

Pinellas County Schools

# AZALEA ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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## School Board Approval

This plan has not yet been approved by the Pinellas County School Board.

## SIP Authority

Section 1001.42(18), 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 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); 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, and as calculated under s. 1008.34(3)(b), 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; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
A school can be identified as CSI in any of the following four ways: <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

# I. School Information

## A. School Mission and Vision

### Provide the school's mission statement

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Attendance + Attitude + Academics = Excellence and Empowerment for College, Career and Life

### Provide the school's vision statement

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100% Student Success

## B. School Leadership Team

### 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

Michael Rebman

#### Position Title

Principal

#### Job Duties and Responsibilities

---

Instructional leader

Engage all stakeholders

Grow the school community

Collaborate in the school's decision making process

### Leadership Team Member #2

#### Employee's Name

Brenda butler

#### Position Title

Assistant Principal

#### Job Duties and Responsibilities

---

Instructional leader

Engage all stakeholders

Grow the school community  
Collaborate in the school's decision making process

### **Leadership Team Member #3**

**Employee's Name**

Angela Pitts

**Position Title**

MTSS Specialist

**Job Duties and Responsibilities**

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Instructional leader  
Engage all stakeholders  
Grow the school community  
Collaborate in the school's decision making process

### **Leadership Team Member #4**

**Employee's Name**

Erin Norris

**Position Title**

Behavior Specialist

**Job Duties and Responsibilities**

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Instructional leader  
Engage all stakeholders  
Grow the school community  
Collaborate in the school's decision making process

## C. Stakeholder Involvement and Monitoring

### Stakeholder Involvement and SIP Development

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. (ESEA 1114(b)(2))

*Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.*

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School Advisory Council includes Principal, MTSS specialist, 1st grade teacher, Gifted teacher, Family Community Liaison, PTA President, parents and a local business owner. The council met monthly to discuss budgets, staffing, parent and family involvement, current goals and data to develop the SIP for the 24-25 school year.

### 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. (ESEA 1114(b)(3))

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SIP will be monitored and delivered monthly using multiple modalities. There are walkthroughs to monitor instruction and data reviews quarterly to measure student learning. Additionally there are deliverables to ensure staff is trained and remains aware of SIP goals. Intentionality in monitoring and deliverables allows for continued progress and focus on meeting our goals.

## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>ELEMENTARY PK-5</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2023-24 MINORITY RATE</b>	<b>45.2%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>100.0%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>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)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: A 2022-23: B* 2021-22: B 2020-21: 2019-20: B</b>



## E. Early Warning Systems

### 1. Grades K-8

#### Current Year 2024-25

Using 2023-24 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	
Absent 10% or more school days	0	19	15	24	9	15				82
One or more suspensions	0	0	3	1	0	1				5
Course failure in English Language Arts (ELA)	0	0	0	2	0	3				5
Course failure in Math	0	0	0	1	0	5				6
Level 1 on statewide ELA assessment	0	0	0	3	4	14				21
Level 1 on statewide Math assessment	0	0	0	2	4	16				22
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	0	2	0	3						5
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	2	0	3	0					5

#### Current Year 2024-25

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	0	2	4	3	6				15

#### Current Year 2024-25

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	3	0	1				6
Students retained two or more times	0	0	0	0	0	0				0

**Prior Year (2023-24) 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	
Absent 10% or more school days		18	21	7	10	14				70
One or more suspensions				1		1				2
Course failure in ELA				1	4	1				6
Course failure in Math				2	3	1				6
Level 1 on statewide ELA assessment				5	12	26				43
Level 1 on statewide Math assessment					5	9	13			27
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)				5						17

**Prior Year (2023-24) As Last Reported (pre-populated)**

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators				2	6	10				18

**Prior Year (2023-24) 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		4						5
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

Please note that 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 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	65			47	54	53	51	55	56
ELA Grade 3 Achievement **	79			52	54	53			
ELA Learning Gains	69						59		
ELA Learning Gains Lowest 25%	77						67		
Math Achievement *	67			63	61	59	55	51	50
Math Learning Gains	71						55		
Math Learning Gains Lowest 25%	73						50		
Science Achievement *	70			62	62	54	64	62	59
Social Studies Achievement *								65	64
Graduation Rate								57	50
Middle School Acceleration								52	52
College and Career Readiness									80
ELP Progress	71			35	64	59	86		

\*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 (FPI) 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)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	72%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	647
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
72%	52%	61%	58%		59%	52%

\* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

## C. ESSA Subgroup Data Review (pre-populated)

2023-24 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	61%	No		
English Language Learners	71%	No		
Black/African American Students	55%	No		
Hispanic Students	71%	No		
Multiracial Students	87%	No		
White Students	72%	No		
Economically Disadvantaged Students	69%	No		

**2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Students With Disabilities	28%	Yes	4	1
English Language Learners	35%	Yes	1	
Black/African American Students	25%	Yes	2	2
Hispanic Students	49%	No		
Multiracial Students	62%	No		
White Students	63%	No		
Economically Disadvantaged Students	47%	No		

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Students With Disabilities	32%	Yes	3	



2021-22 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%
English Language Learners	60%	No		
Native American Students				
Asian Students				
Black/African American Students	29%	Yes	1	1
Hispanic Students	61%	No		
Multiracial Students				
Pacific Islander Students				
White Students	60%	No		
Economically Disadvantaged Students	57%	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. (pre-populated)

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	65%	79%	69%	77%	67%	71%	73%	70%					71%
Students With Disabilities	49%	53%	70%	67%	49%	72%	69%	55%					
English Language Learners	50%		91%		45%	92%							76%
Black/African American Students	50%		67%		38%	64%							
Hispanic Students	62%	85%	66%		62%	72%	80%	73%					69%
Multiracial Students	91%				82%								
White Students	68%	79%	68%	79%	73%	69%		71%					
Economically Disadvantaged Students	59%	75%	72%	83%	59%	66%	67%	66%					77%

2022-23 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 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	47%	52%			63%			62%					35%
Students With Disabilities	24%	17%			35%			36%					
English Language Learners	28%				39%								38%
Black/African American Students	19%	18%			39%								
Hispanic Students	39%	33%			58%			79%					36%
Multiracial Students	50%				73%								
White Students	55%	67%			68%			63%					
Economically Disadvantaged Students	37%	38%			53%			63%					43%

2021-22 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 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	51%		59%	67%	55%	55%	50%	64%					86%
Students With Disabilities	15%		35%	60%	24%	23%	36%	30%					
English Language Learners	29%		73%		47%	67%							86%
Native American Students													
Asian Students													
Black/African American Students	13%		27%		40%	36%							
Hispanic Students	48%		61%	70%	55%	59%	50%	69%					73%
Multiracial Students													
Pacific Islander Students													
White Students	55%		63%	65%	55%	57%	56%	70%					
Economically Disadvantaged Students	43%		57%	67%	51%	58%	50%	53%					79%

## **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.

Data for 2023-24 had not been loaded to CIMS at time of printing.

### III. Planning for Improvement

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

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

##### Most Improvement

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

---

ELA Proficiency showed the most improvement. We have been working over the past few years training primary teachers in the Science of Reading. They have worked diligently to teach students to learn to read and those students performed on the State assessment in grades 3-5. Additionally, teachers in grades 3-5 were diligent and intentional in analyzing data to support students by engaging them in texts at appropriate complexity levels based on their lexile level and examining their stamina and accuracy in answering questions.

##### Lowest Performance

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

---

In analyzing the scores from 21-22, 22-23 and 23-24, Azalea improved in every category from proficiency, gains and L25 gains. With that, as it is the most improved, ELA proficiency remains our lowest performing cell. We improved from 49% to 62% which is 13%. The 62% remained our lowest performing category across all 8 cells. We will continue with the Science of Reading and data analyzation to drive instruction. We will also incorporate a focus on Writing and Vocabulary.

##### Greatest Decline

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

---

All data components increased from the prior year.

##### 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.

---

The school data at every grade level in the area of ELA outperform the State.

In the area of Math, 5th grade was the only grade that did not outperform the State. The State had 56% and the school had 52%. The 4% can be equated to further focus on mathematical fluency building towards automaticity.

##### EWS Areas of Concern

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

---

Attendance

Retained students

Students below grade level in ELA and Math

### **Highest Priorities**

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

---

ELA and Math for each subgroup. Below are our cell averages which moves every subgroup over the 41% threshold, yet they all remain a priority.

Students with disabilities (51%)

Black students (44%)

English Language Learners (50%)

ELA Proficiency 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.

### Instructional Practice specifically relating to ELA

#### Area of Focus Description and Rationale

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

---

Our proficient students increased from 49% on the 2023 FAST PM3 assessment to 63% on the 2024 FAST PM3 assessment. We expect our performance level to be 70% by May 2025.

A strategic focus on K-2 teachers and instruction Azalea Elementary has developed the foundational reading skills and reading comprehension of skills in order to read on and above grade level text in intermediate grade levels. Additionally, the use of explicit instructional practices and differentiation efforts of teachers increased our proficiency 13%. By ensuring whole group and small group instruction in the ELA block in both reading and writing is designed and implemented according to evidence-based principles Azalea Elementary will continue their upward trend.

#### Measurable Outcome

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

---

The percent of all proficient students on 2024 ELA FAST PM3 will increase from 62% to 70% as measured by 2025 ELA FAST PM3.

The percent of proficient students on 2024 ELA FAST PM3 in grade 3 will increase from 76% to 80% as measured by 2025 ELA FAST PM3.

#### 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.

---

Utilize the ELA Walkthrough tool and other ELA tools to provide weekly feedback to individual ELA teachers as well as communicate and highlight evidence-based practices that are impacting student achievement with the entire staff

Implement a plan for identifying students meeting or above benchmark including targeted instruction, and frequently monitoring progress.



- conduct quarterly universal assessments on the foundations of reading with every student KG - 5
- Utilize benchmark assessments and FAST PM data to drive instruction based on text complexity levels
- Intentional planning around student data to target specific standards, reading and practicing proficient reading to build student stamina will increase comprehension on higher complexity levels requires time and practice.

Implement a plan for identifying students not meeting benchmark in the early grades, including targeted

instruction, and frequently monitoring progress to ameliorate gaps early.

- conduct quarterly universal assessments on the foundations of reading with every student KG - 5
- build intervention plans for each student with classrooms teachers and Title I hourly teachers
- progress monitor students based on tier level weekly or bi-weekly

Identified teachers continue to attend the AIMS Institute, teacher led PD sessions, K-2 observe each other delivering UFLI lessons, school-wide implementation of Praise Walk QR codes observing small group work focused on lexile and cognitive complexity, PM data analysis with Lauren Hansell and Dr. Anna Brown, action planning with K-5 teachers to address 1.3 - 2.2 students as a grade level, classroom and individual students.

Continue to build on our foundation of AVID Elementary by enhancing our WICOR vertical articulation to establish consistent expectations K-5. Develop and enhance teacher instructional practice of focused note taking, collaborative structures and Inquiry structures (level 1-3 questions) – Costas (Gathering, processing, applying).

Ongoing progress monitoring guides instructional decisions that are data driven and targeted on individual student learning needs.

**Person responsible for monitoring outcome**

Michael Rebman

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Ensure whole group and small group instruction in the ELA block in both reading and writing is designed and implemented according to evidence-based principles.

**Rationale:**

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

**Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**

No

**Description of Intervention #2:**

Strategically focus on K-2 teachers and instruction, where acceleration can occur more rapidly, by ensuring equitable use of resources including instructional supports, school-based professional development, cycles of coaching, and feedback.

**Rationale:**

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

**Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Ensure whole group and small group instruction in the ELA block in both reading and writing is designed and implemented according to evidence-based principles.

**Person Monitoring:**

Michael Rebman

**By When/Frequency:**

May 2025

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

Deliver explicit, step-by-step instruction—in multiple, briskly paced cycles related to student interests & cultural backgrounds; opportunities for students to ask their own questions, set their own goals, and make their own choices. • Provide support and feedback focused on explicit, systematic and sequential approaches to reading and writing instruction including a gradual release of responsibility model of instruction. • Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as extensions/more advanced texts for students above benchmark. These “pop-up” small group supports include access to grade-level text and beyond as well as small group instruction based on data. • Prioritize engaging students in immense amounts of reading, \*academic discourse, and \*writing with \*feedback ensuring ample time is given to students to read, \*closely read and annotate, and write appropriate grade-level text (while applying foundational skills) with high-quality \*feedback and opportunities to use that feedback. • Utilize the ELA Walkthrough tool and other ELA tools to provide weekly feedback to individual ELA teachers as well as communicate and highlight evidence-based practices that are impacting student achievement with the entire staff. • Employ instructional practices that result in students doing the work of the lesson. • Employ instructional practices to motivate and deepen student engagement including, but not limited to: positive expectations for success; \*activating prior knowledge, novel tasks or other approaches to stimulate curiosity; developing a compelling introduction for each lesson: a one- or two-minute preview or “pitch” to help students see the relevance of the day’s lesson; meaningful tasks related to student interests & cultural backgrounds; thought-provoking challenges or dilemmas; analogies, metaphors, or humorous anecdotes; opportunities for students to ask their own questions, set their own goals, and make their own choices; employ simple procedures (such as proximity) for ensuring that every student is attentive during instruction—with their eyes are on the teacher, ready to learn. • Strengthen student inquiry skills through the implementation and monitoring of routine use of higher-level thinking through questioning, class discussions, problem solving activities, and/or collaborative study groups.

**Action Step #2**

Strategically focus on K-2 teachers and instruction, where acceleration can occur more rapidly, by ensuring equitable use of resources including instructional supports, school-based professional development, cycles of coaching, and feedback.

**Person Monitoring:**

Michael Rebman

**By When/Frequency:**

May 2025

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

Ensure teachers have a clear understanding of the K-2 B.E.S.T. ELA Standards • Increase teacher knowledge of the science of reading & evidence-based practices. • Ensure teachers integrate phonological awareness, phonics, word study and spelling, fluency, vocabulary and text comprehension strategies into an explicit, systematic and sequential approach to reading instruction, including multisensory intervention strategies. • Implement a plan for identifying students not meeting benchmark in the early grades, including targeted instruction, and frequently monitoring progress to ameliorate gaps early. • Engage in ongoing professional learning on the implementation of the high-quality curricular materials, including norming walks for excellence, studying student responses, and robust & constructive feedback

## 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

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

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Our proficient students increased from 63% on the 2023 FAST PM3 assessment to 65% on the 2024 FAST PM3 assessment. We expect our performance level to be 70% by May 2025.

A strategic focus on monitoring whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles increased our proficiency and it will continue the upward trend as it remains a focus in the 2024-2025 school year.

#### 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.

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The percent of all proficient students on 2024 Math FAST PM3 will increase from 64% to 70% as measured by 2025 Math FAST PM3.

#### 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.

---

Utilize the MTR Coaching tool to provide feedback to individual teachers as well as communicate and highlight evidence-based practices that are impacting student achievement with the entire staff

Calendar dates for all trainings focused on mathematics, including pre-school, monthly staff trainings, and weekly PLCs.

Utilize assessment schedules to incorporate formative and summative assessment analysis into the calendar.

Train a mathematics teacher leader at each grade level to facilitate planning and assessment protocols.

Ensure the calendar is prioritized and support grade level mathematics teacher leaders as needed.

Curriculum Associates to provide a PD session with K-5 teachers on planning using diagnostic data and navigating the dashboard to best support students, Dreambox staff developer to provide a dashboard overview and the long term assignment focus, PM data analysis with Lauren Hansell, action planning with K-5 teachers to address 1.3 - 2.2 students as a grade level, classroom and individual students, complete universal assessment on fact fluency, planning support for intervention groups, Math department ISD provided support on building fact fluency, K-5 observational cycle focused on math intervention block best practices

Continue to build on our foundation of AVID Elementary by enhancing our WICOR vertical articulation to establish consistent expectations K-5. Develop and enhance teacher instructional practice of focused note taking, collaborative structures and Inquiry structures (level 1-3 questions) – Costas (Gathering, processing, applying).

Ongoing progress monitoring guides instructional decisions that are data driven and targeted on individual student learning needs.

**Person responsible for monitoring outcome**

Michael Rebman

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles

**Rationale:**

Use and connect mathematical representations. Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving. Facilitate meaningful mathematical discourse. Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments. Pose purposeful questions. Effective teaching of mathematics uses purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships. Build procedural fluency from conceptual understanding. Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems Support productive struggle in learning mathematics. Effective teaching of mathematics consistently provides students, individually and collectively, with opportunities and supports to engage in productive struggle as they grapple with mathematical ideas and relationships. Elicit and use evidence of student thinking. Effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical understanding and to adjust

instruction continually in ways that support and extend learning

**Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles

**Person Monitoring:**

Michael Rebman

**By When/Frequency:**

May 2025

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

Employ instructional practices and routines that promote student-centered learning (Higher-Order Questioning, Pinellas Problem Solving Routine, Play-Explore-Investigate (PEI) Routine, Number Sense Making Routines, Collaborative structures, High-quality feedback and opportunities to use that feedback). • Ensure instructional supports are in place for all students during core instruction and intervention, based on data, including supports for students with exceptional needs, English Language supports, as well as extensions/more advanced tasks for students above benchmark. • Utilize the MTR Coaching tool to provide feedback to individual teachers as well as communicate and highlight evidence-based practices that are impacting student achievement with the entire staff. • Implement a plan for identifying students not meeting benchmark in the early grades, including targeted instruction, and frequently monitoring progress to ameliorate gaps early. • Utilize multiple forms of formative assessment and use the District Data PLC Protocol to game plan to utilize differentiated resources to inform future instruction.

**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**

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

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Our proficient students increased from 60% on the 2023 FSSA to 66% on the 2024 FSSA. We expect our performance level to be 70% by May 2025.

A strategic focus on monitoring whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles increased our proficiency and it will continue the upward trend as it remains a focus in the 2024-2025 school year.

**Measurable Outcome**

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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.

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The percent of all proficient students on Science FSSA will increase from 66% to 70% as measured by Science FSSA.

### **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.

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Utilize administrator walkthrough tool to provide weekly feedback to individual teachers as well as communicate and highlight evidence-based practices in science that are impacting student achievement with the entire staff.

Utilize the 3-I daily instructional routine (Ignite-Investigate-Inform instruction) to ensure daily science lessons are presented as a whole while monitoring student understanding through the use of informal data collection.

During collaborative planning that occurs within school hours or after-school planning sessions, provide regular structures for planning/PLCs where teachers regularly engage in data/student work analysis as well as intellectual prep & lesson rehearsal (previewing/engaging in hands-on tasks, previewing videos and other digital resources) for upcoming lessons, including scaffolds that address gaps in student learning.

Regularly collaborate as a leadership team to engage in meaningful discussions and collective goal setting around improving student outcomes including, but not limited to teacher support, community outreach, active student engagement and strengthening a culture of high expectations for all students.

Ongoing progress monitoring guides instructional decisions that are data driven and targeted on individual student learning needs.

### **Person responsible for monitoring outcome**

Michael Rebman

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

### **Description of Intervention #1:**

Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles.

**Rationale:**

Clarity around goals and making them transparent in the lesson. Goals also need to be appropriately challenging and provide many ways and opportunities to monitor progress from learner entry into the lesson towards the goals of the lesson. • This strategy may be selected if there is evidence that lessons are often not aligned to the standard(s) and/or students are not clear as to the focus/purpose of the lesson. They may be unaware of the objective. • Activating prior knowledge helps students see the connections between previous learning and new instruction, builds on what students already know, provides a framework for learners to better understand new information, and gives instructors formative assessment information to adapt instruction. It is important to slow down, ask our students what they already know about the matter, and make important connections to what is to come. • This strategy may be selected if there is evidence of gaps in learning between grade levels. • Classroom discussion is a method of teaching, that involves the entire class in a discussion. The teacher stops lecturing and students get together as a class to discuss an important issue. Classroom discussion allows students to improve communication skills by voicing their opinions and thoughts. Teachers also benefit from classroom discussion as it allows them to see if students have learnt the concepts that are being taught. Moreover, a classroom discussion creates an environment where everyone learns from each other. • This strategy may be selected if there is a need to encourage/enhance student-centered rich conversations around the standard/learning target, providing students opportunities to analyze and apply their learning through discourse.

**Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles.

**Person Monitoring:**

Michael Rebman

**By When/Frequency:**

May 2025

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

Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as extensions/more advanced texts for students above benchmark. These supports include access to grade-level text and beyond, small group instruction based on data, review of previously taught benchmarks as well as preview of upcoming benchmarks. • Implement goal setting opportunities where students regularly and visibly participate in setting their own goals, monitoring their academic progress throughout the year, revising their goals based on data, and celebrating successes. • Implement student-led conferences to allow students to engage in discourse to share their academic goals and their progress with family members. • Utilize administrator walkthrough tool to provide weekly feedback to individual teachers as well as communicate and highlight evidence-based practices in science that are impacting student achievement with the entire staff. • Utilize the 3-I daily



instructional routine (Ignite-Investigate-Inform instruction) to ensure daily science lessons are presented as a whole while monitoring student understanding through the use of informal data collection. • During collaborative planning that occurs within school hours or after-school planning sessions, provide regular structures for planning/PLCs where teachers regularly engage in data/student work analysis as well as intellectual prep & lesson rehearsal (previewing/engaging in hands-on tasks, previewing videos and other digital resources) for upcoming lessons, including scaffolds that address gaps in student learning. • Regularly collaborate as a leadership team to engage in meaningful discussions and collective goal setting around improving student outcomes including, but not limited to teacher support, community outreach, active student engagement and strengthening a culture of high expectations for all students. • Employ instructional practices that result in students doing the work of the lesson (higher-order questioning, quick demonstration followed by practice, limiting teacher talk, high-quality feedback, and opportunities to use that feedback). • Strengthen student inquiry skills through the implementation and monitoring of routine use of higher-level thinking through questioning, class discussions, problem solving activities, and/or collaborative study groups. • Develop, implement, and monitor a school-wide plan and timeline to support students' natural wonderings through the use of science projects (experiments, research/models, field studies and engineer design tasks), culminating in a school science night. • Employ instructional practices to motivate and deepen student engagement including, but not limited to positive expectations for success; novel tasks or other approaches to stimulate curiosity; meaningful tasks related to student interests & cultural backgrounds; opportunities for students to ask their own questions, set their own goals, and make their own choices; promote active learning through writing.

## **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**

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

Our proficient students increased from 25% on the 2023 State assessments (average of ESSA Cells) to 51% on the State assessments (average of ESSA Cells). We expect our performance level to be 62% by May 2025.

ELA: 43% proficient; 60% gains

Math: 32% proficient; 62% gains

Science: 56% proficient

A majority of our students are showing learning gains, but most are not meeting proficiency in ELA and Math. With a focus on explicit instructional practices and differentiation efforts of teacher's proficiency will increase. Our data indicates students are making gains, so with a focus on intentional planning for differentiation on grade level standards, students will make the gains and meet proficiency.

**Measurable Outcome**

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

---

Our proficient students increased from 25% on the 2023 State assessments (average of ESSA Cells) to 51% on the State assessments (average of ESSA Cells). We expect our performance level to be 62% by May 2025.

**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.

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Monitor black students specifically and their achievement on school assessments  
 Develop in intervention plans and OPM protocols for students not meeting proficiency  
 Invite black students to ELP that are not meeting proficiency; monitor enrollment  
 Monitor student success in gifted/ talented and their access to advanced coursework  
 Observe classroom for using highly engaging strategies for a diverse group of learners

**Person responsible for monitoring outcome**

Michael Rebman

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Equity and Excellence for ALL (equity mindset and using highly engaging strategies for a diverse group of learners)

**Rationale:**

Goal is to eliminate or greatly narrowing the achievement gap within between black and non-black learners. Our plan focuses on two of the six goal areas: student achievement and access to advanced coursework

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

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Equity and Excellence for ALL (equity mindset and using highly engaging strategies for a diverse

group of learners)

**Person Monitoring:**  
Michael Rebman

**By When/Frequency:**  
May 2025

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

Provide targeted professional development and coaching to entire staff on using highly engaging strategies for a diverse group of learners Using highly engaging strategies for a diverse group of learners Create a “talented” program to serve students that are not gifted but are high performing Train entire staff on restorative practice Monitoring of the early warning system Mentors and goal planning for all black students with an enhanced focus on black students in grades 3-5 Invite all black students to ELP Weekly PLCs in which grade level data is reviewed and compared to promote efficient and effective use of the multitiered system

## IV. Positive Culture and 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.

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Our 2023-2024 attendance rate for students with less than 10% absences was 77.11%. Our expected performance level is at least 80% annually. The problem/gap in attendance is occurring because Tier 2 and tier 3 intervention plans not occurring with fidelity targeting specific grade levels and students.

#### 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.

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Our area of focus will be our students missing 10% or more school days. Our current rate is 67 (16.67%) students. Our expected performance level by May 2025 is to improve this percentage by 3%.

#### 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.

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Monitor black students specifically and their achievement on school assessments  
Develop intervention plans and OPM protocols for students not meeting proficiency  
Invite black students to ELP that are not meeting proficiency; monitor enrollment  
Monitor gifted/ talented students and access to advanced coursework

Monitor ESE students and access to advanced coursework

Observe classroom for using highly engaging strategies for a diverse group of learners

**Person responsible for monitoring outcome**

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

**Rationale:**

**Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

**Action Step #1**

**Person Monitoring:**

**By When/Frequency:**

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

## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 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. (ESEA 1114(b)(4))

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

---

School webpage

New Family Orientation

Back to school staff presentation

School Advisory Council (SAC)

School Based Leadership Team (SBLT)

SIP one pager (parent, community flyers, website, etc.)

#### 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 and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

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School Webpage

School Advisory Council (SAC)

Parent Teacher Association (PTA)

Offer flexible parent meetings

Provide multiple family events aligned to SIP goals and PFEP

Send regular communications to all families sharing action steps taken and progress towards SIP goals

Provide surveys for parent input

#### Plans to Strengthen the Academic Program

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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. (ESEA Section 1114(b)(7)(ii))

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We will continue to universally assess our students on Math fluency so proper interventions can be completed both in and outside the class. Help students develop conceptual understanding of operations and fact fluency. Building Fact Fluency invites students to think strategically through multiple, real-world contexts. Shop Addition & Subtraction and Multiplication & Division toolkits. Use of this kit will close learning gaps in Mathematics by building fact fluency for students and supporting effective student strategy use. We will continue to universally assess our students using STAR CBM. We continue to support teacher use of UFLI lessons, the Flamingo model and sound partners. Effective use of these resources will support students development of sound foundational reading skills to best access grade level texts.

### **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 ESSA, 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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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Behavior specialist and social worker communicate regularly with parents, outside service providers, foster parents, doctors, etc. to ensure wrap around services for targeted students. The SBLT discusses these students on a bi-weekly basis to monitor and follow up on progress.

## 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. (ESEA 1114(b)(7)(iii)(I))

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Bi-weekly student service meetings

Monthly grade level team student service meetings

Individual and small group counseling as needed

Monthly proactive threat assessment team meetings

Communication and collaboration with outside service agencies as appropriate

#### 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. (ESEA 1114(b)(7)(iii)(II))

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Great American Teach In

AVID College and Career exposure

#### 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. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

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[https://pinellascountyschools.sharepoint.com/:w:/r/sites/2018-2019AzaleaElementarySchool/\\_layouts/15/Doc2.aspx?action=edit&sourcedoc=%7B9e277577-a1e4-49f2-bd3a-bbcde5c69f14%7D&wdOrigin=TEAMS-MAGLEV.teamsSdk\\_ns.rwc&wdExp=TEAMS-TREATMENT&wdhostclicktime=1722438447262&web=1](https://pinellascountyschools.sharepoint.com/:w:/r/sites/2018-2019AzaleaElementarySchool/_layouts/15/Doc2.aspx?action=edit&sourcedoc=%7B9e277577-a1e4-49f2-bd3a-bbcde5c69f14%7D&wdOrigin=TEAMS-MAGLEV.teamsSdk_ns.rwc&wdExp=TEAMS-TREATMENT&wdhostclicktime=1722438447262&web=1)

#### 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. (ESEA section 11149b)(7)(iii)(V)).

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ELA: Teachers attended AIMS Institute, teacher led PD sessions, K-2 observed each other deliver UFLI lessons, school-wide implementation of Praise Walk QR codes observing small group work

focused on lexile and cognite complexity, PM 2 data analysis with Lauren Hansell and Dr. Anna Brown, action planning with K-5 teachers to address 1.3 - 2.2 students as a grade level, classroom and individual students. Math: Curriculum Associates provided a PD session with K-5 teachers on planning using diagnostic data and navigating the dashboard to best support students, Dreambox staff developer provided a dashboard overview and the long term assignment focus, PM 2 data analysis with Lauren Hansell, action planning with K-5 teachers to address 1.3 - 2.2 students as a grade level, classroom and individual students, completed universal assessment on fact fluency, planning support for intervention groups, Math department ISD provided support on building fact fluency, K-5 observational cycle focused on math intervention block best practices

### **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. (ESEA 1114(b)(7)(iii)(V))

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Assess using Renaissance testing

Use of formal and informal data collection strategies to monitor student growth in all developmental domains

Ready set Kindergarten to introduce preschool families to KG to prepare their readiness

KG teachers pre-assess students prior to school beginning to best meet their needs on day one using the ELFAC tool.

Use of curriculum to support students in phonemic awareness as it correlates to early literacy instructional practices in primary grades



## 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 (d)(2)(C) and 1114(b)(6)).

### Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

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No Answer Entered

### Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

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No Answer Entered

## VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

**No**

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