

Pinellas County Schools

MCMULLEN-BOOTH ELEMENTARY SCHL



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

Professional Community of Educators promoting 100% student success.

Provide the school's vision statement

McMullen Booth Elementary believes in educating the whole child to become global thinkers. We are preparing our students to be lifelong learners who share open-mindedness and a spirit of inquiry. Students will acquire an awareness of their place in the world, and how they impact those around them. Through ensuring the implementation of our mission we will achieve our vision of 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

Stephanie Whitaker

whitakers@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

Maintain the safety and security of the school building for all stakeholders. Instructional leader responsible for ensuring the standards and primary curriculum are taught with fidelity for all students.

Leadership Team Member #2

Employee's Name

Nicole Alderman

aldermann@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Assist the principal in maintaining the safety and security of the school building for all stakeholders. Instructional leader responsible for ensuring the standards and primary curriculum are taught with fidelity for all students.

Leadership Team Member #3

Employee's Name

Kim Sullivan

sullivanki@pcsb.org

Position Title

MTSS coach

Job Duties and Responsibilities

Careful monitoring of students receiving tier 2 and tier 3 supports. Ensures supports are aligned to the needs displayed by the data. Responsible for scheduling meetings with stakeholders to support student needs. Coaches K-2 teachers in foundational reading skills to include co-teaching, modeling, class coverage for teacher observation of other classrooms.

Leadership Team Member #4

Employee's Name

Nichole Garcia

garciani@pcsb.org

Position Title

Behavior Specialist

Job Duties and Responsibilities

Provide coaching and support in units that support students with Autism. Provides coaching and support in the general education classrooms to support students with Autism as well as other students requiring tier 2 and tier 3 behavior interventions.

Leadership Team Member #5

Employee's Name

Lori Taylor

polachyl@pcsb.org

Position Title

School Counselor

Job Duties and Responsibilities

Provides support to individual/small group/and classrooms to ensure that the classroom is perceived as a safe learning environment for all students so that focus can be placed on on instruction.

Leadership Team Member #6

Employee's Name

Fran Neugebauer

Neugebauerf@pcsb.org

Position Title

Magnet Coordinator

Job Duties and Responsibilities

Responsible for planning for and monitoring the impementation of the IB framework. Ensures that all components are in place to maintain our IB authorization.

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.

Stakeholders were given the opportunity in April to contribute to the school improvement plan. Parents were given the opportunity to give feedback on last school year's goals and progress and to give feedback related to predicted data outcomes during our quarter 4 SAC meeting. Parents and community will again have the opportunity to give feedback related to this year's identified areas of need and action steps during our quarter 1 SAC meeting held in August. Staff was given the opportunity to provide feedback during a staff meeting. Staff were given topics related to proficiency

goals and growth goals and asked to provide feedback relating to action steps moving forward.

3. SIP Monitoring

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

Data relating to SIP goals will be monitored at the school level through monthly MTSS data disaggregation, at the grade level monthly during PLC, and every 4-6 weeks with individual teachers at 1-1 data chats. Implementation of action steps will be monitored on a scheduled walk through and observational schedule with specific attention given to students in multiple subgroups during walk through and observational feedback cycles. Through the work done in PLC and data chats, action steps can be adjusted to fit the needs of the students as displayed by the data demonstrated during assessments.

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	91.4%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) 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: B 2023-24: B 2022-23: C 2021-22: C

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	34	52	58	62	60	61				327
Absent 10% or more school days	0	16	17	12	5					50
One or more suspensions	0	1	0	1	0	3				5
Course failure in English Language Arts (ELA)	0	0	0	0	1	1				2
Course failure in Math	0	0	0	0	1	1				2
Level 1 on statewide ELA assessment	0	0	21	15	7	11				54
Level 1 on statewide Math assessment	1	4	16	18	8	11				58
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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	3	17	18	4	9				51

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	0	3	1						5
Students retained two or more times										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	60	53	63	63	68	84				391
Absent 10% or more school days	17	12	9	5	12	19				74
One or more suspensions	1			1						2
Course failure in English Language Arts (ELA)					2					2
Course failure in Math				1		1				2
Level 1 on statewide ELA assessment				12	11	17				40
Level 1 on statewide Math assessment				4	6	13				23
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	4	5	10	14						33
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	2	6	9	10	3					30

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		6	5	9	7	11				38

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	1	5	5						12
Students retained two or more times										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	65	68	62	61	64	59	52	61	57
Grade 3 ELA Achievement	60	70	61	62	67	59	57	63	58
ELA Learning Gains	63	65	63	64	62	60	61	64	60
ELA Lowest 25th Percentile	55	63	58	56	59	56	50	62	57
Math Achievement*	65	72	66	55	69	64	54	66	62
Math Learning Gains	54	69	64	59	67	63	65	68	62
Math Lowest 25th Percentile	39	56	50	41	56	51	55	58	52
Science Achievement	66	72	62	59	70	58	61	69	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					67	63		65	61

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

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

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

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

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	58%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	467
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
58%	58%	57%	48%	50%	44%	

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	40%	Yes	1	
English Language Learners	50%	No		
Black/African American Students	43%	No		
Hispanic Students	56%	No		
White Students	68%	No		
Economically Disadvantaged Students	50%	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	65%	60%	63%	55%	65%	54%	39%	66%					
Students With Disabilities	36%	35%	57%	53%	39%	45%	33%	25%					
English Language Learners	45%	36%	63%	67%	50%	56%		33%					
Black/African American Students	50%		50%		42%	29%							
Hispanic Students	55%	50%	63%	69%	60%	56%		42%					
White Students	77%	69%	70%	58%	74%	61%	50%	81%					
Economically Disadvantaged Students	54%	50%	60%	53%	56%	43%	29%	52%					

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	61%	62%	64%	56%	55%	59%	41%	59%					63%
Students With Disabilities	38%	31%	58%	57%	33%	50%	38%	35%					56%
English Language Learners	54%	71%	68%	60%	41%	63%	53%	48%					63%
Black/African American Students	52%	40%	50%		40%	43%		38%					
Hispanic Students	58%	78%	69%	64%	49%	57%	58%	63%					64%
White Students	68%	61%	63%	45%	65%	68%	54%	65%					
Economically Disadvantaged Students	55%	58%	62%	56%	49%	59%	47%	50%					62%

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	52%	57%	61%	50%	54%	65%	55%	61%					62%
Students With Disabilities	25%	26%	55%	50%	33%	48%	31%	40%					44%
English Language Learners	25%	25%	48%	53%	36%	48%	31%	36%					62%
Black/African American Students	38%	18%	62%		35%	48%		64%					
Hispanic Students	36%	39%	59%	71%	40%	58%	56%	45%					60%
Multiracial Students	90%				100%								
White Students	66%	77%	60%	33%	67%	76%	57%	67%					
Economically Disadvantaged Students	42%	49%	55%	54%	45%	58%	52%	55%					57%

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	57%	68%	-11%	60%	-3%
ELA	4	57%	66%	-9%	60%	-3%
ELA	5	72%	66%	6%	61%	11%
Math	3	68%	71%	-3%	66%	2%
Math	4	58%	72%	-14%	65%	-7%
Math	5	60%	69%	-9%	62%	-2%
Science	5	66%	70%	-4%	60%	6%

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 greatest area of improvement was in science proficiency, which increased from 59% to 66%. This growth can be attributed to several targeted instructional actions. Beginning in August, fifth-grade students engaged in intentional science vocabulary review for approximately 20 minutes per day, three to five times per week, strengthening their understanding of key academic language and concepts. Additionally, in February, the fifth-grade team participated in a collaborative planning and data review session focused on identifying instructional priorities and developing specific action steps. Implementation of these action steps was monitored throughout the spring to ensure fidelity and effectiveness. Together, these efforts contributed to the significant gains observed in science achievement.

Lowest Performance

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

Our area of lowest performance continues to be mathematics learning gains for students in the lowest 25%. Historically, this has been a challenge that our school has worked to address through targeted interventions and instructional supports. During the 2025–2026 school year, we placed an increased emphasis on mathematics fact fluency; however, growth remained limited for some students, particularly within our ESE subgroup, where challenges with number sense and cardinality impacted their ability to access grade-level content. Through data analysis and instructional reviews, we identified a recurring trend: many students struggle to fully access assessment items due to difficulties understanding the academic vocabulary and language associated with the mathematics standards and assessment questions. As a result, students often encounter barriers to demonstrating their mathematical understanding. Addressing this vocabulary gap will be a key focus of our action plan for the upcoming school year, with targeted strategies designed to strengthen students' understanding and application of mathematical language across all grade levels.

Greatest Decline

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

The area in which we experienced the greatest decline during the 2025–2026 school year was overall mathematics learning gains. This decrease was not anticipated by either school leadership or classroom teachers based on historical performance trends and the growth data typically achieved within these grade levels. During end-of-year data reflection meetings, fourth- and fifth-grade teachers engaged in a thorough analysis of student performance to identify potential contributing factors. Particular attention was given to fifth grade, where historical data had consistently demonstrated stronger mathematics growth outcomes. As we move forward, we will focus on increasing opportunities for students to engage with mathematics standards at the highest levels of rigor and complexity appropriate for their instructional needs. For students consistently performing at Levels 3, 4, and 5, instruction will emphasize deeper application of standards, increased exposure to complex problem-solving tasks, and intentional use of the academic vocabulary associated with the standards at higher levels of cognitive demand. Additionally, teachers will provide students with multiple opportunities to interact with and demonstrate mastery of standards through a variety of instructional approaches and task formats. As noted previously, a significant area of focus for our lowest-performing quartile will be strengthening students' understanding of academic language and mathematics vocabulary. By increasing students' ability to comprehend the language of the standards and assessment questions, we aim to remove barriers that may prevent them from fully demonstrating their mathematical understanding and achieving expected learning gains.

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 area of greatest concern is our ESE student subgroup, specifically in the area of mathematics. The trends we are seeing at the school level are students struggling to identify critical vocabulary and its mathematical connection. Students struggling to interact with foundational math knowledge across mathematical contexts.

EWS Areas of Concern

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

Increased level 1 students in the area of mathematics.

Highest Priorities

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

1. Growth for students designated as the L25 in mathematics.
2. Overall mathematics growth
3. Increasing scores for our VPK programs as measured by the CLASS observations.
4. Overall mathematics proficiency K-5
5. Subgroup growth across the content areas

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

Mathematics has been identified as a primary area of focus based on both historical and current student performance data. While the school continues to demonstrate increasing rates in overall mathematics proficiency based on historical patterns over the last 5 years, learning gains for our Lowest 25% students remain an area of need. Currently, only 37% of students in the L25 subgroup are meeting their mathematics growth goals. We also have data that supports an opportunity to focus on increased proficiency in grades 1 and 2 while improving growth outcomes for students in grades 3-5.

As a school that serves a significant number of students through our Autism Spectrum Disorder programs, it is important that we ensure all students have access to the language and content necessary to demonstrate what they know and are able to do. Many students understand mathematical concepts but struggle to access questions due to unfamiliar vocabulary, academic language, or misunderstandings related to the intent of the standard being assessed. Because of the large number of students that we serve that are tested for proficiency and growth, it is imperative that we implement strategies that address the foundational concepts at a concrete sequential level that many students with sensory communication needs require.

We will focus on increasing mathematics vocabulary acquisition, building conceptual understanding, and providing students with more opportunities to communicate their thinking through both written and verbal discourse. Instruction will include explicit vocabulary instruction, writing opportunities embedded within mathematics lessons, and structured discussions that require students to explain and justify their reasoning using academic language. This focus on vocabulary development and mathematical communication also directly supports Florida's Mathematical Thinking and Reasoning Standards, specifically MTR 2.1, as students use mathematical language to explain and justify their thinking; MTR 4.1, as students analyze and discuss mathematical concepts and relationships; and MTR 5.1, as students use mathematical vocabulary, representations, and tools to communicate their

reasoning with precision.

Measurable Outcome

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

By the end of the 2026-2027 school year, as measured by the data collected during PM3, using either the STAR assessment for mathematics or the FAST assessment for mathematics, the following mathematics outcomes will be achieved:

- Mathematics learning gains in grades 3–5 will increase from 53% to 60%, as measured by FAST PM3 Mathematics assessment results.
- Overall mathematics proficiency in grades 3–5 will increase from 63% to 70%, as measured by FAST PM3 Mathematics assessment results.
- The percentage of students in the Lowest 25% subgroup achieving mathematics learning gains will increase from 37% to 50%, as measured by FAST PM3 Mathematics assessment results.

Additionally, grade-level mathematics proficiency will increase as follows:

- Kindergarten: 63% to 70%
- Grade 1: 53% to 65%
- Grade 2: 48% to 60%
- Grade 3: 68% to 72%
- Grade 4: 65% to 70%
- Grade 5: 63% to 70%

Monitoring

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

Progress toward this area of focus will be monitored through FAST Progress Monitoring assessment data, district benchmark assessments, module assessments, and ongoing formative assessment practices. Formative measures, including exit tickets, mathematics notebook entries, academic discourse, and teacher observations, will be used to assess student understanding, guide instructional decision making, and ensure students are making progress toward proficiency and growth goals.

Person responsible for monitoring outcome

Stephanie Whitaker

Evidence-based Intervention:

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

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

Description of Intervention #1:

To improve mathematics achievement, the school will focus on increasing students' access to and use of mathematics vocabulary through explicit instruction, academic discourse, and writing opportunities (The Writing Revolution) embedded throughout daily mathematics instruction. Particular attention will be given to supporting students in the Lowest 25% subgroup while continuing to challenge students performing at Levels 4 and 5. By increasing students' exposure to academic language and providing opportunities to explain their thinking both verbally and in writing, students will strengthen their conceptual understanding and their ability to demonstrate mastery of grade-level standards. Key instructional practices will include: 1. Ensuring that teachers have clarity around the MTRs 2.1, 4.1, and 5.1. This will be done through facilitated collaborative PLC sessions. 2.. Explicit instruction of mathematics vocabulary aligned to grade level standards and assessment expectations. (MTR 5.1) 3. Regular opportunities for students to use mathematics vocabulary and academic language during classroom discussions, partner conversations, and collaborative learning activities. (MTR 4.1) 4. Structured opportunities for students to explain, justify, and defend their mathematical thinking through verbal discourse. Use of Writing Revolution strategies to help students communicate mathematical reasoning through sentence-level and extended written responses. (MTR 4.1) 5. Integration of Visible Thinking Routines to activate prior knowledge, build background knowledge, and deepen conceptual understanding throughout mathematics modules. (MTR 2.1)

Rationale:

There is a strong correlation between vocabulary development, academic discourse, writing, and increased student achievement in mathematics. Students must be able to understand the language of mathematics in order to fully access standards, solve complex problems, explain their thinking, and demonstrate mastery. Often, students know more than they are able to show because they lack the vocabulary or language structures needed to communicate their understanding effectively. This has been something I observed in the spring as I worked with small groups of students. Making it clear that we needed a pivot for the 26-27 school year. Visible Thinking Routines and Writing Revolution strategies provide students with structured opportunities to make their thinking visible, connect new learning to prior knowledge, and strengthen their ability to communicate mathematically. These practices align closely with Florida's Mathematical Thinking and Reasoning Standards by requiring students to explain, justify, analyze, and communicate their thinking using precise mathematical language. By increasing opportunities for vocabulary development, discourse, and writing within mathematics instruction, the school expects to improve students' ability to access grade-level content, increase proficiency across grade levels, and accelerate learning gains for students in the Lowest 25% subgroup while continuing to support growth for all learners.

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

Develop PLC/Collaborative Planning Calendar

Person Monitoring:

By When/Frequency:

Stephanie Whitaker

Summer 2026

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

Principal will create a calendar to ensure that in the beginning of each module, each grade level has one PLC/collaborative session to unpack standard for academic language, understand standard specifications to pull out foundational vocabulary critical to understanding the standard and content. This session will also be used to identify places within the module that deep academic discussions should be integrated, both verbal and written opportunities.

Action Step #2

Monthly PLC to support module vocabulary development.

Person Monitoring:

Stephanie Whitaker

By When/Frequency:

1x per month

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

Each grade level will participate in 1 monthly PLC with the goal being to create a provocation/visible thinking activity/higher level question which will give students the opportunity to represent the mathematical concept in multiple ways (MTR 2.1), engage in discussions around that mathematical concept/vocabulary (MTR 4.1), and allow them to connect the concept to their thinking in multiple ways (MTR 5.1). During this PLC, grade levels will unpack the vocabulary of the module at a deeper level, create multiple depths of questioning to be used during the module for students to interact with, and create any anchor charts and sentence stems needed for students to have access to, in order to express their thinking both verbally and in written form (2.1 and 4.1). Teams will also identify visible thinking routines and/or IB provocation activities to elicit thinking that could be used in place of a daily warm-up. Teams will plan for misconceptions that students may have through the lens of these MTR's. Teams will also create anchor charts to support the vocabulary development as well as anchor charts to provide sentence stems to scaffold students at different levels of thinking. Teams will determine date(s) that the activity or series of developed activities will be implemented as their warm up/introduction to concept.

Action Step #3

Monthly PLC around writing within the content area (Writing Revolution Strategies).

Person Monitoring:

Stephanie Whitaker

By When/Frequency:

1x monthly

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

During monthly PLC, teams will work to create opportunity for students to express their understanding of standard related vocabulary and mathematical concepts through carefully planned and scaffolded writing revolution prompts and sentence stems. Teams will identify where in the module would be the best place to insert each of the different strategies based on the complexity of the progression of the standard through the module components. Continued unpacking of MTR 2.1, 4.1, 5.1 and ensuring that students at level 1 and 2 have the content knowledge and vocabulary to express themselves through these MTRs.

Action Step #4

Monthly 1-1 L25 data chat

Person Monitoring:

Stephanie Whitaker

By When/Frequency:

1x monthly

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

step:

Every 4th and 5th grade math teacher will participate in a monthly 1-1 data chat with a focus on L25 student data, current interventions being used and analysis of standard vocabulary/academic language related to mathematics/fluency progression. Adjusting student focus monthly based on totality of data collected over the month.

Action Step #5

Monthly whole staff professional development.

Person Monitoring:

Stephanie Whitaker

By When/Frequency:

2x monthly

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

During bi monthly IB development meetings, staff will participate in the following break out sessions to calibrate strategies across the school and to provide teacher clarity in the aspect of writing across the curriculum, use of visible thinking strategies/IB provocations connected to concept development. 10 minutes will be viewing and reflection of peer modeling of strategy, 10 minutes of a team sharing the work they are doing specific to concept development and writing across the curriculum with an IB connection, 10 minutes on the progression of a concept from early childhood-grade 5, and 15 minutes of every professional development session will be devoted to scaffolding how to take a mathematical concept/vocabulary through the levels of questioning to develop questioning that will be used during a lesson for that week. Teams will commit to day that the questioning strategies will be implemented during the lesson.

Action Step #6

Walk through schedule/increased feedback cycle

Person Monitoring:

Stephanie Whitaker

By When/Frequency:

Daily

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

During each of the PLC's and staff development sessions, teams will commit to days that they will be implementing the planned for warm ups, discourse opportunities, intervention strategies, and writing opportunities. This could include identifying specific number talks that lend themselves to specific vocabulary/content development, practicing the implementation of the strategy, anticipating student responses, developing questioning that aligns to concept development and planning for the timing of these sessions. Connections will be made between three identified MTR's (2.1, 4.1, and 5.1). Planned for strategies will be calendared and monitored daily with immediate feedback provided with form created with team leaders in August.

Action Step #7

Intervention block implementation and monitoring

Person Monitoring:

Stephanie Whitaker

By When/Frequency:

Ongoing

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

Intervention block will be carefully planned for the needs of each of the students in the L25 group, with additional planning focused on ensuring the intervention block includes foundational gap filling (strong number sense foundations, place value, understanding academic language of mathematics, fluency) with on access the standard through the lens of MTR 2.1, 4.1, and 5.1.

Area of Focus #2

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

As we continue to strive to be an A rated school, we need to continue to push our proficiency and growth scores in grades 3-5 ELA. We will be focusing on both verbal and written discourse during the ELA block at a higher frequency, giving the teacher more opportunity to identify where the gap in knowledge related to the standard begins in order to better address the student progressing through standard mastery and ultimately growing to the next level of proficiency.

Measurable Outcome

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

By the spring of 2027, the following goals will be achieved as measured in grades 3-5 on the ELA FAST:

1. overall ELA proficiency will increase from 63% to 70%,
2. ELA gains will grow from 61% to 70%
3. Gains for the lowest 25% will increase from 53% to 60%
4. 3rd grade proficiency will grow from 61% to 70%

Monitoring

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

Proficiency and gains will be measured through ongoing formative assessments, benchmark assessments, and FAST progress monitoring windows. This will be monitored by walk throughs, data chats with individual teachers, through collaborative PLC work, as well as during our MTSS academic monitoring.

Person responsible for monitoring outcome

Stephanie Whitaker

Evidence-based Intervention:

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

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

Description of Intervention #1:

To achieve these proficiency and growth goals, we will be implementing increased opportunities for students to interact with academic vocabulary related to the standard, as well as to continue to deepen background knowledge through increased opportunities to use tier 2 and 3 vocabulary related to content and concepts. This will be done through increased opportunities for both written and verbal discourse during both core instruction, independent practice and intervention times. This in turn will give the teacher more opportunity to identify student mastery levels, identify errors in thinking and increase opportunities for feedback to progress students through levels of standards mastery.

Rationale:

1. When students verbalize and write about their reading, they externalize comprehension processes such as inference, summarization, and analysis. This aligns with research emphasizing that learning accelerates when both teachers and students can clearly see evidence of understanding and progress. 2. Embedding checkpoints within instruction allows teachers to identify misconceptions early and provide timely feedback, reteaching, or extension. This prevents students from practicing errors and ensures instruction remains responsive. 3. These checks for understanding enable teachers to quickly determine which students are: on track, exceeding expectations, or in need of additional support, allowing for dynamic instructional adjustments within the lesson itself rather than retroactively. 4. When students know they will be asked to explain their thinking during reading, they engage more deeply, monitor their own comprehension, and take greater ownership of learning. 5. Formative assessment has a substantial positive impact on learning outcomes: A meta-analysis found an average effect size of 0.72, indicating a strong positive effect on student learning when formative assessment practices are implemented. Earlier foundational research reports effect sizes ranging from 0.4 to 0.7, demonstrating consistent gains across grade levels. Hattie's synthesis ranks formative evaluation at an effect size of approximately 0.90, well above the 0.40 threshold for significant impact.

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

Creation of collaborative PLC/planning schedule

Person Monitoring:

Stephanie Whitaker

By When/Frequency:

By August 2026 and revisited monthly for fidelity

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

Principal will create collaborative planning/PLC schedule to create system for planning for increased opportunities for written and verbal discourse and increased feedback from teacher.

Action Step #2

Collaborative PLC/Planning implementation

Person Monitoring:

Stephanie Whitaker

By When/Frequency:

Ongoing monthly

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

Following collaborative planning/PLC schedule, ELA teachers follow a progression through the modules requiring them to fully unpack the standards, identify academic language and vocabulary relating to the standard that would be necessary for students to use during written and verbal discourse to show progression of standard mastery, identify lesson segments within ELA module that are designed for increased opportunities for student discourse/both written and verbal, and plan for feedback opportunities based on student responses both written and verbal.

Action Step #3

Planning of additional visible thing routine to extend thinking of conceptual understanding of academic language within ELA module

Person Monitoring:

Stephanie Whitaker

By When/Frequency:

Monthly

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

To better align IB framework with work being done within ELA module to increase proficiency, we will align the work we are doing with our visible thinking routines to create intentional opportunities for students to extend their thinking and build strong foundational understanding of conceptual knowledge/vocabulary through the implementation of visible thinking routines.

Action Step #4

Intentional Planning of additional opportunities for extended thinking through the Writing Revolution.

Person Monitoring:

Stephanie Whitaker

By When/Frequency:

Monthly

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

Through the collaborative PLC/planning calendar, ELA teachers will have additional opportunity monthly to study strategies within the writing revolution to provide students with further opportunities to extend and demonstrate their thinking through the structures of the Writing Revolution.

Action Step #5

Walkthrough and feedback cycle

Person Monitoring:

Stephanie Whitaker

By When/Frequency:

Ongoing Daily

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

Based on planned for opportunities for written and verbal discourse, walkthrough schedule will be created to specifically focus on times of anticipated implementation of the planned for strategies. Feedback will be given immediately in relation to the implementation of the strategy and the quality of feedback as it relates to addressing student error in relation to the standard and pushing students to higher level of content/standard mastery.

Area of Focus #3

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

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

As we continue to strive to become an A rated school, we must continue to push our Science proficiency to exceed 70%.

Measurable Outcome

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

Science proficiency will increase from 66% to 75% by PM3 as measured by the FL SSA during PM3 in spring of 2027.

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 through facilitated planning sessions, walk through observable data collection, and implementation of identified activities aimed at increasing student mastery of vocabulary, concepts, and increased opportunities for both written and verbal discourse.

Person responsible for monitoring outcome

Stephanie

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:

1. Increased opportunity for vocabulary and concept mastery relating to standards introduced in grades 3-5. 2. Increased opportunity for structured writing through continued implementation of strategies in the Writing Revolution. 3. Increased opportunity for dialogue and feedback cycles through implementation of Visible Thinking Strategies and intentionally planned for questioning.

Rationale:

1. Student mastery of both content and academic vocabulary is the first step in increasing proficiency in science. Students may understand science concepts because they have observed it in the real world, but if they cannot connect the concept to the vocabulary or access the question through understanding of the academic vocabulary they can not fully demonstrate their depth of knowledge relating to the concepts. 2. In order to extend student thinking beyond the introductory access point of the standard, it is vital that students have the opportunity to increase the frequency they express their thinking in both written structures and through verbal discourse. These increased opportunities allow the teacher to better understand student understanding and to give feedback more frequently as

errors and misconceptions in thinking arise.

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

Collaborative planning/PLC schedule

Person Monitoring:

Stephanie Whitaker

By When/Frequency:

Ongoing

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

Create a PLC/Collaborative planning schedule that allows for teachers to unpack the content related vocabulary of the standard, as well as targeted planning sessions focused on planning for structured writing with the Writing Revolution Strategies, Visible Thinking Strategies, and questioning opportunities to increase frequency at which student express their thinking through both written and verbal discourse.

Action Step #2

Walk through schedule

Person Monitoring:

Stephanie Whitaker

By When/Frequency:

Ongoing

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

Create walk through schedule targeting implementation of planned for structured writing, implementation of planned for questioning strategies, as well as Visible Thinking Strategy Implementation. Feedback given will relate to implementation of planned for strategies and observable use of vocabulary and conceptual knowledge demonstration.

Action Step #3

Increased opportunity for mastery of science vocabulary review.

Person Monitoring:

Stephanie Whitaker

By When/Frequency:

Ongoing

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

Increase opportunities for students to review and acquire previously introduced vocabulary from grades 3-5 by implementing lunch gameification 3x/week for 20 minutes per session. This allows students to build their conceptual understanding of science vocabulary meaning and move towards deeper levels of understanding in addition to core instruction.

Area of Focus #4

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

As we continue to strive to become an "A" rated school, we recognize the need to focus on the achievement of students in the SWD subgroup. Currently students in this subgroup, specifically in the area of mathematics. Historically this has been an area that has been a challenge for our students with disabilities. Currently our SWD population is 31% of our student body. With 50% of our L25 students being from the SWD subgroup. Currently 33% of our students with disabilities in grades 3-5 are proficient in mathematics, 45% show expected gains, and only 40% of our students in the SWD subgroup that are also part of our L25 subgroup show 40% learning gains.

Measurable Outcome

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

By PM3 in spring of 2027, in the area of mathematics, ESE students will score at 45% proficient, 55% learning gains, and 50% learning gains in the L25 subgroup as measured by the FAST Mathematics.

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 through more frequent strategy walks specifically aimed at observing students in the SWD subgroup. Observational data will be used in tandem with ongoing progress monitoring from both tier 1 assessments and tier 3 assessments from intervention instruction.

Person responsible for monitoring outcome

Stephanie Whitaker

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:

By working with our intervention providers, classroom teachers, and ESE teachers providing specially designed instruction, we will be implementing more intensive vocabulary acquisition as it relates to mathematics. We will identify the foundational mathematics vocabulary, conceptual vocabulary related to the standards, as well as academic vocabulary that students would encounter that would be necessary to students navigating the mathematics in different contexts. We will be working with intervention providers to ensure that students are interacting with this vocabulary in a variety of

contexts to ensure that exposure is varied and frequent. We will pair this with more frequent strategy walks during the mathematics block, that will specifically monitor the students in the SWD subgroup, monitoring the rate at which teachers are using the concept specific vocabulary with students as opposed to teaching strategies in isolation, ensuring that students have frequent opportunities to express their thinking in both written and verbal format and monitoring the frequency in which they are using mathematical vocabulary in their rationales and providing students vocabulary lists and sentence stems to push their written and verbal discourse levels.

Rationale:

After working with students in the spring from the SWD subgroup, it became apparent that students in this subgroup struggled to interact with mathematics not because they could not do the mathematics in isolation, but because they did not understand the vocabulary of the mathematics in different contexts. Mathematics achievement depends heavily on understanding academic and discipline-specific vocabulary. Explicit vocabulary instruction helps students access mathematical concepts rather than merely memorizing procedures. Students with disabilities benefit from repeated exposure, visual representations, structured discussion, and opportunities to use mathematical language authentically. Vocabulary instruction is most powerful when integrated with conceptual teaching and mathematical discourse rather than taught as isolated word lists.

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

Identification of vocabulary related to each module through collaborative planning.

Person Monitoring:

Stephanie Whitaker

By When/Frequency:

Ongoing

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

After developing PLC/Collaborative planning schedule which allows for ongoing identification of essential vocabulary related to the standard, teams will work through each module determining what vocabulary needs to be highlighted most frequently daily/weekly/monthly. Teams will also develop visible thinking strategies specific to the mathematics vocabulary, which will push students to interact with the conceptual vocabulary at deeper levels of understanding. Students will have access to sentence stems to assist them as they work to interact with vocabulary and conceptual knowledge.

Action Step #2

Intervention development

Person Monitoring:

Stephanie Whitaker

By When/Frequency:

Ongoing

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

Interventions will be developed that reintroduce prior vocabulary that is essential to all mathematics (example greater than and less than). Students will interact with these foundational concepts in a variety of context during interventions to fill in foundational understanding to build contextual bridge to

the concept then being used within grade level standards.

Action Step #3

Strategy Walks

Person Monitoring:

Stephanie Whitaker

By When/Frequency:

Ongoing

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

Teams of teachers across the school will engage in strategy walks, specific to monitoring students with disabilities as they interact with the standard, participate in visible thinking strategy and participate in written structures (writing revolution activities) and verbal discourse (visible thinking strategies). Students will be monitored for use of vocabulary and mathematical concepts and will monitor the frequency to which the students have the opportunity to share their thinking and receive feedback.

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.

After analyzing student data from PM3 in spring of 2026, it was determined that an identified area of need for the black subgroup was learning gains in mathematics, which is currently being measured at 29% of students in this subgroup making grade level expected gains year over year. In order to close the achievement gap, it is necessary that we ensure that we increase the number of students in the black subgroups making expected year over year learning gains.

Measurable Outcome

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

By PM3, taken in the spring of 2027, mathematics learning gains for students in the black subgroup will increase from 29% to 50% as measured by the FAST.

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 through grade level PLC's, individual data chats and through MTSS monitoring systems.

Person responsible for monitoring outcome

Stephanie Whitaker

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:

This year we will focus on our monitoring processes and feedback as it relates specifically to our students in the black subgroup during the mathematics block. Our plan is to put teams of staff in classrooms during strategy walks. Teams will monitor students in our black subgroup, specifically paying attention to if students are using mathematical vocabulary during writing and oral discourse, how they are responding to the core instruction through their small group and individual work and the feedback they are receiving during instruction in relation to how it relates to their ability to access the standard at a higher level of mastery.

Rationale:

According to educational research, students need strong foundational knowledge in mathematics and need a firm understanding of mathematical vocabulary. Students need specific feedback to help them to access the standard to overcome misconceptions. The more frequently they can use the mathematical vocabulary across contexts and the more opportunity they have to interact with vocabulary, mathematical concepts and receive specific feedback often and early in the continuum of the instruction, the more progress they make in relation to standard mastery. By having an instructional team with dedicated members of the team monitoring our black students more frequently, we will ensure that students are responding to both core and small group instruction and are receiving feedback that is working to progress them towards standard mastery.

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

Creation of instructional support schedule to support the goal

Person Monitoring:

Stephanie Whitaker

By When/Frequency:

Ongoing

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

Instructional Support calendar to include PLC's, collaborative planning, 1-1 data chats specific to developing structured writing opportunities, oral discourse (specific to mathematics and the use of vocabulary), and planning for feedback and reteach during the mathematics blocks will be planned for and fluidly modified based on student data collected. This will also include the implementation of strategy/instructional walks that will be implemented to monitor the planned for strategies and feedback given as they impact students in our black subgroup.

Action Step #2

Implementation of Instructional/strategy walks

Person Monitoring:
Stephanie Whitaker

By When/Frequency:
Ongoing

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

Teams of instructional staff will work with facilitators to monitor the effectiveness of planned for structured writing activities, oral discourse using mathematical vocabulary across contexts, and the quality of feedback as it relates to mathematical gains for students in our black subgroup.

Action Step #3

1-1 data chats

Person Monitoring:
Stephanie Whitaker

By When/Frequency:
Ongoing

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

Following strategy walks and other data collection cycles, classroom teachers will have the opportunity to analyze the effect that planned for strategies are impacting student achievement, to analyze data collected through the instructional walk cycle, and to plan/adjust based on the data collected and analyzed.

Area of Focus #6

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

Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale

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

During the 2025–2026 school year, our VPK program earned an overall CLASS observation score of 4.4. Analysis of the observation data indicates that the greatest opportunity for growth exists within the Instructional Support domain. While teachers provide nurturing and engaging learning environments, there is a need for more intentional planning focused on promoting higher order thinking, quality feedback, language modeling, and meaningful instructional interactions.

Our VPK and prek classrooms will implement structured collaborative planning sessions facilitated by an administrator. These sessions will focus on intentionally designing learning experiences and planning for teacher student interactions aligned to the CLASS indicators within the Instructional Support domain. Collaborative planning will provide opportunities for teachers to analyze current practices, develop instructional strategies, and plan purposeful questioning and feedback techniques that can be implemented in daily instruction.

Weekly classroom walkthroughs and feedback cycles will be directly aligned to the collaborative

planning focus areas. This ongoing planning/walkthrough/feedback cycle will provide teachers with timely feedback, opportunities for reflection, and support in transferring planned strategies into classroom practice.

Measurable Outcome

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

By the end of the 2026-2027 school year, our VPK program will grow from 4.4 observable points as measured by the CLASS observation to 5.1 observable points. Both VPK classrooms will achieve instructional support observations greater than 4.5, with a focus being on the quality of feedback. With a final goal being that the program moves from a meets expectations to above expectations as a final overall rating.

Monitoring

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

1. Collaborative planning sessions will be facilitated by an administrator weekly. 2. Walk through feedback will be directly aligned to the collaborative planning sessions, with specific attention being given to the instructional support domain. 3. Walk through feedback will be shared as a team and used to planning purposes as we continue to strengthen the feedback given to students and the lessons being developed to build conceptual understanding.

Person responsible for monitoring outcome

Nicole Alderman

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:

Collaborative planning sessions will focus on unpacking the Florida Early Learning and Developmental Standards to develop a deeper understanding of the intended learning outcomes for VPK students. During these sessions, teachers and administrators will identify the key concepts, skills, and developmental progressions embedded within the standards and discuss what mastery looks like for preschool learners. Teachers will then collaboratively design learning experiences, questions, and instructional interactions that promote higher levels of thinking and engagement. During the collaborative planning, specific attention will be given to Concept Development and Quality of Feedback. Through standards unpacking, teachers will identify opportunities to move beyond towards learning experiences that incorporate activities that encourage analysis, prediction, problem solving, reasoning, and connections to real world experiences. Teachers will collaboratively develop open ended questions that promote concept development and encourage extending student thinking.

Planning sessions will also emphasize the intentional use of feedback strategies that deepen student understanding. Teachers will anticipate student responses and develop feedback prompts that encourage children to explain their thinking, elaborate on their ideas, make connections, and apply learning in new situations. Rather than simply affirming correct responses, teachers will practice using feedback responses with students that scaffold learning through questioning, prompting, and designed to encourage back and forth conversations. Following collaborative planning sessions, administrators will conduct classroom walkthroughs focused on observing the implementation of planned instructional strategies. Feedback provided during coaching conversations will be directly aligned to the standards unpacked during planning and the targeted CLASS indicators. This continuous cycle of collaborative planning, implementation, observation, and feedback will strengthen instructional practices and increase opportunities for meaningful teacher-child interactions that support higher levels of Concept Development and Quality of Feedback, ultimately leading to improved CLASS outcomes for VPK students.

Rationale:

Collaborative planning and standards unpacking were selected as evidence based practices because they provide teachers with dedicated time to deepen their understanding of standards, align instruction to learning goals, and identify opportunities to increase the quality of instructional interactions. Hattie's research correlates strong learning outcomes connected to teacher clarity. Analysis of our 2025-2026 CLASS data identified the area of Instructional Support, specifically the dimensions of Concept Development and Quality of Feedback, as areas for improvement. These areas require teachers to intentionally create opportunities for students to think critically, solve problems, explain their reasoning, and engage in meaningful conversations that extend learning. Through collaborative planning and standards unpacking, teachers will identify where these opportunities naturally exist within daily instruction and develop strategies to intentionally increase them. This work will also strengthen the feedback cycle by connecting collaborative planning to classroom observations, coaching conversations, and ongoing reflection. As teachers implement agreed-upon strategies and receive feedback on their effectiveness, they will continue to refine instructional practices and increase the quality of interactions occurring within the classroom. By improving teachers' understanding of standards and increasing intentional planning for higher-order thinking and meaningful feedback, the school expects to see growth in both teacher practice and student outcomes. These efforts are expected to lead to stronger CLASS scores in Concept Development and Quality of Feedback while enhancing the overall quality of instruction and learning experiences for students.

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

Schedule collaborative planning sessions for VPK program

Person Monitoring:

Nicole Alderman

By When/Frequency:

July 1x

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

Administration will develop a collaborative planning calendar for the VPK program with specific goals

and actions that will be taken during the collaborative session, with a specific focus on Instructional supports related to concept development and feedback given to students.

Action Step #2

Implementation of collaborative planning sessions

Person Monitoring:

Nicole Alderman

By When/Frequency:

Ongoing

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

Team will participate in weekly collaborative planning sessions, with the goal being unpacking the expectations for the domains being observed by CLASS, standards unpacking, and planning of classroom lessons and environmental products to align with the expectations of the standards and the CLASS observer. This will include planning for specific responses to students during the activity by anticipating how students will interact within different lesson segments with the content. We will explicitly plan for how teachers will give feedback and ensure instructors in the classroom have these printed during the lesson and available as they walk through learning stations.

Action Step #3

Weekly Walk through/feedback cycles

Person Monitoring:

Stephanie Whitaker

By When/Frequency:

Weekly ongoing

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

Assistant principal will walk through VPK classrooms weekly with a specific focus on lookfors related to the collaborative session. Feedback will be immediate and then analyzed and used to drive following weeks collaborative planning structures. This will be monitored by the principal during weekly debrief session between leadership team members.

Action Step #4

Work with Specialists

Person Monitoring:

Nicole Alderman

By When/Frequency:

monthly

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

Monthly, specialists will be invited to work in PLC with prek as we align the instructional experiences are pre-k students have access to across the campus, planning with specialists for concept development within their area of expertise and to align their feedback responses in a way that continues to elicit student responses as it aligns to the expectations of the CLASS observation.

Area of Focus #7

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.

As we continue to work to become an "A" rated school, we recognize that we need to solidify the acquisition of foundational reading skills in our primary grades. We must collect more frequent data in these grades and use it to make instructional small group decisions to ensure students are acquiring and retaining these foundational skills. The only way to accomplish this is to work to ensure that all grades K-2 have proficiency that reaches upwards of 70%. Currently Kindergarten proficiency is 66%, 1st grade proficiency is 56% and 2nd grade proficiency is 51%.

Measurable Outcome

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

By Spring of 2027, as measured during PM 3 using the STAR mathematics assessment the the following goals will be met:

1. Kindergarten ELA proficiency will rise from 66% to 70%
2. 1st grade ELA proficiency will rise from 56% to 66%
3. 2nd grade ELA proficiency will rise from 51% to 60%

Monitoring

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

Progress towards these proficiency levels will be monitored through progress monitoring growth from cycle to cycle, as well as monitoring data collected 5x per year during ELFAC cycles. These will be calendared out and debriefed by grade level and by teacher to ensure that FLAMINGO small groups also change to match the changing data.

Person responsible for monitoring outcome

Nicole Alderman

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:

1. More frequent data collection in grades K-2. Establish a culture of ongoing collection and input of ELFAC data, to also include more frequent one on one and grade level data chats in order to make instructional moves based on more immediate student needs. 2. Increasing opportunity for student discourse, both written and verbal to push students towards higher proficiency levels within foundational comprehension standards in order to be prepared for rigor of the standards in grades

3-5.

Rationale:

1. More frequent data collection allows for students to be working within the most up to date skills needed to continue to progress through foundational reading skills. When data is only collected two times per year (not counting the last window), you are working with old data and not progressing students through the foundational skills at the pace that they may demonstrate. Collecting data more frequently and having more frequent 1-1 and grade level data chats allows for more accurate instructional decisions to be made on an ongoing basis. 2. Increasing the opportunity for academic discourse through both written strategies (writing revolution) and verbal strategies (visible thinking strategies), allows students to obtain more feedback relating to the comprehension strategies they are practicing. This allows for more opportunity for feedback to correct errors and to push student thinking to the next level. This focus also gives students more opportunity to use academic vocabulary and content vocabulary on a more consistent basis, increasing their vocabulary acquisition, which gives them the opportunity to understanding more complex texts.

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

Established ELFAC data collection and data chats

Person Monitoring:

Nicole Alderman

By When/Frequency:

Ongoing

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

After creating a data collection framework that mirrors district data collection calendar, we will set ELFAC data collection expectations and present 1-1 data chats that follow each of the 5 windows. Data chats will focus on gains students are making, areas of focus and developing instructional next steps specific to the organization of FLAMINGO small group lessons.

Action Step #2

Increased opportunity for discourse (written and verbal)

Person Monitoring:

Nicole Alderman

By When/Frequency:

Ongoing

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

During collaborative planning sessions, grade level teams will unpack academic and content vocabulary that students will need to show mastery of comprehension standards for their grade level. Teams will develop writing revolution strategies and Visible thinking routines that require students to show their understanding of content vocabulary.

Action Step #3

Monitoring plan

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

Nicole Alderman

Ongoing

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

Following collaborative planning sessions and data chats from previous action steps, teams will identify lessons where students will interact with the planned for strategies and routines to collect observational data and observe feedback given to students to improve student outcomes. Strategy walks will also be conducted around FLAMINGO small groups to highlight best practices and observe student interactions within the FLAMINGO framework to improve student outcomes.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

Our area of focus in the area of positive learning environment, will continue to be improving student attendance specifically by reducing the number of students who have greater than 10% absence rate and have less than 20% absence rate in our primary grade levels. After analyzing our attendance rates in the primary grades, it is evident that our students in grades K-2 have greater frequency of absence.

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.

We will reduce the number of students with absences greater than 10% but less than 20% in grades K-2 from 45 students to 35 students or less by the end of the 2026-2027 school year.

Monitoring

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

The desired outcome will be monitored bi-monthly during our child study team meetings. Ongoing monitoring of this goal will have a direct impact on student achievement as students with chronic absence rates in the primary grade levels are missing foundational mathematical and literacy skills during the absence. Students will more frequently be present for core and small group instruction requiring less intervention and reteach for missed content. Student data for these students will be more reflective of observed student need and less based on determining if the data reflects absences from school or foundational gaps in knowledge.

Person responsible for monitoring outcome

Stephanie Whitaker

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:

During bi-monthly Child Study meetings, the attendance team will monitor the attendance dashboard, create individualized plans based on family and student need, and consistently employ attendance based incentives for good attendance and improved attendance for students identified as in need of intervention. These incentives will include students being recognized for improved attendance at monthly level-up awards celebrations. Incentives for classes for improved attendance and good attendance. PBIS rewards incentives for students as part of their tier 2 plans.

Rationale:

According to research, specifically relating to Attendance works and the CDC, research based interventions to improve attendance include monitoring attendance dashboards more than 1x per month, creating a culture that values attendance where students feel a sense of belonging, and to work with individual families to remove barriers.

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

Bi-monthly attendance monitoring.

Person Monitoring:

Stephanie Whitaker

By When/Frequency:

Ongoing

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

The child study team will meet 2x per month, analyzing the dashboard, monitoring student attendance rates, and identify students/families that need action plans as an early intervention.

Action Step #2

Implementation of incentives

Person Monitoring:

Stephanie Whitaker

By When/Frequency:

Ongoing

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

Before concluding Child Study Team Meeting, assigned members of the team will be responsible for identifying students to incentivize. Incentives will include PBIS rewards incentives, Level-up awards, and school wide/grade level/individual competitions and rewards for high attendance rates.

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.

<https://booth-es.pcsb.org/about-us/school-improvement-plan-sip>

Dissemination of SIP to stakeholders:

Staff: SIP is shared with staff in August upon returning and preparing for the upcoming school year.

Families: The SIP goals are shared in August during our quarter 1 SAC meeting, Title 1 annual meeting and later posted to our school website. Families also have access to a one page document which summarizes and highlights the main components of the school wide improvement plan.

Students: As appropriate, during level up celebrations students will see how their growth is contributing to the growth and proficiency in relation to school goals.

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)).

<https://booth-es.pcsb.org/about-us/title-i/parent-and-family-engagement-plan>

The school uses survey data collected during the previous year to ensure that families have opportunity to partner with the school to ensure their child is thriving. Families work with their child and the teacher to understand the Title 1 compact and the roles that each stakeholder plays in their child's education. This is revisited frequently during the school year during conferences and other School sponsored family events. Teachers have at minimum one conference with each family, each semester to give families the opportunity to ask questions and receive resources specific to their child's needs. We also have monthly family events to engage families in the work we are doing at the school level to strengthen the partnership.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

The first area of focus for school improvement is increasing mathematics achievement, including both proficiency and year-over-year student learning gains. To support this goal, the school will implement targeted strategies to strengthen students' understanding and use of mathematics academic vocabulary, as well as the language necessary to comprehend complex questions and word problems. Recognizing the significant role that language plays in mathematical reasoning and problem-solving, the school will continue to expand opportunities for students to write across the curriculum and engage in meaningful academic discourse. These strategies will provide students with multiple opportunities to develop, apply, and communicate their mathematical thinking using precise academic language.

A second area of focus is strengthening our early childhood program. This work will include more intentional and targeted Professional Learning Community (PLC) and collaborative planning opportunities designed to enhance instructional practices and learning environments. Through ongoing coaching, reflection, and collaborative planning, teachers will focus on implementing high-quality interactions and instructional strategies aligned to the expectations measured by the annual CLASS observation tool. By strengthening instructional quality in our early childhood classrooms, we aim to improve student outcomes while increasing overall performance on the state-required CLASS assessment.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs,

adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

The plan is developed with feedback and input across stakeholder groups. Staff have the opportunity to provide input in April during a staff meeting and stakeholders provide input through quarterly SAC meetings.

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)).

As part of our MTSS process, we work on a rotational basis looking at all aspects of student impact to include attendance and behavior to support social emotional impact on learning. During these conversations we reach out to families, teachers, social workers, and counselors to determine what resources the student has to support their social emotional needs whether it be daily check in check out systems, mentors when available, peer mentors, opportunities to become more engaged in the school community. We also work with local organizations to ensure that families have resources that they need to support the social emotional needs of their child to include treatment works when applicable, directions for living, clothes to kids, and other resources that the counselor is able to provide based on the family and student circumstances.

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)).

Not applicable

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

The school has a strong tier 1 behavior plan in place that is monitored monthly parallel with our tier 2 and tier 3 data. Tier 2 and 3 data is monitored daily with a call log kept in the front office. This allows us to determine if multiple students from a classroom are requiring daily support from school wide personnel. This allows us to look for patterns in student behavior as well as if there may be a Tier 1 issue occurring that needs support from a school wide team member to ensure all students have the access to the academic day that they require. Monthly the school wide behavior team looks at

patterns in the PBIS system and how this aligns to minor infractions, major referrals and other behavior trends being seen by individual students. Students consistently needing Tier 2 supports without improvement with supports are given a functional behavior assessment which is then monitored with more frequency (4-6 weeks) in addition to the monthly monitoring.

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)).

At McMullen Booth, we rely heavily on a job embedded model for professional development. We have utilized peer walk and observations to focus on specific strategies and systems that we want consistent across the school. We have also implemented weekly collaborative planning with a strong focus placed on our IB framework. The main focus has been creating deeper, intentional questioning, and implementing visible thinking strategies to increase background knowledge, opportunity for reflection and student written output. This will continue into this year, with a strong focus on vocabulary development across the content areas. Through carefully planned staff development 2x per month, our team leaders model, and our PLC model which combines collaborative planning with the professional learning component, we have created a job embedded system at a tier 1 level. For teachers needing a tier 2 level of professional development, we have an MTSS coach who is strong with primary literacy foundational skills who can push in and coach as needed and both administrators are strong in intermediate instructional practices.

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)).

In coordination with child care providers and the school district, school participates in Ready, Set, Kindergarten in January, Kindergarten screeners throughout July and meet the teacher before school starts. During these planned events, families leave with tools and materials to help their child have a successful transition to the school setting.

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.

School leadership will engage with district leadership, prior to school starting to determine plan for addressing the needs of the SWD subgroup. Ongoing collaboration with coaching staff to ensure needs of SWD subgroup are planned for and met.

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 we will specifically target will be the scheduling process of our teachers providing specially designed instruction to students in our SWD subgroup, specifically in mathematics. Additional instructional staff that will be assigned to monitor and provide additional instructional feedback relating to core and small group instruction and quality of feedback given will be managed by leadership, again in the area of mathematics. This will occur monthly and adjusted as needed based on observational data collected. This is based on only 33% of our SWD students making learning gains in mathematics.

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