

Pinellas County Schools

PINELLAS PARK 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

At Pinellas Park Elementary, we believe in each scholar's potential and empower excellence through high expectations, opportunities to think, and a positive school culture.

Provide the school's vision statement

As a community, we will provide the necessary support to all students, so they are college and career ready, reaching the highest level of achievement.

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

Colleen Carr

carrco@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

Monitor the implementation of the plan with fidelity

Leadership Team Member #2

Employee's Name

Karris Cooper

cooperkar@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Monitor fidelity of plan and support implementation.

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

Kate Nartker

nartkerk@pcsb.org

Position Title

MTSS Coach

Job Duties and Responsibilities

Develop Steps to the plan and support with monitoring the plan.

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.

Monthly Meetings (SAC) that share these strategies and monitor if they are evident, using checklist and look-fors specifically related to the action items supporting the goals established in the plan, surveys to all community stakeholders; formation of a PTA.

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)).

The SIP plan will be reviewed monthly during staff meetings, PLC's, and discussed during the SAC

Meetings. Action items will be reviewed with the Leadership Team.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK)* HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL)* WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: C 2024-25: C 2023-24: C 2022-23: D 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	30	66	61	62	79	68				366
Absent 10% or more school days	0	19	17	17	18	27				98
One or more suspensions	0	2	2	4	1	5				14
Course failure in English Language Arts (ELA)	0	0	0	0	3	0				3
Course failure in Math	0	0	0	0	1	1				2
Level 1 on statewide ELA assessment	0	1	12	32	8	27				80
Level 1 on statewide Math assessment	0	10	4	29	12	13				68
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	0	2	10	6	0				18
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	2	1	11	0	0				14

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	5	8	20	17	31				81

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	1	0	10	0	0				11
Students retained two or more times	0	0	0	0	0	0				0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	44	55	61	76	66	79				381
Absent 10% or more school days		18	21	23	21	26				109
One or more suspensions		2	11	7	14	17				51
Course failure in English Language Arts (ELA)				3	8	3				14
Course failure in Math				2	7	1				10
Level 1 on statewide ELA assessment		3	29	50	28					110
Level 1 on statewide Math assessment		6	10	33	23	26				98
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	8	14	8					31
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		3	5	13	13					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		5	9	22	28	33				97

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		9						11
Students retained two or more times				1	2					3

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*	37	68	62	35	64	59	30	61	57
Grade 3 ELA Achievement	40	70	61	37	67	59	30	63	58
ELA Learning Gains	48	65	63	54	62	60	52	64	60
ELA Lowest 25th Percentile	52	63	58	72	59	56	78	62	57
Math Achievement*	44	72	66	39	69	64	31	66	62
Math Learning Gains	56	69	64	59	67	63	50	68	62
Math Lowest 25th Percentile	61	56	50	64	56	51	57	58	52
Science Achievement	44	72	62	38	70	58	33	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)	CSI
OVERALL FPPI – All Students	48%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the FPPI	382
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*
48%	50%	46%	37%	53%	47%	

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	36%	Yes	7	
English Language Learners	50%	No		
Asian Students	65%	No		
Black/African American Students	39%	Yes	7	
Hispanic Students	51%	No		
Multiracial Students	40%	Yes	2	
White Students	46%	No		
Economically Disadvantaged Students	45%	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	37%	40%	48%	52%	44%	56%	61%	44%					
Students With Disabilities	16%	17%	33%	58%	20%	59%	69%	16%					
English Language Learners	37%	31%	62%	73%	42%	69%		33%					
Asian Students	72%		77%		67%	46%		64%					
Black/African American Students	30%	35%	47%	60%	30%	47%	38%	26%					
Hispanic Students	31%	29%	51%	58%	44%	71%	91%	36%					
Multiracial Students	30%				50%								
White Students	39%	48%	38%		48%	56%		48%					
Economically Disadvantaged Students	33%	43%	39%	45%	41%	57%	63%	37%					

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	35%	37%	54%	72%	39%	59%	64%	38%		55%
Students With Disabilities	16%	10%	53%	79%	14%	31%	53%	27%		40%
English Language Learners	27%	25%	59%	60%	36%	58%	60%	29%		55%
Asian Students	45%		58%		60%	68%				42%
Black/African American Students	23%	20%	52%		31%	44%				
Hispanic Students	35%	42%	54%		37%	62%	73%	33%		61%
Multiracial Students	40%									
White Students	39%	48%	49%		36%	62%	91%	44%		
Economically Disadvantaged Students	35%	35%	52%	75%	38%	58%	63%	38%		57%

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	30%	30%	52%	78%	31%	50%	57%	33%					49%
Students With Disabilities	8%	0%	58%	83%	5%	38%	58%	0%					
English Language Learners	27%	27%	60%		35%	53%		17%					49%
Asian Students	55%	50%	64%		68%	64%							80%
Black/African American Students	16%	22%	37%	64%	20%	41%	50%	8%					
Hispanic Students	24%	18%	54%	90%	20%	43%		29%					46%
Multiracial Students	36%				45%								
White Students	35%	28%	58%		31%	58%		70%					
Economically Disadvantaged Students	27%	29%	48%	68%	27%	48%	57%	29%					40%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	40%	68%	-28%	60%	-20%
ELA	4	34%	66%	-32%	60%	-26%
ELA	5	38%	66%	-28%	61%	-23%
Math	3	40%	71%	-31%	66%	-26%
Math	4	55%	72%	-17%	65%	-10%
Math	5	37%	69%	-32%	62%	-25%
Science	5	47%	70%	-23%	60%	-13%

III. Planning for Improvement

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

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

Most Improvement

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

ELL population increased 10% overall from the previous year of 45% to this year at 55%. The new actions we took included hiring a new ESOL teacher who implemented effective reading strategies and interventions.

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 ESE subgroup performed at 35% compared to last year's 36%. Contributing factors include lack of consistent differentiation and interventions.

Greatest Decline

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

Our ELA L25 students had the greatest decline from the previous year going from 72% to 46%. Contributing factors include lack of consistent differentiation and interventions.

Greatest Gap

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

The greatest gap is our ELA proficiency of 37% proficient compared to the state average of 60% proficient. Contributing factors include lack of consistent differentiation and interventions.

EWS Areas of Concern

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

78 students performed at a Level 1 and 70 students were absent 10% or more school days.

Highest Priorities

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

1. Targeted small groups to support individualized instruction.
2. Data and progress monitoring (staff and students) weekly.

3. Strengthening planning to impact instruction (clarity, rigor, academic discourse).
4. Targeted support/interventions/differentiation for all subgroups: ESE, Black, Multi-Racial, L25 ELA.
5. Continue to strengthen initiatives around attendance and behavior.

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.

Early Childhood increased their learning gains and we want to keep that trajectory while also increasing their CLASS score.

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 percentage of students in Early Childhood meeting learning gains at 12 points a month or more between PM1 and PM3 will increase from 67% to 80% as measured by the FAST assessment. In addition the CLASS program score will increase from 5.26 to 5.75 as measured by CLASS program observations.

Monitoring

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

The learning gains will be monitored at each PM cycle as well as classroom instruction walkthroughs.

Person responsible for monitoring outcome

Karris Cooper

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:

Curriculum-Kickstart Literacy, Module, and Nemours

Rationale:

Signs of reading alignment, play-based engagement, highly-scaffolded routine, and support for diverse learners increases learning gains.

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

Walkthroughs

Person Monitoring:

Karris Cooper

By When/Frequency:

Monthly

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

Schedule regular classroom walkthroughs utilizing CLASS Instructional Support domain.

Area of Focus #2

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

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

Area of Focus Description and Rationale

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

K-2 ELA proficiency will increase with continued focused on collaborative planning, benchmark-aligned instruction, high levels of student engagement with tasks, and intentional small-group instruction focused on foundational literacy skills.

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.

K-2 ELA proficiency will increase from 63% to 75% as measured by PM3 on STAR Early Literacy and STAR Reading. Kindergarten will increase proficiency from 82% to 85%, 1st grade will increase from 66% to 75%, and 2nd grade will increase from 42% to 65% proficiency.

Monitoring

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

Coaching, feedback, and mutual work on these will occur with administration, coaches, and the respective teaching Teams. Regular, intentional updates and cycles to ensure fidelity and implementation of stated goals and objectives.

Person responsible for monitoring outcome

Aaron McWilliams and Karris Cooper

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:

UFLI and Flamingo groups

Rationale:

Alignment with the Science of Reading, Explicit and Systematic, Data driven program that is shown to increase proficiency. In addition the program provides comprehensive free resources.

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

ELFAC monitoring

Person Monitoring:

Colleen Carr and Karris Cooper

By When/Frequency:

monthly

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

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

Action Step #2

K-2 ELA Champs

Person Monitoring:

Karris Cooper

By When/Frequency:

monthly

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

The K-2 ELA Champs professional learning is being restructured so that all members meet at the

same time and with administration to ensure fidelity of implementation of new learning and to support proficiency in ELA.

Area of Focus #3

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.

ELA Proficiency-There was only a minor increase in ELA proficiency overall and a dramatic decrease in Learning Gains and Learning Gains for L25 students.

Measurable Outcome

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

ELA Grade 3 proficiency will increase from 40% to 50% as measured by PM3 FAST Assessment.

ELA 3 – 5 proficiency will increase from 37% to 50% as measured by PM3 FAST Assessment.

ELA learning gains will increase from 48% to 70% as measured by PM3 FAST Assessment.

ELA L25 learning gains will increase from 46% to 70% as measured by PM3 FAST Assessment.

Monitoring

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

Data analysis meetings, PLC and Academic Services Team Meeting, administration and MTSS coach walk-throughs for fidelity, teacher monitoring for understanding and take action.

Person responsible for monitoring outcome

Colleen Carr and Karris Cooper

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:

"The Power is in the Pitstops" is grounded in the principle that learning improves when teachers continuously monitor student understanding and respond in real time. Rather than waiting until the end of a lesson or unit, strategically placed "pitstops" during independent reading allow teachers to gather immediate evidence of student thinking through structured talk and writing. These pitstops

serve four critical purposes: Make Student Thinking Visible 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. Provide Immediate, Actionable Feedback 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. Support Differentiation in Real Time Pitstops 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. Increase Student Engagement and Accountability 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.

Rationale:

Students will increase proficiency as teachers are increasing their monitoring, feedback, and re-teaching in the moment.

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

Small group intervention

Person Monitoring:

Colleen Carr and Karris Cooper

By When/Frequency:

weekly

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

Targeted small groups, accelerated learning plans, and word study will be used daily along with targeted feedback from administration and MTSS during walkthroughs to ensure effective differentiated instruction is being provided.

Action Step #2

Planning

Person Monitoring:

Karris Cooper and Karris Cooper

By When/Frequency:

weekly

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

Ensuring that teachers are effectively planning to drive student growth and engagement, support data-driven differentiation, build vital background knowledge and vocabulary and maximize instruction time to increase proficiency.

Area of Focus #4

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.

Math Proficiency-There was a small increase in Math proficiency overall and a small decrease in Learning Gains and Learning Gains for L25 students.

Measurable Outcome

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

Math 3-5 proficiency will increase from 44% to 54% as measured by the PM3 FAST assessment.
Math learning gains will increase from 55% to 70% as measured by the PM3 FAST assessment. Math L25 learning gains will increase from 64% to 70% as measured by the PM3 FAST Assessment.

Monitoring

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

Data analysis meetings, PLC and Academic Services Team Meeting, administration and MTSS coach walk-throughs for fidelity, teacher monitoring for understanding and take action.

Person responsible for monitoring outcome

Colleen Carr and Karris Cooper

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:

Backwards planning for Tier 1 instruction will take place weekly. L25 students will be targeted for differentiation/small groups and differentiated centers. TWR will be used as enrichment opportunities. Problem solving routine will help tackle word problems and will be used consistently across grade levels.

Rationale:

With strong planning and differentiation students will close gaps in their Math foundational knowledge, increase fluency, increase problem solving abilities and therefore increase proficiency.

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

Planning

Person Monitoring:

Colleen Carr and Karris Cooper

By When/Frequency:

weekly

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

Ensuring that teachers are effectively planning to drive student growth and engagement, support data-driven differentiation, build vital background knowledge and vocabulary and maximize instruction time to increase proficiency.

Action Step #2

Small group instruction

Person Monitoring:

Colleen Carr and Karris Cooper

By When/Frequency:

weekly

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

Targeted differentiated small groups will be used daily along with targeted feedback from administration and MTSS during walkthroughs to ensure effective differentiated instruction is being provided.

Area of Focus #5

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.

Science Proficiency-There was only an increase in Science proficiency overall, however that proficiency is still lower than needed.

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 45% to 55% as measured by the PM3 SSA.

Monitoring

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

Data analysis meetings, PLC and Academic Services Team Meeting, administration and MTSS coach walk-throughs for fidelity, teacher monitoring for understanding and take action.

Person responsible for monitoring outcome

Colleen Carr and Karris Cooper

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 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

Implement daily, structured questioning routines during Ignite portion of lesson

Person Monitoring:

Colleen Carr and Karris Cooper

By When/Frequency:

weekly

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

Ensure daily use of structured student discourse focused on the learning target.

Action Step #2

Implement structured, teacher-modeled investigations with explicit vocabulary instruction during the Investigate portion of lessons.

Person Monitoring:

Colleen Carr and Karris Cooper

By When/Frequency:

weekly

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

step:

Implement consistent discourse routines such as think-pair-share, claim-evidence-reasoning (CER), and accountable talk stems.

Action Step #3

Implement teacher-modeled and scaffolded evidence-based responses.

Person Monitoring:

Colleen Carr and Karris Cooper

By When/Frequency:

weekly

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

Require students to explain their thinking using evidence from investigations, texts, and observations.

Area of Focus #6

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)**Area of Focus Description and Rationale**

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

ELA proficiency for our targeted subgroup: SWD have low proficiency and low 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.

ELA proficiency for the SWD subgroup will increase from 35% to 50% as measured by the PM3 FAST Assessment. ELA learning gains for the SWD subgroup will increase from 33% to 45% as measured by the PM3 FAST Assessment.

Monitoring

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

Monitoring Student Progress through all tiers of instruction.

Continuous monitoring ensures accommodations, scaffolds and instruction are leading to student growth and success.

Person responsible for monitoring outcome

Aaron McWilliams and Karris Cooper

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:

Monitoring Student Progress through all tiers of instruction.

Rationale:

Continuous monitoring ensures accommodations, scaffolds and instruction are leading to student growth and success.

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

PLC Data Chats

Person Monitoring:

Colleen Carr and Karris Cooper

By When/Frequency:

weekly

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

PLCs data chats to include VE and other instructional supports. Using previous and current year's data, develop a targeted intervention and progress monitoring plan for Tier 1, Tier 2, and Tier 3(if applicable) instruction.

*Tier 2 Instruction includes gen-ed teacher-directed small group instruction in addition to digital supports.

* Gen-Ed AND VE Teacher interventions are aligned.

Action Step Examples:

Tier 1: engage in classroom discussion using sentence starters, participate in activities, use anchor charts and graphic organizers to get started, ask questions when unsure

Tier 2: Meet with teacher in small group 2x a week, try my best, during Amira, stay on track and focused, actively participate

Tier 3: attend small group, continued independent practice during morning work/at home

Action Step #2

Teacher-student Data chats

Person Monitoring:

Colleen Carr and Karris Cooper

By When/Frequency:

weekly

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

Teacher-Student data chats to review data, goal set and develop action steps for Tier 1, Tier 2 and Tier 3 Instruction.

Action Step Examples:

Tier 1: engage in classroom discussion using sentence starters, participate in activities, use anchor charts and graphic organizers to get started, ask questions when unsure

Tier 2: Meet with teacher in small group 2x a week, try my best, during Amira, stay on track and

focused, actively participate

Tier 3: attend small group, continued independent practice during morning work/at home

Action Step #3

Progress Monitoring

Person Monitoring:

Colleen Carr and Karris Cooper

By When/Frequency:

weekly

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

Teacher progress monitors Tier 1 instruction through; listening to student discussion, exit ticket to independent practice, independent exit tickets, district assessments.

Teacher progress monitors Tier 2 instruction through; formal progress monitoring of targeted tier 2 skill through small group exit ticket and/or progress monitoring tool.

Teacher actively monitors SDI and makes adjustments to instruction accordingly based on data.

Area of Focus #7

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

ESSA Subgroups specifically relating to Multiracial Students (MUL)

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.

ELA proficiency for our targeted subgroup: Multi-racial have low proficiency and low 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.

ELA proficiency for the Multi-Racial subgroup will increase from 30% to 50% as measured by the PM3 FAST Assessment. ELA learning gains for the SWD subgroup will increase from 56% to 70% as measured by the PM3 FAST Assessment.

Monitoring

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

Monitoring Student Progress through all tiers of instruction.

Continuous monitoring ensures accommodations, scaffolds and instruction are leading to student growth and success.

Person responsible for monitoring outcome

Colleen Carr and Karris Cooper

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:

Monitoring Student Progress through all tiers of instruction.

Rationale:

Continuous monitoring ensures accommodations, scaffolds and instruction are leading to student growth and success.

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

PLC Data Chats

Person Monitoring:

Colleen Carr and Karris Cooper

By When/Frequency:

weekly

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

PLCs data chats to include instructional supports. Using previous and current year's data, develop a targeted intervention and progress monitoring plan for Tier 1, Tier 2, and Tier 3(if applicable) instruction.

Action Step Examples:

Tier 1: engage in classroom discussion using sentence starters, participate in activities, use anchor charts and graphic organizers to get started, ask questions when unsure

Tier 2: Meet with teacher in small group 2x a week, try my best, during Amira, stay on track and focused, actively participate

Tier 3: attend small group, continued independent practice during morning work/at home

Action Step #2

Teacher Student Data Chats

Person Monitoring:

Aaron McWilliams and Karris Cooper

By When/Frequency:

weekly

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

Teacher-Student data chats to review data, goal set and develop action steps for Tier 1, Tier 2 and Tier 3 Instruction.

Action Step Examples:

Tier 1: engage in classroom discussion using sentence starters, participate in activities, use anchor charts and graphic organizers to get started, ask questions when unsure

Tier 2: Meet with teacher in small group 2x a week, try my best, during Amira, stay on track and focused, actively participate

Tier 3: attend small group, continued independent practice during morning work/at home

Action Step #3

Progress Monitoring

Person Monitoring:

Colleen Carr and Karris Cooper

By When/Frequency:

weekly

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

Teacher progress monitors Tier 1 instruction through; listening to student discussion, exit ticket to independent practice, independent exit tickets, district assessments.

Teacher progress monitors Tier 2 instruction through; formal progress monitoring of targeted tier 2 skill through small group exit ticket and/or progress monitoring tool.

Area of Focus #8

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.

ELA proficiency for our targeted subgroup: black have low proficiency and low 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.

ELA proficiency for the Black subgroup will increase from 38% to 50% as measured by the PM3 FAST Assessment. ELA learning gains for the Black subgroup will increase from 47% to 60% as measured by the PM3 FAST Assessment.

Monitoring

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

Monitoring Student Progress through all tiers of instruction.

Continuous monitoring ensures accommodations, scaffolds and instruction are leading to student growth and success.

Person responsible for monitoring outcome

Colleen Carr and Karris Cooper

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:

Monitoring Student Progress through all tiers of instruction.

Rationale:

Continuous monitoring ensures accommodations, scaffolds and instruction are leading to student growth and success.

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

PLC Data Chats

Person Monitoring:

Colleen Carr and Karris Cooper

By When/Frequency:

weekly

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

PLCs data chats to include instructional supports. Using previous and current year's data, develop a targeted intervention and progress monitoring plan for Tier 1, Tier 2, and Tier 3(if applicable) instruction.

*Tier 2 Instruction includes gen-ed teacher-directed small group instruction in addition to digital supports.

* Gen-Ed AND VE Teacher interventions are aligned.

Teacher-Student data chats to review data, goal set and develop action steps for Tier 1, Tier 2 and Tier 3 Instruction.

Action Step Examples:

Tier 1: engage in classroom discussion using sentence starters, participate in activities, use anchor charts and graphic organizers to get started, ask questions when unsure

Tier 2: Meet with teacher in small group 2x a week, try my best, during Amira, stay on track and focused, actively participate

Tier 3: attend small group, continued independent practice during morning work/at home

Action Step #2

Teacher Student Data Chats

Person Monitoring:

Colleen Carr and Karris Cooper

By When/Frequency:

weekly

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

Teacher-Student data chats to review data, goal set and develop action steps for Tier 1, Tier 2 and Tier 3 Instruction.

Action Step Examples:

Tier 1: engage in classroom discussion using sentence starters, participate in activities, use anchor charts and graphic organizers to get started, ask questions when unsure

Tier 2: Meet with teacher in small group 2x a week, try my best, during Amira, stay on track and focused, actively participate

Tier 3: attend small group, continued independent practice during morning work/at home

Action Step #3

Progress Monitoring

Person Monitoring:

Colleen Carr and Karris Cooper

By When/Frequency:

weekly

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

Teacher progress monitors Tier 1 instruction through; listening to student discussion, exit ticket to independent practice, independent exit tickets, district assessments.

Teacher progress monitors Tier 2 instruction through; formal progress monitoring of targeted tier 2 skill through small group exit ticket and/or progress monitoring tool.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

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

Measurable Outcome

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

Decrease behavioral referrals by 10% and increase student attendance by 10% as compared to the 2025-2026 school year.

Monitoring

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

Attendance will be monitored by the CST on a bi-weekly basis. Referral rates and office call log data will be utilized during SBLT meetings to monitor student behavior and response.

Person responsible for monitoring outcome

Karris Cooper and Aaron McWilliams

Evidence-based Intervention:

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

Description of Intervention #1:

PBIS schoolwide program utilizing our Guidelines for Success

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

PBIS Professional Development

Person Monitoring:

Colleen Carr and Karris Cooper

By When/Frequency:

bi-weekly

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

Provide professional development in preschool with refreshers throughout the school year as needed.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

<https://pp-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://pp-es.pcsb.org/programs/title-i>

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

How Plan is Developed

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

The School Improvement Plan is developed in collaboration with stakeholders and aligned with other federal, state, and local services.

At Pinellas Park Elementary, we coordinate with:

- Federal Programs: Title I funds support full-day programming for PreK-3 students, an MTSS Coach, and additional intervention support staff.
- Student Services and Mental Health Programs: We partner with the district's student services team, school counselors, and community mental health agencies to address student well-being.
- Violence Prevention and PBIS: Our Positive Behavior Intervention and Support (PBIS) systems are aligned with schoolwide expectations and supported by restorative practices.
- Nutrition Programs: We coordinate with the district's Food and Nutrition Department to ensure all students receive breakfast and lunch at no cost.
- Career Readiness and College Awareness: Our community outreach prepare students early for college and career readiness.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

We will ensure that our safety processes are tight when it comes to monitoring student wellness and mental health through regular meetings and interventions by the safety team and counseling and social services to ensure maximum impact for these students. Mentor recruitment through the community, vetted and appropriately matched to kids, will afford opportunities for genuine relationships and improved mental health.

Preparing for Postsecondary Opportunities and the Workforce

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

N/A

Addressing Problem Behavior and Early Intervening Services

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

Using our PBIS system with fidelity and bi-weekly data reviews at SBLT ensure that we are addressing problem behaviors and positively impacting classroom instruction.

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)).

Intentional breakouts during pre-planning in August to address academic challenges; DWT information; Climate, attendance data used in preplanning and weekly throughout the school year for

intentional goal setting and addressing in data discrepancies a thoughtful manner for maximum results.

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 programming 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.

Weekly Leadership meetings held to review areas of need and determine where best to align resources accordingly to address those individual and collective needs. Alignment of budget to maximize intentionality.

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).

Marking and using funds dictated by district and state expectations. Use of Title I funds according to district and state deadlines and expectations. Budget markers by October 30 for marked funds; alignment and use of funds at markers according to district calendar and expectations

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