

Pinellas County Schools

CAMPBELL PARK ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 3
 - A. School Mission and Vision 3
 - B. School Leadership Team 3
 - C. Stakeholder Involvement and Monitoring 8
 - D. Demographic Data 10
 - E. Early Warning Systems 11
- II. Needs Assessment/Data Review 14
 - A. ESSA School, District, State Comparison 15
 - B. ESSA School-Level Data Review 16
 - C. ESSA Subgroup Data Review 17
 - D. Accountability Components by Subgroup 19
 - E. Grade Level Data Review 22
- III. Planning for Improvement 23
- IV. Positive Culture and Environment 42
- V. Title I Requirements (optional) 46
- VI. ATSI, TSI and CSI Resource Review 48
- VII. Budget to Support Areas of Focus 49

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:

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

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

Working together to help every student achieve academically and live a life of purpose.

Provide the school's vision statement

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

Kim Noorbakhsh

Position Title

Principal

Job Duties and Responsibilities

The elementary school principal leads the development and execution of the plan, ensuring it aligns with district goals and educational standards. Key responsibilities include setting clear objectives, managing resources, and fostering a collaborative environment among staff. The principal analyzes student performance data to inform decision-making, oversees professional development, and ensures effective teaching practices. They also engage with parents and the community to garner support and maintain transparency. Their leadership is essential in creating a positive school culture and driving continuous improvement in student achievement and overall school performance.

Leadership Team Member #2

Employee's Name

Tiffiani Cooney

Position Title

Assistant Principal

Job Duties and Responsibilities

The elementary school assistant principal collaborates with the principal and staff to develop and monitor action plans, ensure alignment with educational standards, and promote a culture of continuous improvement. Responsibilities include analyzing student performance data, identifying areas for growth, and supporting targeted interventions. They also coordinate professional development for teachers, foster a positive school climate, and engage with parents and the community to ensure everyone is aligned with the school's goals. Their leadership and organizational skills are essential in driving academic success and overall school improvement.

Leadership Team Member #3

Employee's Name

Donna Logan

Position Title

Primary Reading Coach

Job Duties and Responsibilities

The primary literacy coach works closely with kindergarten to second grade teachers to develop and implement effective literacy instruction strategies, aligned with the school's goals. Responsibilities include providing professional development, modeling best practices, and offering feedback on instructional techniques. The literacy coach analyzes student literacy data to identify trends and areas for intervention, supporting targeted instructional planning. They also collaborate with administrators to ensure literacy initiatives are integrated into the overall school improvement plan, fostering a culture of continuous improvement and ensuring all students achieve literacy proficiency.

Leadership Team Member #4

Employee's Name

Kara McPherson

Position Title

Intermediate Literacy Coach

Job Duties and Responsibilities

The intermediate literacy coach works closely with third to fifth grade teachers to develop and implement effective literacy instruction strategies, aligned with the school's goals. Responsibilities include providing professional development, modeling best practices, and offering feedback on instructional techniques. The literacy coach analyzes student literacy data to identify trends and areas for intervention, supporting targeted instructional planning. They also collaborate with administrators to ensure literacy initiatives are integrated into the overall school improvement plan, fostering a

culture of continuous improvement and ensuring all students achieve literacy proficiency.

Leadership Team Member #5

Employee's Name

Megan Hires

Position Title

Math Coach

Job Duties and Responsibilities

The elementary math coach collaborates with teachers to develop and apply effective math teaching strategies, ensuring alignment with the school's goals. Key responsibilities include providing professional development, modeling best practices, and giving feedback on instructional methods. The math coach analyzes student performance data to identify areas needing improvement and supports targeted intervention strategies. They work with administrators to integrate math initiatives into the overall school improvement plan, promoting a culture of continuous improvement and ensuring all students achieve math proficiency.

Leadership Team Member #6

Employee's Name

Kelly Trippett

Position Title

Science Coach

Job Duties and Responsibilities

The elementary science coach collaborates with teachers to develop and implement effective science teaching strategies, ensuring alignment with the school's improvement goals. Responsibilities include providing professional development, modeling best practices, and offering constructive feedback on instructional techniques. The science coach analyzes student performance data to identify trends and areas for targeted intervention. They work closely with administrators to integrate science initiatives into the overall school improvement plan, fostering a culture of continuous improvement and ensuring all students achieve proficiency in science.

Leadership Team Member #7

Employee's Name

Stephanie Shuerger

Position Title

MTSS Academic Coach

Job Duties and Responsibilities

The MTSS academic coach enhances academic interventions and supports. They collaborate with teachers to develop and implement tiered instruction strategies, ensuring they align with the school's goals. Responsibilities include providing professional development, modeling evidence-based practices, and offering feedback on instructional techniques. The MTSS coach analyzes student performance data to identify students needing additional support and guides the development of targeted intervention plans. They work with administrators to integrate MTSS initiatives into the overall school improvement plan, fostering a culture of continuous improvement and ensuring all students receive the support they need to succeed academically.

Leadership Team Member #8

Employee's Name

Bobby Coston

Position Title

MTSS Behavior Coach

Job Duties and Responsibilities

The MTSS behavior coach enhances behavioral interventions and supports. They work with teachers to develop and implement tiered behavior management strategies, ensuring alignment with the school's goals. Key responsibilities include providing professional development, modeling effective behavior management techniques, and offering feedback on classroom practices. The behavior coach analyzes behavioral data to identify students needing additional support and guides the creation of targeted intervention plans. They collaborate with administrators to integrate MTSS behavior initiatives into the overall school improvement plan, fostering a positive school climate and promoting student success.

Leadership Team Member #9

Employee's Name

Carlos Childs

Position Title

Attendance Specialist

Job Duties and Responsibilities

Responsibilities include tracking attendance data, identifying students with chronic absenteeism, and implementing targeted interventions. The specialist collaborates with teachers, parents, and community resources to address barriers to attendance, conducts home visits, and organizes parent conferences. Additionally, they provide regular updates to the Child Study Team and School-Based

Leadership Team, ensuring that attendance strategies are effective and aligned with the school's goals for enhancing student engagement and academic success.

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.

- **School Leadership Team Involvement:** The School Leadership Team, consisting of administrators, teachers, and support staff, plays a central role in the SIP development. We conduct regular meetings to discuss the school's vision, goals, and areas for improvement. Their insights and expertise guide the initial planning stages of the SIP.
- **Teacher and Staff Input:** Teachers and school staff are essential stakeholders in the SIP development process. We conduct data chats with teachers to gather their input on student performance, classroom challenges, and instructional needs. Their input helps identify areas that require additional support and informs strategies to enhance teaching practices.
- **Parent and Family Engagement:** We actively involve parents and families through surveys, family nights, and parent conferences. By collecting their feedback, we better understand their perspectives, concerns, and aspirations for their children's education. This input is invaluable in shaping the SIP to align with the needs and expectations of our school community.
- **Community and Business Leaders:** Engaging with business and community leaders is essential for garnering external support and resources. We hold meetings with local leaders to discuss opportunities for partnerships and collaborations that can enrich the SIP with additional resources and experiences for our students.
- **Data Analysis and Prioritization:** After gathering input from stakeholders, we carefully analyze the data to identify common themes, challenges, and growth opportunities. This analysis helps us prioritize specific goals and strategies within the SIP.

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))

Our School Leadership Team will closely monitor our School Improvement Plan (SIP), which will gather and analyze various data related to student achievement, focusing on those students facing significant achievement gaps. This data includes academic assessments, standardized test scores,

classroom performance, attendance, and behavior records. The team will conduct weekly reviews of attendance and behavior data and bi-monthly reviews of academic data based on classroom assessments. Additionally, district assessment data will be reviewed tri-annually to track progress. Using data analysis, the School Leadership Team will identify specific areas requiring improvement, such as particular subjects, grade levels, or student groups with persistent achievement gaps. To address these areas, we will implement evidence-based strategies and interventions, including differentiated instruction, targeted tutoring, professional development for teachers, and programs to engage parents.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	93.7%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) BLACK/AFRICAN AMERICAN STUDENTS (BLK) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: B 2022-23: C* 2021-22: C 2020-21: 2019-20: C

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	3	47	51	44	32	28				205
One or more suspensions	0	7	7	11	12	12				49
Course failure in English Language Arts (ELA)	0	0	0	5	3	1				9
Course failure in Math	0	0	0	11	6	4				21
Level 1 on statewide ELA assessment	0	0	0	13	9	8				30
Level 1 on statewide Math assessment	0	0	0	12	19	12				43
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	10	27	24	15						76
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	9	13	17	23	10					72

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	8	9	27	21	24				89

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	3	4	2	5	0	0				14
Students retained two or more times	0	0	0	0	2	0				2

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	1	49	46	31	31	22				180
One or more suspensions				4	4	1				9
Course failure in ELA				8	2	2				12
Course failure in Math				4	1	3				8
Level 1 on statewide ELA assessment				5	23	16				44
Level 1 on statewide Math assessment				5	25	13				43
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	1	9	12	17						55

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		6	7	12	26	11				62

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	2	1	3	5						11
Students retained two or more times				3						3

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 *	52			37	54	53	25	55	56
ELA Grade 3 Achievement **	54			48	54	53			
ELA Learning Gains	57						54		
ELA Learning Gains Lowest 25%	64						89		
Math Achievement *	61			45	61	59	28	51	50
Math Learning Gains	65						58		
Math Learning Gains Lowest 25%	79						74		
Science Achievement *	30			18	62	54	29	62	59
Social Studies Achievement *								65	64
Graduation Rate								57	50
Middle School Acceleration								52	52
College and Career Readiness									80
ELP Progress					64	59			

*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	58%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	462
Total Components for the FPPI	8
Percent Tested	97%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
58%	37%	51%	34%		45%	30%

* 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	49%	No		
Black/African American Students	57%	No		
Economically Disadvantaged Students	61%	No		

2022-23 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	42%	No		
Black/African American Students	37%	Yes	1	
Economically Disadvantaged Students	38%	Yes	1	

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%
Students With Disabilities	53%	No		
English Language Learners				
Native American Students				
Asian Students				
Black/African American Students	50%	No		
Hispanic Students				
Multiracial Students				
Pacific Islander Students				
White Students	57%	No		
Economically Disadvantaged Students	50%	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	52%	54%	57%	64%	61%	65%	79%	30%					
Students With Disabilities	50%	47%	47%		41%	59%							
Black/African American Students	50%	51%	57%	68%	60%	66%	80%	27%					
Economically Disadvantaged Students	54%	57%	58%	68%	62%	67%	90%	33%					

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	37%	48%			45%			18%					
Students With Disabilities	42%	36%			48%								
Black/African American Students	35%	48%			46%			18%					
Economically Disadvantaged Students	38%	51%			44%			20%					

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	25%		54%	89%	28%	58%	74%	29%					
Students With Disabilities	38%		62%	80%	39%	67%		32%					
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students	24%		54%	88%	25%	58%	72%	31%					
Hispanic Students													
Multiracial Students													
Pacific Islander Students													
White Students	43%				71%								
Economically Disadvantaged Students	23%		53%	92%	26%	55%	70%	29%					

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?

The data component that showed the most significant improvement was our math proficiency, which was a 16-point gain. This remarkable progress is the result of several strategic actions we implemented over the past year.

One action was our commitment to data-driven planning sessions with instructional coaching. By closely analyzing student performance data, our teachers were able to identify specific areas where students needed additional support and tailor their instruction accordingly. These planning sessions, guided by our instructional coaches, ensured that our teaching strategies were both targeted and effective.

Additionally, small group interventions occurred on a daily basis. This approach allowed us to provide focused, personalized instruction to students who were struggling with specific math concepts. By working in smaller groups, teachers were able to address individual learning needs more effectively and provide the necessary support to help each student succeed.

The combination of data-driven planning and daily small group interventions created a supportive and responsive learning environment. This allowed us to address learning gaps promptly and build a strong foundation in math for all our students, leading to the substantial improvement in our math proficiency scores.

Lowest Performance

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

Our science proficiency was the lowest-performing data component, with a score of 33 percent. Despite this being our highest score in science for the past six years, surpassing our previous average by 8 points, it remains an area in need of significant improvement.

Several factors contributed to last year's low performance in science. One factor is believed to be the insufficient integration of science across the curriculum. While our literacy and math programs have

been robust, science instruction often remained isolated, lacking connections to other subjects that could reinforce and deepen understanding. This disjointed approach made it difficult for students to see the relevance and application of scientific concepts in various contexts.

Another significant factor was the challenge of filling in gaps from standards covered in previous grades. Many students entered their current grade levels without a solid foundation in science, which made it harder for them to grasp more advanced topics. These gaps in knowledge and skills accumulated over time, impacting overall proficiency levels.

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 was our ELA L25 cell, which experienced a 15% drop in the percentage of our lowest 25% of students making gains. Firstly, it is important to note that there was no learning gain data available for the 2022-2023 school year. As a result, our comparison is based on data from the year prior to that, which may not fully capture the impact of ongoing efforts or challenges faced during the more recent academic year.

This decline can be attributed primarily to attendance issues. Over the past year, many of our students faced challenges that led to inconsistent attendance. These attendance issues disrupted the learning process, making it difficult for students to keep up with the curriculum and benefit from the instruction provided.

Regular attendance is crucial for our lowest-performing students, as it ensures they receive the continuous support and instruction needed to make progress. Unfortunately, frequent absences meant that these students missed key lessons and interventions, leading to gaps in their learning and a subsequent decline in their performance.

Moving forward, we are taking proactive steps to address attendance issues by implementing strategies to improve student attendance and engagement. By fostering a supportive school environment and working closely with families, we aim to ensure that all students can attend school regularly and make the necessary learning gains to succeed.

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.

No Answer Entered

EWS Areas of Concern

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

Our highest priority for the upcoming year is to improve student attendance. Currently, 42% of our students miss 10% or more of school, which significantly impacts their learning and overall academic progress.

To address this issue, we will strengthen the implementation of Tier I, Tier II, and Tier III attendance interventions to support the needs of our scholars comprehensively. Our Child Study Team will meet weekly to review and discuss students in Tiers 2 and 3, ensuring that those with the most severe attendance issues receive the necessary attention and support.

Additionally, our Child Study Team and School-Based Leadership Team will collaborate monthly to review and problem-solve around attendance data. This ongoing analysis will help us identify trends, assess the effectiveness of our interventions, and make informed decisions to improve attendance rates.

Our Attendance Specialist and Social Worker will play a crucial role by continuing to provide parents with district-populated letters informing them of their child's attendance status. They will also hold parent conferences, and conduct home visits.

Furthermore, we will continue offering services from the Suncoast Counselor and Family Navigator, as well as other community resources, to address and eliminate barriers to attendance. By providing holistic support to our students and their families, we aim to create a school environment where regular attendance is prioritized and supported.

Highest Priorities

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

1. Student attendance
2. Instructional practice - Science
3. ESSA Subgroup - Black students
4. ESSA Subgroup - ESE Students
5. Instructional practice - Reading and Math

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.

Focusing on K-2 instruction significantly impacts student learning by addressing critical early literacy skills. Effective early reading instruction is fundamental to long-term academic success. By providing targeted support and resources to K-2 teachers, we ensure that students receive high-quality, research-based instruction that promotes reading proficiency, comprehension, and a love of learning.

This area of focus was identified as crucial based on our review of last year's data, which showed that only 34% of our students achieved proficiency in ELA. By concentrating on K-2, where acceleration can occur more rapidly, we can make a significant impact on student outcomes. Ensuring equitable use of resources, professional development, and coaching will enable our teachers to deliver effective instruction and support our goal of achieving 60% proficiency in ELA for K-2 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.

By strategically focusing on K-2 teachers and instruction, where acceleration can occur more rapidly, we will ensure the equitable use of resources such as instructional supports, school-based professional development, and cycles of coaching and feedback. Through these efforts, K-2 students will achieve 60% proficiency in ELA.

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 primary reading coach will monitor this area by conducting weekly planning sessions with teachers to ensure the integration of Comprehensive Reading Instruction Strategies. These sessions will provide a collaborative environment for sharing best practices and addressing challenges. The collaborative planning will foster a professional learning community among teachers, promoting continuous improvement in instructional practices. With the reading coach's guidance, teachers will

effectively implement strategies, leading to improved reading fluency, comprehension, and overall literacy outcomes for students, paving the way for academic success.

Monthly, the reading coach will help teachers analyze student data, including assessment results and classroom performance, to identify students not meeting benchmark standards. Ongoing monitoring will significantly impact student achievement outcomes by ensuring instruction is explicit and systematic. This approach allows teachers to address all components of reading instruction comprehensively. Regular data review will help identify learning gaps early and implement timely interventions.

Person responsible for monitoring outcome

Tiffani Cooney

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:

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

Rationale:

To develop literacy, students need instruction in two related sets of skills: foundational reading skills and reading comprehension skills. Employing the evidence-based strategies and action steps will enable students to read words (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

Integrating Comprehensive Reading Instruction Strategies

Person Monitoring:

Donna Logan

By When/Frequency:

Weekly

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

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.

Action Step #2

Identify students not meeting benchmark

Person Monitoring:

Donna Logan

By When/Frequency:

Monthly

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

Implement a plan for identifying students not meeting benchmark in the early grades, including targeted instruction, and frequently monitoring progress to ameliorate gaps early.

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.

Implementing these student-centered practices will engage students more deeply in their learning process, promoting critical thinking and problem-solving skills. By fostering a learning environment where students are actively involved and receiving high-quality feedback, we expect to see an increase in their understanding and application of mathematical concepts. The tailored instructional supports will address the diverse needs of our students, ensuring that each student has the opportunity to succeed. This approach will not only improve overall student proficiency but also support continuous academic growth.

This focus was identified as crucial based on our review of the prior year's data, which highlighted significant gaps in student achievement, particularly in mathematics. Our current proficiency rates indicate a need for more effective instructional strategies and supports to enhance student learning outcomes. By adopting these student-centered practices and ensuring comprehensive supports, we aim to address these gaps and improve our students' academic performance.

Measurable Outcome

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

Based on our prior year data, which showed a K-2nd grade math proficiency rate of 28% and a 3rd-5th grade math proficiency rate of 62%, we have identified a crucial need for improvement in our math instruction. Additionally, our current 3rd-5th grade math learning gains stand at 67%.

To address these needs, we will implement student-centered learning practices and comprehensive instructional supports with the following specific, measurable outcomes:

- **K-2nd Grade:** Increase math proficiency from 28% to 40%.
- **3rd-5th Grade:** Increase math proficiency from 62% to 64% and increase math learning gains from 67% to 70%.

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 math coach will engage in weekly planning sessions with teachers to ensure they are effectively integrating the identified instructional strategies, such as Higher-Order Questioning, the Pinellas Problem Solving Routine, Play-Explore-Investigate (PEI) Routine, Number Sense Making Routines, collaborative structures, and high-quality feedback into their lesson plans. These collaborative sessions will provide a platform for teachers to discuss best practices, share challenges, and receive targeted support from the math coach.

In addition to weekly planning, the math coach will assist teachers in monitoring student data on a monthly basis. This will involve a detailed analysis of assessment results, classroom performance, and other relevant metrics to identify students who are not meeting benchmark standards. By maintaining a comprehensive and up-to-date record of student progress, we can ensure that instruction is responsive to the needs of all learners and adjustments can be made in a timely manner.

Person responsible for monitoring outcome

Kim Noorbakhsh (3-5) and Tiffani Cooney (K-2)

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:

Use and connect mathematical representations Pose purposeful questions to encourage Academic Discourse Build procedural fluency from conceptual understanding Formative Assessment & Feedback

Rationale:

Effective teaching of mathematics engages students in making connections among mathematical representations to deepen their understanding of concepts and procedures and to use these as tools for problem solving. It employs purposeful questions to assess and advance students' reasoning and sense-making about important mathematical ideas and relationships. Building fluency with

procedures on a foundation of conceptual understanding ensures that students, over time, become skillful in using procedures flexibly as they solve both contextual and mathematical problems. Additionally, effective teaching uses evidence of student thinking to assess progress toward mathematical understanding and to continually adjust instruction 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

Implementing Student-Centered Learning and Comprehensive Instructional Supports

Person Monitoring:

Megan Hires

By When/Frequency:

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.

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.

Implementing these comprehensive instructional strategies will significantly impact student learning by providing targeted support and enriching educational experiences. By fully understanding the benchmarks and expected outcomes, teachers can deliver more effective and focused instruction. The varied instructional supports will ensure that all students, regardless of their starting point, receive the help they need to succeed. Strengthening inquiry skills will foster critical thinking and deeper engagement with the material, leading to improved academic performance and a more robust understanding of content.

This area of focus was identified as a crucial need based on our review of the prior year's data. Our

proficiency rates have averaged 25% over the last five years. However, this past year, we saw an improvement, raising our score to 33%. While this is progress, it highlights the ongoing need for improvement. By implementing these targeted instructional strategies, we aim to further increase our proficiency rates, setting a goal of achieving 45% 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.

By implementing comprehensive instructional support and enrichment strategies, we aim to increase the 5th grade math proficiency rate from 33% to 45%.

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 science coach will engage in weekly planning sessions with teachers to ensure they are effectively integrating the identified instructional strategies into their lesson plans. These collaborative sessions will help teachers synthesize benchmarks, benchmark clarifications, and content limits to fully understand the expected outcomes aligned with the standards.

Additionally, the science coach will assist teachers in monitoring student data on a monthly basis. This will involve detailed analyses of assessment results, classroom performance, and other relevant metrics to identify students who are not meeting benchmark standards. By maintaining comprehensive and up-to-date records of student progress, we can ensure that instruction is responsive to the needs of all learners and that timely adjustments can be made.

Person responsible for monitoring outcome

Kim Noorbakhsh

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:

Teacher Clarity Prior Ability: Activating and integrating prior knowledge Cognitive Engagement with Content

Rationale:

When focusing on Teacher Clarity, it is important for teachers to have clear intentions and success criteria in mind when presenting science content. Teachers also need to be able to provide effective feedback on and for learning. To do this, there needs to be a clear understanding of the learning

goals that are aligned to the standards. Understanding the depth and breadth of the standards will support this work. **Prior Ability:** Activating and integrating prior knowledge is one of the most powerful teaching strategies. 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. Understanding the scope and sequence of the science standards will provide teachers a larger picture of learning - past, present, and future. **Cognitive Task Analysis:** Cognitive Task Analysis means to teach students not just the content, but how to think about the content. For example, if a student is struggling in science, rather than assigning more exercises the teacher might teach the student to "see" the information through a diagram, model, or investigation. This will provide the student with a thinking strategy that can be applied to future problems.

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

Comprehensive Instructional Support and Enrichment Strategies

Person Monitoring:

Kelly Trippett

By When/Frequency:

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

During collaborative planning, teachers will work with the instructional coach to synthesize benchmarks, benchmark clarifications, and content limits to fully understand the expected outcomes that align with the standards. Instructional supports will be ensured for all students during core instruction and independent work, including supports for students with exceptional needs, English language learners, and advanced tasks for students above benchmark. These supports will include access to grade-level and advanced texts, small group instruction based on data, review of previously taught benchmarks, and previews of upcoming benchmarks. Additionally, student inquiry skills will be strengthened through the routine use of higher-level thinking activities such as questioning, class discussions, problem-solving activities, and collaborative study groups.

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.

Implementing a culturally relevant classroom environment significantly impacts student learning by making education more engaging and relatable. When students see their cultures and experiences reflected in their learning materials, they are more likely to participate actively and take ownership of

their education. This approach fosters a deeper connection to the content, enhancing comprehension and retention. Collaborative group work and academic discourse further support this by allowing students to learn from and with each other, building a more inclusive and supportive learning community.

This area of focus was identified as a crucial need based on our review of the prior year's data, which indicated gaps in student engagement and achievement, particularly among students from diverse cultural backgrounds. By emphasizing culturally relevant teaching practices, we address the specific needs of our diverse student population, ensuring that all students feel valued and understood. This approach is essential for achieving our goal of increasing overall student proficiency and fostering a more inclusive and effective learning environment.

Measurable Outcome

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

Our goal is to continue closing the proficiency gap in reading and math between Black and non-Black students in grades 3-5. We've made significant progress: 48% of our Black students and 42% of our non-Black students are proficient in reading, while 57% of our Black students and 50% of our non-Black students are proficient in math. Our goal is for 100% student success, ensuring that our Black students are not left behind.

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.

Ongoing monitoring through weekly planning sessions and monthly data reviews will significantly impact student achievement outcomes. This structured approach ensures that instruction remains focused, explicit, and systematic, addressing each component of our high-yield and culturally responsive strategies comprehensively. Regular data analysis allows us to identify learning gaps early, enabling timely interventions to support students who are struggling.

The collaborative nature of the planning sessions will foster a professional learning community among teachers, promoting continuous improvement in instructional practices. This collective effort will lead to a more cohesive and effective learning environment, ultimately enhancing student performance in both ELA and mathematics.

Person responsible for monitoring outcome

Kim Noorbakhsh

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:

Utilize high-yield instructional strategies in classrooms such as cooperative settings, academic discussion, oral language, writing, explicit vocabulary instruction and monitoring with feedback to increase the percentage of proficient students. Utilize culturally responsive strategies in classrooms to hold students accountable and increase student self-confidence to include calling on all students by name (opportunities to respond) and providing specific praise.

Rationale:

High-yield instructional strategies are research-based methods that have been shown to significantly enhance student achievement by fostering active engagement and providing meaningful feedback. Culturally responsive strategies are essential for creating an inclusive learning environment that recognizes and respects the diverse backgrounds of our students, thereby increasing their self-confidence and motivation to succeed. By implementing these strategies, we aim to ensure that all students have equal opportunities to achieve proficiency and to maintain the elimination of the proficiency gap between Black and non-Black students.

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

Enhancing Engagement and Achievement through a Culturally Relevant Classroom Environment

Person Monitoring:

Kim Noorbakhsh

By When/Frequency:

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

To enhance student engagement and achievement, we will cultivate a trusting and motivating classroom culture where curiosity, improvement, and risk-taking are valued. By incorporating culturally relevant materials and assignments, we will ensure that tasks are interesting and meaningful to students from diverse backgrounds. Active learning opportunities will be planned to increase joy and satisfaction in learning for each student, reflecting their cultural experiences and perspectives. Additionally, we will increase opportunities for collaborative group work that incorporates academic discourse, promoting a deeper understanding and connection among students while valuing and respecting their cultural identities.

Area of Focus #5

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

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 primary focus is on eliminating the proficiency gap between ESE (Exceptional Student Education) and non-ESE students in grades 3-5. Currently, ESE students have a proficiency rate of 37% in ELA, compared to 53% for non-ESE students. In math, ESE students have a proficiency rate of 37%, while non-ESE students have a proficiency rate of 63%. To address this, we will provide teachers with updated high-leverage practices tailored to meet the unique needs of ESE students. This includes strategies for differentiating instruction, implementing appropriate scaffolding, and using culturally relevant materials and activities to engage ESE students fully.

This area of focus was identified as a crucial need based on our review of the prior year's data. The significant gap in proficiency rates between ESE and non-ESE students highlights the need for targeted interventions and support for ESE students. By addressing this gap, we aim to provide equitable learning opportunities for all students and ensure that ESE students are not left behind.

Measurable Outcome

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

Our goal is to eliminate the proficiency gap between ESE and non-ESE students in grades 3-5. Currently, ESE students have a proficiency rate of 37% in ELA, compared to 53% for non-ESE students. In math, ESE students have a proficiency rate of 37%, while non-ESE students have a proficiency rate of 63%. By the end of the school year, we aim for ESE students to achieve a proficiency rate of at least 53% in ELA and 63% in math, thereby removing the gap between ESE and non-ESE students.

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.

Monthly reviews of assessment data, student work samples, and other relevant metrics will be conducted to track the progress of ESE students. This will include analysis of proficiency scores to identify trends and areas needing improvement. Teachers will receive regular feedback from instructional coaches based on classroom observations and data reviews. This feedback will focus on how well teachers are meeting the needs of ESE students and provide specific recommendations for improvement.

Individual progress monitoring plans will be developed for ESE students, with regular check-ins to

ensure they are making adequate progress toward their proficiency goals.

Person responsible for monitoring outcome

Tiffani Cooney

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:

Explicit and direct instruction; multi-sensory approach to all learning; utilize a systematic approach for the delivery of instruction

Rationale:

Multi-sensory instruction uses visual, auditory, kinesthetic-tactile modalities in acquisition of reading skills. Direct and explicit instruction includes modeling of the skills along with guided practice until mastery is achieved; direct explanations and clearly explained skills comprises explicit instruction; teachers are clear, unambiguous, direct and visible—until students meet mastery. Systematic instruction includes breaking lessons into sequential and manageable steps that go from simple to complex skills

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

Improve instructional Practices for ESE students

Person Monitoring:

Stephanie Shuerger

By When/Frequency:

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

To improve the proficiency scores of ESE (Exceptional Student Education) students, we will provide teachers with updated high-leverage practices tailored to meet the unique needs of these students. Teachers will receive ongoing professional development on high-leverage practices effective for ESE students, including strategies for differentiating instruction, implementing appropriate scaffolding, and using culturally relevant materials and activities to engage ESE students fully. A system will be implemented for regularly collecting and analyzing data on ESE students' performance. This will help identify areas where students are struggling and allow teachers to adjust their instruction to better meet the needs of these students.

Area of Focus #6

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.

Creating a student-centered environment significantly impacts student learning by making education more relevant and engaging. When students see the connection between their prior knowledge and new concepts, their understanding deepens. Increased student agency empowers them to take ownership of their learning, leading to greater motivation and participation. Authentic engagement ensures that students are actively involved in meaningful and relevant learning experiences, which enhances their ability to retain and apply knowledge. These strategies collectively aim to raise 3rd-5th grade proficiency to 55% and learning gains to 70%.

This area of focus was identified based on a review of last year's data, which indicated that our current proficiency and learning gains in ELA were below our desired benchmarks. By emphasizing a student-centered approach, we address the specific needs and interests of our students, making learning more effective and enjoyable. Our goal is to create an environment where students are deeply engaged in their education, leading to significant improvements in their academic performance. This focus is essential to closing the achievement gap and ensuring that all students have the opportunity to succeed.

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.

Foster a student-centered classroom environment that promotes deep learning by activating prior knowledge, enhancing relevancy, boosting student agency, and encouraging authentic engagement. These efforts aim to increase 3rd-5th grade proficiency from 53% to 55%, 3rd grade proficiency from 48% to 55%, and learning gains from 60% to 70%.

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.

Weekly planning sessions will be held with teachers to ensure they are effectively integrating Comprehensive Reading Instruction Strategies into their lesson plans. These sessions will provide a collaborative platform for discussing best practices, addressing challenges, and aligning instructional

methods with our student-centered approach.

Additionally, the reading coach will assist teachers in monitoring student data on a monthly basis. This will involve a detailed analysis of assessment results, classroom performance, and other relevant metrics to identify students who are not meeting benchmark standards. By maintaining a thorough and ongoing record of student progress, we can ensure that instruction is tailored to meet the diverse needs of all learners.

With the consistent involvement of the reading coach in both planning and monitoring, teachers will receive the support and guidance needed to successfully implement student-centered strategies. As a result, we anticipate significant improvements in reading proficiency and learning gains, with our 3rd-5th grade students achieving the desired outcomes of 55% proficiency and 70% learning gains.

Person responsible for monitoring outcome

Kim Noorbakhsh

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:

Collaborative learning Academic discourse Positive relationships Deep motivation & approach

Rationale:

Students thrive in classrooms that promote curiosity, improvement, and risk-taking. By tapping into students' curiosities, relevance is created which results in not only higher levels of student engagement, but deeper and long-lasting learning. Learning becomes more meaningful when students not only know what they are learning, but why they are learning it. All students deserve to feel heard and valued in the classroom. Productive classrooms may buzz with conversation. When students contribute to the collective classroom experience, it motivates and engages them by creating a sense of belonging as well as the satisfaction of being appreciated for their thoughts and ideas. They are a valuable member of the classroom learning experience. Establishing clear expectations at the start of each lesson and providing timely, positive feedback during stretches of independent practice will ensure students build agency and confidence when tackling complex texts and tasks on their own.

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

Strategies for Enhancing Student Engagement and Achievement

Person Monitoring:

Kara McPherson

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

To enhance student engagement and achievement, we will cultivate a trusting and motivating classroom culture where curiosity, improvement, and risk-taking are valued. We will use materials and assign tasks that are interesting and relevant to students, ensuring that their learning experiences are meaningful. Active learning opportunities will be planned to increase joy and satisfaction in learning for each student. Additionally, we will increase opportunities for collaborative group work that incorporates academic discourse, promoting a deeper understanding and connection among students.

Area of Focus #7

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

Instructional Practice specifically relating to ELA required by RAISE (specific questions)**Grades K-2: Instructional Practice specifically relating to Reading/ELA**

Our instructional practices will continue to prioritize collaborative planning, benchmark-aligned instruction, and high levels of student engagement with tasks. We will also focus on intentional small-group instruction to enhance foundational literacy skills.

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.

The primary focus for Campbell Park Elementary is to improve reading proficiency in 1st, 2nd, and 5th grades, targeting foundational skills like phonemic awareness, phonics, fluency, vocabulary, and comprehension. Reading proficiency is essential for academic success, influencing students' ability to engage with the curriculum in all subjects. In 1st and 2nd grades, students are learning to read; without strong skills, they will struggle later. By 5th grade, students need proficient reading skills for more complex texts, critical for their transition to middle school.

This focus was identified through a review of last year's data, which showed lower-than-expected reading proficiency scores in these grades. A significant percentage of students did not meet benchmarks, and teacher observations highlighted consistent struggles in reading. Addressing these gaps with targeted interventions and professional development for teachers will provide students with the foundational skills necessary for overall academic success.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Our instructional practices will continue to emphasize collaborative planning, benchmark-aligned instruction, deeper levels of questioning and tasks, and intentional small-group instruction.

Grades K-2: Measurable Outcome(s)

By strategically focusing on K-2 teachers and instruction, where acceleration can occur more rapidly, we will ensure the equitable use of resources such as instructional supports, school-based professional development, and cycles of coaching and feedback. Through these efforts, K-2 students will achieve 60% proficiency in ELA.

Grades 3-5: Measurable Outcome(s)

Foster a student-centered classroom environment that promotes deep learning by activating prior knowledge, enhancing relevancy, boosting student agency, and encouraging authentic engagement. These efforts aim to increase 3rd-5th grade proficiency from 53% to 55%, 3rd grade proficiency from 48% to 55%, and learning gains from 60% to 70%.

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.

This will include regular assessments, data analysis, and instructional adjustments. Students will take reading assessments to track their progress in key areas such as phonemic awareness, phonics, fluency, vocabulary, and comprehension. These assessments will include standardized tests, teacher-created assessments, and formative assessments like running records and fluency checks. Data will be analyzed in first and second grades using ELFAC ongoing data collection, while all grades will be monitored through small group lessons, module assessments, and state progress monitoring.

The collected data will be analyzed to identify trends, strengths, and areas needing improvement. This analysis will help in understanding each student's progress and the effectiveness of the interventions being used. Based on the assessment data, teachers will adjust their instructional strategies to better meet the needs of their students. This may involve differentiated instruction, small group interventions, or one-on-one support. Teachers, reading coaches, and administrators will hold progress monitoring meetings to review student data, discuss challenges, and plan for additional supports or adjustments as needed.

Ongoing monitoring will provide timely feedback on student progress, allowing for immediate intervention when a student is not meeting expected benchmarks.

Person responsible for monitoring outcome

Kim Noorbakhsh

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:

In grades 1 and 2, we will use the Flamingo Small Group Model. The sequence of this lesson model includes five steps that provide a logical progression for students – from confidence-building activities to challenging, critical-thinking activities. These steps include Reading for Fluency, Targeted Assessment, Explicit Word Instruction, Reading for Meaning, and Connecting Reading and Writing. Students benefit from the predictable routine of the lessons, systematic instruction with synthetic phonics, and variations designed by the instructor based on individual needs. In 5th grade, teachers will use the Accelerated Learning Plan with Advanced Decoding. Designed for grades 3-5 students and aligned with core instruction, this routine includes five daily components: Reading for Fluency, Advanced Decoding, Explicit Vocabulary, Text Reading with Comprehension, and Writing about Reading. In all grades, we will use the adaptive learning program i-Ready, which provides personalized instruction and practice based on each student's reading level and progress. This program is grounded in the science of reading by using data to inform instruction. To ensure the effectiveness of these interventions, progress will be closely monitored through regular assessments and data analysis. In grades 1 and 2, student progress will be tracked using the Flamingo Small Group Model's targeted assessments and systematic observations. For 5th grade, the Accelerated Learning Plan includes ongoing evaluations of advanced decoding skills and comprehension. Across all grades, i-Ready will provide adaptive learning insights, with real-time data allowing teachers to make informed instructional adjustments. Progress meetings will review assessment data, ensuring each student receives the support they need to succeed.

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

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

Professional Development

Person Monitoring:

Donna Logan (1st/2nd)/ Kara McPherson (5th)

By When/Frequency:

Training will be completed in October. Coaching will be ongoing.

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

Provide comprehensive training for teachers on the Flamingo Small Group Model, the Accelerated Learning Plan with Advanced Decoding, and the i-Ready program. The reading coaches will train new staff and coach returning staff in these models during PLCs. Both reading coaches and administration will monitor the implementation through walkthrough data.

Action Step #2

Small group Instruction

Person Monitoring:

Reading Coaches/Administration

By When/Frequency:

Bi-monthly

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

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.

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.

Our highest priority for the upcoming year is to improve student attendance. Currently, 42% of our students miss 10% or more of school, which significantly impacts their learning and overall academic progress.

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 rate of students missing 10% or more of school will decrease by 10% to 32%, as measured by attendance data in Focus.

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.

Child Study Team (CST) will meet weekly to utilize the problem-solving worksheet for grade level attendance. The Social Worker and Attendance specialist will conduct home visits and parent conferences with families who have chronic absences and/or tardies.

Person responsible for monitoring outcome

Kim Noorbakhsh and Carlos Childs

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:

Create a three-tiered approach that starts with foundational support for the whole school. These foundational supports are followed by prevention-oriented supports (Tier1), more personalized outreach (Tier 2), and intensive intervention (Tier 3).

Rationale:

Missing more than 10% of school in one school year puts the scholar at risk for retention. Strengthening the Tiered process will build stronger relationships between the schools and families while helping to identify barriers that are attributed to chronic absences.

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

No

Action Steps to Implement:**Action Step #1**

Enhancing Attendance Interventions and Collaborative Efforts to Address Chronic Absenteeism

Person Monitoring:

Carlos Childs

By When/Frequency:

Monthly

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

We will enhance the implementation of Tier I, Tier II, and Tier III attendance interventions to better support our students, including monthly celebrations for attendance in Tier I and individualized

incentive plans for students in Tiers II and III. The Child Study Team will meet weekly to review and discuss students in Tiers II and III, while the Child Study Team and School-Based Leadership Team will review and address attendance data on a monthly basis to identify trends and develop solutions. Our Attendance Specialist and Social Worker will continue to provide parents with district-populated letters informing them of their child's attendance status, hold parent conferences, conduct home visits, and refer families with chronic attendance issues to the State Attorney's Office if necessary. We will also maintain our partnership with the Suncoast Counselor and Family Navigator, along with other community resources, to address and eliminate barriers to regular attendance.

Area of Focus #2

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

Currently, we average 29 behavior office calls a day, which significantly impacts student learning and overall academic progress.

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.

We will decrease the number of office calls by 50% as measured by office call data.

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.

We will track the number of daily behavior office calls to measure reductions and identify patterns, aiming to see a decrease from the current average of 29 calls per day. Bimonthly MTSS team meetings will review individual student progress in Tiers 2 and 3, using data to assess the effectiveness of interventions and make necessary adjustments. The MTSS Behavior Coach and administration will meet monthly to discuss broader behavioral trends, identify areas needing additional support, and develop targeted strategies. Regular feedback from teachers regarding the support provided by the MTSS Behavior Coach will be collected to ensure the effective implementation of Tier 1 PBIS strategies and to assist teachers struggling with classroom management. Additionally, we will evaluate the effectiveness of our partnerships with the Suncoast Counselor and Family Navigator by monitoring student behavior improvements and addressing any ongoing barriers identified through these collaborations.

Person responsible for monitoring outcome

Kim Noorbakhsh

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:

Define Behavioral Expectations: Clearly define and teach expected behaviors in all areas of the school. Visual Reminders: Post expectations in classrooms, hallways, cafeterias, and other common areas. Explicit Instruction: Regularly teach and model expected behaviors through direct instruction. Coaching and Support: Provide coaching and support for teachers to implement PBIS effectively in their classrooms. Positive Relationships: Encourage positive relationships between students and staff through activities and initiatives that build trust and rapport.

Rationale:

These strategies are grounded in research and best practices, ensuring a comprehensive approach to behavior management that promotes a positive school climate, reduces disciplinary incidents, and enhances overall student well-being. This multi-faceted approach ensures the sustainability and effectiveness of our PBIS implementation.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Enhancing Behavioral Interventions and Support Systems

Person Monitoring:

Bobby Coston

By When/Frequency:

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

We will enhance the implementation of Tier I, Tier II, and Tier III behavioral interventions to better support our students and staff. MTSS teams will meet bimonthly to review and discuss students in Tiers 2 and 3. Additionally, the MTSS Behavior Coach and administration will meet monthly to identify trends and develop solutions. Our MTSS Behavior Coach will support teachers in implementing our school-wide Tier 1 PBIS strategies and will work with teachers struggling with classroom management as identified by behavioral data. We will also maintain our partnership with the Suncoast Counselor and Family Navigator, along with other community resources, to address and eliminate barriers to improving student behavior.

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.

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 and Family Engagement Plan (PFEP) is made publicly available. (ESEA 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. (ESEA Section 1114(b)(7)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 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))

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. (ESEA 1114(b)(7)(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. (ESEA 1114(b)(7)(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. 1400 et seq. and ESEA 1114(b)(7)(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. (ESEA section 11149b)(7)(iii)(V)).

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. (ESEA 1114(b)(7)(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 (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.

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).

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