

Pinellas County Schools

NORTH SHORE ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

North Shore Elementary is a family-oriented community that provides a safe and positive environment to spark a lifelong love of learning.

Provide the school's vision statement

100% Student Success

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Michael Rebman

rebmanm@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #2

Employee's Name

Anne Skinner

skinneran@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

No Answer Entered

2. Stakeholder Involvement

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

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

The School Improvement Plan is developed with input from the School-Based Leadership Team (SBLT), SIP Goal Managers, and School Advisory Council. There is a minimum of one person on SBLT from each grade level team / PLC. Data and information are articulated vertically and horizontally between teams.

3. SIP Monitoring

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

SIP Teams meet monthly to review goals and revise action steps as needed using the four-step problem-solving model to identify subgroups and individual students in need of additional support.

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	71.8%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: A 2023-24: C 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	61	62	65	78	65	46				377
Absent 10% or more school days	0	10	10	15	9	8				52
One or more suspensions	0	0	0	0	1	0				1
Course failure in English Language Arts (ELA)	0	0	0	0	6	3				9
Course failure in Math	0	0	0	0	6	7				13
Level 1 on statewide ELA assessment	0	0	10	18	6	4				38
Level 1 on statewide Math assessment	0	6	8	27	8	7				56
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	0	0	3	7	5				15
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	4	7	13	0					24

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	1	8	18	11	9				47

Current Year 2026-27

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

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

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	72	72	69	57	63	63				396
Absent 10% or more school days		19	15	10	12	8				64
One or more suspensions					1	1				2
Course failure in English Language Arts (ELA)				2	2	2				6
Course failure in Math				1	4					5
Level 1 on statewide ELA assessment		3	11	19	5	11				49
Level 1 on statewide Math assessment	2	12	16	22	9	8				69
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		1	1	11	1					14
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		5	12	13	4					34

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		4	6	7	10	7				34

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

The number of students retained:

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

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	73	68	62	62	64	59	53	61	57
Grade 3 ELA Achievement	76	70	61	75	67	59	53	63	58
ELA Learning Gains	74	65	63	58	62	60	54	64	60
ELA Lowest 25th Percentile	64	63	58	55	59	56	38	62	57
Math Achievement*	75	72	66	67	69	64	53	66	62
Math Learning Gains	62	69	64	80	67	63	48	68	62
Math Lowest 25th Percentile	24	56	50	55	56	51	43	58	52
Science Achievement	74	72	62	66	70	58	62	69	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					67	63		65	61

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

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

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

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

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						65%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						522
Total Components for the FPPI						8
Percent Tested						95%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
65%	65%	51%	50%	54%	43%	

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	44%	No		
Black/African American Students	45%	No		
Hispanic Students	46%	No		
Multiracial Students	66%	No		
White Students	83%	No		
Economically Disadvantaged Students	51%	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	73%	76%	74%	64%	75%	62%	24%	74%					
Students With Disabilities	42%	43%	69%		42%	23%							
Black/African American Students	38%		76%	73%	45%	33%	20%	31%					
Hispanic Students	55%		36%		55%	36%							
Multiracial Students	72%		60%		71%	60%							
White Students	86%	80%	85%		85%	75%		88%					
Economically Disadvantaged Students	56%	58%	61%	65%	58%	36%	17%	58%					

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.
All Students	62%	75%	58%	55%	67%	80%	55%	66%		
Students With Disabilities	24%		40%	55%	31%	68%	64%	36%		
Black/African American Students	27%		40%	33%	28%	63%	44%	33%		
Hispanic Students	67%				58%					
White Students	76%	81%	58%	60%	79%	85%		78%		
Economically Disadvantaged Students	38%	59%	42%	55%	45%	71%	45%	48%		

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.
All Students	53%	53%	54%	38%	53%	48%	43%	62%		
Students With Disabilities	11%	7%	35%	31%	20%	35%	38%	29%		
English Language Learners			30%			60%				
Black/African American Students	23%	19%	44%	33%	23%	37%	44%	36%		
Hispanic Students	59%		69%		59%	62%				
Multiracial Students	40%				50%					
White Students	67%	70%	57%		67%	52%		81%		
Economically Disadvantaged Students	31%	32%	46%	41%	33%	38%	37%	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	71%	68%	3%	60%	11%
ELA	4	76%	66%	10%	60%	16%
ELA	5	63%	66%	-3%	61%	2%
Math	3	73%	71%	2%	66%	7%
Math	4	77%	72%	5%	65%	12%
Math	5	69%	69%	0%	62%	7%
Science	5	71%	70%	1%	60%	11%

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?

All ELA cells showed increases from 24/25 to 25/26 school year. Instructional efforts were guided by PM2 FAST data, with teachers identifying missed standards and focusing on targeted strategies to address student learning gaps. Additionally, leadership team members also pulled targeted student groups for interventions, allowing for added targeted skill work.

Lowest Performance

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

Math L25 gains decreased from 55% to 24%, from 24/25 to 25/26. Intentionality and added support were focused on ELA specifically for our L25 students. Closing these gaps in Math will require specific intervention and professional development to address deficient skill needs.

Greatest Decline

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

Math L25 gains decreased from 55% to 24%, from 24/25 to 25/26. Intentionality and added support were focused on ELA specifically for our L25 students. Closing these gaps in Math will require specific intervention and professional development to address deficient skill needs.

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.

Math L25 gains decreased from 55% to 24%, from 24/25 to 25/26. Intentionality and added support were focused on ELA specifically for our L25 students. Closing these gaps in Math will require specific intervention and professional development to address deficient skill needs.

EWS Areas of Concern

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

L25 Math

20% black gains

11% ESE gains

0% ELL gains

These subgroups accounted for 68% of the L25 group of students. L25 Math will be a focus, along with each of these subgroups.

Highest Priorities

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

L25 Math

Improve ESSA Black subgroup

Improve ESSA ESE subgroup

Improve ESSA ELL subgroup

Align instructional resources and ongoing progress monitoring to support tiered instruction

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

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

Area of Focus #1

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

The K–2 instructional practice will focus on providing explicit, systematic, and evidence-based literacy instruction that develops foundational reading skills. Students who develop proficient reading skills in kindergarten through second grade are better able to access grade-level content, comprehend complex texts, communicate effectively, and engage successfully in classroom learning. Data analysis revealed a significant percentage of students performing below benchmark expectations in foundational reading skills. As a result, strengthening K–2 literacy instruction was identified as a high-leverage strategy to improve reading proficiency, close achievement gaps, and increase overall student performance across all subject areas.

Measurable Outcome

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

The CLASS program score will increase from 5.39 to 6 as measured by the CLASS program observation.

KG ELA proficiency will increase from 70% to 75% as measured by PM3 STAR Early Literacy and STAR Reading

Grade 1 ELA proficiency will increase from 67% to 72% as measured by PM3 STAR Early Literacy and STAR Reading

Grade 2 ELA proficiency will increase from 51% to 61% as measured by PM3 STAR Early Literacy and STAR Reading

ELA grade 3 proficiency will increase from 76% to 81% as measured by the PM3 FAST assessment

ELA 3-5 proficiency will increase from 73% to 78% as measured by the PM3 FAST assessment.

ELA learning gains will increase from 73% to 78% as measured by the PM3 FAST assessment

ELA L25 learning gains will increase from 62% to 67% as measured by PM3 FAST Assessment

Monitoring

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

Monitor, analyze and make instructional decisions based on ELFAC data and adjust groups monthly to provide targeted instruction.

Person responsible for monitoring outcome

Principal Michael Rebman

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:

Common intentional planning is a critical instructional practice because it ensures that teachers collaboratively design, implement, and monitor high-quality instruction aligned to grade-level standards and student learning needs.

Rationale:

When teachers engage in intentional collaborative planning, students benefit from greater instructional consistency, equitable access to grade-level content, and targeted interventions based on data. Common planning allows teachers to share effective practices, anticipate misconceptions, differentiate instruction, and collectively monitor student progress.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Analyze student data

Person Monitoring:

Assistant Principal Anne Skinner

By When/Frequency:

Weekly

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

Grade level and content specialist will meet in PLCs to analyze student data, identify learning goals, develop common instructional strategies, and create aligned assessments that support consistent learning experiences across classrooms.

Action Step #2

Identify learning goals

Person Monitoring:

By When/Frequency:

Assistant Principal Anne Skinner

Weekly

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

Grade level and content specialist will meet in PLCs to analyze student data, identify learning goals, develop common instructional strategies, and create aligned assessments that support consistent learning experiences across classrooms.

Action Step #3

Develop common instructional strategies

Person Monitoring:

Assistant Principal Anne Skinner

By When/Frequency:

Weekly

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

Grade level and content specialist will meet in PLCs to analyze student data, identify learning goals, develop common instructional strategies, and create aligned assessments that support consistent learning experiences across classrooms.

Action Step #4

Create aligned assessments

Person Monitoring:

Assistant Principal Anne Skinner

By When/Frequency:

Weekly

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

Grade level and content specialist will meet in PLCs to analyze student data, identify learning goals, develop common instructional strategies, and create aligned assessments that support consistent learning experiences across classrooms.

Action Step #5

Classroom Interactions

Person Monitoring:

Assistant Principal, Anne Skinner

By When/Frequency:

Quarterly

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

Increased physical and verbal interactions in the classroom across all CLASS domains of staff to students

Area of Focus #2

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

Instructional Practice specifically relating to Math**Area of Focus Description and Rationale**

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

Teachers in grades 3–5 will implement data-driven, differentiated mathematics instruction designed to

accelerate learning for students in the lowest 25% of academic performance. Targeted mathematics instruction for the lowest-performing students is essential to closing achievement gaps and increasing overall student success. Analysis revealed that students in the lowest quartile demonstrated significantly lower achievement and learning gains compared to their peers. Data indicated persistent skill deficits in key mathematical domains.

Measurable Outcome

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

Math 3-5 proficiency will increase from 74% to 79% as measured by the PM3 FAST assessment.

Math learning gains will increase from 63% to 68% as measured by the PM3 FAST assessment

Math L25 learning gains will increase from 24% to 62% as measured by PM3 FAST Assessment

Monitoring

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

The implementation of this instructional practice will be monitored through regular classroom walkthroughs, collaborative planning meetings, and data-analysis discussions. Administration and instructional staff developers will use observation tools to ensure that teachers are consistently implementing differentiated small-group instruction, utilizing formative assessment data, providing targeted interventions, and engaging students in rigorous mathematical tasks aligned to grade-level standards.

Person responsible for monitoring outcome

Principal Michael Rebman

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:

Facilitate meaningful mathematics discourse

Rationale:

Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Incorporate discussion strategies into the weekly common planning protocol

Person Monitoring:

Assistant Principal Anne Skinner

By When/Frequency:

Weekly

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

Incorporate discussion strategies into the weekly common planning protocol to ensure that students are being provided with opportunities to explain, justify, and reflect on their mathematical thinking and reasoning. In addition, purposefully planning for discourse around prior year benchmarks before introducing new benchmarks will support meaningful connections.

Action Step #2

Employ instructional practices and routines that promote student-centered learning

Person Monitoring:

Assistant Principal Anne Skinner

By When/Frequency:

Weekly

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

Employ instructional practices and routines that promote student-centered learning such as (High-order questioning, Pinellas Problem Solving Routine, Collaborative Structures).

Action Step #3

Use discussion trackers

Person Monitoring:

Assistant Principal Anne Skinner

By When/Frequency:

Weekly

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

Use discussion trackers to support monitoring and reflection of Interaction Types and whether the questions are opened or closed. This can be used as part of a coaching cycle, strategy walk, or monitoring tool

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.

Grade 5 teachers will implement standards-based science instruction that emphasizes inquiry, hands-on investigations, scientific reasoning, and evidence-based discussions. High-quality science

instruction promotes a deeper understanding of scientific concepts, strengthens critical thinking and problem-solving skills, and increases student engagement in learning. Prior year data revealed that strengthening standards-based science instruction through inquiry, hands-on learning, and scientific discourse will increase student mastery of science standards and ultimately increase student proficiency on Grade 5 SSA.

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 74% to 79% as measured by PM3 SSA.

Monitoring

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

Implementation will be monitored through classroom walkthroughs, lesson plan reviews, collaborative planning meetings, and instructional coaching observations to ensure consistent use of standards-based, inquiry-driven science instruction. Impact will be measured through growth in proficiency on classroom assessments, district science benchmarks, mid-year science assessment, and the mock SSA.

Person responsible for monitoring outcome

Principal Michael Rebman

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:

Embed Academic Discourse Throughout Lessons Ensure daily use of structured student discourse focused on the learning target. Require students to explain their thinking using evidence from investigations, texts, and observations. Implement consistent discourse routines such as think-pair-share, claim-evidence-reasoning (CER), and accountable talk stems. Monitor student understanding to address misconceptions.

Rationale:

Academic discourse is a high-impact instructional strategy that strengthens students' conceptual understanding by requiring them to articulate and justify their thinking. In science, discourse supports the development of scientific reasoning, use of evidence, and vocabulary acquisition, all of which are essential for proficiency on assessments.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Professional learning for teachers on implementing structured academic discourse strategies

Person Monitoring:

Assistant Principal Anne Skinner

By When/Frequency:

Weekly

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

Provide professional learning for teachers on implementing structured academic discourse strategies in science (e.g., CER, accountable talk, questioning techniques).

Action Step #2

Develop and implement common discourse routines

Person Monitoring:

Assistant Principal Anne Skinner

By When/Frequency:

Weekly

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

Develop and implement common discourse routines across grade levels, including sentence stems and discussion protocols aligned to science standards.

Action Step #3

Monitor implementation

Person Monitoring:

Assistant Principal Anne Skinner

By When/Frequency:

Weekly

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

Monitor implementation through instructional walkthroughs, coaching cycles, and PLC data analysis, providing feedback and support to ensure consistent use of discourse strategies.

Area of Focus #4

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

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

Area of Focus Description and Rationale

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

Teachers in grades 3–5 will implement data-driven, differentiated mathematics instruction designed to accelerate learning for students in the lowest 25% of academic performance. Targeted mathematics instruction for the lowest-performing students is essential to closing achievement gaps and increasing

overall student success. Analysis revealed that students in the lowest quartile demonstrated significantly lower achievement and learning gains compared to their peers. Data indicated persistent skill deficits in key mathematical domains.

Measurable Outcome

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

Math L25 learning gains will increase from 24% to 61% as measured by PM3 FAST Assessment
ESSA subgroup specifically relating to Black/African American students will increase from 45% to 61% as measured by PM3 FAST Assessment

Monitoring

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

The implementation of this instructional practice will be monitored through regular classroom walkthroughs, collaborative planning meetings, and data-analysis discussions. Administration and instructional staff developers will use observation tools to ensure that teachers are consistently implementing differentiated small-group instruction, utilizing formative assessment data, providing targeted interventions, and engaging students in rigorous mathematical tasks aligned to grade-level standards.

Person responsible for monitoring outcome

Principal Michael Rebman

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:

Facilitate meaningful mathematics discourse

Rationale:

Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3

action steps and the person responsible for each step.

Action Step #1

Incorporate discussion strategies into the weekly common planning protocol

Person Monitoring:

Assistant Principal Anne Skinner

By When/Frequency:

Weekly

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

Incorporate discussion strategies into the weekly common planning protocol to ensure that students are being provided with opportunities to explain, justify, and reflect on their mathematical thinking and reasoning. In addition, purposefully planning for discourse around prior year benchmarks before introducing new benchmarks will support meaningful connections.

Action Step #2

Employ instructional practices and routines that promote student-centered learning

Person Monitoring:

Assistant Principal Anne Skinner

By When/Frequency:

Weekly

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

Employ instructional practices and routines that promote student-centered learning such as (High-order questioning, Pinellas Problem Solving Routine, Collaborative Structures).

Action Step #3

Use discussion trackers

Person Monitoring:

Assistant Principal Anne Skinner

By When/Frequency:

Weekly

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

Use discussion trackers to support monitoring and reflection of Interaction Types and whether the questions are opened or closed. This can be used as part of a coaching cycle, strategy walk, or monitoring tool

Area of Focus #5

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

Teachers in grades 3–5 will implement data-driven, differentiated mathematics instruction designed to accelerate learning for students in the lowest 25% of academic performance. Targeted mathematics instruction for the lowest-performing students is essential to closing achievement gaps and increasing overall student success. Analysis revealed that students in the lowest quartile demonstrated

significantly lower achievement and learning gains compared to their peers. Data indicated persistent skill deficits in key mathematical domains.

Measurable Outcome

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

Math L25 learning gains will increase from 24% to 61% as measured by PM3 FAST Assessment
ESSA subgroup specifically relating to students with disabilities (SWD) will increase from 44% to 54% as measured by PM3 FAST Assessment

Monitoring

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

The implementation of this instructional practice will be monitored through regular classroom walkthroughs, collaborative planning meetings, and data-analysis discussions. Administration and instructional staff developers will use observation tools to ensure that teachers are consistently implementing differentiated small-group instruction, utilizing formative assessment data, providing targeted interventions, and engaging students in rigorous mathematical tasks aligned to grade-level standards.

Person responsible for monitoring outcome

Principal Michael Rebman

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:

Facilitate meaningful mathematics discourse

Rationale:

Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Incorporate discussion strategies into the weekly common planning protocol

Person Monitoring:

Assistant Principal Anne Skinner

By When/Frequency:

Weekly

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

Incorporate discussion strategies into the weekly common planning protocol to ensure that students are being provided with opportunities to explain, justify, and reflect on their mathematical thinking and reasoning. In addition, purposefully planning for discourse around prior year benchmarks before introducing new benchmarks will support meaningful connections.

Action Step #2

Employ instructional practices and routines that promote student-centered learning

Person Monitoring:

Assistant Principal Anne Skinner

By When/Frequency:

Weekly

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

Employ instructional practices and routines that promote student-centered learning such as (High-order questioning, Pinellas Problem Solving Routine, Collaborative Structures).

Action Step #3

Use discussion trackers

Person Monitoring:

Assistant Principal Anne Skinner

By When/Frequency:

Weekly

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

Use discussion trackers to support monitoring and reflection of Interaction Types and whether the questions are opened or closed. This can be used as part of a coaching cycle, strategy walk, or monitoring tool

Area of Focus #6

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

ESSA Subgroups specifically relating to English Language Learners (ELL)**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.

Teachers in grades 3–5 will implement data-driven, differentiated mathematics instruction designed to accelerate learning for students in the lowest 25% of academic performance. Targeted mathematics instruction for the lowest-performing students is essential to closing achievement gaps and increasing overall student success. Analysis revealed that students in the lowest quartile demonstrated significantly lower achievement and learning gains compared to their peers. Data indicated persistent skill deficits in key mathematical domains.

Measurable Outcome

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

Math L25 learning gains will increase from 24% to 61% as measured by PM3 FAST Assessment
ESSA subgroup specifically relating to English Language Learners (ELL) will increase from 29% to 54% as measured by PM3 FAST Assessment

Monitoring

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

The implementation of this instructional practice will be monitored through regular classroom walkthroughs, collaborative planning meetings, and data-analysis discussions. Administration and instructional staff developers will use observation tools to ensure that teachers are consistently implementing differentiated small-group instruction, utilizing formative assessment data, providing targeted interventions, and engaging students in rigorous mathematical tasks aligned to grade-level standards.

Person responsible for monitoring outcome

Principal Michael Rebman

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:

Facilitate meaningful mathematics discourse

Rationale:

Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Incorporate discussion strategies into the weekly common planning protocol

Person Monitoring:

Assistant Principal Anne Skinner

By When/Frequency:

Weekly

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

Incorporate discussion strategies into the weekly common planning protocol to ensure that students are being provided with opportunities to explain, justify, and reflect on their mathematical thinking and reasoning. In addition, purposefully planning for discourse around prior year benchmarks before introducing new benchmarks will support meaningful connections.

Action Step #2

Employ instructional practices and routines that promote student-centered learning

Person Monitoring:

Assistant Principal Anne Skinner

By When/Frequency:

Weekly

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

Employ instructional practices and routines that promote student-centered learning such as (High-order questioning, Pinellas Problem Solving Routine, Collaborative Structures).

Action Step #3

Use discussion trackers

Person Monitoring:

Assistant Principal Anne Skinner

By When/Frequency:

Weekly

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

Use discussion trackers to support monitoring and reflection of Interaction Types and whether the questions are opened or closed. This can be used as part of a coaching cycle, strategy walk, or monitoring tool

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.

The school will foster a positive learning environment by implementing a comprehensive attendance initiative that promotes student engagement, connectedness, and a culture of belonging. School staff will establish consistent attendance-monitoring procedures, recognize and celebrate positive attendance, engage families as partners, and provide timely interventions for students exhibiting attendance concerns. Regular attendance is essential to student success because students must be present to fully participate in learning opportunities, receive instruction, and engage with peers and teachers. Students with consistent attendance are more likely to demonstrate academic growth,

master grade-level standards, and develop positive social-emotional skills. Prior year EWS data identified attendance as a crucial need based on 10% or more having an attendance rate below 90%.

Measurable Outcome

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

The percentage of students below 90% attendance rate will decrease from 14% to 9% as measured by the early warning system

Monitoring

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

Attendance will be monitored through regular review of attendance data, attendance team meetings, family communication logs, and schoolwide attendance initiatives. The impact will be measured by increases in average daily attendance, reductions in chronic absenteeism rates, improved student engagement, and positive trends in academic performance. Attendance data will be reviewed bi-weekly to identify students needing additional support and to evaluate progress toward attendance goals.

Person responsible for monitoring outcome

Principal Michael Rebman

Evidence-based Intervention:

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

Description of Intervention #1:

Data Analysis and monitoring-regularly collect and analyze attendance data to identify trends and patterns.

Rationale:

Regularly collect and analyze attendance data to identify trends and patterns. Use data to target specific grade levels, classrooms, or student groups that need additional support.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Attendance Incentives

Person Monitoring:

Assistant Principal Anne Skinner

By When/Frequency:

Bi-weekly

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

After 2 absences in a row, your student's teacher will make contact.

Missing 10% or more school days will result in a call from the Child Study Team (Attendance Team).

If absences continue, an attendance letter will be sent home and documented.

If absences continue, an Attendance Matters Letter will be sent home.

5. If absences continue, parents will be invited to a Child Study Team Meeting.

If absences continue with no contact from the parent, a home visit may be completed.

If absences continue, a 3-Day Certified Letter will be sent home.

If absences continue, a Truancy Intervention Program referral will be made to the State Attorney.

Identified students with 10% or more absences will have a "5 in a Row" chart for 5 days attended.

The days do not have to be consecutive. Once achieved, a student's choice incentive is earned and a call home to the parent.

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://northshore-es.pcsb.org/>

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

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

Plans to Strengthen the Academic Program

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

- BEST Standards implementation with fidelity in all grade levels and on-going professional development.
- Provide Title I targeted support for students in our ESSA Subgroups (ESE and Black) in grades 3-5.
- Identify students are invited and encouraged to participate in extended learning opportunities before and after school.

- Formative Assessments following lesson to be analyzed to determine next steps in instruction.
- Leadership Walk-throughs and fidelity checks with feedback
- Grade level data chats are scheduled to help monitor student progress towards goals, identify areas of concern and facilitate differentiated instruction to close gaps in learning.
- School Wide Goal Setting with individualized celebrations for meeting goals
- North Shore will host after school tutoring for students in need of additional support.

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)).

This plan is developed in coordination with a variety of federal, state, and local programs and services to meet the academic and non-academic needs of our students. We implement Title I services to support instruction and provide interventions for students in need of additional academic support. Our school also partners with local businesses and churches to provide backpacks, food donations, and clothing for families in need, helping to reduce barriers to student success. We align with district and community-based efforts related to mental health, violence prevention, and nutrition services, including participation in the National School Lunch and Breakfast Programs. In addition, we work with early childhood programs, such as VPK Early Learning Coalition, to support kindergarten readiness. When appropriate, families are connected with housing support and adult education opportunities through local agencies. If our school is identified under CSI or TSI, we work closely with district leadership to implement the required improvement strategies. All efforts are aimed at creating a safe, supportive, and effective learning environment for every child. Our Positive Behavior Intervention and Support (PBIS) systems are aligned with schoolwide expectations and supported by behavior assemblies, incentives and restorative practices.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

The Multi-Tiered System of Supports (MTSS) model aligns resources in schools for providing high-quality instruction and intervention matched to student needs. The MTSS model addresses both academic and behavioral needs of students through instruction and interventions developed to meet those needs. The problem-solving/response to intervention (PS/RTI) component of MTSS is required in the Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Improvement Act (IDEA 2004). In an effective Multi-Tiered System of Supports, learning is accelerated to close gaps and prevent new ones; fewer students are at risk over time; decisions about who needs additional support can be made rapidly; rates of intervention success are high; and goals are defined in terms of improved achievement. The school-based Behavior & MTSS coach is used to support the framework by facilitating or modeling the components of MTSS: providing opportunities to practice problem-solving skills; providing collaborative / performance feedback to staff; develop coaching activities based on PD feedback.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other

school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Title I funds continue to support the full-day three-year-old program at select elementary schools, allowing the district to provide continuity of service for a full two years in early childhood prior to entering kindergarten. This seamless, two-year program provides a strong foundation for school readiness and future educational success. This leads to a smooth transition between preschool and kindergarten for both scholars and parents. Families are familiar with the personnel, environment, rules, and safety procedures

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

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

No

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