

Pinellas County Schools

SEVENTY-FOURTH ST. ELEMENTARY



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

As Jaguars, we put our best paws forward to be successful in everything we do.

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

Christen Ku

kuc@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

The role of the principal is to provide strategic direction in the school, support a standardized curriculum, assess teaching methods, monitor student achievement data, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate the staff, and oversee facilities.

Leadership Team Member #2

Employee's Name

Alexandra Owens

owensal@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

The role of the Assistant Principal is to support the mission/vision of the school, member of the Instructional Leadership Team, testing coordinator, chair of the Threat Assessment Team, and leader of the School-Based Leadership Team.

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

Tammi Bennett

bennettta@pcsb.org

Position Title

ELA/MTSS Coach

Job Duties and Responsibilities

The role of the Reading/MTSS Coach is to support teachers and students, lead collaborative planning focusing on implementing solid core instruction, provide coaching support for instructional practices, target small groups for instruction, attend monthly MTSS meetings, member of the SBLT, member of the ILT, create Tier 3 schedule and assist with Tier 3 student monitoring.

Leadership Team Member #4**Employee's Name**

Tatiana Moore

mooretat@pcsb.org

Position Title

Behavior Specialist

Job Duties and Responsibilities

The role of the Behavior Specialist is to support teachers and students, member of the Climate Culture Team, Co-coordinator of PBIS, champion for ESE/ASD scholars, and member of the Threat Assessment Team.

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.

Prior to the end of the 2025-2026 school year, staff members provided feedback on our current data, processes, and events. Our SIP was created based upon this feedback, achievement data, and input from our Instructional Leadership Team

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 will continue to be monitored through our work with staff. At our progress monitoring meetings, we will use our data to determine if our SIP goals are meeting the benchmarks and adequately capturing our progress. We will make the necessary pivots for instruction in core and intervention to address any unfinished learning. Leadership will continue to provide actionable feedback during data walks and address trends during PLCs.

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: B 2023-24: A 2022-23: C 2021-22: D

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	39	53	72	72	63	68				367
Absent 10% or more school days	0	22	23	20	14	23				102
One or more suspensions	0	3	1	4	1	1				10
Course failure in English Language Arts (ELA)	0	0	0	3	1	3				7
Course failure in Math	0	0	0	3	0	2				5
Level 1 on statewide ELA assessment	0	2	19	29	5	10				65
Level 1 on statewide Math assessment	0	14	20	28	5	10				77
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	4	17	2	0				23
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	4	9	15	1	0				29

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	10	20	27	3	14				74

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	2	2	12	0	0				16
Students retained two or more times	0	0	0	0	0	0				0

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

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

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

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										0

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										0
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*	61	68	62	51	64	59	58	61	57
Grade 3 ELA Achievement	67	70	61	49	67	59	62	63	58
ELA Learning Gains	62	65	63	56	62	60	68	64	60
ELA Lowest 25th Percentile	56	63	58	69	59	56	75	62	57
Math Achievement*	65	72	66	66	69	64	59	66	62
Math Learning Gains	62	69	64	67	67	63	69	68	62
Math Lowest 25th Percentile	72	56	50	62	56	51	62	58	52
Science Achievement	63	72	62	66	70	58	58	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						64%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						508
Total Components for the FPPI						8
Percent Tested						98%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
64%	60%	63%	45%	40%	32%	

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	47%	No		
English Language Learners	58%	No		
Black/African American Students	61%	No		
Hispanic Students	63%	No		
Multiracial Students	72%	No		
White Students	64%	No		
Economically Disadvantaged Students	62%	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	61%	67%	62%	56%	65%	62%	72%	63%					
Students With Disabilities	45%	65%	42%		49%	43%		36%					
English Language Learners	45%	39%	66%	56%	65%	74%	77%	44%					
Black/African American Students	55%		69%		50%	69%							
Hispanic Students	53%	50%	66%	59%	63%	71%	86%	53%					
Multiracial Students	81%		67%		79%	60%							
White Students	66%	83%	57%	40%	69%	57%		75%					
Economically Disadvantaged Students	60%	68%	61%	48%	62%	60%	70%	69%					

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	51%	49%	56%	69%	66%	67%	62%	66%					53%
Students With Disabilities	46%	53%	54%		64%	67%		59%					
English Language Learners	43%	41%	65%	65%	62%	61%	69%	50%					53%
Black/African American Students	36%		57%		45%	46%							
Hispanic Students	44%	50%	53%	63%	61%	67%	63%	63%					49%
Multiracial Students	86%				79%								
White Students	50%	48%	51%	80%	71%	70%	60%	73%					
Economically Disadvantaged Students	54%	50%	63%	73%	68%	70%	64%	77%					55%

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	58%	62%	68%	75%	59%	69%	62%	58%					60%
Students With Disabilities	38%	50%	66%		43%	59%	55%						27%
English Language Learners	56%	50%	65%	45%	69%	85%							60%
Black/African American Students	63%		67%		43%	71%							
Hispanic Students	57%	47%	74%	54%	67%	84%		67%					63%
Multiracial Students	50%				58%								
White Students	58%	59%	66%		57%	54%		74%					
Economically Disadvantaged Students	57%	56%	69%	75%	58%	68%	56%	54%					65%

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	61%	68%	-7%	60%	1%
ELA	4	62%	66%	-4%	60%	2%
ELA	5	52%	66%	-14%	61%	-9%
Math	3	63%	71%	-8%	66%	-3%
Math	4	67%	72%	-5%	65%	2%
Math	5	56%	69%	-13%	62%	-6%
Science	5	59%	70%	-11%	60%	-1%

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?

In reviewing our data, ELA proficiency increased overall by 10% with 3rd grade increasing by 15%. We implemented our intervention/enrichment plan in October rather than January, which allowed to hone in on specific benchmarks and question stems that were especially challenging for scholars.

Lowest Performance

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

Our bottom quartile scholars demonstrated the lowest performance, with only 56% learning gains in ELA. As these learning gaps persist, the achievement gap continues to widen, particularly in ELA. To accelerate growth, we must refine our interventions by focusing instruction on targeted vocabulary development and explicit practice with specific question types aligned to assessment expectations.

Greatest Decline

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

Our bottom quartile scholars demonstrated the greatest decline in ELA learning gains, decreasing from 69% to 56%—the largest decline across all student groups. We must refine our interventions by focusing instruction on targeted vocabulary development and explicit instruction in specific question types aligned to assessment expectations.

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.

When comparing our data to the state, the area of deficiency was the bottom quartile learning gains. One factor that we have determined is that we were not addressing specific challenging benchmarks, rather addressing all benchmarks.

EWS Areas of Concern

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

About a third of our students are absent for 10 or more school days. This shows the need to continue

to incentivize attendance through data analysis in CST and by implementing programs such as Attendance Heroes and monthly recognition at Jaguar Jam. Additionally, students whose attendance has improved will receive Sunshine Calls to celebrate their improvement.

Highest Priorities

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

1. Ensure that monitoring for learning is occurring across all grade levels and content areas. 2. Provide collaborative opportunities where the scholars do the heavy lifting, planning specifically for enrichment opportunities. 3. Increase daily attendance rate to 95%. 4. Continue to provide instructional personnel with professional development opportunities to improve their instructional performance, improving overall student achievement. 5. Determine effective scaffolds for lower-performing students and enrichment opportunities for our already proficient to higher-performing scholars. When grouping scholars, this will be done intentionally to align group members by ability level. Align our staffing model to best serve the needs of our ELL, ESE, and gifted and talented students.

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 Differentiation

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.

Ongoing progress monitoring (FAST, formative assessments, and walkthrough data) collected from the 2025-2026 school year supported the need for continuing work in monitoring for learning across all grades and subject areas. Additionally, during planning, we will do the work of the student to determine possible misconceptions with the task and plan for scaffolds and enrichment to ensure student success, as measured by the BEST benchmarks, will be an ongoing area of focus.

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 proficiency in 3rd grade English Language Arts to 75% as measured by FAST.

Increase proficiency in English Language Arts to 70% as measured by FAST.

Increase proficiency in Mathematics to 70% as measured by FAST.

Increase proficiency in Science to 70% as measured by SSA.

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 FAST progress monitoring, daily formatives, end-of-module assessments, AMIRA monthly ISIP assessments, unit assessments, BIG Ideas, and walkthrough data collected by ILT.

Person responsible for monitoring outcome

Christen Ku

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:

Teachers will engage in collaborative planning on a weekly or biweekly basis, depending on the subject area, with content experts, instructional coaches, and administrators to develop benchmark-aligned lessons designed with the end in mind and directly connected to the intended student task. English Learner (EL) and Exceptional Student Education (ESE) teachers will actively participate in planning sessions to provide targeted scaffolds, accommodations, and enrichment opportunities that support the diverse needs of all learners. Planning discussions will focus on standards and task alignment, rigorous culminating student tasks, intentional scaffolds for success, opportunities for enrichment, and ongoing monitoring of student learning to evaluate instructional effectiveness and make timely instructional adjustments.

Rationale:

Instructional staff will deepen their understanding of Florida's B.E.S.T. Benchmarks and Florida's State Academic Standards for Science (FSASS) as a non-negotiable for improving student achievement. Through collaborative planning, teachers will unpack and synthesize benchmark expectations, utilize benchmark clarifications and appendices, and identify the full cognitive demand of each standard to ensure instruction aligns with the intended student outcomes. Writing across all content areas will be planned for and implemented. Teachers will plan with the end in mind by designing standards-aligned lessons centered on the expected student task. General Education, ESE, EL teachers, instructional coaches, and administrators will collaborate to identify rigorous learning experiences, anticipate student misconceptions, and develop appropriate scaffolds, accommodations, and enrichment opportunities. Following instruction, teachers will intentionally monitor and analyze student work to evaluate mastery of the benchmark and make evidence-based instructional decisions. Student misconceptions will be addressed through timely whole-group, small-group, or individualized instruction, ensuring all scholars receive targeted support to achieve proficiency.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Rationale:

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 across content areas in PLC.

Person Monitoring:

Christen Ku

By When/Frequency:

This action step will begin to be implemented the first full week of school during collaborative planning and during weekly PLCs starting the first week of September.

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

Using the text, "The Writing Revolution," strategies for writing across all content areas will be incorporated in the monthly AVID PLC, PBIS, and Teaching and Learning PLC. Teachers will be asked to bring evidence of implementation to PLCs, to share with peers to show how writing is being implemented across all content areas, including Special Area classes.

Action Step #2

Writing across content areas in collaborative planning

Person Monitoring:

Christen Ku

By When/Frequency:

This action step will be implemented starting the first full week of instruction, during grade level planning.

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

Collaborative planning will be designed to include differentiation to address the needs of our L25 scholars as well as our students who are already scoring proficiently. The model will follow: looking at data, then reviewing what will be taught during CORE, followed by planning for differentiation of the task. A monitoring sheet will also be created.

Action Step #3**Person Monitoring:****By When/Frequency:****Describe the Action to Be Taken and how the school will monitor the impact of this action step:****Area of Focus #2**

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD), English Language Learners (ELL), 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.

During the 2025-2026 school year, 74th Street Elementary met the ESSA required outcomes for all subgroups, including Economically Disadvantaged, SWD, English Language Learners, White, Black, and Multiracial. In the 2026-2027 school year we will have high expectations for all of our scholars, including our students with disabilities and English language learners. Our current ELA proficiency for SWD is 48%, math proficiency is 52%, and science proficiency is 33%. Our current ELA proficiency

for ELL students is 43%, math is 57%, and science is 37%. Our current ELA proficiency for Black students is 55%, math is 50% and science is 50%. We believe there is a foundational literacy gap with a high percentage of our students. It is our firm belief that providing high expectations for our scholars with benchmark-aligned rigorous instruction and ongoing monitoring for learning will lead to a much-improved overall school score as these scholars work towards grade-level content.

Measurable Outcome

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

The percentage of students reaching ELA and Science proficiency in our ELL and SWD subgroup will increase 50%.

The percentage of student reaching ELA proficiency in our Black subgroup will increase to 60%

The percentage of students reaching Math proficiency in our ELL, SWD and Black subgroup will increase 60%.

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 FAST progress monitoring, end-of-module assessments, ISIP monthly diagnostics, checks for understanding, Dreambox Launchpad, and walk-through feedback from the instructional leadership team.

Person responsible for monitoring outcome

Christen Ku

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:

Implement high-yield strategies such as cooperative learning, academic discourse, writing across content areas, and explicit vocabulary instruction.

Rationale:

All students will receive Core instruction across all content areas to master benchmarks as outlined in the BEST standards and SSA benchmarks. Provide grade-level appropriate comprehensible instruction to the level of English language proficiency through appropriate universal (built into core lesson), supplemental (additional and differentiated), and alternative (outside of the core) supports and interventions. All teachers will participate in collaborative planning with instructional coaches to prepare for Core and intervention instruction aligned to grade standards. Unfinished learning in foundational skills and will be addressed during the intervention blocks in fluid groups.

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

Collaborative planning and PLCs

Person Monitoring:

Alexandra Owens

By When/Frequency:

This action step will be implemented the first full week of school during collaborative planning. Implementation of this step will be monitored by formative assessments and walkthrough data.

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

Create master schedule that allows for collaboration between gen ed and ESE teachers to ensure students receive all services and accommodations throughout their school day

Action Step #2

Data Driven Instruction

Person Monitoring:

Alexandra Owens

By When/Frequency:

This action step will be implemented during the first quarter.

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

Data-driven instruction will be used to identify and address the specific needs of students in the Lowest 25% (L25) while accelerating learning gains for all students. Based on assessment data, instruction will prioritize explicit vocabulary development and targeted practice with question formats, as these areas have been identified as key barriers to student performance. Teachers will use ongoing formative assessment data to monitor progress, adjust instruction, and provide timely interventions to ensure students build the academic language and comprehension skills needed to demonstrate growth and increase learning gains.

Action Step #3

Implement High Leverage Teaching Practices

Person Monitoring:

Christen Ku

By When/Frequency:

First week of collaborative Planning

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

Use high-leverage strategies to build intentionally confidence and engagement to ensure opportunities to respond. This includes specific, meaningful praise, activating prior knowledge, checks for understanding, engagement and accountability.

Area of Focus #3

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

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

Area of Focus Description and Rationale

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

As teachers become more skilled in this strategy, they will see remarkable changes in students' abilities to process and understand new content because they can identify which content is critical and understand how learned content scaffolds in complexity. A classroom of scholars identifies critical content within standards, but also studies, recognizes, and celebrates as knowledge grows increasingly more sophisticated.

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.

Our 2026 STAR scores for grades K-2 indicate that 48% of our scholars are proficient in ELA based on the STAR Reading or Early Literacy assessment. Our goal for the 2027 school year is for our ELA scores to improve to 60% proficiency as measured by the STAR, IStation, formative assessments, and running records.

Monitoring

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

Data driven small groups and increased opportunities for oral language and vocabulary development will be monitored by STAR, ISIP and ELAC and benchmarks aligned daily formatives.

Person responsible for monitoring outcome

Alexandra Owens

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:

Provide print-rich, explicit, systematic, and scaffolded instruction to teach students to decode words, analyze word parts, and recognize words to reinforce the effectiveness of instruction in alphabets, fluency, and vocabulary. Provide instruction in broad oral language skills. Teach students how to use reading comprehension strategies and ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

Rationale:

To develop literacy, students need instruction in two related sets of skills: foundational reading skills and reading comprehension skills. Employing the evidence-based strategies and action steps will enable students to read words (alphabetics), relate those words to their oral language, and read connected text with sufficient accuracy and fluency to understand what they read.

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

Support: ELA Champs and PELI Coach

Person Monitoring:

Melissa Fleck

By When/Frequency:

Weekly

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

Designated instructional staff members will attend K-2 Champs and disseminate content with the team. We are utilizing our PELI coach to provide monitoring, actionable feedback, and coaching cycles with your teachers

Action Step #2**Person Monitoring:****By When/Frequency:****Describe the Action to Be Taken and how the school will monitor the impact of this action step:****Action Step #3****Person Monitoring:****By When/Frequency:****Describe the Action to Be Taken and how the school will monitor the impact of this action step:****Action Step #4****Person Monitoring:****By When/Frequency:****Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

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.

Creating consistent and predictable environments where expectations are explicit so that the whole school community knows how to be successful.

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.

Our goal is for 95% of students to meet the 90% point expectation, resulting in a 4% increase in the number of scholars who earn the monthly behavior incentive. Progress will be monitored monthly using class list behavior data to identify trends and determine where additional support may be needed. Each semester, staff will collaborate to brainstorm and implement engaging PAW Perk incentives that encourage students to consistently meet the 90% point expectation and reinforce positive behavior.

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.

Progress will be measured monthly using class list behavior data to track the percentage of students meeting the 90% point expectation and the percentage of scholars earning the monthly behavior incentive. We will also use climate survey results and multiple opportunities for solicited onsite feedback.

Person responsible for monitoring outcome

Alexandra Owens

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:

Professional development monthly during PLCs as well as site-based team planning meeting monthly. The rotation of PLCs includes AVID, PBIS, Teaching and Learning and Committees and Commitments. We will include Health and Wellness Opportunities.

Rationale:

These strategies provide support to teachers for their professional growth as well as support their health and wellness.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Professional Development that aligns with the needs of our teachers

Person Monitoring:

Alexandra Owens

By When/Frequency:

This will be offered monthly on Wednesday mornings

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

Administrative staff monitors for learning during PLCs using the data collection tools and checklists. Also, monitoring our 90% point goals with our collection tool.

Action Step #2

Health and Wellness Opportunities will be extended to all staff. They will be sent via email, posted in the weekly update as well as posted on the bulletin board located in the work room.

Person Monitoring:

Christen Ku

By When/Frequency:

They will be offered monthly with consistency in engaging staff in team building activities.

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

Wellness Champion collects survey information from the staff and schedules events accordingly.

Area of Focus #2**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.

No Answer Entered

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.

No Answer Entered

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.

No Answer Entered

Person responsible for monitoring outcome

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:

Rationale:

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

Person Monitoring:

By When/Frequency:

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

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.

School's Webpage: www.pcsb.org/74th-es

Specific information about the SIP and Title 1 budget is shared at the annual Title 1 Meeting during Open House. This information is also disseminated to families, local businesses, and organizations at the annual State of the School.

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)).

School's Webpage: www.pcsb.org/74th-es

We will open our campus to families on a plethora of occasions, including student-led conferences, Jaguar Jams, All-Pro families, and monthly family events scheduled throughout the school year. Weekly, we will use Focus to contact families, as well as focus on keeping them updated on their child's progress and the school's happenings. All feedback will be provided in the form of interest surveys. Survey feedback will be utilized to review current parent engagement practices. We will use this feedback to plan our monthly family engagement events for the upcoming school year.

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)).

Our teachers are attending weekly collaborative planning to strengthen target/task alignment and overall quality of core instruction. Data will be used to create plans to spiral instruction for remediation. We will provide additional learning opportunities through ELP before- and after-school tutoring. Learning opportunities are also provided during Lunch and Learns. We will once again prepare for Saturday Bootcamps in the second semester.

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)).

A variety of data sources are used to determine scholars who are chosen for ELP. There is collaboration with our ELL department. (Title III) and professional development (Title II). We will also continue the ELP for the upcoming school year.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

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

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)).

Instructional staff attend weekly PLC's that address AVID, PBIS, and teaching best practices, including data-driven instruction. Teachers also participate in weekly collaborative planning facilitated by our site-based ISD and administration. We will also participate in a book study about the work in The Writing Revolution. This will be interwoven into PLCs and collaborative planning.

Strategies to Assist Preschool Children

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

Title I funds continue to support the full-day, three-year-old program at 74th Street Elementary School, allowing the district to provide continuity of service for a full two years in early childhood before 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