

Pinellas County Schools

PONCE DE LEON 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

Educate and Prepare Each Student for College, Career, and Life

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

Chelsea Smith

smithchels@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

*****The role and responsibilities of the Principal are to monitor the learning environment and support teacher growth through observation and feedback. Based on that data, teams are provided with differentiated supports from school leaders and coaches. Intentional focus on all aspects of school improvement. Develop and monitor goals and action steps developed by school leadership team. Curriculum Specialist/Learning Specialist. PBIS Coordinator. Safety and Operations Manager. Instructional walk throughs. Teacher observation and evaluation. Testing Coordinator. MTSS team member. ILT. CST. Engage in Learning Walks with ILT. Oversee all curriculum area. Manage, analyze, and interpret school data from a variety sources, followed by effective action planning to identify and close achievement gaps to meet academic goals. Active participant in collaborative planning. Provide

teachers with constructive and honest feedback to continuously improve instructional practice.

Leadership Team Member #2

Employee's Name

Brooke Johannessen

johannessenb@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

*****The role and responsibilities of the Assistant Principal are to monitor the learning environment and support teacher growth through observation and feedback. Based on that data, teams are provided with differentiated supports from school leaders and coaches. Intentional focus on all aspects of school improvement. Develop and monitor goals and action steps developed by school leadership team. Curriculum Specialist/Learning Specialist. PBIS Coordinator. Safety and Operations Manager. Instructional walk throughs. Teacher observation and evaluation. Testing Coordinator. MTSS team member. ILT. CST. Engage in Learning Walks with ILT. Oversee all curriculum area. Manage, analyze, and interpret school data from a variety sources, followed by effective action planning to identify and close achievement gaps to meet academic goals. Active participant in collaborative planning. Provide teachers with constructive and honest feedback to continuously improve instructional practice.

Leadership Team Member #3

Employee's Name

Tina Angles

anglest@pcsb.org

Position Title

ELA Coach

Job Duties and Responsibilities

*****Support ELA curriculum lesson planning aligned to benchmarks. Support school leadership by helping to develop and implement goals and action steps to increase reading and writing achievement. Build capacity by increasing teacher leadership. Literacy Leader. Monitor all data related to ELA including computer-based learning programs. Promote a culture of collaboration and high standards for instruction. Help teachers create formative assessments within ELA. Oversee academic pacing calendar to ensure all grade level benchmarks are taught. ELA ILT member. Facilitator of ELA PD. MTSS team member. Attend monthly district coaching meetings and implement

ideas/tasks. Apply and communicate knowledge of research based instructional practices that are effective. Analyze ELA data with teachers and school leadership team and assist with developing action plans. Assist teachers with collaborative planning around the ELA standards using district reading adoption and resources. Provide coaching cycles to improve teacher quality for specific teachers. Pull small groups for students needing intervention and enrichment. Support curriculum planning and PLC's using extended planning time. Engage in Learning Walks with ILT.

Leadership Team Member #4

Employee's Name

Ciera Stetz

stetzc@pcsb.org

Position Title

MTSS Coach

Job Duties and Responsibilities

*****Promote a culture of collaboration and high standards for instruction. Support school leadership by helping to develop and implement goals and action steps to increase math achievement. Build capacity by increasing teacher leadership. Support math curriculum lesson planning aligned to benchmarks and within grade level limitations. Facilitate Math PD, work with teachers during collaborative planning. Develop, monitor, and assist teachers in analysis and use of math formative assessments to drive instruction. Ensure interim assessment are completed by all grade levels. Monitor pacing of the math instructional calendar to ensure all standards are taught. Engage teachers in doing the math prior to instructing students. Monitoring and supporting math block and intervention. Math ILT leader. Monitor and take action on all data related to math including learning computer-based programs. Analyze and interpret math data and use it to help guide lesson planning, assessment, coaching, and effective action planning. Pull small groups for students needing intervention and enrichment. Developing math spiral review plans. Supporting curriculum planning and PLC's using extended planning time. Engage in Learning Walks with ILT. Attend monthly district coaching meetings and implement ideas/tasks. Provide teachers with constructive and honest feedback to continuously improve instructional practice.

Leadership Team Member #5

Employee's Name

Carolyn McNamee

mcnameecar@pcsb.org

Position Title

School Counselor

Job Duties and Responsibilities

*****School Counselor. Restorative Practices coach. Bully Prevention. Support mental health learning for students. Counseling. Implement guidance lessons. 504 Coordinator. MTSS Team Member. SBLT Member. Analyze student performance in class and identify sources of concerns. Establish meaningful relationships with students and families to know students and their unique needs to offer specialized solutions. Crisis team member. Student Services Member. Facilitate communication between parents, teachers, administrators and students about behavior and academic problems. Assist with school programs and events.

Leadership Team Member #6

Employee's Name

Caitlyn Alvarado

alvaradoca@pcsb.org

Position Title

Behavior Specialist

Job Duties and Responsibilities

*****Behavior Specialist. Restorative Practices coach. Bully Prevention. Support mental health learning for students. Counseling. Implement guidance lessons. 504 Coordinator. MTSS Team Member. SBLT Member. Analyze student performance in class and identify sources of concerns. Establish meaningful relationships with students and families to know students and their unique needs to offer specialized solutions. Crisis team member. Student Services Member. Facilitate communication between parents, teachers, administrators and students about behavior and academic problems. Assist with school programs and events.

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.

School data and feedback from parent and staff surveys were analyzed by the leadership team, staff, and PTA to determine next steps. Areas with the largest gaps will be areas of focus for the 2026-2027 school year.

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 school improvement plan will be reviewed regularly to monitor for effective implementation and the impact on increasing student achievement at PTA, SAC, SBLT, PLCs and staff meetings. Data will be analyzed multiple times a year and the plan will be revised as needed.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	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) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: A 2023-24: A 2022-23: C 2021-22: C

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	55	65	58	82	66	86				412
Absent 10% or more school days		21	11	27	17	27				103
One or more suspensions		1		4		9				14
Course failure in English Language Arts (ELA)										0
Course failure in Math					1	3				4
Level 1 on statewide ELA assessment		1	6	16	2	10				35
Level 1 on statewide Math assessment		1	3	22	1	15				42
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	5	1					7
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		1	3	9						13

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		2	4	20	2	17				45

Current Year 2026-27

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

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

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	49	57	88	75	79	85				433
Absent 10% or more school days		10	28	19	20	19				96
One or more suspensions			1	2	7	1				11
Course failure in English Language Arts (ELA)						7				7
Course failure in Math				1	2					3
Level 1 on statewide ELA assessment			19	22	11					52
Level 1 on statewide Math assessment	1	9	22	16	9	9				66
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)			6	3	2					11
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	4	12	3	5					25

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		2	11	7	11	15				46

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

The number of students retained:

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

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	68	68	62	71	64	59	60	61	57
Grade 3 ELA Achievement	67	70	61	74	67	59	63	63	58
ELA Learning Gains	70	65	63	66	62	60	66	64	60
ELA Lowest 25th Percentile	73	63	58	72	59	56	62	62	57
Math Achievement*	76	72	66	76	69	64	69	66	62
Math Learning Gains	71	69	64	75	67	63	73	68	62
Math Lowest 25th Percentile	55	56	50	74	56	51	72	58	52
Science Achievement	72	72	62	69	70	58	72	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	69%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	552
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*
69%	72%	68%	47%	52%	52%	

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	67%	No		
English Language Learners	72%	No		
Black/African American Students	55%	No		
Hispanic Students	77%	No		
Multiracial Students	61%	No		
White Students	79%	No		
Economically Disadvantaged Students	67%	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	68%	67%	70%	73%	76%	71%	55%	72%					
Students With Disabilities	70%	75%	67%	71%	76%	65%	55%	53%					
English Language Learners	65%	64%	73%	79%	81%	76%	70%	70%					
Black/African American Students	49%	42%	63%	67%	58%	53%	50%	57%					
Hispanic Students	73%	75%	75%	80%	83%	79%	80%	74%					
Multiracial Students	65%		50%		67%	62%							
White Students	78%	67%	79%		86%	82%		84%					
Economically Disadvantaged Students	66%	63%	69%	75%	76%	68%	48%	71%					

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	71%	74%	66%	72%	76%	75%	74%	69%					72%
Students With Disabilities	61%	64%	64%	58%	78%	68%	75%	42%					59%
English Language Learners	71%	80%	70%	64%	81%	85%	82%	68%					72%
Black/African American Students	69%	58%	71%	82%	73%	78%	67%	71%					
Hispanic Students	76%	82%	68%	58%	81%	83%	85%	66%					78%
Multiracial Students	64%	73%	62%		72%	54%							
White Students	68%		65%	80%	73%	74%	82%	69%					
Economically Disadvantaged Students	71%	72%	65%	70%	75%	74%	69%	75%					71%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	60%	63%	66%	62%	69%	73%	72%	72%					79%
Students With Disabilities	38%	50%	65%	54%	58%	73%	77%	47%					76%
English Language Learners	59%	67%	68%	62%	74%	73%	62%	71%					79%
Black/African American Students	52%	55%	63%	75%	61%	71%	83%	64%					
Hispanic Students	64%	80%	67%	65%	72%	77%	59%	75%					78%
Multiracial Students	58%				67%								
White Students	65%	57%	65%		73%	69%		83%					
Economically Disadvantaged Students	61%	61%	67%	56%	67%	73%	74%	72%					76%

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	63%	68%	-5%	60%	3%
ELA	4	64%	66%	-2%	60%	4%
ELA	5	65%	66%	-1%	61%	4%
Math	3	71%	71%	0%	66%	5%
Math	4	63%	72%	-9%	65%	-2%
Math	5	79%	69%	10%	62%	17%
Science	5	72%	70%	2%	60%	12%

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?

The data component that showed the most improvement was ELA Learning Gains. Contributing factors for this increase included additional support from the ELA coach, intentional ELA interventions and 3rd-5th grade focusing on Benchmark aligned tasks and well planned-out PLCs to support effective direct instruction.

Lowest Performance

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

The data component that showed the lowest performance was Math L25 Learning Gains. The contributing factor was gaps in mathematics fluency and foundational skills.

Greatest Decline

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

The data component that showed the greatest decline from the prior year was 3rd Grade Proficiency. The contributing factor resulting in this decline include change in staffing and support in this grade level.

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.

Based on the 2025-2026 state assessment data, 4th grade math is the only grade level and subject area that did not perform at or above the state level. The factor that may have contributed to this was the math teachers were new to this grade level, and a need to increase student foundational math skills.

EWS Areas of Concern

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

- Student Behavior

Highest Priorities

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

- Increase Math L25 Learning Gains
- Increase 3rd Grade ELA Proficiency
- Decrease Student Discipline resulting in an Office Disciplinary Referral

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 Intervention

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.

State assessment data collected from the 2025-2026 school year displayed that the students that did not make a learning gain or reach proficiency in ELA, Math and Science had a lack of consistency in small group and intervention instruction. Students were not provided with consistent opportunities to be successful at their level to close achievement gaps.

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.

3rd-5th Grade: Proficiency and Learning Gains in ELA, Math and Science will increase to 80%, as measured by state assessments for the 2026-2027 school year.

3rd Grade: Proficiency will increase from 67% to 80%.

Bridging the Gap: Black students' proficiency and Learning Gains will increase in all content areas will increase to 80% as measured by state assessments.

Monitoring

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

The area of focus will be monitored by continuous informal and formal walkthrough observations with actionable feedback. All performance data will be consistently monitored and discussed with content coaches and staff at weekly PLCs. Data points will include but not be limited to: FAST assessments as well as, district module assessments, other formative and summative classroom assessments.

Person responsible for monitoring outcome

Chelsea Smith & Brooke Johannessen

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:

Explicit and systematic instruction including scaffolds using UFLi, Flamingo small groups, Syallsearch, and book studies. Interventions and small group instruction will be monitored daily by the leadership team. All math and science materials will be aligned to grade level benchmarks and vetted by the district and school-based coach.

Rationale:

Explicit instructional practice for novices in learning new content, skill, or concept: 1) full, clear explanations, 2) teacher modeling, 3) Provide a "worked-out" sample with full teacher explanation, 3) Full guidance during student practice, 4) Teacher corrective feedback. Decades of research clearly demonstrate that for novices (comprising virtually all students), direct, explicit instruction is more effective and more efficient than partial guidance. Teachers are more effective when providing explicit guidance with practice and feedback rather than requiring student discovery while learning new skills/ concepts. A review of 70 studies indicates that failure to provide strong instructional support produced measurable loss of learning: minimal guidance can increase the achievement gap. Differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction. Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile: (1) content—what the student needs to learn or how the student will get access to the information; (2) process—activities in which the student engages in order to make sense of or master the content; (3) products—culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and (4) learning environment—the way the classroom works and feels. The most important factor in differentiation that helps students achieve more and feel more engaged in school is being sure that what teachers differentiate is high-quality curriculum and instruction. For example, teachers can make sure that: (1) curriculum is clearly focused on the information and understandings that are most valued by an expert in a particular discipline; (2) lessons, activities, and products are designed to ensure that students grapple with, use, and come to understand those essentials; (3) materials and tasks are interesting to students and seem relevant to them; (4) learning is active; and (5) there is joy and satisfaction in learning for each student.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence, Tier 3 – Promising 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

Focused PLCs, Professional Learning and Collaborative Planning

Person Monitoring:

By When/Frequency:

Chelsea Smith & Brooke Johannessen

Weekly

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

Provide regular structures for PLCs, Professional Learning and Collaborative Planning where the focus is on planning differentiated lessons and academic discourse, in addition to high-level questioning with specific feedback. Educators will participate in targeted professional development to promote student learning outcomes.

Action Step #2

Goal-Setting

Person Monitoring:

Chelsea Smith & Brooke Johannessen

By When/Frequency:

Monthly

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

Educators will support students with ongoing goal-setting to increase student achievement.

Area of Focus #2

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

Instructional Practice specifically relating to ELA required by RAISE (specific questions)**Area of Focus Description and Rationale**

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

Continue focusing on collaborative planning, benchmark-aligned instruction, high levels of student engagement with tasks, and intentional small-group instruction focused on foundational literacy skills.

Measurable Outcome

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

Proficiency scores as measured on STAR PM3 will increase to 75% proficiency in ELA for each grade level.

Monitoring

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

Monitoring the implementation of this Area of Focus will be multi-faceted to ensure the desired outcomes are achieved. The following strategies will be employed:

1. Learning Walks:

- Regular learning walks will be conducted to observe the implementation of best practices in

classrooms. These observations will focus on instructional strategies, student engagement, and the use of resources.

- Immediate, actionable feedback will be provided to teachers based on observations to enhance instructional practices.

2. Data Analysis through Professional Learning Communities (PLCs):

- Data will be analyzed systematically during PLC meetings. This includes reviewing assessment results, student work samples, and other relevant data to identify trends, strengths, and areas for improvement.
- PLCs will facilitate collaborative discussions on effective strategies and interventions to support student achievement.

3. Goal Setting and Progress Monitoring:

- School-wide, grade-level, and individual goals will be set based on baseline data. Progress towards these goals will be monitored regularly.
- Teachers will use formative assessments to track student progress and adjust instruction as needed to meet set goals.

4. Feedback:

- Providing attainable and relevant feedback to teachers is crucial. Feedback will be specific, timely, and focused on strategies to improve student outcomes.
- Continuous professional development and coaching will be provided to support teachers in implementing feedback effectively.

5. Collaborative Planning:

- Collaborative planning sessions will be held to align instructional practices with the Area of Focus. Teachers will work together to develop lesson plans, share resources, and discuss instructional strategies.
- These sessions will ensure consistency in the implementation of the Pinellas Early Literacy Initiative and the B.E.S.T. Standards across grade levels. Ongoing monitoring through these methods will allow for timely adjustments to instruction and interventions, directly impacting student achievement outcomes by ensuring that instructional practices are effectively meeting the needs of all students.

Person responsible for monitoring outcome

Chelsea Smith

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:

In grades K-5, we will implement a comprehensive set of evidence-based interventions designed to meet the diverse needs of our students and achieve the measurable outcomes. These interventions

include providing print-rich, explicit, systematic, and scaffolded/differentiated instruction to ensure all learners can access and engage with the curriculum. We will teach students to decode words, analyze word parts, and recognize words, thereby reinforcing the effectiveness of instruction in alphabets with a strong emphasis on fluency. Increased opportunities for oral language and vocabulary instruction will be integrated into daily lessons, along with explicit teaching of reading comprehension strategies to help students understand when and how to use them. Additionally, we will ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

Rationale:

Evidence-based interventions in grades K-5 is rooted in extensive educational research and best practices that underscore the importance of a structured and differentiated approach to literacy instruction. Providing a print-rich environment ensures that all learners, regardless of their starting point, have access to engaging and comprehensible texts, fostering a love for reading and improving literacy outcomes. Explicit, systematic instruction helps students grasp the mechanics of reading, while scaffolded and differentiated approaches address the varied learning needs within the classroom, ensuring that each student can progress at an appropriate pace. Teaching students to decode words, analyze word parts, and recognize words emphasizes the development of fluency, which is critical for reading proficiency. Additionally, integrating opportunities for oral language and vocabulary instruction into daily lessons enhances students' language skills, which are foundational for comprehension. Explicitly teaching reading comprehension strategies helps students become more effective and strategic readers, improving their ability to understand and analyze texts. Ensuring that each student reads connected text every day supports reading accuracy, fluency, and comprehension, providing the practice necessary to reinforce and apply their learning. This comprehensive approach aims to create a robust literacy foundation for all students, thereby improving overall academic achievement and meeting our measurable outcomes.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Implement Data-Driven Instruction

Person Monitoring:

Chelsea Smith

By When/Frequency:

Monthly

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

We will implement data-driven instruction by conducting regular data chats incorporated into PLCs involving school-wide, district, and state assessments. These data-driven PLCs will be scheduled bi-weekly to review student performance data, identify trends, and determine areas of strength and improvement. During these meetings, teachers will collaboratively analyze data to inform instructional decisions and develop targeted interventions for students who are struggling. This practice will ensure that instruction is responsive to student needs and based on the most current data. The impact of this action step will be monitored through the review of assessment data during data chats and subsequent tracking of student progress. We will use data dashboards to visualize progress and

adjust instructional strategies as needed.

Action Step #2

Strengthen Professional Development and Coaching Cycles

Person Monitoring:

Chelsea Smith

By When/Frequency:

Monthly

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

We will strengthen professional development and coaching cycles by providing ongoing training and support to teachers. This will include workshops on best practices in literacy instruction, data analysis, and the implementation of the University of Florida Lastinger Flamingo Small Group Model. Coaching cycles will involve regular classroom observations, feedback sessions, and collaborative planning to ensure teachers are effectively applying what they learn in professional development. The impact of this action step will be monitored through the observation of classroom practices and the collection of feedback from teachers. We will track the implementation of strategies discussed during coaching sessions and measure their effectiveness through student performance data. Regular follow-up sessions will ensure that teachers receive the support they need and that coaching cycles lead to improved instructional practices.

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.

The focus on Positive Behavior Interventions and Supports (PBIS) is essential for creating a positive school culture that promotes good behavior and academic success, relating to the schoolwide expectations. By implementing PBIS across all grade levels, we aim to establish clear behavioral expectations, provide consistent consequences, and recognize positive behaviors, which in turn will enhance the overall learning environment. This focus was identified as a crucial need based on prior year data, which showed high rates of behavioral incidents and a need for a more supportive and structured school climate.

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.

Based on 2025-2026 student behavior outcomes, the overall Office Discipline Referrals was 48 the goal is to decrease this number by 20%. A positive learning environment is critical in order for

students to succeed in school and a plan must be implemented to obtain evidence as to the cause of the student behavior and provide an intervention that will promote student success.

Monitoring

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

The implementation and effectiveness of PBIS will be monitored through regular reviews of behavior data, including office referrals and Class Dojo points. The School-based Leadership Team (SBLT) will conduct monthly data reviews to track progress and identify areas needing further intervention. Additionally, climate surveys will be conducted twice a year to gather feedback from students, staff, and families. This ongoing monitoring will enable timely adjustments to strategies, ensuring continuous improvement in student behavior and overall school climate.

Person responsible for monitoring outcome

Caitlyn Alvarado

Evidence-based Intervention:

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

Description of Intervention #1:

To achieve the measurable outcomes, Ponce de Leon Elementary School will implement the PBIS framework, which includes several key practices and programs. This involves setting clear behavioral expectations, providing consistent consequences, and recognizing positive behaviors. Staff will be trained on PBIS strategies and the framework will be consistently implemented school-wide. The PBIS framework will align with our Core Priorities, particularly focusing on strengthening trauma-informed practices and fostering a positive school culture and climate. This includes professional development sessions on trauma-informed care and restorative practices. Additionally, the PBIS implementation will support our five core priorities, specifically strengthening trauma-informed practices, engaging families and the community, and fostering a positive school culture and climate. A school counselor will be added to provide classroom lessons and support the small group model for targeted Tier 2 and Tier 3 students. The School-Based Leadership Team (SBLT) will conduct regular walkthroughs to observe the implementation of PBIS expectations and overall school climate.

Rationale:

The PBIS framework is supported by evidence showing that positive reinforcement and clear behavioral expectations lead to improved student behavior and a more positive school climate. Implementing PBIS addresses the root causes of behavioral issues and fosters a supportive learning environment. By integrating the PBIS framework with our Core Priorities, we ensure a comprehensive approach to improving school culture and student outcomes. The addition of a school counselor and targeted support for Tier 2 and Tier 3 students further enhances our ability to meet the diverse needs of our students and create a positive school environment. This strategy ensures that all aspects of student well-being and behavior management are addressed, promoting a cohesive and effective

approach to school improvement.

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

Train staff on PBIS strategies and consistently implement the PBIS framework school-wide.

Person Monitoring:

Caitlyn Alvarado

By When/Frequency:

Ongoing throughout the 2026-2027 School Year

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

The impact of training staff on PBIS strategies and implementing the framework school-wide will be monitored through a multi-faceted approach. The school-based leadership team will conduct regular classroom walkthroughs to observe the application of PBIS strategies and adherence to the behavioral expectations. Monthly data reviews of behavior incidents and PBIS implementation will be conducted to track improvements and identify any areas requiring additional support. Additionally, climate surveys will be administered twice a year to gather feedback from students, staff, and families regarding the effectiveness of PBIS implementation. This continuous monitoring and feedback loop will allow for timely adjustments to the PBIS strategies, ensuring they are effectively fostering a positive school climate and improving student behavior.

Action Step #2

Implement specifically designed interventions for targeted Tier 2 and Tier 3 Students

Person Monitoring:

Caitlyn Alvarado

By When/Frequency:

Ongoing throughout the 2026-2027 School Year

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

The implementation of a specifically designed intervention for targeted Tier 2 and Tier 3 students will be monitored through regular progress tracking and data analysis. The school behavior specialist and Student Services team will provide weekly updates on the progress of students identified requiring Tier 2 and Tier 3 support. Data from formative assessments, behavior records, and academic performance will be reviewed during SBLT meetings to assess the effectiveness of the interventions. The school-based leadership team will also conduct periodic check-ins and observations to ensure that the interventions are being conducted effectively and are aligned with PBIS strategies. Feedback from teachers, students, and parents will be collected to further refine and improve the intervention process, ensuring that it meets the needs of the students and contributes to a positive and supportive school environment.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

The SIP and SWP plan will be available to all stakeholders throughout the year on the school website, in the front office, in the media center, and on the school One Drive. Both plans will be reviewed at the following events: PTA and SAC meetings and staff meetings. [https://www.pcsb.org/ ponce-es](https://www.pcsb.org/ponce-es). In addition, an annual Title 1 meeting designed to inform parents of participating children about the school's Title 1 program.

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)).

Ponce will send all parent/Title 1 documents home with students, in the first week packet information. Copies of all documents will be uploaded to the school website and parents will be informed of their presence on the website through school messenger/Connect Ed phone calls. Teachers will hold a parent conference with each parent, during the first semester. Alternate conference times will be offered (outside of the school day) to parents. Professional development will be provided to teachers on how to best conference with parents and which information should be shared during those conferences (curriculum, testing, data, behavior, attendance, etc.). Feedback will be gathered using the annual survey, and surveys from each parent involvement activity. Multiple family and academic nights will be planned throughout the year to build positive relationships with all stakeholders.

<https://www.pcsb.org/ponce-es>

Plans to Strengthen the Academic Program

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

The master schedule was analyzed this year to maximize support staff members more flexibility in working with multiple grades and to support all content areas. In addition, time was allotted for all staff members to attend trainings focused on intervention, enrichment and acceleration while preparing every student for college, career, and life. In addition, collaborative planning time was built into the schedule for preparing lesson plans.

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)).

In addition to the list of programs and services above, Ponce de Leon Elementary has created community partnerships with the following agencies to further support our families with wrap around services: Ross Norton Community partnership to support parents with resources and afterschool care, Chrysalis Mental Health services are available by referral, Pack-a-snack, providing additional meals for students over the weekends and long breaks from school, Save Club, See Something Say Something, Violence prevention week, are all state mandated programs supported at Ponce de Leon Elementary school. Ponce De Leon Elementary School will also continue the partnerships with church clothing donations, therapy services, New World Reads, and counseling. Services have been provided for at risk students including those experiencing truancy, homelessness, and other indicating factors. Student services meets weekly to identify students and problem solve needs involving wraparound support. Ponce de Leon schedules a variety of family engagement events, highlighting student academics, Ponce de Leon has two VPK classes and one PreK3 class in order to support early intervention and preparation for kindergarten. The program is monitored by the VPK FAST assessments. Ponce de Leon and VPK will work together to coordinate transition programs for students entering the regular public-school program. Activities may include coordinated meetings with parents, VPK teachers and kindergarten teachers meet to discuss the specific learning needs of students, joint parenting meetings to discuss readiness skills and strategies that will better prepare students to transition into kindergarten. Yearly, Ponce de Leon hosts a Ready, Set, Kindergarten parent and family engagement event to allow families more information about the school, programs,

and resources to support kindergarten readiness. We invite our local VPK providers outside of Pinellas County Schools to attend the event. We monitor and seek feedback on all events through our PTA, SAC, family engagement surveys, and feedback. We aim to increase family and community engagement by sharing events via our website, facebook page, email, Focus communication, school marquee, as well as fliers. ESOL Students- Ponce De Leon Elementary School will ensure the unique needs of ESOL students are being met by the following strategies: 1. Ensuring high-quality, standards-based and culturally responsive educational programs for ESOL students and families. 2. Provide professional development for all educators working with ESOL students. 3. Providing information to families in their native language to the extent possible. IDEA - Ponce De Leon Elementary School will conduct meetings with parents and our ESE team to discuss policies and procedures for ESE students, as well as, the specific learning needs and expectations for ESE students.

Title II- Ponce De Leon Elementary School will take advantage of any support provided by the district in regards professional learning.

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)).

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 throughout the year. Services are offered during nonacademic times during the day, as well as before and after instructional time. Staff members are also available to meet with families to offer support with additional community resources.

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)).

Ponce is embracing academic strategies and our mission to prepare every student for college, career, and life. On-going professional development opportunities will be offered throughout the year to guide implementation of AVID strategies in classrooms and to prepare students for middle school and beyond.

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)).

Ponce staff have been trained schoolwide in Positive Behavioral Interventions and Supports (PBIS), which is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. On-going trainings will take place this year to ensure it is implemented with fidelity.

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)).

Professional learning and other activities for teachers, paraprofessionals, and other school personnel will be offered throughout the year to improve instruction. Professional development opportunities will be held monthly, based on school data from academic assessments. Professional Learning Communities & collaborative planning on each grade level will be held weekly and differentiated based on each grade level team's needs. New staff members will attend monthly mentoring meetings to ensure they have the support they need to be successful.

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)).

Ponce VPK teachers will work directly with the primary teachers, to transition students into kindergarten. Teachers will collaborate throughout the year to ensure all scholars are ready for kindergarten. VPK data will be shared with kindergarten teachers to allow them to meet each scholar's needs. Parent nights are held to prepare parents for the differences in the programs. Ponce also hosts Rising K over the Summer to help with the transition. Title I funds continue to support the full day three-year old program at select elementary school allowing the district to provide continuity of service for a full two years in early childhood prior to entering kindergarten. This seamless, two-year programming provides a strong foundation for school readiness and future educational success. This leads to a smooth transition between preschool and kindergarten for both scholars and parents. Families are familiar with the personnel, environment, rules, and safety procedures.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

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