Pinellas County Schools

TARPON SPRINGS FUNDAMENTAL ELE

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

In collaboration with families, we will provide a safe, nurturing environment which inspires lifelong learning and fosters responsible citizenship.

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

Teresa Price

pricete@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

The principal is responsible for the implementation and evaluation of the plan. The principal will meet with various stakeholders and report on the plan, and it's progress throughout the school year. The principal will also monitor the progress of the plan on an ongoing basis.

Leadership Team Member #2

Employee's Name

Ashley Lloyd

lloyda@pcsb.org

Position Title
Curriculum Specialist

Job Duties and Responsibilities

The curriculum coordinator will help implement, monitor and evaluate the progress of the plan during data chats and PLC meetings. She will also provide professional development for teachers.

Leadership Team Member #3

Employee's Name
Michele Morris

Morrism@pcsb.org

Position Title
Library Media Technician

Job Duties and Responsibilities

The LMT will help implement, monitor and evaluate the progress of the plan during data chats and PLC meetings.

Leadership Team Member #4

Employee's Name
Laura Snare

snarel@pcsb.org

Position Title
School Counselor

Job Duties and Responsibilities

The guidance counselor will implement, monitor, and evaluate the social emotional and cultural goals. She will also participate in data discussions for all plan goals.

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.

The principal presented the current data to the SAC committee, the PTA board and the entire faculty. Input for the SIP is based on stakeholder survey in addition to school data and teacher feedback after PM3. Upon completion, SAC committee reviews and approves the new SIP Plan. The SIP plan will be visited throughout the school year.

3. SIP Monitoring

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

The SIP will be monitored by reviewing action items and gauging effectiveness based on student data, observational walkthroughs and PLC conversations. The key ideas will be at the forefront of staff meetings and PLC discussions. Data chats are monthly with each grade level, the student services team and the principal. The SIP goals are reviewed and the plan is adjusted accordingly.

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	**47.3%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2025-26: A** **2024-25: A** **2023-24: A** **2022-23: A** **2021-22: A**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	34	52	36	54	40	43				259
Absent 10% or more school days	0	4	1	10	3	7				25
One or more suspensions	0	0	1	0	1	1				3
Course failure in English Language Arts (ELA)	0	0	0	0	0	0				0
Course failure in Math	0	0	0	0	0	3				3
Level 1 on statewide ELA assessment	0	0	0	0	0	1				1
Level 1 on statewide Math assessment	0	2	0	3	0	1				6
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	0	0	0	0				0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0	0				0

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	1	0	1	0	2				4

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
Students retained two or more times										0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment		36	54	36	36	43	58			263
Absent 10% or more school days		1	5	4	2	3	7			22
One or more suspensions		5		1			9			15
Course failure in English Language Arts (ELA)										0
Course failure in Math						1	1			2
Level 1 on statewide ELA assessment		1		1	1	3	3			9
Level 1 on statewide Math assessment		1	1		1	1	1			5
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		1	1					3
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		1	1		1	1				4

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				1	3			5

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						1
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 CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	95	68	62	87	64	59	86	61	57
Grade 3 ELA Achievement	94	70	61	94	67	59	94	63	58
ELA Learning Gains	78	65	63	69	62	60	70	64	60
ELA Lowest 25th Percentile	90	63	58	64	59	56	63	62	57
Math Achievement*	90	72	66	90	69	64	92	66	62
Math Learning Gains	83	69	64	82	67	63	75	68	62
Math Lowest 25th Percentile	65	56	50	81	56	51	63	58	52
Science Achievement	91	72	62	86	70	58	84	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	86%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	686
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***
86%	82%	78%	89%	81%	81%	

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%
Black/African American Students	86%	No		
Hispanic Students	91%	No		
White Students	85%	No		
Economically Disadvantaged Students	84%	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	95%	94%	78%	90%	90%	83%	65%	91%					
Black/African American Students	100%				71%								
Hispanic Students	89%	90%			94%								
White Students	95%	93%	75%	83%	92%	83%	64%	96%					
Economically Disadvantaged Students	90%	93%	77%	91%	85%	77%	73%	87%					

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	87%	94%	69%	64%	90%	82%	81%	86%					
Students With Disabilities	50%		43%		55%	50%		50%					
Black/African American Students	63%		64%		63%	64%							
Hispanic Students	83%		50%		92%	90%							
White Students	94%	97%	74%	80%	95%	86%	94%	95%					
Economically Disadvantaged Students	77%	90%	56%	50%	81%	85%	80%	68%					

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	86%	94%	70%	63%	92%	75%	63%	84%					
Students With Disabilities	64%		60%		57%	50%							
Black/African American Students	80%				80%								
Hispanic Students	80%		67%		87%	75%							
White Students	87%	91%	68%	53%	94%	75%	67%	83%					
Economically Disadvantaged Students	77%	92%	71%	62%	86%	74%	62%	73%					

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	94%	68%	26%	60%	34%
ELA	4	92%	66%	26%	60%	32%
ELA	5	95%	66%	29%	61%	34%
Math	3	100%	71%	29%	66%	34%
Math	4	87%	72%	15%	65%	22%
Math	5	82%	69%	13%	62%	20%
Science	5	91%	70%	21%	60%	31%

III. Planning for Improvement

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

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

Most Improvement

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

The data component that showed the greatest improvement was ESE English Language Arts (ELA) Learning Gains, which increased from 43% in 2024-2025 to 100% in 2025-2026, representing a 57 percentage point increase. Additionally, ESE ELA proficiency increased from 50% to 83.3%, a 33.3 percentage point increase. ESE Math Learning Gains also demonstrated significant growth, increasing from 50% to 100%, a 50 percentage point increase.

Several strategic actions contributed to these improvements:

- Earlier intervention and support: Small skills groups for ESE students were implemented in October rather than February, allowing students to receive targeted instruction and interventions much earlier in the school year.
- Push-in support model: The ESE teacher transitioned from a pull-out model to a push-in support model, providing direct support within the general education classroom and increasing access to grade-level instruction.
- Curriculum changes: The school adopted and implemented a revised curriculum specifically designed to better meet the needs of ESE learners and align instruction to grade-level standards.

These changes resulted in more immediate intervention, increased collaboration between ESE and classroom teachers, and greater access to standards-based instruction, leading to substantial gains in both proficiency and learning growth for ESE students.

Lowest Performance

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

The data component that showed the lowest performance was Math Learning Gains for all students, which decreased from 81% in 2024-2025 to 63.6% in 2025-2026, a decline of 17.4 %. Additionally, Kindergarten Math proficiency was the lowest proficiency area at 72%.

Several factors likely contributed to this decline. During the 2024-2025 school year, the school's improvement efforts were heavily focused on ELA due to identified school goals and priorities. As a result, ELA interventions were more consistently protected and monitored than math interventions. While this intentional focus led to strong gains in ELA achievement, it may have inadvertently reduced

the level of attention and instructional support dedicated to mathematics.
In addition, the school continued using the same math curriculum and instructional approach without implementing significant new initiatives to increase student engagement or achievement. Unlike ELA, where staff participated in a book study and engaged students in various literacy-focused activities and competitions, fewer schoolwide enrichment opportunities and motivational activities were implemented in mathematics.
Trend data indicates that the decline was not isolated to one subgroup. Math learning gains decreased across several student groups, including all students (-17.4 %), Black students (-4 %), and Economically Disadvantaged students (-13.3 %).

Greatest Decline

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

The data component that showed the greatest decline from the prior year was Math Learning Gains for all students, which decreased from 81% in 2024-2025 to 63.6% in 2025-2026, a decline of 17.4 %.
Several factors likely contributed to this decline. During the previous school year, the school's improvement efforts were intentionally concentrated on ELA due to identified school goals and areas of need. As a result, ELA intervention time was closely protected, and staff engaged in numerous literacy-focused initiatives, including an ELA book study and student literacy competitions. While these efforts contributed to strong ELA outcomes, they may have reduced the emphasis placed on mathematics instruction and intervention.
In contrast, math intervention time was not protected with the same level of consistency, resulting in fewer opportunities for targeted support and remediation. Additionally, the school continued using the same math curriculum and instructional practices without implementing significant new strategies or enrichment opportunities. Unlike ELA, mathematics did not benefit from the same level of schoolwide engagement activities, competitions, or professional learning initiatives designed to strengthen instruction and student motivation.
This decline was reflected across multiple student groups, with Math Learning Gains decreasing for all students (-17.4 %), Economically Disadvantaged students (-13.3 %), and Black students (-4 %). These trends suggest that mathematics requires increased instructional focus, stronger intervention systems, and additional student engagement opportunities to accelerate achievement and learning gains.

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.

Tarpon Springs Fundamental Elementary School did not have any data components that performed below the state average. In fact, all assessed areas exceeded state performance levels. The data component with the greatest gap when compared to the state average was Grades 3–5 Math

Achievement, where the school achieved 91% proficiency compared to the state average of 60%, resulting in a 31 %difference. Kindergarten Math Achievement also significantly exceeded the state average, with 88% proficiency compared to 67% statewide, a 21 % difference.
Several factors have contributed to the school's consistently strong math achievement. Tarpon Springs Fundamental Elementary benefits from high academic expectations, a strong culture of student accountability, consistent implementation of standards-based instruction, and active family involvement through the school's fundamental program. Teachers regularly monitor student progress, utilize data to inform instruction, and provide targeted support to students who need additional assistance.
A notable trend is that while overall math achievement remains exceptionally high and well above state averages, Math Learning Gains declined during the 2025-2026 school year. This suggests that although students continue to perform at high levels, maintaining growth among already high-achieving students presents an ongoing challenge.

EWS Areas of Concern

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

Based on the Early Warning System (EWS) data, two potential areas of concern emerge:

1. **Chronic Absenteeism**
    - Twenty-five students (9.7% of the student population) were absent for 10% or more of the school year.
    - The highest numbers occurred in Grade 3 (10 students) and Grade 5 (7 students).
    - Chronic absenteeism can negatively impact academic achievement, learning gains, and student engagement. Given that Grade 3 is a critical year for reading proficiency and Grade 5 students are preparing for middle school, attendance should remain a focus area.
2. **Mathematics Performance**
    - Six students scored a Level 1 on the statewide Math assessment, compared to only one student scoring a Level 1 in ELA.
    - Additionally, there were three math course failures, all occurring in Grade 5.
    - This trend aligns with the school's overall decline in Math Learning Gains during the 2025-2026 school year and suggests a need for strengthened math intervention, progress monitoring, and enrichment opportunities.

While the overall EWS data reflects a strong-performing school with very few course failures, suspensions, or Level 1 scores, attendance and mathematics achievement warrant continued monitoring and targeted intervention to prevent future academic risk.

Highest Priorities

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

1. Strengthen Math Learning Gains Schoolwide

2. Reduce Chronic Absenteeism

3. Maintain and Expand ESE Student Success

4. Increase Learning Gains for Black and Economically Disadvantaged Students

For the 2026-2027 school year, Tarpon Springs Fundamental Elementary's primary focus will be to increase mathematics learning gains while maintaining high levels of student achievement. Additional priorities include reducing chronic absenteeism, sustaining exceptional ESE outcomes, accelerating growth for student subgroups, and strengthening instructional practices that promote both proficiency and learning gains for all 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.

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.

Although proficiency remains strong, both black and economically disadvantaged groups experienced declines in math learning gains (-4 and -13.3 respectively). Improving growth for these subgroups will support overall school performance and equity goals.

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.

Black students will increase learning gains from 67% 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.

The teams will meet monthly to monitor the progress and review data.

Person responsible for monitoring outcome

Teresa Price/Ashley Lloyd

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:

Although proficiency remains strong, both groups experienced declines in math learning gains (-4 and -13.3 respectively). Improving growth for these subgroups will support overall school performance and equity goals. Key Actions: Targeted intervention groups. Frequent progress monitoring and data

reviews. Increased family communication and support. Ensure high-quality Tier I instruction and differentiation.

Rationale:
Decades of research clearly demonstrates students who receive small group, explicit instruction are more successful in closing the gap and more successful with engaging in Tier 1 instruction.

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
Targeted Intervention Groups

Person Monitoring:
Teresa price

By When/Frequency:
November 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school data team for each grade level will use data to develop small group interventions based on student needs and begin implementing no later than October 1. Each group will target specific skills students need to be successful with Tier 1 instruction on grade level. Groups will change as will the intervention materials to meet student needs. The teams will meet monthly to monitor the progrss and review data.

Action Step #2
Professional Development- Book Study- Thinking Classrooms in Mathematics

Person Monitoring:
Ashley Lloyd

By When/Frequency:
Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will be given the book "Thinking Classrooms in Mathematics". They will complete a book study during the first semester.

Area of Focus #2

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.

Based on 2025-2026 FAST ELA data, **Grade 2 proficiency was 89%**, while all other grade levels

achieved proficiency rates above 90%. As a result, Grade 2 has been identified as an area of focus for instructional improvement in ELA. Strengthening Tier I instruction and targeted small-group interventions will ensure all students receive instruction aligned to their individual needs while maintaining the school's high levels of achievement. Additional emphasis will be placed on vocabulary development, data-driven instruction, visible learning practices, and ongoing progress monitoring. A staffing change in Grade 2 presents an opportunity to strengthen instructional practices and improve student outcomes.

Measurable Outcome

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

During the 2025-2026 school year, Grade 2 ELA proficiency was **89%** on FAST assessments.

2026-2027 Goal:

- Increase Grade 2 ELA proficiency from **89% to 95% or higher**.
- Increase the percentage of students meeting stretch growth targets on FAST progress monitoring assessments.
- Ensure 100% of Grade 2 students maintain updated data trackers for FAST, ELFAC, and Amira assessments.
- Increase vocabulary proficiency as measured by district assessments, classroom assessments, and FAST progress monitoring data.

Monitoring

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

The Principal and Curriculum Specialist will conduct monthly monitoring of Grade 2 ELA instruction through classroom walkthroughs, data reviews, PLC meetings, and student work analysis.

Monitoring will include:

- Verification that small groups are implemented by September 1.
- Review of small-group instructional plans and student grouping data.
- Classroom walkthroughs focused on learning goals, success criteria, anchor charts, vocabulary instruction, and student engagement.
- Review of FAST, ELFAC, and Amira data trackers.
- PM1, PM2, and PM3 data analysis meetings.
- Monthly PLC discussions focused on standards mastery and intervention effectiveness.
- Student work samples and vocabulary assessments.

Instructional adjustments will be made following PM1 data reviews and throughout the school year based on student performance trends.

Person responsible for monitoring outcome

The principal, curriculum specialist, teacher

Evidence-based Intervention:

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

Description of Intervention #1:
The school will implement a comprehensive ELA improvement plan for Grade 2 that includes: Standards-aligned small-group instruction beginning no later than September 1. Data-driven regrouping of students following PM1 and subsequent progress monitoring assessments. Explicit vocabulary instruction embedded within daily reading and writing instruction. Implementation of visible learning practices, including posted learning goals, success criteria, and standards-aligned anchor charts. Student data tracking for FAST, ELFAC, and Amira to increase student ownership of learning. Ongoing coaching and support from the Curriculum Specialist.

Rationale:
Research demonstrates that targeted small-group instruction, explicit vocabulary development, and frequent progress monitoring have a significant impact on literacy achievement. Grade 2 was identified as the only grade level below 90% proficiency in ELA during the 2025-2026 school year. Implementing structured intervention groups, strengthening Tier I instruction, and increasing student ownership through data tracking will address identified achievement gaps and support increased proficiency.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

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

Action Step #1
Implement Data-Driven Small Group Instruction

Person Monitoring:	**By When/Frequency:**
Principal and Curriculum Specialist	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Grade 2 teacher will implement targeted small-group instruction based on beginning-of-year assessment data. Student groups will be adjusted following PM1 and subsequent assessments. The Principal and Curriculum Specialist will review lesson plans, intervention schedules, student progress data, and conduct walkthrough observations to ensure interventions are aligned to student needs and producing desired outcomes.

Area of Focus #3

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.

Based on 2025-2026 FAST Science data, **5th Grade Science proficiency was 91%**. While this exceeds state averages and reflects strong student achievement, science remains an area of focus as the school strives to increase proficiency to **95% or higher** while strengthening scientific literacy across all grade levels. Data analysis and classroom observations indicate a need to increase academic vocabulary development and provide more consistent opportunities for students to engage in scientific discourse, inquiry, and review of key science concepts.
To build a strong K-5 science foundation, all grade levels will implement a schoolwide emphasis on science vocabulary, hands-on inquiry, project-based learning, and cross-curricular integration. Science instruction will be organized around the major reporting categories assessed on the FSASS, including Nature of Science, Earth and Space Science, Physical Science, and Life Science. Students will participate in authentic science experiences and share their learning through schoolwide science presentations featured on the morning news program.

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.

2026-2027 Goals:

- Increase 5th Grade Science proficiency from **91% to 95% or higher**.
- Increase proficiency within each tested science reporting category.
- Increase science vocabulary mastery across all grade levels as measured through common assessments, classroom assessments, and FAST Science reporting category data.
- Ensure 100% of students participate in a grade-level science project aligned to Florida B.E.S.T. Science Standards.
- Increase student engagement and scientific discourse through project presentations and schoolwide science communication opportunities.

Monitoring

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

The Principal, Curriculum Specialist, and Grade-Level PLC Teams will monitor implementation through:

- Monthly classroom walkthroughs focused on science instruction and vocabulary

development.

- Quarterly review of science vocabulary through games and competitions.
- Monitoring implementation of the online science review platform in Grades 4 and 5.
- Review of science project completion and presentation schedules.
- Analysis of district science assessments, benchmark data, and FAST Science reporting category performance.
- PLC discussions focused on standards mastery, student misconceptions, and intervention strategies.
- Monitoring student participation in morning news science presentations.

Instructional adjustments will be made after each district assessment and benchmark review.

Person responsible for monitoring outcome
Principal, curriculum specialist, teachers

Evidence-based Intervention:

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

Description of Intervention #1:
The school will implement a comprehensive K-5 Science Improvement Plan that includes: Explicit science vocabulary instruction across all grade levels. Implementation of an online science review and intervention program for Grades 4 and 5. Standards-aligned science projects at every grade level. Student science presentations featured on the school morning news program. Instruction organized around the major Florida Science Standards reporting categories: Nature of Science Earth and Space Science Physical Science Life Science Continued use of hands-on investigations and inquiry-based learning. Integration of science reading and informational text strategies. Frequent opportunities for scientific discourse and evidence-based explanations. Data-driven small-group science intervention for students demonstrating skill deficits.

Rationale:
Research indicates that explicit academic vocabulary instruction, inquiry-based science learning, and repeated exposure to science concepts significantly improve student achievement. Studies also demonstrate that student discourse, project-based learning, retrieval practice, and distributed review improve retention of scientific concepts. By strengthening vocabulary development, increasing opportunities for authentic science experiences, and providing targeted review of tested standards, students will deepen conceptual understanding and improve science 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
Implement Standards-Based Science Review and Intervention

Person Monitoring:
Principal, Curriculum Specialist

By When/Frequency:
May 2027/monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Grades 4 and 5 will utilize an online science review platform aligned to Florida Science Standards. Students will participate in weekly standards review and targeted intervention based on assessment data. Teachers will monitor student performance reports and adjust instruction accordingly. PLC teams will review progress data monthly to identify strengths and areas needing additional support.

Action Step #2
Implement Schoolwide Science Projects and Scientific Communication Opportunities

Person Monitoring:
Principal, Curriculum Specialist

By When/Frequency:
May 2027/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Additional Research-Based Strategies to Include
Daily science retrieval practice ("Science Question of the Day")
CER (Claim, Evidence, Reasoning) writing in Grades 3-5
Science notebooks and interactive journals
Hands-on investigations and engineering design challenges
Vertical science planning meetings between grade levels
Use of informational text and close reading within science instruction
Spiral review of previously taught science standards throughout the year
Student-generated questions and inquiry cycles
Monthly "Scientist Spotlight" features on morning news to build engagement and career awareness
These strategies will support the school's goal of increasing Science proficiency from 91% to 95% while strengthening scientific vocabulary and conceptual understanding across all grade levels.

Area of Focus #4

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

Based on 2025-2026 FAST Mathematics data, **Math Learning Gains for all students decreased from 81% to 63.6%**, representing the school's most significant area of decline. Additionally, Math Learning Gains for **Black students decreased by 4 percentage points**, and **Economically Disadvantaged students decreased by 13.3 percentage points**. Kindergarten mathematics proficiency was also identified as an area of concern, with 89**% proficiency**, which is below the

school's expectation of 90% or higher.
Analysis of schoolwide data suggests that mathematics intervention time was not protected with the same level of consistency as ELA intervention. The school also devoted substantial professional learning and schoolwide initiatives to literacy, including an ELA-focused book study and literacy competitions, while fewer targeted supports and enrichment opportunities were provided in mathematics.
To address these trends, the school will prioritize strengthening Tier I mathematics instruction, implementing targeted intervention and enrichment opportunities, protecting math intervention time, increasing mathematical discourse, and providing additional support for the Low 25%, Black students, and Kindergarten students. The school will also incorporate the principles of **Building Thinking Classrooms** to increase student engagement, reasoning, problem-solving, and productive struggle.

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 Learning Gains (All Students): **63.6%**
  Kindergarten Math Proficiency: **89%**
  Black Student Math Learning Gains: Declined by **4 percentage points**
  Low 25% Math Learning Gains: Below school expectations

- Increase overall Math Learning Gains from **63.6% to 75% or higher**.
- Increase Low 25% Math Learning Gains by **at least 10 percentage points**.

- Increase Kindergarten Math Proficiency from **89% to 95% or higher**.
- Reduce the number of students scoring Level 1 in Mathematics.
- Increase student proficiency in each mathematics reporting category.

Monitoring

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

- Monthly mathematics data meetings.
- FAST PM1, PM2, and PM3 data analysis.
- Walkthroughs focused on mathematics instruction and student engagement.
- Monitoring of intervention schedules and small-group implementation.
- Review of student data trackers and goal-setting conferences.
- Low 25% student progress reviews every 4–6 weeks.
- Kindergarten common assessment reviews.
- Subgroup data analysis for Black students and other identified student groups.

Instructional adjustments and intervention changes will be made after each progress monitoring window and during monthly PLC meetings.

Person responsible for monitoring outcome
Principal, Curriculum Specialist, Teachers

Evidence-based Intervention:

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

Description of Intervention #1:
The school will implement a comprehensive mathematics improvement plan that includes: Protected daily mathematics intervention and enrichment blocks. Small-group instruction based on FAST and classroom assessment data. Targeted intervention plans for Low 25% students. Frequent progress monitoring and student goal setting. Building Thinking Classrooms strategies to increase mathematical discourse and problem-solving. Explicit instruction in mathematical vocabulary and reasoning. Increased use of hands-on manipulatives and visual models. Schoolwide mathematics competitions and enrichment opportunities. Student data tracking and goal setting. Targeted support for Kindergarten foundational number sense development. Monthly subgroup data reviews focused on Black student achievement and learning gains.

Rationale:
Research demonstrates that targeted small-group instruction, frequent progress monitoring, mathematical discourse, and data-driven intervention significantly improve mathematics achievement and learning gains. Building Thinking Classrooms strategies have been shown to increase student engagement, critical thinking, and conceptual understanding. Protecting intervention time and increasing opportunities for problem-solving and mathematical reasoning will address the identified decline in learning gains while improving outcomes for the school's most vulnerable learners.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

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

Action Step #1
Implement Protected Mathematics Intervention and Low 25% Support

Person Monitoring:	**By When/Frequency:**
Curriculum Specialist, Teachers	Begin by September 15; reviewed every 4–6 weeks

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

Teachers will implement protected mathematics intervention blocks utilizing FAST and classroom assessment data to identify student needs. Low 25% students will receive targeted small-group instruction focused on prerequisite skills, number sense, problem-solving, and identified standards deficits. Progress will be monitored through classroom assessments, FAST progress monitoring data, and monthly data reviews.

Action Step #2
Implement Building Thinking Classrooms and Mathematical Discourse Strategies

Person Monitoring:
Principal, Curriculum Specialist

By When/Frequency:
Weekly implementation; monthly walkthrough monitoring

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will implement Building Thinking Classrooms practices, including vertical non-permanent surfaces, collaborative problem-solving, thinking tasks, and student discourse routines. Walkthroughs will focus on student engagement, mathematical reasoning, productive struggle, and evidence of standards-based instruction. Student work samples and classroom observations will be reviewed monthly.

Action Step #3
Increase Mathematics Achievement for Black Students and Kindergarten Students

Person Monitoring:
Principal, Curriculum Specialist

By When/Frequency:
Monthly data review; intervention adjustments every 4–6 weeks

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school will conduct monthly subgroup data reviews focused on Black student achievement and learning gains. Kindergarten teachers will implement targeted number sense instruction, hands-on mathematics experiences, and small-group intervention based on assessment data. Students will maintain math data trackers and participate in goal-setting conferences. Progress will be monitored through common assessments, FAST data, district assessments, and monthly PLC discussions to ensure students are on track toward meeting proficiency and learning gain goals.

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.

Student attendance has been identified as a schoolwide area of focus based on Early Warning System (EWS) data from 2025-2026. Twenty-five students (9.7% of enrollment) were absent 10% or more of the school year, with the highest concentrations occurring in Grade 3 (10 students) and

Grade 5 (7 students). Research consistently demonstrates that chronic absenteeism negatively impacts academic achievement, learning gains, engagement, and social-emotional development. Given the school's decline in Math Learning Gains and the concentration of attendance concerns in tested grades, improving attendance is critical to sustaining high achievement and increasing student growth.

Tarpon Springs Fundamental Elementary will implement a proactive attendance monitoring system focused on early intervention, family engagement, positive incentives, and data-driven problem-solving. The goal is to identify attendance concerns before they become chronic and provide supports that remove barriers to regular attendance.

Measurable Outcome

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

During the 2025-2026 school year, 25 students (9.7%) were absent 10% or more of the school year.

2026-2027 Goal:

- Reduce the number of students absent 10% or more from 25 students to 15 students or fewer.
- Maintain an overall school attendance rate of 96% or higher.
- Reduce the number of students with chronic absenteeism in Grades 3 and 5 by at least 40%.
- Increase the percentage of students with perfect attendance each quarter.

Monitoring

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

The school's attendance initiative will be monitored through monthly attendance reviews conducted by the Principal, Data Management Technician (DMT), School Counselor, and School Services Team. Attendance data will be reviewed by grade level, classroom, subgroup, and individual student.

Attendance Tracking System

Classroom Attendance Tracker

- Monthly classroom attendance review at data chats
- Student attendance tracker cards
- Individual attendance goals
- Quarterly attendance reports sent home

Schoolwide Attendance Dashboard

- Weekly attendance reports generated by the DMT
- Identification of students approaching attendance thresholds
- Grade-level attendance comparisons
- Monthly attendance review during leadership team meetings

Person responsible for monitoring outcome
Principal/DMT/Social Worker/Teachers/School Counselor

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:
Intervention: Multi-Tiered Attendance Support System (MTSS for Attendance) Practices/Programs Being Implemented: Daily positive attendance messaging during morning announcements Monthly classroom attendance recognition and schoolwide attendance celebrations Student attendance trackers/passports with individual attendance goals Early warning attendance monitoring conducted weekly by the Data Management Technician (DMT) Attendance mentoring and Check & Connect supports for students with attendance concerns Structured attendance intervention process: 3 consecutive absences: Teacher contact 5 total absences: DMT contact and attendance monitoring 7 total absences: Attendance concern letter and parent conference 10 total absences: School Services Team meeting and Attendance Success Plan Continued concerns: District attendance support and truancy referral as appropriate Family engagement through attendance information shared during Open House, conferences, newsletters, and school communications Monthly attendance data reviews by administration, counselor, and School Services Team

Rationale:
Chronic absenteeism was identified as an area of concern through the school's Early Warning System data. During the 2025-2026 school year, 25 students (9.7%) were absent 10% or more of the school year, with the highest concentration occurring in Grades 3 and 5. Research demonstrates that regular attendance is directly linked to increased academic achievement, learning gains, positive behavior, and student engagement. The implementation of a Multi-Tiered Attendance Support System provides both preventative and targeted interventions designed to identify attendance concerns early, engage families, remove barriers to attendance, and improve student outcomes. This approach aligns with best practices used in high-performing districts across the country and supports the school's goal of reducing chronic absenteeism while maintaining high academic performance.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

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

Action Step #1
Implement Schoolwide Attendance Monitoring and Early Warning System

Person Monitoring:	**By When/Frequency:**
Principal/DMT/Social Worker/Teachers/School Counselor	Weekly/CST monthly meetings

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

step:
The DMT will generate weekly attendance reports identifying students approaching attendance intervention thresholds. Attendance data will be reviewed weekly by administration and monthly by the School Services Team to identify trends, monitor intervention effectiveness, and determine additional supports. Success will be measured by a reduction in the number of students reaching chronic absenteeism status and improved overall attendance rates.

Action Step #2
Implement Tiered Attendance Intervention Procedures

Person Monitoring:
Principal/DMT/Social Worker/Teachers/School Counselor

By When/Frequency:
August 2026 and monitored throughout the school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school will implement a structured attendance response system:
3 consecutive absences: Teacher contact
5 total absences: DMT contact
7 total absences: Attendance concern letter and conference opportunity
10 total absences: School Services Team meeting and Attendance Success Plan
Documentation of all interventions will be maintained and reviewed monthly. Attendance improvements following interventions will be monitored to determine effectiveness and need for additional supports.

Action Step #3
Implement Student and Classroom Attendance Incentive Program

Person Monitoring:
Principal/DMT/Social Worker/Teachers/School Counselor

By When/Frequency:
Monthly and Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school will implement positive attendance incentives including classroom attendance banners, monthly Attendance All-Star recognition, attendance brag tags, extra recess opportunities, quarterly celebrations, and end-of-year attendance recognition. Attendance rates by classroom and grade level will be monitored monthly to determine the impact of incentives on student attendance. Student surveys and attendance trend data will be reviewed to assess program effectiveness and make adjustments as needed.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

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

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

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

1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.	**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00