

Pinellas County Schools

OZONA 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

Ozona's mission is to create highest student achievement, in collaboration with the school community, by developing the whole child in a safe environment, using effective learning systems to close the opportunity gap by preparing all students for career & college readiness and success in a global society

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

Lisa Freeman

freemanl@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

The duties include but are not limited to promoting and maintaining high student achievement by shaping a vision of academic success for all students, providing curricular and instructional leadership, maintaining overall school operations, ensuring a safe learning environment, cultivating leadership in others and maintaining a school climate that is supportive to the needs of students, staff and families.

Leadership Team Member #2

Employee's Name

Jessica Downes

downesj@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

The duties include but are not limited to promoting and maintaining high student achievement by shaping a vision of academic success for all students, providing curricular and instructional leadership, maintaining overall school operations, ensuring a safe learning environment, cultivating leadership in others and maintaining a school climate that is supportive to the needs of students, staff and families.

Leadership Team Member #3

Employee's Name

Nicola Repetosky

Repetoskyn@pcsb.org

Position Title

School Counselor

Job Duties and Responsibilities

See Something, Say Something coordinator, MTSS facilitator, bully investigator, 504 coordinator, gifted coordinator, SAVE coordinator, Core 4 Threat Assessment Team member, STEP Club sponsor, provides guidance lessons whole group/small group. Assists in monitoring action steps in our SIP, reviews school wide data, supports initiatives, part of decision making team with respect to school wide initiatives, instructional and behavioral support and data monitoring.

Leadership Team Member #4

Employee's Name

Vanessa Strausbaugh

strausbaughv@pcsb.org

Position Title

Behavior Specialist

Job Duties and Responsibilities

PBIS/Restorative practice, ensures supports are in place and monitors (FBAs), assists in monitoring action steps in our SIP, reviews school wide data, supports initiatives, part of decision making team with respect to school wide initiatives, instructional support and data monitoring.

Leadership Team Member #5

Employee's Name

Michelle Turner

turnermi@pcsb.org

Position Title

School Psychologist

Job Duties and Responsibilities

Assists in monitoring action steps in our SIP, reviews school wide data, supports initiatives, part of decision making team with respect to school wide initiatives, instructional support and data monitoring. Pulls and presents data to MTSS/leadership for problem solving, monitoring of subgroups.

Leadership Team Member #6

Employee's Name

Jennifer Clair

clairj@pcsb.org

Position Title

Social Worker

Job Duties and Responsibilities

Assists in monitoring action steps in our SIP, reviews school wide data, supports initiatives, part of decision making team with respect to school wide initiatives, instructional support and data monitoring. Pulls and presents data to CST/leadership for problem solving, monitoring of subgroups.

Leadership Team Member #7

Employee's Name

Jennifer Narkier

narkierj@pcsb.org

Position Title

Library Media Technician

Job Duties and Responsibilities

Library Media Technician provides leadership and expertise to ensure the school library media/technology program is aligned with the mission, goals and objectives of both the district and the school, and is an integral component of the instructional program providing equitable access to diverse information formats. Instills a love of learning and empowers students to be critical thinkers, enthusiastic readers, producers of digital content, savvy technology users, skillful researchers, and ethical users of information. Serves as AVID co-coordinator: Leads site based AVID Team. Assists in monitoring action steps in our SIP, reviews school wide data, supports initiatives, part of decision making team with respect to school wide initiatives, instructional support and data monitoring.

Leadership Team Member #8

Employee's Name

Robin Hedman

hedmanr@pcsb.org

Position Title

3rd grade teacher & AVID co-coordinator

Job Duties and Responsibilities

Serves as AVID co-coordinator: Leads site based AVID Team. Assists in monitoring action steps in our SIP, reviews school wide data, supports initiatives, part of decision making team with respect to school wide initiatives, instructional support and data monitoring.

Leadership Team Member #9

Employee's Name

Margaret Magee

mageem@pcsb.org

Position Title

VE Resource Teacher & Professional Learning Leader

Job Duties and Responsibilities

Assists in monitoring action steps in our SIP related to ESE students, reviews school wide data, supports initiatives, part of decision making team with respect to school wide initiatives, instructional support and data monitoring.

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.

We utilize our School Leadership Team (Administrators, Team Leaders, Secretary, Student Support Service members) and SAC comprised of school staff to include support and instructional members, parent members and community members from Palm Harbor Library & Huntington Learning Center. We analyze STAR/FAST PM cycle data and other data relevant to our goal areas, discuss/monitor current goals & actions steps, discuss best practices and determine the next steps in goal setting & actions to create a draft. After the draft plan is developed, goals and action steps are adjusted based on the feedback of our SAC prior to the final vote of the plan.

3. SIP Monitoring

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

The SIP is monitored after each of our district assessment cycles to measure student performance trends in meeting our goals. We also review sections of our SIP through monthly SIP Teaching & Learning meetings, PLCs or site-embedded professional learning. Through the work of our MTSS & SBLT we progress monitor our student subgroups focusing on those with the largest achievement gaps to determine if interventions are having a positive impact on student learning and if the achievement gap is closing. A mid-year reflection and 90 day action plan are also developed and implemented to address any identified deficiencies. Revisions are made to 90 day action plan as needed. Potential revisions to the SIP are reviewed following each district assessment cycle, as well as after each grading period.

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	29.0%
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) ENGLISH LANGUAGE LEARNERS (ELL) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: A 2023-24: A 2022-23: A 2021-22: A

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	80	85	103	103	93	104	0	0	0	568
Absent 10% or more school days	0	13	7	8	13	14	0	0	0	55
One or more suspensions	2	0	1	0	1	0	0	0	0	4
Course failure in English Language Arts (ELA)	0	0	0	1	1	0	0	0	0	2
Course failure in Math	0	0	0	1	1	0	0	0	0	2
Level 1 on statewide ELA assessment	0	0	12	11	3	8	0	0	0	34
Level 1 on statewide Math assessment	0	7	10	14	4	2	0	0	0	37
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	5	4	2	0	0	0	0	11
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	3	6	3	0	0	0	0	0	12

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	9	7	5	3	0	0	0	26

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	3	0	0	0	0	0	3
Students retained two or more times	0	0	0	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	84	95	94	96	102	125				596
Absent 10% or more school days		16	9	10	17	12				64
One or more suspensions			1		1					2
Course failure in English Language Arts (ELA)				1						1
Course failure in Math				1		1				2
Level 1 on statewide ELA assessment		3	5	22	8					38
Level 1 on statewide Math assessment		10	7	11	5	4				37
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		4	1					6
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		2	7	4	2					15

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		1	3	5	4	6				19

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		1						3
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*	77	68	62	81	64	59	78	61	57
Grade 3 ELA Achievement	81	70	61	79	67	59	80	63	58
ELA Learning Gains	71	65	63	67	62	60	68	64	60
ELA Lowest 25th Percentile	56	63	58	61	59	56	58	62	57
Math Achievement*	86	72	66	86	69	64	86	66	62
Math Learning Gains	80	69	64	80	67	63	77	68	62
Math Lowest 25th Percentile	67	56	50	68	56	51	66	58	52
Science Achievement	82	72	62	85	70	58	85	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						75%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						600
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*
75%	76%	75%	70%	64%	61%	

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	55%	No		
English Language Learners	58%	No		
Hispanic Students	73%	No		
Multiracial Students	91%	No		
White Students	75%	No		
Economically Disadvantaged Students	69%	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	77%	81%	71%	56%	86%	80%	67%	82%					
Students With Disabilities	41%	55%	59%	50%	57%	67%	73%	38%					
English Language Learners	38%		60%		62%	70%							
Hispanic Students	65%		75%	62%	83%	84%	73%	69%					
Multiracial Students	81%				100%								
White Students	79%	84%	71%	55%	85%	80%	63%	83%					
Economically Disadvantaged Students	68%	70%	66%	57%	80%	79%	71%	61%					

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	81%	79%	67%	61%	86%	80%	68%	85%		
Students With Disabilities	56%	47%	63%	77%	65%	85%	79%	55%		
Hispanic Students	71%	75%	35%		73%	78%	64%	67%		
Multiracial Students	88%				82%			80%		
White Students	82%	81%	70%	67%	88%	80%	70%	91%		
Economically Disadvantaged Students	68%	72%	55%	35%	70%	71%	60%	65%		

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	78%	80%	68%	58%	86%	77%	66%	85%		
Students With Disabilities	46%	54%	54%	63%	54%	62%	50%	47%		
Hispanic Students	73%	67%	68%	50%	78%	71%	54%	72%		
Multiracial Students	94%		57%		94%	86%				
White Students	78%	81%	69%	60%	87%	77%	68%	87%		
Economically Disadvantaged Students	72%	71%	69%	63%	73%	69%	63%	77%		

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	81%	68%	13%	60%	21%
ELA	4	74%	66%	8%	60%	14%
ELA	5	75%	66%	9%	61%	14%
Math	3	81%	71%	10%	66%	15%
Math	4	87%	72%	15%	65%	22%
Math	5	87%	69%	18%	62%	25%
Science	5	80%	70%	10%	60%	20%

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?

ELA Learning Gains

- 24/25: 67%
- 25/26: **71%**
- Difference: **+4**

ELA 3rd Grade Achievement:

- 24/25: 79%
- 25/26: **81%**
- Difference: **+2**

The MTSS process was streamlined with clear roles, responsibilities and calendaring of data discussions. The increase in ELA Learning Gains is the result of intentional, data-driven instruction and targeted supports implemented with fidelity through MTSS and PLC processes of utilizing comparative data, impacting multiple student groups.

PLC data discussions identified benchmarks for reteach (whole group or small group, who, what resource, when reteach would occur and additional monitoring for success. This resulted in more targeted small group instruction. Teachers planned and delivered differentiated instruction utilizing "pop up groups" (grades 3rd-5th) aligned to identified skill deficits.

ELA Students with Specific Learning Disabilities Achievement

- 24/25: 27%
- 25/26: **41%**
- Difference: **+14**

5th grade and 4th grade SLD students recieved support within the general education setting (push in). Inclusion support was small group instruction aligned to the standards, and including summarzing verbally and in writing. The gen ed teacher and VE Resource teacher worked in collaboration for planning and data analysis.

Lowest Performance

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

ELA Achievement

- ELA Achievement declined from 81 → **77**
- Difference: **−4** (lowest overall performance and largest decline)

ESE Students/SWD subgroup:

- ELA proficiency 38%
- Math proficiency 58%
- Science proficiency 31%

The data indicates a trend of increasing learning gains but declining overall achievement, suggesting that while instructional practices are supporting student growth, there is a continued need to focus on proficiency and ensuring mastery of grade-level standards for all students.

This suggests a need to strengthen Tier 1 instruction to ensure mastery of grade-level standards for all students.

Additionally, during independent practice, there is inconsistent implementation of high-quality, actionable feedback, which impacts student ability to refine and deepen understanding.

Greatest Decline

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

ELA Achievement

- ELA Achievement declined from 81 → **77**
- Difference: **−4** (lowest overall performance and largest decline)

Contributing factors include:

Inconsistent rigor during instruction

Limited opportunities for students to engage in higher-order thinking

Lack of systematic structures for student feedback and revision

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.

Ozona Elementary School outperformed the State average in proficiency for Reading, Math & Science.

EWS Areas of Concern

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

Chronic Absenteeism (10% or More Days Missed)

Total students affected: **55**

High concentrations appear in:

Grade 1: **13**

Grade 4: **13**

Grade 3: **8**

Chronic absenteeism is strongly linked to academic struggles and disengagement.

The spread across multiple grade levels (especially Grades 1–4) suggests a systemic attendance issue, not isolated to one grade.

Academic Risk Indicators (Level 1 Scores in ELA and Math)

- Level 1 ELA: **34 students**
- Level 1 Math: **37 students**
- Concentrated in Grades 2–5 (especially Grades 2–3)

These are the largest totals among all academic indicators. Students scoring at Level 1 are significantly below grade level expectations. The trends in Grades 2–3 suggests indicate gaps in foundational skills and engagement, requiring targeted instructional practices that deepen understanding and increase student ownership of learning.

Highest Priorities

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

- 1) Increase ELA proficiency, learning gains and L25 learning gains
- 2) Increase SWDs proficiency in Reading, Math and Science
- 3) Improve performance of Level 2 and Level 1 students in Reading & Math
- 4) Strengthen early grade foundational skills
- 5) Address chronic absenteeism

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 Collaborative Planning

Area of Focus Description and Rationale

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

Building Collective Teacher Efficacy: The Area of Focus is to strengthen collaborative planning practices across PreK–5 to ensure consistent implementation of writing to learn, higher-order questioning, and effective teacher feedback in reading, mathematics, and science.

Rationale for Evidence-Based Strategy: CTE is the shared belief among a group of educators in their ability to positively impact student learning and achievement. According to educational researcher John Hattie, collective teacher efficacy has one of the highest effect sizes on student achievement--more than any other factor. It's a powerful driver of school improvement. Collective efficacy refers to the shared belief that through their collective action, educators can influence student outcomes and increase achievement for all students (Donohoo 2017). Collective efficacy has an extraordinary impact on student achievement with an effect size of 1.57 (<https://www.ascd.org/el/articles/the-power-of-collective-efficacy>)

The collaborative planning practices described in this area directly support the instructional practices identified in Area of Focus #2, ensuring consistent implementation of writing to learn, higher-order questioning, and feedback across all classrooms.

Through structured Professional Learning Communities (PLCs) and lesson planning, teachers will collaboratively:

- Identify essential standards and learning targets
- Plan cognitively engaging, standards-aligned tasks
- Integrate writing to learn and higher-order questioning strategies
- Anticipate student misconceptions and plan targeted supports

These practices include:

This focus ensures alignment to PCS 5 Essentials, specifically:

- Writing to Learn
- Higher-Order Questioning
- Structured Student Discourse
- Monitoring for Learning
- Timely, Actionable Teacher Feedback

Our current level of third grade performance in ELA as measured by the PM 3 FAST is 81% proficient.

Our current level of performance in ELA as measured by the PM 3 FAST is 77% proficient.

Our current level of performance in Math as measured by the PM3 FAST is 86% proficient

Our current level of performance in Science as measured by SSA is 82% proficient.

Current Reading learning gains: 71%.

Current Math learning gains: 80%

Current L25 Reading learning gains: 58%

Current L25 Math learning gains: 68%

Our PreK current level of performance shows 16 students made increase in Learning Gains per cycle as measured by STAR Early Literacy.

Our Kindergarten current level of performance in Reading as measured by STAR Early Literacy is 73% proficient.

Our Kindergarten current level of performance in Reading as measured by STAR Reading is 93% proficient. (14 students)

Our 1st grade current level of performance in Reading as measured by STAR Reading is 78% proficient.

Our 2nd grade current level of performance in Reading as measured by STAR Reading is 76% proficient.

Our Kindergarten current level of performance in Math as measured by STAR Math is 76% proficient.

Our 1st grade current level of performance in Math as measured by STAR Math is 78% proficient.

Our 2nd grade current level of performance in Math as measured by STAR Math is 77% proficient.

Together, the areas of focus establish a coherent instructional system in which collaborative planning drives high-quality instruction, instruction drives student cognitive engagement, and continuous monitoring ensures sustained improvement in student outcomes.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school

plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Increase ELA, Math, and Science proficiency

Improve learning gains and L25 performance

Increase consistency of instructional practices across classrooms

ELA Grade 3 proficiency will increase from 81% to **85%** as measured by PM3 FAST Assessment.

ELA 3 – 5 proficiency will increase from 77% to **85%** as measured by PM3 FAST Assessment.

ELA learning gains will increase from 71% to **75%** as measured by PM3 FAST Assessment.

ELA L25 learning gains will increase from 58% to **75%** as measured by PM3 FAST Assessment.

MATH proficiency will increase from 86% to **90%** as measured by PM3 FAST Assessment.

MATH learning gains will increase from 80% to **85%** as measured by PM3 FAST Assessment.

MATH L25 learning gains will increase from 68% to **75%** as measured by PM3 FAST Assessment.

Science proficiency will increase from 82% to **85%** as measured by PM3 SSA.

Teacher Outcomes:

- **Q1:** Collaborative planning sessions reflect clear identification of standards, writing tasks, and questioning strategies in 75% of teams
- **Q2:** Collaborative plans include aligned formative assessments to monitor for learning and timely, actionable teacher feedback opportunities in 75% of teams
- **Q3:** Teachers consistently plan rigorous, cross-content instructional practices (writing, questioning, timely, actionable teacher feedback) in 80% of teams
- **Q4:** Collaborative planning is fully aligned across grade levels, with consistent, high-quality implementation in 85% of teams

Collaborative planning outcomes are reflected in the consistency and quality of classroom instructional practices measured in Area of Focus: Instructional Practice specifically relating to Benchmark-aligned instruction.

Student Outcomes:

As a result of effective collaborative planning, student actions and outcomes reflecting the implementation of Writing to Learn, Higher-Order Questioning, Structured Student Discourse and Timely, Actionable Teacher Feedback practices will be observed during classroom walkthroughs in 85% or more of classrooms by April 2027.

In Reading (ELA), students will:

- Engage in purposeful discussions about texts, using evidence to support ideas
- Write about reading (e.g., responses, summaries, analysis) to demonstrate and deepen comprehension

- Use higher-order thinking to make inferences, analyze themes, and evaluate author's purpose
- Explain and justify their thinking both orally and in writing
- Apply teacher feedback to revise and strengthen written responses and understanding

In Mathematics, students will:

- Explain and justify mathematical reasoning through writing and discussion
- Use writing to learn strategies (e.g., solving and explaining problems, error analysis)
- Engage in higher-order problem solving, analyzing multiple strategies and representations
- Participate in math discourse to compare approaches and defend solutions
- Use teacher feedback to refine problem-solving processes and deepen conceptual understanding

In Science, students will:

- Construct written and oral scientific explanations and arguments using evidence
- Engage in inquiry-based discussions to analyze concepts and make connections
- Use science notebooks and writing tasks to reflect, explain, and synthesize learning
- Apply higher-order thinking to investigate, predict, and justify conclusions
- Use teacher feedback to improve explanations and strengthen understanding of scientific concepts

Student Outcome Timeline: This timeline mirrors the implementation progression outlined in Area of Focus Instructional Practice specifically relating to Benchmark-aligned instruction ensuring alignment between collaborative planning and classroom instructional practice.

Q1 (75%)

- Students engage in guided writing and discussion tasks
- Begin to explain thinking with support
- Participate in structured learning aligned to planned lessons

Q2 (75%)

- Students demonstrate increased consistency in writing and discourse
- Use academic language to explain thinking
- Begin applying feedback to improve work

Q3 (80%)

- Students independently engage in higher-order thinking tasks
- Write clear explanations and justify reasoning
- Consistently apply feedback to refine understanding

Q4 (85%)

- Students demonstrate deep understanding and transfer of learning
- Engage in rigorous discourse and analysis
- Independently revise and take ownership of learning

Monitoring

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

Implementation (Collaborative Planning Practices)

- Leadership will monitor PLCs through:
 - PLC agendas and planning artifacts
 - Lesson plans aligned to writing, questioning, and feedback practices
- Focus on:
 - Standards alignment
 - Task rigor
 - Planned monitoring for learning (formative assessments)

Impact (Student Learning Outcomes)

- Monitored through:
 - Student work samples (writing, math explanations, science notebooks)
 - Walkthrough evidence of student behaviors
 - Formative and benchmark assessment data

Leadership Monitoring

- Weekly PLC and data reviews will ensure alignment between:
 - Collaborative planning → Instruction → Student outcomes
- Adjustments will be made based on:
 - Walkthrough trends
 - Student data
 - Progress toward quarterly targets

Evidence from collaborative planning (PLC agendas, lesson plans, and planning artifacts) will be triangulated with classroom walkthrough data in Area of Focus: Instructional Practice specifically relating to Benchmark-aligned instruction to ensure that planned practices are implemented with fidelity and impact student learning.

Person responsible for monitoring outcome

Principal, Assistant Principal, Team Leaders, MTSS

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 school will implement collaborative planning structures aligned to: Collective Teacher Efficacy research (Hattie) The Writing Revolution (TWR 2.0) PCS 5 Essentials Key Practices Structured PLC & planning cycles for: Standards alignment Task and question planning Anticipation of student misconceptions Integration of: Writing to Learn Higher-Order Questioning Structured Student Discourse Monitoring for Learning Timely, Actionable Teacher Feedback These collaborative planning structures ensure consistent and high-quality implementation of instructional practices described in Area of Focus Instructional Practice specifically relating to Benchmark-aligned instruction

Rationale:

Rationale for Evidence-Based Strategy: CTE is the shared belief among a group of educators in their ability to positively impact student learning and achievement. According to educational researcher John Hattie, collective teacher efficacy has one of the highest effect sizes on student achievement--more than any other factor. It's a powerful driver of school improvement. Collective efficacy refers to the shared belief that through their collective action, educators can influence student outcomes and increase achievement for all students (Donohoo 2017). Collective efficacy has an extraordinary impact on student achievement with an effect size of 1.57 (<https://www.ascd.org/el/articles/the-power-of-collective-efficacy>)

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Strengthen PLC Structures

Person Monitoring:

Principal, Assistant Principal

By When/Frequency:

August-May (ongoing)

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

Implement consistent planning protocols aligned to PCS expectations

Action Step #2

Align Instructional Planning to Evidence-Based Practices

Person Monitoring:

Team Leaders, Teachers

By When/Frequency:

August-May (ongoing)

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

Ensure all plans include writing, questioning, and feedback

Action Step #3

Monitor and Support PLC Effectiveness

Person Monitoring:

Principal, Assistant Principal

By When/Frequency:

August-May (ongoing)

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

Review planning artifacts and provide feedback

Action Step #4

Facilitate Peer Collaboration

Person Monitoring:

Principal, Assistant Principal

By When/Frequency:

August-May (ongoing)

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

Provide opportunities for teachers to observe and reflect on planning and instruction

Area of Focus #2

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

Instructional Practice specifically relating to Benchmark-aligned instruction**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.

Instructional practices outlined in this area are directly derived from and continuously refined through the collaborative planning processes described in Area of Focus: Collaborative Planning ensuring alignment between planning, instruction, and student outcomes.

The Area of Focus is to strengthen instructional practice across PreK–5 by increasing **student thinking through writing to learn, higher-order questioning, and effective teacher feedback** in reading, mathematics, and science. These practices ensure Cognitive Engagement with Content and Monitoring for Learning (PCS 5 Essentials). Across all grade levels, students will engage in discussion, writing, and problem-solving tasks that require them to explain their thinking, analyze content, and make connections across content, while teachers provide timely, actionable feedback to guide improvement. Instructional practices outlined in this area are driven by the collaborative planning processes described in Area of Focus #1.

This focus impacts student learning by ensuring students are actively engaged in the cognitive work of learning, leading to deeper understanding, improved retention, and stronger problem-solving skills. Speaking, writing and questioning serve as key tools for both learning and monitoring for learning (formative assessment), allowing teachers to adjust instruction to meet student needs.

While overall proficiency remains strong, data trends indicate that students are able to demonstrate understanding, but there is a need to deepen that understanding through increased rigor and more

consistent use of evidence-based instructional strategies. This next phase of learning will be achieved by engaging students in purposeful oral language and writing, enabling them to expand, refine, and articulate their thinking at higher levels.

The rationale for this focus is grounded in research demonstrating that writing, thinking, and reading are interconnected, and that writing about content enhances comprehension, strengthens retention, and supports critical thinking. When combined with higher-order questioning and meaningful feedback, writing to learn promotes deeper cognitive engagement and yields greater gains in student learning than more passive instructional approaches, ensuring continued academic growth for all students, including subgroups.

These needs directly inform the selected instructional practices of writing to learn, higher-order questioning, and feedback to address gaps in proficiency, rigor, and conceptual understanding.

There is a need to:

- Increase rigor, strengthen conceptual understanding, and improve consistency of instructional practices to support proficiency and increase learning gains across all student groups in ELA, Math, and Science
- Increase ELA proficiency and learning gains, particularly for L25 students and subgroups
- Strengthen conceptual understanding in Math, especially in number sense, fractions, and problem solving
- Improve Science proficiency through deeper understanding of core standards and benchmarks
- Increase ELA, Math and Science proficiency for ESE students
- Expand the use of challenging, cognitively demanding tasks and enrichment opportunities
- Support sustained growth by ensuring consistent instructional practices across all classrooms

Together, the areas of focus establish a coherent instructional system in which collaborative planning drives high-quality instruction, instruction drives student cognitive engagement, and continuous monitoring ensures sustained improvement in student outcomes.

Measurable Outcome

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

ELA Grade 3 proficiency will increase from 81% to **85%** as measured by PM3 FAST Assessment.

ELA 3 – 5 proficiency will increase from 77% to **85%** as measured by PM3 FAST Assessment.

ELA learning gains will increase from 71% to **75%** as measured by PM3 FAST Assessment.

ELA L25 learning gains will increase from 58% to **75%** as measured by PM3 FAST Assessment.

MATH proficiency will increase from 86% to **90%** as measured by PM3 FAST Assessment.

MATH learning gains will increase from 80% to **85%** as measured by PM3 FAST Assessment.

MATH L25 learning gains will increase from 68% to **75%** as measured by PM3 FAST Assessment.

Science proficiency will increase from 82% to **85%** as measured by PM3 SSA.

Evidence of Cognitive Engagement with Content and Monitoring for Learning (PCS 5 Essentials) will be observed through instructional practices that are planned and aligned in Area of Focus:

Collaborative Planning

Teacher Outcomes:

Q1: 2 or more instructional practices aligned to the 5Es or TWR 2.0 are observed in 75% of classrooms, as measured by walk-through data/peer strategy walk-throughs

Q2: 2 or more instructional practices aligned to the 5Es or TWR 2.0, including teacher monitoring for learning with oral/written feedback, are observed in 75% of classrooms, as measured by walk-through data/peer strategy walk-throughs

Q3: 3 or more instructional practices aligned to the 5Es or TWR 2.0, including teacher monitoring for learning with oral/written feedback, across all content areas are observed in 80% of classrooms, as measured by walk-through data/peer strategy walk-throughs

Q4: 3 or more instructional practices aligned to the 5Es or TWR 2.0, including teacher monitoring for learning with oral/written feedback, across all content area are observed in 85% of classrooms, as measured by walk-through data/peer strategy walk-throughs

These practices include:

- Writing to Learn
- Higher-Order Questioning
- Structured Student Discourse
- Monitoring for Learning
- Timely, Actionable Teacher Feedback

Teacher outcomes are directly aligned to the implementation of writing to learn, higher-order questioning, and feedback practices that drive the student outcomes below.

Student Outcomes: As a result of consistent implementation of these instructional practices the following student actions will be observed during classroom walkthroughs in 85% or more of classrooms by April 2027:

In Reading (ELA), students will:

- Engage in purposeful discussions about texts, using evidence to support ideas
- Write about reading (e.g., responses, summaries, analysis) to demonstrate and deepen comprehension

- Use higher-order thinking to make inferences, analyze themes, and evaluate author's purpose
- Explain and justify their thinking both orally and in writing
- Apply teacher feedback to revise and strengthen written responses and understanding

In Mathematics, students will:

- Explain and justify mathematical reasoning through writing and discussion
- Use writing to learn strategies (e.g., solving and explaining problems, error analysis)
- Engage in higher-order problem solving, analyzing multiple strategies and representations
- Participate in math discourse to compare approaches and defend solutions
- Use teacher feedback to refine problem-solving processes and deepen conceptual understanding

In Science, students will:

- Construct written and oral scientific explanations and arguments using evidence
- Engage in inquiry-based discussions to analyze concepts and make connections
- Use science notebooks and writing tasks to reflect, explain, and synthesize learning
- Apply higher-order thinking to investigate, predict, and justify conclusions
- Use teacher feedback to improve explanations and strengthen understanding of scientific concepts

The following timeline outlines the gradual release of responsibility from teacher supported practice to student independence.

Student Outcome Timeline

Q1: Foundation of Practices (75% of classrooms)

The identified student actions are observed in 75% or more of classrooms, with students:

- Beginning to engage in structured discussions using sentence stems and teacher support
- Producing initial written responses (e.g., short answers, simple explanations) across reading, math, and science
- Attempting to explain thinking with guidance (orally and in writing)
- Participating in guided higher-order thinking tasks, such as making basic inferences or explaining problem steps
- Receiving and responding to teacher feedback with support

Q2: Developing Consistency (75% of classrooms)

The identified student actions are observed in 75% or more of classrooms, with students:

- Engaging more consistently in evidence-based discussions across content areas
- Producing more structured and detailed writing to explain reading comprehension, math reasoning, and science ideas
- Using academic language to begin justifying thinking
- Demonstrating increased ability to analyze and explain thinking in higher-order tasks
- Beginning to use teacher feedback to revise and improve responses

Q3: Increasing Independence and Rigor (80% of classrooms)

The identified student actions are observed in 80% or more of classrooms, with students:

- Independently engaging in purposeful discussions and discourse with peers
- Writing clear explanations and justifications across reading, math, and science
- Consistently applying higher-order thinking (analysis, reasoning, making connections)
- Demonstrating the ability to justify answers using evidence (text, mathematical reasoning, or scientific data)
- Applying teacher feedback independently to refine thinking and improve work

Q4: Mastery and Transfer (85% of classrooms)

The identified student actions are observed in 85% or more of classrooms, with students:

- Consistently engaging in deep discussions and discourse, using evidence to support and challenge ideas
- Producing well-developed written responses that analyze, explain, and synthesize learning across content areas
- Demonstrating independent higher-order thinking, including evaluating, connecting, and applying knowledge
- Clearly articulating and defending thinking both orally and in writing
- Independently using feedback to revise, improve, and extend learning, showing ownership of progress

Monitoring

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

Monitoring aligns directly to teacher and student outcome targets (Q1–Q4), ensuring coherence between implementation and impact.

Monitoring Implementation (Teacher Practices)

School leadership will conduct regular classroom walkthroughs and peer strategy walkthroughs using a common look-for tool aligned to:

- AVID, 5 Essentials of Effective Instruction (5Es) and The Writing Revolution (TWR 2.0)
- Writing to learn strategies
- Higher-order questioning
- Structured Student Discourse
- Monitoring for Learning
- Timely, Actionable Teacher Feedback

Walkthrough data will be collected and analyzed quarterly to measure progress toward implementation goals (Q1–Q4 targets of 75%–85%).

Trends will be reviewed during leadership and PLC meetings to:

- Identify strengths and gaps in instructional practices
- Provide targeted professional development and coaching
- Ensure consistency of implementation across grade levels and content areas

PLC teams will engage in collaborative planning and data analysis cycles, using student work (writing samples, math explanations, science notebooks) and assessments to determine the effectiveness of instructional strategies and adjust instruction accordingly.

Monitoring Impact (Student Outcomes)

Student impact will be measured through:

- Walkthrough evidence of student behaviors (discussion, writing, higher-order thinking, use of feedback) aligned to quarterly targets (75%–85%)
- Review of student work samples across content areas to assess depth of thinking, clarity of explanations, and application of feedback
- Formative assessment data, including written responses, constructed responses, and performance tasks
- Benchmark and progress monitoring data in reading, mathematics, and science

Teachers will use this data to:

- Adjust instruction and provide differentiated support
- Target misconceptions and extend learning
- Monitor student progress toward deeper understanding

Leadership-Level Monitoring: At the leadership level, monthly data reviews will triangulate multiple sources of evidence, including:

- walkthrough trends
- student work artifacts and discussion evidence
- formative and district assessment data

This ensures alignment between:

Teacher implementation

Student behaviors

Academic outcomes

Walkthrough data and student outcome evidence will be used to evaluate and refine collaborative planning practices outlined in Area of Focus: Collaborative Planning ensuring a continuous improvement cycle.

This ensures a continuous improvement cycle in which collaborative planning (Area of Focus #1)

drives instructional implementation, and instructional data informs ongoing planning refinement.

Person responsible for monitoring outcome

Principal, Assistant Principal, Team Leaders, MTSS

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 school will implement a cohesive set of evidence-based instructional practices across PreK–5 to strengthen student thinking and deepen understanding in reading, mathematics, and science. These practices align to The Writing Revolution (TWR 2.0), PCS 5 Essentials, and formative assessment/feedback frameworks. Key Interventions: Writing to Learn Across Content: Students will engage in structured writing in ELA, Math, and Science (e.g., responses to text, problem-solving explanations, scientific arguments) to analyze and synthesize learning. Higher-Order Questioning and Structured Student Discourse: Teachers will use planned questions and structured discussions that require students to analyze, justify, and explain their thinking. Monitoring for Student Learning and Timely, Actionable Teacher Feedback: Teachers will continuously monitor student learning and provide timely, actionable oral and written feedback, with opportunities for students to revise and improve their work. Standards-Based, Cognitively Demanding Tasks: Instruction will include rigorous, grade-level tasks aligned to BEST standards that require problem solving and critical thinking. Monitoring Implementation and Impact: Walkthroughs: Leadership will monitor implementation using PCS-aligned look-fors (writing, questioning, feedback, discourse), with quarterly targets (75%–85%). Student Work Analysis: PLCs will review writing samples and tasks across content areas to assess depth of thinking and use of feedback. Data Review: Formative and summative data will be analyzed to monitor progress, identify gaps, and adjust instruction, with a focus on L25 and ESE subgroups. These interventions ensure students move from demonstrating understanding to deepening understanding, resulting in increased rigor, stronger conceptual knowledge, and improved academic outcomes. These instructional practices are developed, refined, and sustained through the collaborative planning structures described in Area of Focus #1.

Rationale:

These interventions are supported by research demonstrating that writing, reading, and thinking are interconnected processes. Writing about content strengthens comprehension, improves retention, and promotes critical thinking. When combined with higher-order questioning and meaningful feedback, these practices result in deeper cognitive engagement and greater student achievement. This approach directly addresses identified needs from prior year data, including: Increasing ELA, Math, and Science proficiency and learning gains, especially for L25 and ESE subgroups Strengthening conceptual understanding in mathematics (e.g., number sense, fractions, problem solving) Improving scientific reasoning and understanding of core standards Increasing rigor and consistency of instructional practices across classrooms

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

Build Teacher Capacity in Writing to Learn and Higher-Order Questioning

Person Monitoring:

Principal, Assistant Principal, Team Leads

By When/Frequency:

August-May (ongoing)

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

Provide ongoing professional development on The Writing Revolution (TWR 2.0), higher-order questioning strategies, and structured student discourse. Teachers will collaboratively plan lessons that embed writing across content and include intentional questioning aligned to BEST standards. This includes utilizing AVID Essential Skills: Elementary Descriptors.

Action Step #2

Implement Consistent Monitoring and Feedback Practices

Person Monitoring:

Principal, Assistant Principal, Teachers

By When/Frequency:

August- May (ongoing)

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

Teachers will implement formative assessment practices that include monitoring student learning through writing and discussion and providing timely, actionable oral and written feedback. Students will regularly engage in revising their work based on teacher feedback. Leadership will monitor implementation through walkthroughs using PCS-aligned look-fors.

Action Step #3

Strengthen PLCs Through Data and Student Work Analysis

Person Monitoring:

Principal, Assistant Principal, Team Leaders

By When/Frequency:

August-May (ongoing)

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

Professional Learning Communities (PLCs) will meet regularly to analyze student work (writing samples, math explanations, science notebooks) and formative data to evaluate the impact of instructional practices. Teams will use this data to adjust instruction, increase rigor, and target support for subgroups (L25, ESE).

Action Step #4

Peer Strategy Walks

Person Monitoring:

Principal, Assistant Principal

By When/Frequency:

September-May (ongoing)

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

Administrators will organize quarterly learning walks to allow teachers to see instructional practices in action. Learning walks will highlight strong classroom instruction that includes 5Es, TWR 2.0, AVID Elementary Essentials, higher order questions and teacher feedback (oral and written).

Action Step #5

Administrative Feedback

Person Monitoring:

Principal, Assistant Principal

By When/Frequency:

August-May (ongoing)

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

School administrators will provide ongoing, targeted feedback to teachers on implementation of 5Es, TWR 2.0, AVID Elementary Essentials, higher order questions and teacher feedback to students.

Area of Focus #3

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.

The Area of Focus is to strengthen instructional practices and outcomes for Students with Disabilities (SWD) across PreK–5 by ensuring consistent implementation of **Writing to Learn, Higher-Order Questioning, Structured Student Discourse, Monitoring for Learning, and Timely, Actionable Teacher Feedback** in reading, mathematics, and science.

Our SWD current level of third grade performance in ELA as measured by the PM 3 FAST is 54% proficient.

Our SWD current level of performance in ELA as measured by the PM 3 FAST is 38% proficient.

Our SWD current level of performance in Math as measured by the PM3 FAST is 58% proficient

Our SWD current level of performance in Science as measured by SSA is 31% proficient.

Current SWD Reading learning gains: 54%.

Current SWD Math learning gains: 63%

Current SWD L25 Reading learning gains: 14%

Current SWD L25 Math learning gains: 50%

Instructional practices in this area are directly derived from and aligned to the collaborative planning processes in Area of Focus #1 and the instructional practices in Area of Focus #2, ensuring that **SWD students have equitable access to grade-level, standards-aligned instruction with appropriate scaffolds and supports.**

Through collaborative planning and targeted instructional strategies, teachers and support staff will:

- Plan and deliver standards-based, cognitively engaging tasks with appropriate supports

- Provide explicit modeling, guided practice, and scaffolded opportunities for writing and discourse
- Monitor student understanding continuously and adjust instruction to meet individual needs

This focus ensures alignment to PCS 5 Essentials, specifically:

- Cognitive Engagement with Content
- Standards-Based Instruction
- Monitoring for Learning

Impact on Student Learning

This focus will ensure that SWD students:

- Engage in the same cognitively demanding tasks as peers, with scaffolded support
- Use writing and discourse to process and demonstrate understanding
- Receive feedback that supports revision and deeper learning

As a result, SWD students will move from supported demonstration of understanding to increasing independence, improving proficiency and 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 SWD

- **ELA SWD Grade 3 proficiency** will increase from 54% to **65%** as measured by PM3 FAST Assessment.
- **ELA SWD 3–5 proficiency** will increase from 38% to **55%** as measured by PM3 FAST Assessment.
- **ELA SWD learning gains** will increase from 54% to **65%** as measured by PM3 FAST Assessment.
- **ELA SWD L25 learning gains** will increase from 14% to **45%** as measured by PM3 FAST Assessment.

Math SWD

- **MATH SWD proficiency** will increase from 58% to **65%** as measured by PM3 FAST

Assessment.

- **MATH SWD learning gains** will increase from 63% to **70%** as measured by PM3 FAST Assessment.
- **MATH SWD L25 learning gains** will increase from 50% to **65%** as measured by PM3 FAST Assessment.

Science SWD

- **Science SWD proficiency** will increase from 31% to **50%** as measured by PM3 SSA.

Teacher Outcomes

- **Q1:** Instruction for SWD includes Writing to Learn, Higher-Order Questioning, and scaffolded supports in 75% of classrooms
- **Q2:** Instruction includes Monitoring for Learning and Timely, Actionable Teacher Feedback for SWD in 75% of classrooms
- **Q3:** Teachers consistently implement 3+ aligned practices with appropriate differentiation and feedback in 80% of classrooms
- **Q4:** Instruction for SWD reflects full integration of all PCS-aligned strategies with effective differentiation in 85% of classrooms

These practices are directly aligned to instructional practices in Area of Focus #2 and planned through collaborative processes in Area of Focus #1.

Student Outcomes

As a result of consistent implementation of these practices, SWD students will:

Across All Content Areas

- Engage in Writing to Learn to explain and process thinking
- Participate in Structured Student Discourse with scaffolded support
- Apply Higher-Order Questioning to analyze and justify thinking
- Use Timely, Actionable Teacher Feedback to revise and improve work

Reading (ELA)

- Produce scaffolded written responses to analyze text
- Engage in supported discussions using sentence frames
- Use feedback to strengthen comprehension and written responses

Mathematics

- Explain mathematical reasoning using writing and discussion
- Use structured strategies to solve and analyze problems
- Apply feedback to improve accuracy and conceptual understanding

Science

- Construct written and oral explanations using evidence
- Participate in guided inquiry discussions

- Use feedback to refine understanding of scientific concepts

Student Outcome Timeline

Q1 (75%)

- SWD students engage in guided writing and structured discussion with scaffolds
- Begin explaining thinking with support

Q2 (75%)

- SWD students demonstrate increased consistency in writing and discourse
- Begin applying feedback to improve work

Q3 (80%)

- SWD students independently engage in higher-order thinking with reduced support
- Apply feedback to refine understanding

Q4 (85%)

- SWD students demonstrate increased independence and transfer of learning
- Engage in rigorous tasks with appropriate supports
- Independently revise and improve work

Monitoring

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

Implementation (Teacher Practices)

Leadership will conduct walkthroughs using PCS-aligned look-fors, including:

- Writing to Learn
- Higher-Order Questioning
- Structured Student Discourse
- Monitoring for Learning
- Timely, Actionable Teacher Feedback

Data will be monitored quarterly (75% → 85% targets)

Impact (Student Outcomes)

SWD student progress will be monitored through:

- Student work samples (writing, math explanations, science tasks)
- Walkthrough evidence of student engagement
- Formative and benchmark assessment data

Leadership Monitoring

Monthly data reviews will analyze:

- SWD subgroup performance

- Walkthrough trends
- Student work and assessment data

Data will be used to:

- Adjust instruction and supports
- Target gaps in learning
- Ensure alignment between planning, instruction, and outcomes

Person responsible for monitoring outcome

Principal, Assistant Principal, Teachers, VE/ESE Teachers, MTSS

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 school will implement a cohesive set of evidence-based practices aligned to: The Writing Revolution (TWR 2.0) PCS 5 Essentials Collective Teacher Efficacy (Hattie)

Rationale:

Together, Areas of Focus #1, #2, and #3 establish a coherent instructional system in which: Collaborative planning drives instruction Instruction drives student cognitive engagement Targeted supports ensure access for SWD students Continuous monitoring ensures sustained improvement in outcomes

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Writing to Learn with Scaffolds

Person Monitoring:

Principal, AP, Teachers

By When/Frequency:

August-May (ongoing)

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

Sentence stems, graphic organizers, structured responses.

Monitoring Implementation and Impact:

Walkthroughs using PCS-aligned look-fors

PLC analysis of SWD student work and progress

Ongoing data monitoring to adjust instruction

Action Step #2

Higher-Order Questioning with Support

Person Monitoring:

Principal, Assistant Principal, Teachers

By When/Frequency:

August-May (ongoing)

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

Scaffolded questioning strategies to support reasoning

Opportunities to engage and connect manipulatives, drawing, equations

Monitoring Implementation and Impact:

Walkthroughs using PCS-aligned look-fors

PLC analysis of SWD student work and progress

Ongoing data monitoring to adjust instruction

Action Step #3

Structured Student Discourse

Person Monitoring:

Principal, Assistant Principal, Teachers

By When/Frequency:

August-May (ongoing)

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

Guided discussion protocols with language supports and purposefully planned partnerships

Monitoring Implementation and Impact:

Walkthroughs using PCS-aligned look-fors

PLC analysis of SWD student work and progress

Ongoing data monitoring to adjust instruction

Action Step #4

Monitoring for Learning and Feedback

Person Monitoring:

Principal, Assistant Principal, Teachers

By When/Frequency:

August-May (ongoing)

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

Frequent checks for understanding throughout the lesson accessing content.

Timely, targeted oral and written feedback

Structured opportunities for revision

Monitoring Implementation and Impact:

Walkthroughs using PCS-aligned look-fors

PLC analysis of SWD student work and progress

Ongoing data monitoring to adjust instruction

Action Step #5

Standards-Based, Differentiated Instruction

Person Monitoring:**By When/Frequency:****Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Grade-level tasks with accommodations

Monitoring Implementation and Impact:

Walkthroughs using PCS-aligned look-fors

PLC analysis of SWD student work and progress

Ongoing data monitoring to adjust instruction

Area of Focus #4

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.

Area of Focus Description and Rationale

The Area of Focus is to strengthen early literacy outcomes across PreK–2 by ensuring consistent implementation of **Writing to Learn, Higher-Order Questioning, Structured Student Discourse, Monitoring for Learning, and Timely, Actionable Teacher Feedback** through developmentally appropriate practices in early literacy instruction.

Instructional practices in this area are directly aligned to:

- **Collaborative Planning processes**
- **Instructional Practices**

Early literacy instruction will intentionally integrate:

- **Oral language development**
- **Flamingo small group reading instruction**
- **Fluency Folder routines (Grades 1 and 2)**

In PreK our current level of performance shows 16 students made increase in Learning Gains each cycle.

Our current level of Kindergarten performance in ELA as measured by the PM 3 Star Early Literacy is 73% proficient.

Our current level of First Grade performance in ELA as measured by the PM 3 Star Reading is 78% proficient.

Our current level of Second Grade performance in ELA as measured by the PM3 Star Reading is 77% proficient

Oral Language & Flamingo & Fluency Folders K-2

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 K-2 proficiency will increase from 77% to **85% as measured by STAR Early Literacy (K) and Star Reading (1st-2nd)**

Kindergarten will increase from 73% proficient to **85%** proficient as measured by STAR Early Literacy PM 3 Assessment.

Grade 1 will increase from 78% proficient to **85%** proficient as measured by STAR Reading PM 3 Assessment.

Grade 2 will increase from 76% proficient to **85%** proficient as measured by Star Reading PM 3 Assessment.

Teacher Outcomes:

- **Q1:** Collaborative planning sessions reflect ELFAC data review, identification of standards, writing tasks, and questioning strategies in 75% of teams
- **Q2:** Collaborative plans include Flamingo small group planning aligned to ELFAC as well as aligned formative assessments to monitor for learning and timely, actionable teacher feedback opportunities in 75% of teams
- **Q3:** Teachers consistently plan rigorous, cross-content instructional practices aligned with ELFAC data (writing, questioning, timely, actionable teacher feedback) in 80% of teams
- **Q4:** Consistent implementation of high-quality Flamingo small group implementation in 85% of teams

Flamingo small group outcomes are reflected in the consistency and quality of ELFAC data review and implementation of instructional practices measured in Area of Focus: Instructional Practice specifically relating to Benchmark-aligned instruction.

Student Outcomes:

As a result of strengthening early literacy, student actions and outcomes reflecting the implementation of Writing to Learn, Higher-Order Questioning, Structured Student Discourse and Timely, Actionable Teacher Feedback practices will be observed during classroom walkthroughs in 85% or more of classrooms by April 2027.

In Reading (ELA), students will:

- Engage in purposeful small group instruction
- Write and talk about reading (e.g., oral story telling, written/drawn responses) to demonstrate and deepen comprehension
- Use higher-order thinking to make inferences, demonstrate comprehension of stories.
- Explain and justify their thinking both orally and in writing/drawings.
- Apply teacher feedback to revise and strengthen oral/written responses and understanding.

Student Outcome Timeline: This timeline mirrors the implementation progression outlined in Area of Focus Instructional Practice specifically relating to Benchmark-aligned instruction ensuring alignment between collaborative planning and classroom instructional practice.

Q1 (75%)

- Students engage in guided Flamingo Small Groups.
- Begin to decode/encode words to read and write.
- Participate in structured learning aligned to planned lessons

Q2 (75%)

- Students demonstrate increased consistency in reading and writing.
- Use academic language to explain thinking
- Begin applying feedback to improve work

Q3 (80%)

- Students independently engage in higher-order thinking tasks orally and written due to higher-order questioning.
- Write clear explanations and justify reasoning
- Consistently apply feedback to refine understanding

Q4 (85%)

- Students demonstrate deep understanding and transfer of learning
- Engage in rigorous discourse and analysis
- Independently revise and take ownership of learning

Monitoring

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

Implementation (Collaborative Planning Practices and Flamingo Small groups)

- Leadership will monitor PLCs through:
 - PLC agendas and planning artifacts
 - Lesson plans aligned to writing, questioning, and feedback practices
- Focus on:
 - Standards alignment
 - Task rigor
 - Planned monitoring for learning (formative assessments)

Impact (Student Learning Outcomes)

- Monitored through:
 - Student work samples
 - Walkthrough evidence of student behaviors
 - Formative, benchmark and ELFAC assessment data

Leadership Monitoring

- Weekly PLC and data reviews will ensure alignment between:
 - Collaborative planning → Instruction → Student outcomes
- Adjustments will be made based on:
 - Walkthrough trends
 - Student data
 - Progress toward quarterly targets

Evidence from collaborative planning (PLC agendas, lesson plans, and planning artifacts) will be triangulated with classroom walkthrough data in Area of Focus: Instructional Practice specifically relating to Benchmark-aligned instruction to ensure that planned practices are implemented with fidelity and impact student learning.

Person responsible for monitoring outcome

Principal, Assistant Principal, Team Leaders, MTSS

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 school will implement Oral Language Development along with small group instruction utilizing the Flamingo small group model. Grades 1 and 2 will implement Fluency Folder practice.

Rationale:

Flamingo small group focus will help students decode and encode words to increase Oral Reading Fluency as well as Comprehension. Grades 1 and 2 Fluency Folders will help increase Oral Reading Fluency which will help to increase Comprehension.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Working with ELA Champs and administration support leading teachers to know and understand Flamingo Small Groups use and implementation

Person Monitoring:

Principal, Assistant Principal

By When/Frequency:

August-May (ongoing)

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

ELA Champs will learn and support teachers implementing Flamingo Small Group instruction.

Action Step #2

Systematically reviewing and monitoring ELFAC data and adjusting Flamingo Small Groups monthly to provide targeted instruction.

Person Monitoring:

Principal, Assistant Principal

By When/Frequency:

August-May (ongoing)

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

Teachers will review ELFAC data during PLCs and adjust instruction of Flamingo Small group targeted lessons as needed.

Action Step #3

Implementation of Fluency Folders in Grades 1 and 2.

Person Monitoring:

Assistant Principal

By When/Frequency:

August-May (ongoing)

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

Grades 1 and 2 will be trained on use of Fluency Folders and utilize these folders in class as well as sending home for continuous support and practice to increase Oral Language Fluency.

Area of Focus #5

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)**Area of Focus Description and Rationale**

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

The Area of Focus is to strengthen instructional practices and student outcomes for Black/African American students across grades 3–5 by ensuring consistent implementation of **Writing to Learn, Higher-Order Questioning, Structured Student Discourse, Monitoring for Learning, and Timely, Actionable Teacher Feedback** in reading, mathematics, and science.

Instructional practices in this area are directly aligned to the collaborative planning processes outlined in Area of Focus #1 and the instructional practices in Area of Focus #2, ensuring equitable access to standards-based, cognitively engaging instruction.

Current data indicates:

- ELA Grade 3 proficiency: 100%
- ELA proficiency (3–5): 33%
- ELA learning gains: 0%
- ELA L25 learning gains: 0%
- Math proficiency: 67%

- Math learning gains: 50%
- Science proficiency: 100%

While performance in Grade 3 ELA and Science is strong (100%), overall ELA proficiency and learning gains indicate a need to:

- Increase consistency of instructional practices
- Strengthen student engagement in writing and discourse
- Improve learning gains, especially in ELA

This focus ensures alignment to PCS 5 Essentials, specifically:

- Cognitive Engagement with Content
- Standards-Based Instruction
- Monitoring for Learning

Impact on Student Learning

This focus will ensure that Black/African American students:

- Engage in grade-level, cognitively demanding tasks
- Use Writing to Learn and Structured Student Discourse to process thinking
- Receive Timely, Actionable Teacher Feedback to improve understanding

As a result, students will move from inconsistent demonstration of understanding to increased proficiency, learning gains, and independent application of 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.

ELA

- ELA Black/African American Grade 3 proficiency will **maintain at 100%**
- ELA Black/African American 3–5 proficiency will increase from 33% to **60%**
- ELA Black/African American learning gains will increase from 0% to **65%**
- ELA Black/African American L25 learning gains will increase from 0% to **50%**

Mathematics

- Math Black/African American proficiency will increase from 67% to **80%**
- Math Black/African American learning gains will increase from 50% to **70%**

Science

- Science Black/African American proficiency will **maintain at 100%**

Teacher Outcomes

- **Q1:** Instruction reflects Writing to Learn and Higher-Order Questioning in 75% of classrooms
- **Q2:** Instruction includes Monitoring for Learning and Timely, Actionable Teacher Feedback in 75% of classrooms
- **Q3:** Teachers consistently implement 3+ aligned instructional practices across content areas in 80% of classrooms
- **Q4:** Instruction reflects full implementation of PCS-aligned practices with consistency and rigor in 85% of classrooms

These practices are planned through collaborative planning (Area of Focus #1) and implemented through instructional practices (Area of Focus #2).

Student Outcomes

As a result of consistent implementation of these practices, Black/African American students will:

Across All Content Areas

- Engage in Writing to Learn to explain and analyze thinking
- Participate in Structured Student Discourse to articulate reasoning
- Apply Higher-Order Questioning to deepen understanding
- Use Timely, Actionable Teacher Feedback to revise and improve learning

Reading (ELA)

- Produce written responses that demonstrate comprehension and analysis
- Engage in evidence-based discussions about text
- Apply feedback to improve written and verbal responses

Mathematics

- Explain and justify reasoning in writing and discussion
- Engage in problem-solving tasks requiring analysis and justification
- Use feedback to refine problem-solving strategies

Science

- Maintain high performance through continued engagement in:
 - Writing explanations using evidence
 - Structured discourse during inquiry
 - Application of higher-order thinking

Student Outcome Timeline

Q1 (75%)

- Students engage in guided writing and structured discussion
- Begin explaining thinking with support

Q2 (75%)

- Students demonstrate increased consistency in writing and discourse

- Begin applying feedback to improve work

Q3 (80%)

- Students engage in higher-order thinking with increasing independence
- Apply feedback to refine understanding

Q4 (85%)

- Students demonstrate proficiency and transfer of learning
- Engage in rigorous tasks with independence
- Consistently revise and improve work

Monitoring

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

Implementation (Teacher Practices)

Leadership will conduct walkthroughs aligned to PSC look-fors:

- Writing to Learn
- Higher-Order Questioning
- Structured Student Discourse
- Monitoring for Learning
- Timely, Actionable Teacher Feedback
- Progress will be monitored quarterly (75% → 85% targets)

Impact (Student Outcomes)

- Monitoring will include:
 - Student work samples
 - Walkthrough evidence of engagement
 - Formative and district assessment data

Leadership Monitoring

- Monthly data reviews will analyze:
 - Subgroup performance trends
 - Learning gains data
 - Walkthrough and PLC evidence
- Data will be used to:
 - Adjust instruction
 - Target skill gaps
 - Ensure alignment across Areas of Focus #1 and #2

Person responsible for monitoring outcome

Principal, Assistant Principal, Teachers, MTSS

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 school will implement evidence-based instructional practices aligned to: The Writing Revolution (TWR 2.0) PCS 5 Essentials Collective Teacher Efficacy (Hattie)

Rationale:

Together, Areas of Focus #1, #2, #3, and #4 establish a coherent instructional system in which: Collaborative planning drives instruction Instruction drives student cognitive engagement Subgroup-focused supports ensure equitable outcomes Continuous monitoring ensures sustained improvement in student achievement

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

No

Action Steps to Implement:

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

Action Step #1

Writing to Learn

Person Monitoring:

Principal, Assistant Principal, Teachers

By When/Frequency:

August-May (ongoing)

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

Structured writing across content areas

Monitoring Implementation and Impact:

Walkthroughs aligned to PCS expectations

PLC review of student work and subgroup data

Ongoing progress monitoring to adjust instruction

Action Step #2

Higher-Order Questioning

Person Monitoring:

Principal, Assistant Principal, Teachers

By When/Frequency:

August-May (ongoing)

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

Questions requiring analysis, reasoning, and justification

Monitoring Implementation and Impact:

Walkthroughs aligned to PCS expectations

PLC review of student work and subgroup data

Ongoing progress monitoring to adjust instruction

Action Step #3

Structured Student Discourse

Person Monitoring:

Principal, Assistant Principal, Teachers

By When/Frequency:

August-May (ongoing)

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

Opportunities to engage in academic discussions

Monitoring Implementation and Impact:

Walkthroughs aligned to PCS expectations

PLC review of student work and subgroup data

Ongoing progress monitoring to adjust instruction

Action Step #4

Monitoring for Learning and Feedback

Person Monitoring:

Principal, Assistant Principal, Teachers

By When/Frequency:

August-May (ongoing)

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

Frequent checks for understanding

Timely, actionable feedback with revision opportunities

Monitoring Implementation and Impact:

Walkthroughs aligned to PCS expectations

PLC review of student work and subgroup data

Ongoing progress monitoring to adjust instruction

Action Step #5

Standards-Based Instruction Rigorous, grade-level tasks with consistent expectations

Person Monitoring:

Principal, Assistant Principal, Teachers

By When/Frequency:

August-May (ongoing)

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

Rigorous, grade-level tasks with consistent expectations

Monitoring Implementation and Impact:

Walkthroughs aligned to PCS expectations

PLC review of student work and subgroup data

Ongoing progress monitoring to adjust instruction

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.

Ozona will reduce the percent of Office Discipline Referrals by 20% by the end of the 2027 school

year through use of our school-wide behavior expectations, restorative practices and positive reinforcement system.

Evidence based strategy implementation: Ozona's Multi-tiered systems of support (MTSS) reviewing Behavioral data as well as teachers showing Threshold each morning and implementing Restorative Practices within the classroom.

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.

Ozona will decrease our percentage of office discipline Referrals by 20% as measured by end of 2026-27 school year Behavior Data.

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.

Use of Restorative Practices and Teacher Threshold

- Leadership will monitor through walkthroughs looking for:
 - Teachers welcoming students at classroom doors each morning.
 - Use of Restorative Circles and class meetings to set expectations and work through discussions/conflict.
- Focus on:
 - Guidelines for Success
 - Restorative Circles
 - Classroom meetings

Impact (Student Learning Outcomes)

- Monitored through:
 - Monthly Tier 1, Tier 2 and Tier 3 Behavior Data
 - Student FBA reviews
 - classroom behavior data

Leadership Monitoring

- MTSS behavior data review
 - Tier 1, Tier 2 and Tier 3 behavior data and intervention review.
- Adjustments will be made based on:
 - Student intervention needs
 - Classroom behavior data (Minor Infractions as well as Office Referrals)

Person responsible for monitoring outcome

Principal, Assistant Principal and MTSS team

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:

Teacher Threshold: teachers will welcome students each morning into the classroom. Restorative Practices Small group Social Skills learning/Lunch Bunch Student Functional Behavior Assessments/ Behavior Plans for Tier 3 students

Rationale:

When teachers show Threshold each morning, students feel a sense of belonging to the classroom and a part of the classroom community. Restorative Practices gives students the chance to be heard as well as to listen to others and work to problem solve conflict or find a resolution together as a community. The structured conversations help students reflect on behavior, repair harm and rebuild relationships. Small group Social Skills Instruction: Tier 2 students take part in targeted groups to teach specific skills to help with emotional regulation, problem-solving and peer interactions. Student Functional Behavior Assessment/Behavior Plans support Tier 3 students to identify triggers and determine the function of the behavior and help to create an individual plan for interventions.

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

MTSS review of behavior data

Person Monitoring:

Principal and Assistant Principal

By When/Frequency:

August- May (ongoing)

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

Ozona Behavior Specialist will present the Tier 1, Tier 2 and Tier 3 behavior data to the MTSS team. Data review will consist of reviewing classroom Minor Infractions as well as Office Referral data. The team will identify trends by grade level as well as per teacher, discuss the behavior types as well as location and time of day. Data will be analyzed by subgroups.

Action Step #2

Teaching of the Guidelines for Success and recognition of using the Guidelines for Success using school PBIS system.

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

Principal, Assistant Principal and PBIS committee August-May (ongoing)

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

PBIS Committee will meet monthly to review Guidelines for Success and review data of teachers using the school wide recognition system rewarding students for use of the Guidelines for Success.

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.

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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