

Pinellas County Schools

SANDY LANE 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

Promote scholars to dream, believe, and achieve their personal, academic, and social-emotional goals through the arts.

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

Danny Boulrieris

boulrierisd@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

Oversee implementation of the SIP.

Leadership Team Member #2

Employee's Name

Melissa Walls

wallsme@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Assist with overseeing the SIP

Leadership Team Member #3

Employee's Name

Pamela Richardson

richardsonp@pcsb.org

Position Title

Magnet Coordinator and ISD

Job Duties and Responsibilities

Coordinate magnet program

Instructional staff developer - Arts Integration

Leadership Team Member #4

Employee's Name

Christina Murphy-Santana

santanac@pcsb.org

Position Title

Math Coach

Job Duties and Responsibilities

Oversee the math goals in the SIP

Leadership Team Member #5

Employee's Name

Celimar Rodriguez

rodriguezc@pcsb.org

Position Title

Science Coach

Job Duties and Responsibilities

Oversee the science portion of the SIP

Leadership Team Member #6

Employee's Name

Veronica Scheibner

scheibnerv@pcsb.org

Position Title

ELA Primary Coach

Job Duties and Responsibilities

Oversee the ELA portion of the SIP in the primary grades

Leadership Team Member #7

Employee's Name

Eleanor Tixier

tixiere@pcsb.org

Position Title

MTSS Coach

Job Duties and Responsibilities

Oversee ELA SIP for grades 3 - 5

Oversee Student Services

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.

At the conclusion of the 2025–2026 school year, feedback was gathered from staff surveys, collaborative staff meetings, and the School Advisory Arts Council (SAC), which includes families and community stakeholders, to inform the development of the 2026–2027 School Improvement Plan (SIP).

Throughout the 2026–2027 school year, the Instructional Leadership Team (ILT) will meet regularly to monitor implementation of the SIP, review student achievement data, and evaluate progress toward school goals. Mid-year data reviews will occur in January 2027, with potential revisions identified

through collaborative staff discussions and data analysis activities. Recommendations will be shared with the SAC for feedback and consideration.

At the end of the 2026–2027 school year, the ILT will conduct a comprehensive review of student achievement, school climate, and implementation data to evaluate the effectiveness of the SIP and identify priorities for continuous improvement.

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 is monitored throughout the year through regular data reviews, classroom walkthroughs, common assessments, coaching cycles, PLC discussions, and progress-monitoring meetings. The Instructional Leadership Team (ILT) analyzes academic, behavioral, and attendance data each quarter to evaluate progress toward school goals. Feedback from teachers, families, and stakeholders is also considered to ensure that strategies remain effective and responsive to student needs. This continuous monitoring process allows the school to make timely adjustments and maintain a focus on improving student achievement and school culture.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY KG-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: B 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	29	59	45	57	54	56				300
Absent 10% or more school days	0	32	16	23	17	19				107
One or more suspensions	0	0	0	1	0	1				2
Course failure in English Language Arts (ELA)	0	0	0	0	2	0				2
Course failure in Math	0	0	0	0	2	2				4
Level 1 on statewide ELA assessment	0	2	4	13	4	7				30
Level 1 on statewide Math assessment	0	4	2	10	8	12				36
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	1	3	1	0				5
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	3	1	2	5	0				11

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	5	5	13	6	12				41

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	0	2	0	0				4
Students retained two or more times	0	0	0	0	1	0				1

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	26	47	48	44	53	54				272
Absent 10% or more school days	1	18	13	11	15	13				71
One or more suspensions					5	2				7
Course failure in English Language Arts (ELA)				1	5					6
Course failure in Math	1	7	2	12	7	5				34
Level 1 on statewide ELA assessment		4	3	18	10					35
Level 1 on statewide Math assessment	1	7	2	12	7	5				34
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	7	1	7	10	7				33
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)				1						1

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

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

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

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	5	1	3						10
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*	73	68	62	66	64	59	55	61	57
Grade 3 ELA Achievement	78	70	61	73	67	59	67	63	58
ELA Learning Gains	69	65	63	67	62	60	60	64	60
ELA Lowest 25th Percentile	88	63	58	83	59	56	85	62	57
Math Achievement*	71	72	66	63	69	64	51	66	62
Math Learning Gains	66	69	64	74	67	63	47	68	62
Math Lowest 25th Percentile	81	56	50	67	56	51	55	58	52
Science Achievement	81	72	62	67	70	58	55	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	76%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	607
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*
76%	70%	59%	45%	54%	40%	

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	77%	No		
English Language Learners	62%	No		
Black/African American Students	80%	No		
Hispanic Students	66%	No		
Multiracial Students	85%	No		
White Students	69%	No		
Economically Disadvantaged Students	76%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	73%	78%	69%	88%	71%	66%	81%	81%					
Students With Disabilities	72%	75%	76%	90%	69%	83%		77%					
English Language Learners	46%		64%		69%	70%							
Black/African American Students	79%	82%	79%	100%	63%	67%	89%	77%					
Hispanic Students	59%		42%		81%	61%		86%					
Multiracial Students	80%				90%								
White Students	73%		72%		69%	61%							
Economically Disadvantaged Students	72%	82%	65%	83%	68%	69%	86%	82%					

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	66%	73%	67%	83%	63%	74%	67%	67%					
Students With Disabilities	58%	70%	68%		53%	62%		64%					
English Language Learners	75%		83%		83%	75%							
Black/African American Students	56%	64%	59%	80%	55%	68%	65%	63%					
Hispanic Students	78%	80%	86%		72%	82%		80%					
White Students	83%				72%								
Economically Disadvantaged Students	65%	71%	67%	83%	62%	73%	64%	67%					

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	55%	67%	60%	85%	51%	47%	55%	55%					
Students With Disabilities	43%		43%		45%	38%							
English Language Learners	42%				67%								
Black/African American Students	46%	63%	59%	91%	37%	45%	53%	36%					
Hispanic Students	50%	57%	62%		69%	69%							
White Students	83%				67%								
Economically Disadvantaged Students	54%	66%	64%	84%	52%	48%	58%	54%					

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	69%	68%	1%	60%	9%
ELA	4	70%	66%	4%	60%	10%
ELA	5	66%	66%	0%	61%	5%
Math	3	61%	71%	-10%	66%	-5%
Math	4	58%	72%	-14%	65%	-7%
Math	5	87%	69%	18%	62%	25%
Science	5	81%	70%	11%	60%	21%

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?

Math Lowest 25% Learning Gains: +14 points (67% → 81%) and **Science Achievement: +14 points** (67% → 81%)

The improvement in student achievement can be attributed to several factors, including strong classroom instruction, ongoing data monitoring, and targeted intervention efforts. Teachers consistently used student data to identify strengths and areas for growth, allowing instruction to be adjusted to meet student needs. Regular data reviews through PLCs, and progress-monitoring meetings ensured that students received timely support and that instructional strategies were aligned to standards. Teachers also implemented targeted small group instruction and spiral review to provide additional support, enrichment, and differentiated learning opportunities. Most importantly, the dedication of the instructional staff, combined with high expectations and strong relationships with students, created learning environments where students were able to make significant academic gains.

Lowest Performance

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

Math Learning Gains: -9 points (74% → 65%)

A review of the data suggests that some students may not have received instruction that matched their individual learning needs. At times, lessons may have been geared toward the average student in the class rather than adjusted for students who needed more support or more challenge. As a result, some higher-performing students may not have made as much growth as they were capable of, while some struggling students may not have received enough targeted instruction to help them make stronger gains.

Greatest Decline

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

Math showed strong improvement this year, increasing from 63% to 71% proficiency. While this was the lowest proficiency rate among our tested subject areas, it still a solid performance and meaningful

growth for students. The data shows there is still room to improve, and we will continue focusing on small-group instruction, using student data to guide teaching, and making sure lessons meet the needs of all learners through academic discourse, writing and highly engaging learning environments.

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.

Reading proficiency in second grade showed the greatest gap when compared to the State average. Sandy Lane Elementary had 48% of students meeting proficiency on the STAR Reading Assessment compared to 54% statewide, a 6 percentage point difference. Many of our students started the year below grade level and needed significant support to build their reading skills.

We also noticed another important trend. We focused heavily on helping our struggling readers catch up with small group intervention, some students who were already reading on grade level were not consistently given more challenging books and assignments. Because of this, some students stayed at the same level or even dropped a level instead of continuing to grow. Next year, we will continue providing strong intervention for students who need it while also making sure our advanced readers are challenged with more rigorous instruction, so every student continues to make progress.

EWS Areas of Concern

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

1. Students missing 10% or more of school days is at 36% (107 students).

Highest Priorities

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

1. Academic Discourse
2. Writing to Learn
3. Regulated and Highly Engaging Learning Environments

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 Science

Area of Focus Description and Rationale

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

Academic Discourse and Writing to Learn:

Require students to explain their thinking using evidence from investigations, texts, and observations by implementing consistent discourse routines such as Think-Pair-Share, Claim-Evidence-Reasoning, and accountable talk stems to promote meaningful academic conversations and deeper understanding.

Rationale:

Engaging students in structured academic conversation builds vocabulary, deepens understanding, and strengthens critical thinking by helping them articulate and refine their ideas through dialogue. Writing helps students process and solidify their learning, communicates complex ideas clearly, and develops essential skills for academic and real word success.

Measurable Outcome

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

Science proficiency will increase from 81 to 84 as measured by PM3 SSA.

Monitoring

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

We can keep track of how well students are talking, thinking, and writing about what they are learning all year long using a mix of classroom walkthroughs, quick checks for understanding, peer visits, teacher evaluations, and coaching support. During regular walkthroughs, we look for patterns in how students are using academic vocabulary, discussing their thinking, and writing in tools like

science journals. Short formative checks like exit tickets and short written responses help show whether students can explain their thinking with evidence and give teachers useful information to plan next steps. Walkthroughs by the Instructional Leadership Team also help make sure classrooms have a positive, supportive environment where students feel comfortable talking, thinking critically, and writing about their learning.

Person responsible for monitoring outcome

Rodriguez/Boulieris

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:

Require students to explain their thinking using evidence from investigations, texts, and observations by implementing consistent discourse routines such as Think-Pair-Share, Claim-Evidence-Reasoning, and accountable talk stems to promote meaningful academic conversations and deeper understanding.

Rationale:

Engaging students in structured academic conversation builds vocabulary, deepens understanding, and strengthens critical thinking by helping them articulate and refine their ideas through dialogue. Writing helps students process and solidify their learning, communicates complex ideas clearly, and develops essential skills for academic and real word success.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Professional Learning

Person Monitoring:

Boulieris

By When/Frequency:

Monthly and bi weekly

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

Professional learning in this area helps teachers learn how to get students talking, thinking, and writing about science in a clear and structured way. When students explain their ideas and use evidence, they understand science more deeply. This leads to better engagement, stronger thinking skills, and improved learning overall.

Action Step #2

Interactive Journals with Academic Discourse

Person Monitoring:
Rodriguez/Boulieris

By When/Frequency:
Weekly

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

Implement interactive science journals that require students to regularly record observations, respond to scientific prompts, construct written explanations using evidence, and engage in structured peer discussions to strengthen scientific writing, academic vocabulary, and discourse skills.

Area of Focus #2

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

Strong math instruction encourages students to talk about their thinking, learn from one another's strategies, and build a shared understanding of mathematical concepts.

Measurable Outcome

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

MATH proficiency will increase from 71 to 75 as measured by PM3 FAST Assessment.

Monitoring

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

Mathematical discourse will be monitored throughout the school year through classroom walkthroughs, coaching cycles, common planning, peer observations, and ongoing analysis of student work and assessment data.

Person responsible for monitoring outcome

Boulieris/Murphy-Santana

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:

Students regularly discuss, justify, and refine their thinking through structured peer conversations that promote reasoning, problem-solving, and mathematical understanding.

Rationale:

When students talk about their thinking, explain their answers, and learn from their classmates, they develop a stronger understanding of math. Discussing ideas helps students think more deeply, catch mistakes, and remember what they learn and can apply it to different contexts.

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

Teacher questioning techniques to promote accountable talk and thinking

Person Monitoring:

Boulieris

By When/Frequency:

Weekly walkthroughs/common planning/coaching cycles

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

Teachers will use Socratic questioning and productive struggle to guide students toward deeper understanding by prompting them to explain, justify, and revise their thinking through strategic follow-up questions.

Action Step #2

Monthly Professional Learning Based on Academic Discourse facilitated by the Instructional Leadership Team.

Person Monitoring:

Boulieris

By When/Frequency:

Monthly

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

Provide ongoing professional learning focused on effective questioning techniques, academic discourse routines, and strategies that encourage students to explain and justify their thinking. Teachers will learn and practice structures such as Think-Pair-Share, Number Talks, accountable talk stems, and productive struggle. Training will be supported through modeling, coaching cycles, collaborative planning, peer observations, and classroom walkthrough feedback to ensure strategies are consistently implemented across grade levels. Trainings will be aligned to PCS Small Moves, Big Impact instructional strategies.

Action Step #3

Math Achievement Level Descriptors for Planning, Writing and Academic Discourse.

Person Monitoring:

Boulieris/Santana

By When/Frequency:

Weekly Common Planning/Instructional Walkthroughs

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

Incorporate ALD language into classroom discourse by asking students to justify answers with evidence, critique reasoning, and discuss multiple solution strategies using academic vocabulary.

Area of Focus #3

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

Academic Discourse and Writing to Learn: Teachers will consistently implement evidence-based Academic Discourse routines, including Think-Pair-Share, Turn and Talk, and Accountable Talk, along with Writing Revolution strategies such as Because, But, So, Sentence Expansion, and Evidence-Based Short Constructed Responses. These practices will strengthen students' comprehension, communication, critical thinking, and writing while improving ELA achievement.

Rationale: Research demonstrates that structured discussion and purposeful writing deepen comprehension, strengthen critical thinking, expand academic vocabulary, and improve students' ability to communicate ideas using evidence.

Measurable Outcome

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

ELA proficiency in grades **3-5** will increase from 73 to 75 as measured by PM3 FAST Assessment.

ELA proficiency in grade **3** will increase from 76 to 79 as measured by PM3 FAST Assessment.

Monitoring

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

Implementation will be monitored through instructional walkthroughs, student work, and collaborative planning discussions to ensure academic discourse and writing-to-learn strategies are consistently embedded in ELA instruction. Impact will be evaluated through evidence of high-quality student discussions, purposeful writing, increased engagement, and improved student achievement to ensure progress toward the desired outcomes.

Person responsible for monitoring outcome

Walls/Scheibner

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:

Academic Discourse: Academic discourse will be implemented through structured, student-centered discussions that require students to explain their thinking, justify responses using evidence from text, ask questions, build on peers' ideas, and engage in collaborative conversations. Teachers will intentionally plan opportunities for accountable talk using discussion protocols, text-based questioning, and collaborative learning structures to deepen comprehension, vocabulary development, and critical thinking across all grade levels.

Rationale:

Academic discourse is an evidence-based practice that strengthens reading comprehension, academic vocabulary, critical thinking, and communication skills. By engaging students in structured, text-based discussions where they explain their thinking and support ideas with evidence, students become more active learners and deepen their understanding of complex texts. Consistent implementation across all grade levels supports improved ELA achievement and learning gains.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Writing to Learn will be implemented through structured writing experiences using The Writing Revolution. Teachers will intentionally incorporate strategies such as Because, But, So; Sentence Expansion; Sentence Combining; and Single Paragraph Outlines to help students process learning, organize ideas, and communicate their understanding using evidence from text.

Rationale:

Writing to Learn is an evidence-based practice that strengthens reading comprehension, critical thinking, and written communication by requiring students to organize and explain their thinking. Consistent use of Writing Revolution strategies supports deeper understanding and improved ELA achievement.

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

Monthly Professional Learning

Person Monitoring:

Walls

By When/Frequency:

Monthly

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

step:

Provide monthly professional learning focused on implementing evidence-based Academic Discourse and Writing to Learn strategies, including accountable talk, text-based questioning, discussion protocols, and Writing Revolution practices such as Because, But, So, Sentence Expansion, Sentence Combining, and Evidence-Based Short Constructed Responses in ELA instruction.

Action Step #2

Planning for Academic Discourse and Writing to Learn

Person Monitoring:

Walls/Scheibner

By When/Frequency:

Collaborative Planning/Weekly Walkthroughs

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

Plan for implementation of daily opportunities for structured Academic Discourse and Writing to Learn in ELA classrooms, ensuring students explain their thinking, cite textual evidence, engage in collaborative conversations. Teachers will teach students to use Writing Revolution strategies to communicate and deepen their understanding through purposeful writing.

Action Step #3

ELA Achievement Level Descriptors for Planning, Writing, and Academic Discourse

Person Monitoring:

Walls/Scheibner

By When/Frequency:

Weekly Collaborative Planning

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

Integrate ELA Achievement Level Descriptor (ALD) language into daily ELA instruction through academic discourse and writing opportunities that require students to justify responses with evidence, critique reasoning, and communicate using academic vocabulary.

Area of Focus #4

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

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

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

There is a significant achievement gap between Black students and their district peers in 2nd grade math. In second grade, 52% of Black students at Sandy Lane Elementary were proficient compared to 75% of White students across Pinellas County Schools. This gap indicates a need to strengthen Tier 1 mathematics instruction, increase opportunities for mathematical discourse, and provide targeted intervention based on individual student needs. Data analysis indicates that some students struggled to build and retain foundational number sense and fact fluency, making it more difficult to access grade-level concepts. The same students (52%) were 68% proficient last year in first grade.

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.

During the 2026–2027 school year, the percentage of Black second grade students who score proficient on the STAR Math assessment will increase from 52% to 65%.

Monitoring

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

We will check student progress throughout the year using STAR assessments, classroom tests, and daily classwork. During PLC/collaborative planning teachers will look at the data together to see which students need extra help or are ready for more challenging work. Students will receive individualized support to ensure they know their math facts. School leaders and coaches will visit classrooms regularly, meet with teachers, and review student work to make sure strong math instruction is happening in every classroom.

Person responsible for monitoring outcome

Boulieris

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:

During intervention, students will work in small groups with their teacher on the math skills they need most. Teachers will use hands-on materials first, then have students draw models, and finally solve problems using numbers only. (Concrete, Representational, Abstract) Students will also explain their thinking, talk through different strategies, and learn from each other while the teacher provides support and immediate feedback. (Academic Discourse) This extra practice will help students build confidence and master grade-level math skills.

Rationale:

Students learn best when they can use it, see it, and talk about it. Working in small groups gives teachers the chance to provide extra help, answer questions, and fix misunderstandings right away. This helps students build confidence, better understand what they are learning, and be more successful with grade level math.

Tier of Evidence-based Intervention:

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

Provide daily small-group math intervention based on student assessment data.

Person Monitoring:

Teacher/Boulieris

By When/Frequency:

Weekly

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

Student progress will be checked using beginning, middle, and end of year diagnostics, STAR Math, classroom assessments, and regular intervention checks. Teachers will review data during PLC and planning to adjust small groups as students grow. Administrators and coaches will also monitor small group instruction through classroom walkthroughs and coaching to ensure students are receiving the support they need.

Action Step #2

Academic Discourse in Math

Person Monitoring:

Teacher/Boulieris

By When/Frequency:

Monthly

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

Provide monthly professional learning on academic discourse and implement schoolwide discussion strategies in every classroom. Teachers will intentionally give students regular opportunities to explain their thinking, ask questions, build on each other's ideas, and justify their answers during daily instruction across all content areas.

Area of Focus #5

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.

Grade 2 reading achievement will be an area of focus for the 2026–2027 school year. At the end of the 2025–2026 school year, 50% of Grade 2 students demonstrated proficiency on STAR Reading PM3, with 23 of 46 students performing at Level 3 or above. Although students made steady improvements from PM1 (22.2%) to PM2 (30.4%), half of the students remained below proficiency at the end of the year. Students who are not reading at grade level or above in 2nd grade will have

difficulties transitioning from reading to learn in intermediate grades which will directly impact student's academic progress.

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.

By May 2027, the percentage of Grade 2 students demonstrating proficiency (Level 3 or above) on STAR Reading will increase from 50% to at least 65%, as measured by STAR Reading PM3.

Monitoring

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

Grade 2 reading progress will be monitored through:

- STAR Reading/Early Literacy PM1, PM2 and PM3 to determine overall proficiency and growth.
- 4-6 weeks phonics diagnostics to identify specific gaps in phonemic awareness, decoding, encoding, word recognition and fluency.
- Intervention -monitoring data reviewed regularly to determine whether students are responding to intervention and whether changes in grouping are needed.
- Student work (PLC) and classroom walkthrough data to monitor the level of text students are reading, the quality of academic discourse and evidence that students are reading, writing, speaking and thinking about grade level content.

Person responsible for monitoring outcome

Boulieris/Walls

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:

Strong Intervention-Students identified through diagnostics will receive, targeted and consistent intervention matched to their specific reading needs. Intervention will supplement strong Tier 1 instruction.

Rationale:

Closing intervention gaps means making sure these students receive targeted support as soon as a need is identified, and that the support is aligned to the specific skills they are missing. Intervention will be provided daily, monitored, and adjusted when students are not making enough progress. The goal is to address reading gaps early so students can make stronger progress toward reaching grade

level.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Academic Discourse Around Text Students will engage daily in structured academic discourse requiring them to explain their thinking.

Rationale:

Academic discourse gives students regular opportunities to think, talk, and explain their understanding of the text and requires them to think at deeper levels.

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

Close Reading Gaps through Targeted Intervention

Person Monitoring:

Walls

By When/Frequency:

4-6 weeks

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

Identify students who need intervention immediately following the first diagnostic assessment.

Create intervention groups based on specific skill gaps.

Progress monitor students receiving intervention.

Review students that are not moving levels and determine whether additional time or different instruction is needed.

Action Step #2

Academic Discourse

Person Monitoring:

Boulieris

By When/Frequency:

Bimonthly

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

Provide job embedded training and professional learning at faculty learning sessions.

Incorporate turn and talk routines during reading instruction.

Use planned questions that require thinking and more than one-word responses.

Teach and consistently use accountable talk stems.

Monitor student talk during instructional walkthroughs.

Connect speaking to writing by having students write following a discussion.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

Attendance matters because students cannot learn if they are not in school. Every day a student misses means missing important lessons, discussions, practice, and support from teachers. Over time, even a few absences can add up and make it harder for students to keep up with their classmates. When students come to school regularly, they are more likely to succeed academically, build positive relationships with peers and teachers, and feel connected to their school community.

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.

By May 2027, Sandy Lane Elementary will reduce the percentage of students who miss 10 or more school days from 35% to 25% through consistent attendance monitoring, family communication, attendance incentives, and early intervention for students identified as at risk for chronic absenteeism.

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.

Sandy Lane Elementary closely monitors student attendance throughout the school year to identify concerns early and provide support to families. Attendance data is reviewed regularly by administrators, teachers, student services staff, and the Child Study Team. The Child Study Team meets biweekly to review students with attendance concerns, identify barriers to attendance, and develop intervention plans. Teachers communicate with families regarding absences and tardiness through phone calls, emails, and conferences. Attendance letters are sent home at key attendance thresholds to ensure families are aware of attendance concerns and available supports. Student Services staff work directly with families to identify and address barriers such as transportation, health concerns, housing instability, or other challenges that may impact attendance.

In addition, the school conducts ongoing attendance reviews, recognizes and celebrates positive attendance, and collaborates with community resources when needed.

Person responsible for monitoring outcome

Boulieris/Walls/Campisi

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 improve attendance, Sandy Lane Elementary will implement a comprehensive attendance support system that includes biweekly Child Study Team (CST) meetings, family outreach, home visits, and positive attendance incentives. During CST meetings, staff will review attendance data, identify students at risk for chronic absenteeism, and develop individualized support plans. Student Services staff and administrators may conduct home visits when additional support is needed to better understand and address barriers impacting attendance. The school will also promote positive attendance through PBIS incentives, classroom recognition, and schoolwide celebrations. In addition, students will participate in a "Beat the Bell" competition that encourages arriving at school on time each day. Through proactive monitoring, family partnerships, and positive reinforcement, Sandy Lane will create a culture where attendance is valued.

Rationale:

Regular attendance is one of the strongest predictors of student success. Students who attend school consistently have greater access to instruction, interventions, and meaningful learning experiences. By monitoring attendance, partnering with families, addressing barriers through home visits and support services, and recognizing positive attendance through incentives, Sandy Lane can increase student engagement, improve academic achievement, and help ensure that all students have the opportunity to be successful.

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

No

Description of Intervention #2:

Implement schoolwide positive classroom management practices that create safe, predictable, and engaging learning environments where students know what is expected and feel supported. Teachers will establish consistent routines, explicitly teach behavioral expectations, reinforce positive behaviors, build strong relationships with students, and use proactive classroom management strategies to maximize instructional time and student engagement.

Rationale:

Research consistently shows that students learn best in classrooms where they feel safe, respected, and connected. Positive classroom environments reduce disruptions, increase student engagement, improve attendance, and allow teachers to spend more time teaching instead of managing behavior.

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

CST Meetings

Person Monitoring:

Campisi

By When/Frequency:

Biweekly

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

The Child Study Team (CST) meets biweekly to review attendance data and identify students who may be at risk for chronic absenteeism. During these meetings, the team examines attendance patterns, discusses potential barriers, and develops individualized support plans for students and families. Interventions may include parent conferences, home visits, mentoring, counseling services, or connections to community resources. Student progress is monitored regularly to ensure interventions are effective and that students receive the support needed to attend school consistently.

Action Step #2

Beat the Bell Schoolwide Competition

Person Monitoring:

Campisi

By When/Frequency:

Weekly

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

The Beat the Bell competition is a schoolwide attendance initiative designed to encourage students to arrive at school on time each day. Classrooms earn points or recognition based on the percentage of students who are in their seats and ready to learn before the tardy bell rings.

Action Step #3

All teachers will develop and consistently implement a classroom management plan aligned to the school's SHARK expectations, including routines, procedures, and positive reinforcement systems.

Person Monitoring:

ILT

By When/Frequency:

Monthly

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

Administrators and instructional coaches will monitor implementation through regular classroom walkthroughs, coaching cycles, behavior data reviews, and teacher feedback. Instruction and behavior management at times go hand in hand.

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.

SAC Meetings: The SIP will be disseminated and discussed at all School Advisory Arts Council (SAC) meetings. Stakeholders, including students, families, and school staff, will have the opportunity to review the plan's progress and any revisions, providing a platform for input and feedback. Any notable progress or changes to the SIP will be shared with stakeholders during SAC meetings. This ensures transparency and allows for collaborative decision-making based on the evolving needs of our school community.

Title I Meetings: The SIP will also be presented and discussed at Title I meetings specifically aimed at parents. These meetings will provide a deeper understanding of the plan's objectives, strategies, and outcomes, and will be conducted in a language accessible to all parents.

Faculty Meetings: The SIP will be shared with school staff during regular faculty meetings. This ensures that all educators are well-informed about the plan's goals and strategies, promoting alignment and coordinated efforts towards its implementation.

School Website: To enhance accessibility, the SIP will be posted on our school website. This allows all stakeholders to easily access and review the plan at their convenience.

School website link: <https://sandy-lane-es.pcsb.org/>

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other

community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

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

<https://sandylane-es.pcsb.org/about-us/school-improvement-plan-sip>

In addition to the PFEP, located at our school website, <https://sandylane-es.pcsb.org/>, we also have a compact we use with families at the first family event. This compact includes all the ways that the teacher, the student, and the family will work together to meet the needs of the child. All members sign the compact. The compact is revisited with the parent/child/teacher after each major cycle of testing. We hold a few family engagement events each year where we foster relationships with families by showing parents how they can work with their child academically and so we can keep communication open throughout the 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)).

Academic Discourse

Students will regularly engage in meaningful conversations about their learning through questioning, collaboration, and discussion. These opportunities help students deepen understanding, explain their thinking, and learn from others.

Writing to Learn

Students will use writing across all content areas to process information, explain their reasoning, and demonstrate understanding. Frequent writing opportunities strengthen comprehension, communication, and critical thinking skills.

Highly Engaging and Regulated Learning Environments

Classrooms will provide clear expectations, consistent routines, and engaging instruction that keeps students actively involved in learning. A positive and supportive environment helps students feel safe, connected, and ready to succeed.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI

or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

The School Improvement Plan (SIP) will be reviewed and discussed during all School Advisory Arts Council (SAC) meetings. Families, staff, community members, and other stakeholders will have opportunities to provide feedback, review progress toward goals, and discuss any proposed revisions. Updates on student achievement, school initiatives, and SIP implementation will be shared regularly to ensure transparency and encourage collaboration in the continuous improvement process.

We also coordinate with federal programs and community partners to ensure that wraparound services are leveraged to support families and students. We have increased the number of lunch pal mentors for our scholars. We have partnered with Holy Trinity Church who have members who come to read with our scholars and provide school supplies and backpacks for scholars to have at home to do academics. We partnered with Clearwater PD for bicycle safety. We have a Suncoast mental health specialist who provides counseling to several scholars across the week through the parents' health insurance. A family navigator is in place part time to support families with jobs, food, housing, and attendance of their scholars

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)).

In order to improve students' skills outside academic areas, we have a FT school psychologist, we purchased additional days to have a FT school social worker, and we fund a small portion of our MTSS coach for student services with Title One dollars. This team of professionals uses data from behavior, early warning systems, attendance, and subject area data to determine needs of our students. They work with identified students through small group or individual counseling and/or social skills groups. In addition, we have partnered with Suncoast Mental Health and PEMHS to support students who are found to have a deeper need and families who are struggling financially with finding housing, food, transportation, etc.

Preparing for Postsecondary Opportunities and the Workforce

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

N/A

Addressing Problem Behavior and Early Intervening Services

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

We have a strong PBIS framework that is implemented schoolwide. Each year during pre-service, teachers participate in professional learning focused on proactive classroom management and positive behavior supports. We monitor behavior data, including behavior support calls, and use the MTSS process to provide additional interventions as needed.

Students are supported in understanding their academic progress, setting goals, and developing action steps to achieve them. When a teacher needs additional support, the student services team

and administration collaborate to develop and implement an action plan that promotes growth and success.

The school-based MTSS coach supports implementation of the MTSS framework by modeling effective practices, facilitating the problem-solving process, providing coaching and feedback to teachers, and using professional learning, implementation data, and student outcomes to guide support.

The Title I Support Assistant helps coordinate and implement academic and behavioral support systems, including MTSS and PBIS. This role includes assisting teachers with data analysis and documentation, supporting family involvement throughout the MTSS process, and participating in ongoing professional learning to strengthen intervention, enrichment, and prevention practices.

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)).

As new data becomes available, we collaborate with teachers to identify strengths, areas for growth, and next steps. Action plans are developed to provide targeted intervention or enrichment, and student progress is monitored to evaluate their effectiveness. When trends emerge across grade levels or the school, we provide targeted professional learning, coaching, and classroom support, then continue to monitor data to ensure our instructional practices are improving student outcomes.

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)).

N/A

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