving English Language Proficiency (ELP)						

*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)	CSI
OVERALL FPPI – All Students	59%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	471
Total Components for the FPPI	8
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
59%	49%	56%	59%	38%	34%	

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	35%	Yes	7	
Black/African American Students	49%	No		
Hispanic Students	52%	No		
White Students	69%	No		
Economically Disadvantaged Students	54%	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	62%	60%	64%	56%	57%	58%	56%	58%					
Students With Disabilities	24%	40%	17%		38%	55%							
Black/African American Students	47%	33%	77%		32%	48%		54%					
Hispanic Students	47%		38%		53%	69%							
White Students	71%	76%	60%		73%	60%		73%					
Economically Disadvantaged Students	52%	50%	68%	58%	45%	47%	55%	53%					

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	53%	52%	41%	33%	50%	38%	47%	55%					70%
Students With Disabilities	6%				47%								
English Language Learners													70%
Black/African American Students	35%	40%	30%	25%	28%	31%	42%	27%					
Hispanic Students	58%	60%			47%								
White Students	64%	59%	43%		75%	50%		90%					
Economically Disadvantaged Students	49%	47%	38%	29%	44%	39%	50%	52%					

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	60%	71%	67%	78%	52%	41%	33%	49%					
Students With Disabilities	12%		57%		6%	15%							
Black/African American Students	44%	58%	71%	91%	27%	26%	25%	21%					
Hispanic Students	86%				86%								
White Students	73%	79%	74%		69%	57%		80%					
Economically Disadvantaged Students	53%	66%	66%	75%	46%	36%	25%	40%					

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	59%	68%	-9%	60%	-1%
ELA	4	51%	66%	-15%	60%	-9%
ELA	5	71%	66%	5%	61%	10%
Math	3	54%	71%	-17%	66%	-12%
Math	4	49%	72%	-23%	65%	-16%
Math	5	56%	69%	-13%	62%	-6%
Science	5	56%	70%	-14%	60%	-4%

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?

Our overall ELA components showed the most improvement this past year. We saw a 9% increase in overall ELA proficiency. We saw a 23% increase in both ELA learning gains and learning gains of our L25s. This can be attributed to our focus on several different factors including facilitating high-quality, standards-based instruction (teacher clarity), analyzing data to identify specific learning gaps, and the implementation of targeted instruction. We used our embedded PELI Coach and our District Literacy Coach to facilitate collaborative planning sessions that ensure that teachers left with the clarity of the benchmark being taught at the level in which they would be assessed and lesson plans that engaged students in tasks that required them to think at higher levels. In addition, we tailored on extended learning opportunities to meet the individual needs of the learners, inviting those learners that we could make the greatest impact on. We closely monitored instruction and formative/summative assessment data to ensure that students were mastering benchmarks/standards.

Lowest Performance

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

The component that showed the lowest performance was our math learning gains. Although we showed a 6% increase from last year, this is still one of our lowest performing areas. We continue to struggle with getting students to show a year's worth of growth in mathematics. This can be attributed to several factors including: a lack of teacher clarity in the benchmarks, inconsistent use of instructional resources and practices that engage our students in tasks that get them to think at higher levels and allows them to practice at the depth of the benchmark/transfer knowledge, and the lack of consistent solid instruction with two teachers in the tested grades going out on maternity leave. We need to be just as intentional during math collaborative planning as we are in other content areas. We need to ensure that we are closely monitoring math instruction to ensure that it aligns with our Essentials for High-quality instruction/Instructional Playbook.

Greatest Decline

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

contributed to this decline.

This past year, we didn't show any declines in any of the component areas.

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 component that continues to show the greatest gap when compared to the state would be the performance of our Students with Disabilities. This sub-group struggles to make learning gains/proficiency. This can be attributed to classroom teachers not having the adequate training on how this group should be supported outside of their Specifically Designed Instruction (SDI). My classroom teachers could benefit from professional learning centered around supporting these students in the gen-ed classroom. In addition, we need to closely monitor the engagement of these students during instruction to ensure that they are being intentionally engaged with scaffolds to support their learning.

Although provided with extensive learning supports, we have yet to find and implement the instructional practices that lead these students to success. They have varying needs and it is difficult to get all of them to respond to the instructional supports provided. Although our ESE resource teachers are strong and participate in district professional learning for this sub-group, the challenge remains.

EWS Areas of Concern

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

Potential areas of concern from our EWS data include student attendance (48 students with an attendance rate below 90%), the number of students scoring a Level 1 in Reading and/or mathematics (44/47), and the number of students with two or more indicators (48 with 35 of them being in the tested grades).

Highest Priorities

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

Our highest priorities for the upcoming year would be:

- overall performance of our SWD/Black subgroups
- LGs, especially in our SWD subgroup
- LGs in both ELA and Math of our bottom quartile
- overall student achievement in both ELA and Math; I know we have more potential than our data reflects

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 overall ELA achievement increased to 62% proficiency with overall LGs increasing to 64% and 56% (L25s). Our 3rd grade proficiency increased to 59%. These gains show that we are moving in the right direction in improving literacy instruction in our building. When drilling down to our K-2 data, our data shows that our 2nd graders perform significantly below where the cohort performed at the end of 1st grade. This disconnect makes recovery in 3rd grade more difficult for both students and teachers.

To ensure continued success in literacy, we will continue to implement high-quality, standards-based instruction using the Instructional Playbook as our guide, across all grade levels/content areas. We will continue to implement collaborative planning sessions led by our instructional leaders, that highlight the components of the Essentials to Effective Instruction. We will continue to monitor instruction, student engagement, and formative /summative data to ensure that students are growing in standards mastery. We will continue to provide scaffolds during core instruction for our targeted sub-groups (SWD/Blacks). We will continue to participate in professional learning that improves our instructional practices and lead to better student outcomes.

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.

- The percent of all 3rd-5th students achieving proficiency in ELA will increase from 62% to 65% as measured by the PM3 FAST ELA Assessment.
- The percent of all Grade 3 students achieving proficiency in ELA will increase from 59% to 62% as measured by the PM3 3 FAST ELA Assessment.
- The percent of all 3rd-5th students making learning gains will increase from 64% to 70% as measured by the PM3 FAST ELA Assessment.
- The percent of L25 students making learning gains in ELA will increase from 56% to 70% as

measured by the PM3 FAST ELA Assessment.

- The percent of all K-2 students achieving proficiency in ELA will increase from 66% to 68% as measured by the PM3 STAR Assessment.
- The gender gap in literacy achievement amongst our black students will decrease by 10% points as measured by the PM3 FAST ELA Assessment.

Monitoring

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

This area of focus will be monitored collectively by our Instructional Leadership Team (ILT), School-Based Leadership Team (SBLT), and the ELA School Improvement Planning (SIP) Committee.

Together, these teams will implement the following monitoring practices:

- Weekly PLCs/Collaborative planning sessions facilitated by our instructional leaders
- Daily walkthroughs with timely actionable feedback with a lens on the implementation of the 12 instructional strategies that are essential to high quality teaching and learning and authentic student engagement.
- Weekly ILT meetings to review/monitor walkthrough data to determine additional supports needed for specific teachers to consistently implement high-yield instructional practices.
- Bi-weekly SBLT Meeting to monitor the implementation of our SIP strategies/action steps
- Monthly SIP Committee meetings (monitoring of implementation of SIP strategies)

Person responsible for monitoring outcome

Nikishia Dixon

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:

Implementation of high-quality instruction centered around the Instructional Playbook and Essentials for Quality Instruction. This intervention will include identifying teacher clarity in planning/preparing and delivery of instruction and a deepened understanding of the Florida's B.E.S.T. ELA standards and benchmarks.

Rationale:

As teachers become more skilled in implementing high-quality instruction, student outcomes will improve. When teachers are clear about what has been taught, what needs to be taught, and how learning will move forward, it allows them to focus on the student learning (their responses, engagement, and performance) and make just in time adjustments to accelerate learning. Students will be able to process and understand new content because they are able to identify which content is critical and understand how learned content scaffolds in complexity. Additionally, when learning is

organized and the learner knows what he/she is learning, they are more motivated to commit to the learning.

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

Implementation of Collaborative Planning

Person Monitoring:

Instructional Leadership Team

By When/Frequency:

Weekly

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

The ILT will provide regular structures for planning/PLCs where teachers regularly engage in data/student work analysis, intellectual prep, and lesson rehearsal. During collaborative planning sessions, teachers will plan for scaffolds and supports that address specific learning gaps identified in student performance data.

Action Step #2

Deepen Understanding of the FL B.E.S.T. ELA Standards (Teacher clarity)

Person Monitoring:

Instructional Leadership Team

By When/Frequency:

Weekly

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

The ILT will lead teachers in the use state and district resources (i.e. B.E.S.T. ELA Standards, PCS Gold Documents, Power Benchmarks, and Pop-Up Padlets) to synthesize the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards.

Action Step #3

Implementation of Small Group (Pop Ups) Instruction

Person Monitoring:

Instructional Leadership Team

By When/Frequency:

September/Weekly

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

Ensure scaffolds and instructional supports are in place for ALL students during core instruction and independent practice, including supports for students with disabilities (SWD) and English Language Learners (ELLs). Tap into the interest of students and provide opportunities to think at higher levels through the use of periodicals and extensions/more advanced texts for Level 4 and 5 students.

Action Step #4

Implementation of Strategy Walks

Person Monitoring:

Instructional Leadership Team

By When/Frequency:

September/Monthly

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

Teachers will observe one another in the classroom in an effort to learn and implement the use of an effective teaching strategy in their own classroom. These walks will be planned and facilitated by the instructional leadership team after providing professional learning on a specific strategy.

Area of Focus #2

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.

Our overall K-2 ELA achievement increased from 52% to 65%. Our overall 3-5 ELA achievement increased from 53% to 63%, which surpassed our 60% goal. The percentage of our students making learning gains increased from 41% to 64%. These increases show that our focus on high-quality, standards-based instruction (teacher-clarity) greatly impacted student outcomes. The intentional actions that were facilitated pushed our students toward success.

For the upcoming year, there is a need to take a closer look at specific grade levels as we are not seeing the same level of growth across all grade levels. When looking at each grade level individually, our results show:

- Kindergarten proficiency was at 81%.
- 1st Grade proficiency increased from 51% to 60% (+9%)
- 2nd Grade proficiency decreased from 55% to 52% (-3%)
- 3rd grade proficiency increased from 52% to 60% (+8%)
- 4th Grade proficiency increased from 55% to 56%. (+1%)
- 5th grade proficiency increased from 51% to 71%. (+20%)

While we see areas to celebrate, we also see the need to ensure that we are consistently meeting the needs of ALL learners across ALL grade levels. This will come with a continued focus on high-quality, standards-based instruction being implemented with fidelity.

In grades PreK-2, we will ensure that we implement PELI consistently with fidelity. To develop early literacy, students need instruction in two related sets of skills: foundational reading skills and reading comprehension skills. Mt. Vernon is starting its 5th consecutive year as a Pinellas Early Literacy Initiative (PELI) school. This initiative provides job embedded professional development on research-

based instructional practices in early literacy development. Employing evidence-based strategies and action steps will enable students to read words, relate those words to their oral language, and read connected text with sufficient accuracy and fluency to understand what they read. To continue this work, we will strategically focus on fully implementing the Pinellas Early Literacy Initiative (PELI) by focusing on VPK-3 classrooms, ensuring equitable use of resources, including instructional supports, school-based professional development, cycles of coaching, and feedback.

In grades 3-5, we will continue to implement high-quality, standards-based instruction using the Instructional Playbook as our guide, across all grade levels/content areas. We will continue to implement collaborative planning sessions led by our instructional leaders, that highlight the components of the Essentials to Effective Instruction. We will continue to monitor instruction, student engagement, and formative /summative data to ensure that students are growing in standards mastery. We will continue to provide scaffolds during core instruction for our targeted sub-groups (SWD/Blacks). We will continue to participate in professional learning that improves our instructional practices and lead to better student outcomes.

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.

- The percent of all K-2 students achieving proficiency in ELA will increase from 64% to 68% as measured by the PM3 ELA STAR Assessment.
- The percent of all 3-5 students achieving proficiency in ELA will increase from 62% to 65% as measured by the PM3 3 F.A.S.T. ELA Assessment

Monitoring

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

This area of focus will be monitored collectively by our Instructional Leadership Team (ILT), School-Based Leadership Team (SBLT), and the ELA School Improvement Planning (SIP) Committee.

Together, these teams will implement the following monitoring practices:

- Weekly PLCs/Collaborative planning sessions facilitated by our instructional leaders
- Daily walkthroughs with timely actionable feedback with a lens on the implementation of the 12 instructional strategies that are essential to high quality teaching and learning and authentic student engagement.
- Weekly ILT meetings to review/monitor walkthrough data to determine additional supports needed for specific teachers to consistently implement high-yield instructional practices.
- Bi-weekly SBLT Meeting to monitor the implementation of our SIP strategies/action steps
- Monthly SIP Committee meetings (monitoring of implementation of SIP strategies)

Person responsible for monitoring outcome

Nikishia Dixon

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:

Implementation of high-quality instruction centered around the Instructional Playbook and Essentials for Quality Instruction. This intervention will include identifying teacher clarity in planning/preparing and delivery of instruction and a deepened understanding of the Florida's B.E.S.T. ELA standards and benchmarks.

Rationale:

As teachers become more skilled in implementing high-quality instruction, student outcomes will improve. When teachers are clear about what has been taught, what needs to be taught, and how learning will move forward, it allows them to focus on the student learning (their responses, engagement, and performance) and make just in time adjustments to accelerate learning. Students will be able to process and understand new content because they are able to identify which content is critical and understand how learned content scaffolds in complexity. Additionally, when learning is organized and the learner knows what he/she is learning, they are more motivated to commit to the learning.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Description of Intervention #2:

Implementation of Pinellas Early Literacy Initiative (PELI) in grades PreK-2 with fidelity.

Rationale:

To develop literacy, students need instruction in two related skills: foundational reading and reading comprehension. Employing evidence-based strategies and action steps will enable students to read words (alphabetic), relate those words to their oral language, and read connected text with sufficient accuracy and fluency to understand what they read.

Tier of Evidence-based Intervention:**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

Implementation of Collaborative Planning

Person Monitoring:

Instructional Leadership Team

By When/Frequency:

Weekly

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

The ILT will provide regular structures for planning/PLCs where teachers regularly engage in data/ student work analysis, intellectual prep, and lesson rehearsal. During collaborative planning sessions, teachers will plan for scaffolds and supports that address specific learning gaps identified in student performance data.

Action Step #2

Deepen Understanding of the FL B.E.S.T. ELA Standards (Teacher clarity)

Person Monitoring:

Instructional Leadership Team

By When/Frequency:

Weekly

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

The ILT will lead teachers in the use state and district resources (i.e. B.E.S.T. ELA Standards, PCS Gold Documents, Power Benchmarks, PCS Modules, and Pop-Up Padlets) to synthesize the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards.

Action Step #3

Implementation of Small Group (Pop Ups) Instruction

Person Monitoring:

Instructional Leadership Team

By When/Frequency:

September/Weekly

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

Ensure scaffolds and instructional supports are in place for ALL students during core instruction and independent practice, including supports for students with disabilities (SWD) and English Language Learners (ELLs). Plan purposeful small group instruction that allows students to practice learned skills until mastery. Tap into the interest of students and provide opportunities to think at higher levels through the use of periodicals and extensions/more advanced texts for Level 4 and 5 students.

Action Step #4

Implementation of Strategy Walks

Person Monitoring:

Instructional Leadership Team

By When/Frequency:

September/Weekly

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

Teachers will observe one another in the classroom in an effort to learn and implement the use of an effective teaching strategy in their own classroom. These walks will be planned and facilitated by the instructional leadership team after providing professional learning on a specific strategy. ELA Champs will identify and model the use of high-yielding instructional strategies.

Area of Focus #3

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 overall Math achievement increased to 56% proficiency with overall LGs increasing to 58% and 53% (L25s). These gains show that we are moving in the right direction in improving math instruction in our building. When drilling down to specific grade levels, however, our data shows that our 2nd graders perform significantly below where the cohort performed at the end of 1st grade. This disconnect makes recovery in 3rd grade more difficult for both students and teachers. Additionally, our 4th graders aren't making learning gains at a rate close to other grade levels. While we see areas to celebrate, we also see the need to ensure that we are consistently meeting the needs of ALL learners across ALL grade levels. This will come with a continued focus on high-quality, standards-based instruction being implemented with fidelity.

To ensure continued success in mathematics, we will continue to implement high-quality, standards-based instruction using the Instructional Playbook as our guide, across all grade levels. We will continue to implement collaborative planning sessions, that highlight the components of the Essentials to Effective Instruction. We will continue to monitor instruction, student engagement, and formative /summative data to ensure that students are growing in standards mastery. We will continue to provide scaffolds during core instruction for our targeted sub-groups (SWD/Blacks). We will continue to participate in professional learning that improves our instructional practices and lead to better student outcomes.

In addition, we will implement our Tier II and Tier III interventions with fidelity. We will implement strategy walks to improve instructional practice across all grade levels. We will analyze data early (September) to implement targeted small group instruction across all grade levels. We will intentionally plan math intervention time to close gaps identified in student performance data.

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.

- The percent of all 3rd-5th students achieving proficiency in math will increase from 56% to 60% as measured by the PM3 FAST Math Assessment.
- The percent of all 3rd-5th students making learning gains will increase from 58% to 70% as measured by the PM3 FAST Math Assessment.
- The percent of L25 students making learning gains in Math will increase from 53% to 70% as measured by the PM3 FAST Math Assessment.
- The percent of all K-2 students achieving proficiency in Math will increase from 57% to 60% as measured by the PM3 STAR Math Assessment.

Monitoring

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

This area of focus will be monitored collectively by our Instructional Leadership Team (ILT), School-Based Leadership Team (SBLT), and the Math School Improvement Planning (SIP) Committee.

Together, these teams will implement the following monitoring practices:

- Weekly PLCs/Collaborative planning sessions facilitated by our team leaders
- Daily walkthroughs with timely actionable feedback with a lens on the implementation of the 12 instructional strategies that are essential to high quality teaching and learning, targeted small group instruction, and authentic student engagement.
- Weekly ILT meetings to review/monitor walkthrough data to determine additional supports needed for specific teachers to consistently implement high-yield instructional practices.
- Bi-weekly SBLT Meeting to monitor the implementation of our SIP strategies/action steps
- Monthly SIP Committee meetings (monitoring of implementation of SIP strategies)

Person responsible for monitoring outcome

Nikishia Dixon

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:

Implementation of high-quality instruction centered around the Instructional Playbook and Essentials for Quality Instruction. This intervention will include identifying teacher clarity in planning/preparing and delivery of instruction and a deepened understanding of the Florida's B.E.S.T. Math standards and benchmarks.

Rationale:

As teachers become more skilled in implementing high-quality instruction, student outcomes will improve. When teachers are clear about what has been taught, what needs to be taught, and how learning will move forward, it allows them to focus on the student learning (their responses, engagement, and performance) and make just in time adjustments to accelerate learning. Students will be able to process and understand new content because they are able to identify which content is critical and understand how learned content scaffolds in complexity. Additionally, when learning is organized and the learner knows what he/she is learning, they are more motivated to commit to the learning.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Description of Intervention #2:

Monitoring for learning during the lesson to collect data and feedback on the efficiency and effectiveness of the teaching to inform responsive actions to deepen impact.

Rationale:

Monitoring for learning through observation and questioning provides real-time data to make informed decisions to deepen learning and to provide feedback directly to students. Feedback is information about how we are doing in our efforts to reach mastery of a benchmark. When teachers monitor for learning during the lesson, learning gaps and misconceptions are identified early on, allowing teachers to make just-in-time adjustments about which students to challenge, redirect, or reteach. Students, in response to this level of monitoring, are able to make error corrections, recognize learning patterns, and engage in self-reflection on the content and process of the learning.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Implementation of data-driven, targeted small group instruction during intervention. Teachers will implement differentiated centers, tailored to meeting the individual needs of students.

Rationale:

Although our overall math proficiency increased by 6%, our learning gains data indicate that many students are not making the accelerated progress needed to close achievement gaps and achieve grade-level expectations. This trend suggests that while core instruction is positively impacting overall proficiency, additional targeted support is necessary to meet the individual learning needs of students who require remediation, enrichment, or acceleration. Implementing data-driven, targeted small-group instruction during intervention provides teachers with the opportunity to analyze formative and summative assessment data to identify specific skill deficits and misconceptions. Using this data, teachers will design differentiated small-group lessons and learning centers that provide focused instruction aligned to individual student needs. This approach allows students to receive timely, explicit instruction, immediate feedback, and multiple opportunities to practice essential mathematical concepts and problem-solving strategies. Research consistently supports targeted small-group instruction as an evidence-based practice that increases student achievement by personalizing learning, maximizing instructional time, and enabling teachers to respond quickly to student progress. Differentiated centers further reinforce learning by engaging students in meaningful, standards-aligned tasks while allowing teachers to provide intensive instruction to identified groups. By strengthening the implementation of data-driven small-group instruction, our school aims to increase student learning gains, accelerate progress for students performing below grade level, and ensure that all students receive the targeted support necessary to achieve mathematical success.

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

Implementation of Collaborative Planning

Person Monitoring:

By When/Frequency:

Instructional Leadership Team

Weekly

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

The ILT will provide regular structures for planning/PLCs where teachers regularly engage in data/student work analysis, intellectual prep, and lesson rehearsal. During collaborative planning sessions, teachers will plan for scaffolds and supports that address specific learning gaps identified in student performance data.

Action Step #2

Deepen Understanding of the FL B.E.S.T. Math Standards (Teacher clarity)

Person Monitoring:

Instructional Leadership Team

By When/Frequency:

Weekly

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

The ILT will lead teachers in the use state and district resources (i.e. B.E.S.T. Math Standards, MTRs, B1G M, Reveal) to synthesize the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards.

Action Step #3

Implementation of differentiated small-group instruction.

Person Monitoring:

Instructional Leadership Team

By When/Frequency:

September/Weekly

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

Ensure scaffolds and instructional supports are in place for ALL students during core instruction, independent practice, and small group instruction including supports for students with disabilities (SWD) and English Language Learners (ELLs). Intentionally plan intervention tasks/centers that align to the deficits that student performance data shows to exist.

Action Step #4

Implementation of Strategy Walks

Person Monitoring:

Instructional Leadership Team

By When/Frequency:

September/Weekly

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

Teachers will observe one another in the classroom in an effort to learn and implement the use of an effective teaching strategy in their own classroom. These walks will be planned and facilitated by the instructional leadership team after providing professional learning on a specific strategy.

Action Step #5

Implementation of Fluency Friday in which fluency practice will be a schoolwide practice.

Person Monitoring:

Instructional Leadership Team

By When/Frequency:

September/Weekly

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

Teachers will engage students in fluency activities that strengthens the foundational skills they need to successfully engage with grade-level mathematics. When students develop automaticity with basic facts and number relationships, they are able to devote more cognitive energy to reasoning, problem-solving, and applying mathematical concepts during core instruction and intervention.

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.

Our overall science achievement increased from 55% to 58%, which was a 3% increase from last year's performance. This shows that our efforts this past year were intentional and met the needs of more of our learners. This was achieved by focusing on facilitating standards-based instruction (teacher clarity) and authentic student engagement. We also utilized assessments and feedback to ensure that our learners knew where they were on their progression to standards mastery. Based on his research, Hattie defines feedback as "information provided by an agent (a teacher, a peer, a book, etc.) about aspects of a student's (or teacher's) performance or understanding." Once the learner receives that feedback, he then has two options: work harder/change something so that he can reach the goal or lower the expectations about the goal. Student assessment is not just important feedback for learners but is even more useful to teachers as they work to examine whether the learning goals were achieved, content was understood, methods were appropriate and media helpful. Formative assessment checks throughout a unit, the use of a mini assessments midway or a summative assessment at the end of the unit will provide the teacher information to help evaluate the teaching and learning of content. By implementing these strategies and having an experienced science teacher to teach our 5th grade science, we were able to increase student achievement in science.

To ensure success this year, we will continue and build upon our previous efforts. We will focus on the implementation of the 12 instructional practices (Instructional Playbook) that are essential to high-quality teaching and learning. We will ensure that science happens every day, in every classroom. We will ensure that teachers are using the district resources that are provided. (Curriculum Frameworks, Student Science Pages , instructional slide decks, Inspire Science, and Formative Assessment Classroom Techniques (FACTs).

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.

The percent of students achieving proficiency in science will increase from 58% to 65% as measured by the 2027 Florida State Academic Standards for Science (FSASS) Assessment.

Monitoring

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

This area of focus will be monitored collectively by our Instructional Leadership Team (ILT), School-Based Leadership Team (SBLT), and the Math School Improvement Planning (SIP) Committee.

Together, these teams will implement the following monitoring practices:

- Review of unit assessment, exit tickets, and walkthrough trend data.
- Implementation of a comprehensive science review plan that identifies learning gaps in specific standards and specific review tasks.
- Ongoing monitoring of desired EOY outcomes during grade level comparative data chats.
- Weekly walkthroughs with timely, actionable feedback with a lens on the implementation of the 12 instructional strategies that are essential to high quality teaching and learning, targeted small group instruction, and authentic student engagement.
- Ongoing data analysis of multiple data sources (unit, module, and state assessments)
- Weekly ILT meetings to review/monitor walkthrough data to determine additional supports needed for specific teachers to consistently implement high-yield instructional practices.
- Monthly SIP Committee meetings (monitoring of implementation of SIP strategies)

Person responsible for monitoring outcome

Nikishia Dixon

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:

Implementation of high-quality instruction centered around the Instructional Playbook and Essentials for Quality Instruction. This intervention will include identifying teacher clarity in planning/preparing and delivery of instruction and a deepened understanding of the Florida State Academic Standards for Science (FSASS).

Rationale:

As teachers become more skilled in implementing high-quality instruction, student outcomes will improve. When teachers are clear about what has been taught, what needs to be taught, and how learning will move forward, it allows them to focus on the student learning (their responses, engagement, and performance) and make just in time adjustments to accelerate learning. Students will be able to process and understand new content because they are able to identify which content is critical and understand how learned content scaffolds in complexity. Additionally, when learning is organized and the learner knows what he/she is learning, they are more motivated to commit to the learning.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Implementation of the 3-I Instructional Routine (Ignite-Investigate-Inform)

Rationale:

The 3-I Instructional Routine (Ignite-Investigate-Inform Instruction) focuses on standards-based learning goals by igniting students' natural curiosities, providing a variety of opportunities to investigate wonderings and unanswered questions while building on background knowledge, and measure students' understanding through a variety of formative assessments to inform instruction and the need for further support and/or enrichment. Students navigate through ideas, make inferences and observations, provide claims, gather evidence, and reflect on conceptual knowledge. Engaging students in this instructional model consistently (K-5), will deepen student understanding of science concepts, provide a solid foundation in the primary grades for intermediate teachers to build upon, and increase overall student outcomes in science.

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

Comprehensive Review Plan (4th-5th)

Person Monitoring:

Instructional Leadership Team

By When/Frequency:

September

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

Develop, implement, and monitor a school-wide science plan and timeline to support students' natural wonderings through the use of science projects (experiments, research/models, field studies and engineer design tasks). Ongoing data analysis of multiple data sources (unit, module, and state assessments) to ensure we are progressing towards meeting our goal.

Action Step #2

Implement the consistent use of structured student discourse, including evidence-based questioning routines.

Person Monitoring:

Instructional Leadership Team

By When/Frequency:

Ongoing

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

Teachers will intentionally embed structured student discourse and evidence-based questioning routines into daily science instruction to increase student engagement, deepen conceptual understanding, and strengthen scientific reasoning. Students will regularly participate in collaborative discussions using established discussion protocols that require them to explain their thinking, justify claims with evidence, ask clarifying questions, and build upon the ideas of their peers. Opportunities for academic discourse will occur daily during science instruction.

Action Step #3

Implement the consistent use of science notebooks and evidence collection (2-5).

Person Monitoring:

Instructional Leadership Team

By When/Frequency:

September/Ongoing

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

Teachers will implement the consistent use of science notebooks and note booking routines as an instructional tool to promote student engagement, scientific thinking, and standards mastery. Students will use science notebooks during daily instruction to record observations, collect data, reflect, and respond to questions all in one place. Students will be expected to support scientific claims with relevant evidence and reasoning, fostering deeper conceptual understanding and strengthening their ability to communicate scientific thinking.

Area of Focus #5

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.

Last year, 47% of our Black/African American students were proficient in ELA. This was a 8% increase in ELA achievement for this subgroup. In mathematics, only 30% of our black students were proficient. This was a 5% increase in math achievement for this subgroup. While we celebrate the growth that was made, there is still quite a bit of work to do with this subgroup to increase their overall performance in both ELA and Math.

This was one of our targeted subgroups last year. We intentionally planned for students to be engaged in differentiated instruction, being provided with scaffolds/supports during core instruction, to ensure that they could access grade level content with success. The data shows that our core ELA and Mathematics instruction is not meeting the varying needs of this subgroup. To ensure the success of our Black students, we need to continue to ensure that classroom teachers are implementing with fidelity the use of the 12 instructional practices (Instructional Playbook) that are essential to high-quality teaching and learning. Additionally, teachers should be consistently differentiating their instruction AND interventions to meet the needs of this sub-group. Teachers should be planning for and providing the necessary scaffolds/supports for these students to access grade-level content, with success. Teachers need to be intentional about authentically engaging these students in standards-based instruction, at the level that the standard is written. Teachers also need to monitor the learning within the lessons, to make instructional shifts to deepen student learning, in real time.

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.

- The percent of black students in grades 3-5 achieving proficiency in ELA will increase from 47% to 55% as measured by the PM3 F.A.S.T. ELA Assessment.
- The percent of black students in grades 3-5 achieving proficiency in mathematics will increase from 30% to 55% as measured by the PM3 F.A.S.T. Math Assessment.

Monitoring

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

This area of focus will be monitored collectively by our Instructional Leadership Team (ILT), School-Based Leadership Team (SBLT), and our School Improvement Planning (SIP) Committees. Together, these teams will implement the following monitoring practices:

- Weekly PLCs/Collaborative planning sessions facilitated by our instructional/team leaders
- Daily walkthroughs with timely actionable feedback with a lens on the implementation of the 12 instructional strategies that are essential to high quality teaching and learning, intentional planning of differentiated instruction, and authentic student engagement.
- Weekly ILT meetings to review/monitor walkthrough data to determine additional supports needed for specific teachers to consistently implement high-yield instructional practices.
- Bi-weekly SBLT Meeting to monitor the implementation of our SIP strategies/action steps
- Monthly SIP Committee meetings (monitoring of implementation of SIP strategies).

Person responsible for monitoring outcome

Nikishia Dixon

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:

Implementation of high-quality instruction centered around the Instructional Playbook and Essentials for Quality Instruction. This intervention will include identifying teacher clarity in planning/preparing and delivery of instruction and a deepened understanding of the Florida's B.E.S.T. ELA and Mathematics standards and benchmarks.

Rationale:

As teachers become more skilled in implementing high-quality instruction, student outcomes will improve. When teachers are clear about what has been taught, what needs to be taught, and how learning will move forward, it allows them to focus on the student learning (their responses, engagement, and performance) and make just in time adjustments to accelerate learning. Students

will be able to process and understand new content because they are able to identify which content is critical and understand how learned content scaffolds in complexity. Additionally, when learning is organized and the learner knows what he/she is learning, they are more motivated to commit to the learning.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Implementation of data-driven, targeted small group instruction during intervention. Teachers will implement differentiated centers, tailored to meeting the individual needs of students.

Rationale:

Although our overall ELA and Math proficiency in this subgroup increased by 8% and 5%, our learning gains data in math indicate that many students are not making the accelerated progress needed to close achievement gaps and achieve grade-level expectations. This trend suggests that while core instruction is positively impacting overall proficiency, additional targeted support is necessary to meet the individual learning needs of students who require remediation, enrichment, or acceleration. Implementing data-driven, targeted small-group instruction during intervention provides teachers with the opportunity to analyze formative and summative assessment data to identify specific skill deficits and misconceptions. Using this data, teachers will design differentiated small-group lessons and learning centers that provide focused instruction aligned to individual student needs. This approach allows students to receive timely, explicit instruction, immediate feedback, and multiple opportunities to practice essential literacy and mathematical concepts and problem-solving strategies. Research consistently supports targeted small-group instruction as an evidence-based practice that increases student achievement by personalizing learning, maximizing instructional time, and enabling teachers to respond quickly to student progress. Differentiated centers further reinforce learning by engaging students in meaningful, standards-aligned tasks while allowing teachers to provide intensive instruction to identified groups. By strengthening the implementation of data-driven small-group instruction, our school aims to increase student learning gains, accelerate progress for students performing below grade level, and ensure that all students receive the targeted support necessary to achieve literacy and mathematical success.

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

Deepen Understanding of the FL B.E.S.T. ELA and Math Standards (Teacher clarity)

Person Monitoring:

Instructional Leadership Team (ILT)

By When/Frequency:

Ongoing

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

The ILT will lead teachers in the use state and district resources (i.e. B.E.S.T. ELA Standards, PCS Gold Documents, Power Benchmarks, B.E.S.T. Math Standards, MTRs, B1G M, Reveal, Pop-Up

Padlets, and intervention resources) to synthesize the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards.

Action Step #2

Implementation of differentiated small-group instruction.

Person Monitoring:

Instructional Leadership Team

By When/Frequency:

September/ongoing

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

Implementation of data-driven, targeted small group instruction during intervention. Teachers will implement differentiated centers, tailored to meeting the individual needs of students; intentionally plan intervention tasks/centers that align to the deficits that student performance data shows to exist. ILT will ensure scaffolds and instructional supports are in place for ALL students during core instruction, independent practice, and small group instruction.

Area of Focus #6

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.

Last year, we had 22% of our SWD to be proficient in ELA. This was a 13% increase from the previous year for this subgroup. In mathematics, 27% were proficient, which was a 6% decrease. This subgroup has consistently performed below the federal index (7 consecutive years). This data shows that our instruction, interventions, and supports are not meeting the varying needs of these students. We are in CSI status due to the performance of this subgroup. We need to do something drastically different to ensure that students are learning and growing.

To ensure the success of our SWD, we need to start with professional learning for teachers to ensure that they understand how to support this subgroup in the classroom after the VE Resource teacher leaves. Teachers need support with differentiating their instruction within the lesson, so that this subgroup has access to grade level content with their accommodations. Teachers will be planning collaboratively with our VE Resource teachers to identify scaffolds and supports to be used during instruction. Teachers will be intentional about authentically engaging these students in standards-based instruction, at the level that the standard is written. Scaffolds/supports will be clearly identified when planning instruction for these students. For our SWD that are struggling readers, we will ensure that their specialized instruction includes some early literacy interventions to help them grow as readers. Additionally, we will focus on the implementation with fidelity of the 12 instructional practices (Instructional Playbook) that are essential to high-quality teaching and learning.

To support with this work, we have hired a VE Resource teacher that has specialized training in Structured Literacy Dyslexia Interventions (SLDI). She will use her knowledge and expertise to support our students with disabilities. In addition, she will support our teachers through professional learning to ensure that teachers are equipped with the tools to provide scaffolds and supports to their instruction, within the lesson.

In addition, the district is providing the support of an Instructional Staff Developer (ISD) to work closely with our staff to ensure that we are consistently implementing differentiated instruction that meets the needs of our learners. With the districts support, we will review schedules, class placements, and our master schedule to ensure that these are aligned to meet the needs of each individual learner.

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.

- The percent of SWD in grades 3-5 achieving proficiency in ELA will increase from 22% to 50% as measured by the PM3 3 F.A.S.T. ELA Assessment.
- The percent of SWD in grades 3-5 achieving proficiency in mathematics will increase from 27% to 50% as measured by the PM3 3 F.A.S.T. Mathematics Assessment.

Monitoring

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

This area of focus will be monitored collectively by our Instructional Leadership Team (ILT), School-Based Leadership Team (SBLT), and our School Improvement Planning (SIP) Committees. Together, these teams will implement the following monitoring practices:

- Weekly PLCs/Collaborative planning sessions facilitated by our instructional/team leaders
- Daily walkthroughs with timely actionable feedback with a lens on the implementation of the 12 instructional strategies that are essential to high quality teaching and learning, intentional planning of differentiated instruction, and authentic student engagement.
- Weekly ILT meetings to review/monitor walkthrough data to determine additional supports needed for specific teachers to consistently implement high-yield instructional practices.
- Bi-weekly SBLT Meeting to monitor the implementation of our SIP strategies/action steps
- Monthly SIP Committee meetings (monitoring of implementation of SIP strategies).

Person responsible for monitoring outcome

Nikishia Dixon

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:

Implementation of high-quality instruction centered around the Instructional Playbook and Essentials for Quality Instruction. This intervention will include identifying teacher clarity in planning/preparing and delivery of instruction and a deepened understanding of the Florida's B.E.S.T. ELA and Mathematics standards and benchmarks.

Rationale:

As teachers become more skilled in implementing high-quality instruction, student outcomes will improve. When teachers are clear about what has been taught, what needs to be taught, and how learning will move forward, it allows them to focus on the student learning (their responses, engagement, and performance) and make just in time adjustments to accelerate learning. Students will be able to process and understand new content because they are able to identify which content is critical and understand how learned content scaffolds in complexity. Additionally, when learning is organized and the learner knows what he/she is learning, they are more motivated to commit to the learning.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Description of Intervention #2:

Implementation of differentiated instruction within the lesson. Teachers will also implement differentiated centers, tailored to meeting the individual needs of students.

Rationale:

Our Students with Disabilities are not making the accelerated progress needed to close achievement gaps and achieve grade-level expectations. This trend suggests that while scaffolding and supports are being provided, they are not meeting the needs of our students. Teachers need additional professional learning on how to best meet the needs of these students. Additional targeted supports are necessary to meet the individual learning needs of students who require remediation, enrichment, or acceleration. Teachers need to intentionally plan for differentiation within their lessons, to ensure that our SWD are growing. In addition, teachers need to monitor the learning to intervene immediately when misconceptions are uncovered. Implementing differentiated instruction during the lesson allows students an entry point to engage with grade level content. In addition, it provides teachers with the opportunity to analyze formative and summative assessment data to identify specific skill deficits and misconceptions. Using this data, teachers will design differentiated small-group lessons and learning centers that provide focused instruction aligned to individual student needs. This approach allows students to receive timely, explicit instruction, immediate feedback, and multiple opportunities to practice essential literacy and mathematical concepts and problem-solving strategies. Research consistently supports targeted small-group instruction as an evidence-based practice that increases student achievement by personalizing learning, maximizing instructional time, and enabling teachers to respond quickly to student progress. Differentiated centers further reinforce learning by engaging students in meaningful, standards-aligned tasks while allowing teachers to provide intensive instruction to identified groups. By strengthening the implementation of differentiated instruction, our school aims to increase student learning gains, accelerate progress for students performing below

grade level, and ensure that all students receive the targeted support necessary to achieve literacy and mathematical success.

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

Deepen Understanding of the FL B.E.S.T. ELA and Math Standards (Teacher clarity)

Person Monitoring:

Instructional Leadership Team

By When/Frequency:

ongoing

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

The ILT will lead teachers in the use state and district resources (i.e. B.E.S.T. ELA Standards, PCS Gold Documents, Power Benchmarks, B.E.S.T. Math Standards, MTRs, B1G M, Reveal, Pop-Up Padlets, and intervention resources) to synthesize the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards.

Action Step #2

Implementation of targeted, differentiated instruction.

Person Monitoring:

Instructional Leadership Team

By When/Frequency:

September/ongoing

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

Teachers will plan and implement differentiated instruction within core lessons and centers, tailored to meeting the individual needs of students; intentionally plan intervention tasks/centers that align to the deficits that student performance data shows to exist. ILT will ensure scaffolds and instructional supports are in place for ALL students during core instruction, independent practice, and small group instruction.

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.

Currently, we have 49 students that have missed 10% or more of school. Research consistently shows that students who miss 10% or more of school, which is considered chronic absenteeism,

experience significant negative impacts on their academic and social-emotional well-being. They are more likely to fall behind academically, struggle with reading, have difficulty keeping up with their peers, and potentially drop out of high school. Additionally, chronic absenteeism is linked to behavioral issues and can hinder the development of social skills and a sense of belonging.

Measurable Outcome

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

By the end of the 26-27 school year, we will decrease the number of students that miss 10% or more of school by 20% as measured by daily student attendance.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This area of focus will be monitored by our Child Study Team (CST) that meets bi-weekly. This team will monitor student attendance using the attendance dashboard. This team has developed an action plan that includes attendance supports at the core level, as well as Tier II and Tier III supports. This monitoring plan includes proactive supports in which students with less than a 90% attendance rates from the 25-26 school year will participate in the Strive for 5 Attendance Monitoring Program. In addition, we will have monthly perfect attendance recognition, and Attendance Matters Week (September) in which we will highlight the importance of school attendance on student success.

Person responsible for monitoring outcome

Child Study Team (CST), Angela Trotter (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:

A Child Study Team (CST) meeting is a meeting held by school staff to discuss a student's academic, behavioral, or social-emotional progress. The goal is to identify strategies and interventions to support the student's success. These meetings typically involve teachers, parents, administrators, and other school staff. Interventions are put in place to improve student attendance and learning outcomes.

Rationale:

Child Study Team (CST) meetings play a vital role in improving school performance by facilitating collaboration among educators, parents, and specialists to address the unique needs of students who may be struggling academically, behaviorally, or emotionally. These meetings help identify learning barriers, develop tailored interventions, and monitor student progress, ultimately leading to better outcomes in the classroom.

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

Monthly Perfect Attendance Recognition

Person Monitoring:

Angela Trotter, School Social Worker

By When/Frequency:

Monthly

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

Mrs. Trotter will recognize those students that had perfect attendance from the previous month on the 2nd Monday of the following month, during their lunch period. Students with perfect attendance will receive a small treat. 3-5 students with perfect attendance for the marking period will receive a yard sign to highlight the achievement at the awards assembly held after each marking period (1-3). K-2nd with perfect attendance for the marking periods will receive a yard sign to highlight the achievement at the monthly recognition after each marking period.

Action Step #2

Strive for 5!

Person Monitoring:

Child Study Team (CST)

By When/Frequency:

Bi-Weekly

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

Students with less than a 90% attendance rate during the 25-26 school year will participate in the Strive for 5 Program in which they are recognized each week that they are in attendance for 5 days. They will track their own attendance and submit their tracker each week that they have attended 5 days for a special treat. These students will be surveyed in August to determine items that will go in the Strive for 5 treat box. Students will also be partnered with a trusted adult that encourage them to attend school regularly.

Action Step #3

Attendance Spirit Week

Person Monitoring:

Angela Trotter, School Social Worker

By When/Frequency:

September 8th - 11th, 2026

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

Attendance Spirit Week will be celebrated during the first week in September. We will highlight the importance of school attendance and participate in schoolwide spirit activities in which students will acknowledge their understanding of the role of attending school regularly.

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.

The methods of dissemination of the School Improvement Plan (SIP) and Title I Schoolwide Plan (SWP) to stakeholders are as follows:

- **Monthly PTA/SAC Meetings:** The SIP will be disseminated and discussed at our monthly Parent Teacher Association (PTA) and School Advisory Council (SAC) meetings, which are held on the 3rd Tuesday of each month at 6:00 p.m. in our Media Center. Stakeholders, including students, families, community members, and school staff, will have the opportunity to review the plan's progress and any revisions. A platform will be provided that allows for input and feedback from stakeholders. This will regularly reviewed by our SIP Committees. Any notable progress or changes to the SIP will be shared with stakeholders during monthly PTA/ SAC meetings. This ensures transparency and allows for collaborative decision-making based on the evolving needs of our school community.
- **Annual Title I Meeting:** The SIP (One pager) will be presented and discussed at the Annual Title I meeting, specifically aimed at parents. This meeting will provide a deeper understanding of the plan's objectives, strategies, and outcomes, and will be conducted in a language accessible to all parents. This meeting will take place on Aug. 26th at 5:30 p.m. There will be an online option for parents that can't attend in person and a recording that will be posted on our website for later viewing.
- **Title 1 Family Engagement Events** (Content related): The SIP will also be highlighted and discussed at our Title 1 Family Engagement events. We will share with stakeholders the Area of Focus that the family engagement events connect with. Each event will be tied to a specific content area (ELA, Math, or Science). These events will provide parents with the strategies and tools that they can use at home to support their student's achievement in a specific

content area.

- **Faculty Meetings:** The SIP will be shared with school staff during regular faculty meetings. This ensures that all educators are well-informed about the plan's goals and strategies, promoting SIP alignment and coordinated efforts towards its implementation. Our SIP goals will be embedded in our schoolwide presentation template that is used for all meetings at Mt. Vernon.
- **SIP Committee Meetings:** The SIP will be reviewed with school staff during our monthly SIP Committee Meetings. These meetings will be held the 1st Tuesday of each month at 7:45 a.m. At these meetings, the content area SIP Committee will monitor our implementation of actions and strategies to meet our school improvement goals. Each committee will review available content specific data to determine if we are progressing towards meeting our goals or if we need to make updates to the established plan.
- **School Website:** To enhance accessibility, the SIP will be posted on our school website. This allows all stakeholders to easily access and review the plan at their convenience.
<https://www.pcsb.org/mtvernon-es>.
- **Weekly Rainbow (Parent Newsletter):** The SIP will also be presented in our school newsletter.

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)).

Mount Vernon Elementary 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 by:

- Focusing on more ways to engage families; using their input to increase student achievement. This will include using multiple collection methods to collect their feedback including the use of portable kiosk and iPads at family engagement events.
- Supporting teachers by engaging in professional learning centered around effective parent communication and documentation.
- Continuing the work of the Family Engagement Committee; facilitating monthly Parent University, First Friday Lunch, Literacy Night, Math Night and STEAM Night. We will also include Parent Conference Nights in which parents will meet with teachers to discuss their students current progress.

- Continuing the parent-school-student collaboration to decrease the number of students that miss more than 10% of the school year as measured by the attendance dashboard. We will continue to provide attendance incentives (yard signs/monthly perfect attendance celebrations) to showcase students that come to school regularly.
- Continuing to utilize the School-Parent-Student Compact (Title 1) during parent conferences as an additional tool to support ongoing monitoring.
- <https://www.pcsb.org/mtvernon-es>

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)).

Mount Vernon Elementary 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 by:

- Incorporating the use of periodicals to peak student interest as they learn and practice literacy skills.
- Providing TDE's for teachers to receive/attend professional learning on identified strategies
- Facilitating grade level data chats after every assessment cycle. Teachers will identify individual learning gaps and plan small group instruction to address the identified learning gaps. Targeted groups will be monitored using exit tickets to ensure that students are actually working towards mastery of specific benchmarks.
- Providing professional development on using data analytics to disaggregate their assessment data to make instructional decisions.
- SBLT/MTSS teams will meet weekly to address academic/behavior concerns.
- Providing additional opportunities to analyze data and collaboratively plan by providing substitute teachers when possible
- Facilitating Strategy Walks; using teacher leaders/Model Classrooms to model best instructional practices.
- Attending professional learning conferences that support the School Improvement Plan goals and actions steps (RCA Academy, NCTM, or GYTO)

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)).

ESOL

Mount Vernon Elementary School will ensure the unique needs of ESOL students are being met by implementing 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.
- Providing information to families in their native language to the extent possible.

IDEA (ESE)

Mount Vernon Elementary School will conduct regular 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. We will review the classroom placement, teacher assignment, and accommodations in place for each of our students with disabilities. We will ensure that students are assigned to a case manager best suited to fit their individual needs. We will also ensure that our master schedule is centered around the inclusion supports that our ESE students need.

Title II (Professional Learning dept.)

Mount Vernon Elementary School will take advantage of any support provided by the district in regard to professional learning, including but not limited to content specific instructional staff developers and collaborative planning.

Community partners

Mount Vernon Elementary School will continue the partnerships with BGCS, Children's Village/The Sally House, and SPFC.

Our partnership with SPFC allows us to provide food in our pantry for our families who have food insecurities. In addition, our pantry has clothing, toiletries, and other household items that are free of charge to our families.

Students residing in Children's Village/ Sally House get transportation provided for them to participate in extended learning opportunities.

BGCS; We will still provide transportation to the new location for our ELP participants.

We will explore new partnerships with Y Reads for this coming year.

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)).

N/A

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)).

Our professional learning plan includes:

- Weekly Collaborative Planning with Instructional Coaches/ILT
- Weekly Walkthroughs with feedback
- Monthly SIP Committee meetings to monitor SIP implementation and progress
- Weekly Pop-Up PD opportunities (optional; based on walkthrough data)
- Monthly PD on Teaching/Learning topics (ELA, Math, Science)

- Bi-weekly district ESE ISD support for ESE sub-group

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)).

Mount Vernon Elementary implements a comprehensive transition plan to ensure preschool children successfully transition into kindergarten. Throughout the preschool year, students engage in developmentally appropriate instruction aligned to the Florida Early Learning and Developmental Standards to build foundational academic, social-emotional, and behavioral skills necessary for kindergarten success.

To support a seamless transition, we provide families with multiple opportunities to learn about kindergarten expectations through orientation events (Ready, Set, Kindergarten), family engagement activities, and ongoing communication. Preschool and kindergarten teachers collaborate to discuss student progress, instructional practices, and individual student needs to ensure continuity of learning. Student data and observational information are shared with kindergarten teachers to support instructional planning and differentiated instruction from the first day of school.

Students participate in transition activities such as Ready, Set, Kindergarten, Big Day Pre K Signing Day, kindergarten classroom visits and school tours. These activities allow them to become familiar with the school environment, routines, and expectations. Families are provided with resources and strategies to support learning at home during the summer, including literacy, numeracy, and social-emotional activities (Summer Bridge Book).

Mt. Vernon also collaborates with community early learning providers and district preschool programs, when appropriate, to facilitate the exchange of information and strengthen the transition process. These coordinated efforts help ensure that every child enters kindergarten feeling confident, prepared, and ready to learn.

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.

To review the use of resources to meet the identified needs of our students, we do the following:

- School Readiness Meeting with Area Superintendent and General Manager of Facilities
- PY Data Review Meeting with Area Superintendent
- Title 1 Step-back Meetings with our Title 1 Facilitator
- Annual Unit Allocation Meeting
- Instructional Walks with content area directors/Elementary Ed Director

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).

Resources that will be used to address needs:

- PY F.A.S.T./STAR assessment data
- PM1 and PM2 F.A.S.T./STAR progress monitoring data
- Data Analytics to identify Potential Proficiency and Individual Teacher growth (Insights)

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