CROSS BAYOU ELEMENTARY SCHOOL

2024-25 Schoolwide Improvement Plan

Table of Contents

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:

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

Cross Bayou Elementary School mission statement is 100% Student Success.

Provide the school's vision statement

Cross Bayou Elementary School Mission Statement:
The staff at Cross Bayou Elementary School will educate, and empower, students for lifelong learning.

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

Eileen Stull

Position Title

Assistant Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #2

Employee's Name

Rachel McClure

Position Title

MTSS Coach

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #3

Employee's Name

Tricia Ames

Position Title
School Social Worker

Job Duties and Responsibilities
No Answer Entered

Leadership Team Member #4

Employee's Name
Cahterine Raiola

Position Title
VE Resource

Job Duties and Responsibilities
No Answer Entered

Leadership Team Member #5

Employee's Name
Christine Craig-Langes

Position Title
School Psychologist

Job Duties and Responsibilities
No Answer Entered

Leadership Team Member #6

Employee's Name
Lisa Curizo-Blake

Position Title
DHH Counselor

Job Duties and Responsibilities
No Answer Entered

Leadership Team Member #7

Employee's Name
Antonette Wilson

Position Title
Principal

Job Duties and Responsibilities

No Answer Entered

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.

The School Improvement Plan is presented at the start of each year to all stake holders, including the school leadership team, teachers and school staff, parents, families, and business or community leaders. In during the months of January/February the Leadership Team host a "Community Address" where the goals of the School Improvement Plan are presented again and progress towards those goals are shared. Input from stakeholders is gathered at that time. Discussion about the input is addressed and decide when to implement the input/feedback.

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))*

CBES SIP Goals are monitored weekly during PLC's and Planning. Our measure of how well we are progressing towards the SIP goals happens during PM 1 and PM2. If needed adjustments are made to impact positive PM3 outcomes.

Adjustments for student with the greatest impact could include extended core and intervention times, change in intervention resources, change or added interventionist.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **KG-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**51.7%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**ATSI**
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)*** **ENGLISH LANGUAGE LEARNERS (ELL)** **ASIAN STUDENTS (ASN)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)*** **HISPANIC STUDENTS (HSP)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: C** **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	0	10	14	6	7	18	0	0	0	55
One or more suspensions	0	0	0	0	1	6	0	0	0	7
Course failure in English Language Arts (ELA)	0	0	0	0	4	0	0	0	0	4
Course failure in Math	0	0	0	0	2	4	0	0	0	6
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
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	5	12	4						21
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	2	4	1	21					28

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	17	30	10	14				71

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	3	1		1	0				5
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										0
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0

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										0

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										0
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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 CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	40			34	54	53	39	55	56
ELA Grade 3 Achievement **	37			33	54	53			
ELA Learning Gains	57						51		
ELA Learning Gains Lowest 25%	67						46		
Math Achievement *	45			43	61	59	44	51	50
Math Learning Gains	57						53		
Math Learning Gains Lowest 25%	42						35		
Science Achievement *	58			40	62	54	48	62	59
Social Studies Achievement *							65	65	64
Graduation Rate							57	57	50
Middle School Acceleration							52	52	52
College and Career Readiness									80
ELP Progress	47			38	64	59	58	59	58

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	50%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	453
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
50%	45%	47%	38%		50%	49%

* 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	32%	Yes	5	
English Language Learners	47%	No		
Asian Students	70%	No		
Black/African American Students	33%	Yes	5	
Hispanic Students	57%	No		
White Students	49%	No		
Economically Disadvantaged Students	49%	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	25%	Yes	4	1

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%
Disabilities				
English Language Learners	38%	Yes	1	
Asian Students	81%	No		
Black/African American Students	18%	Yes	4	3
Hispanic Students	50%	No		
White Students	35%	Yes	1	
Economically Disadvantaged Students	41%	No		

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	36%	Yes	3	
English	41%	No		

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%
Language Learners				
Native American Students				
Asian Students	78%	No		
Black/African American Students	29%	Yes	3	2
Hispanic Students	48%	No		
Multiracial Students				
Pacific Islander Students				
White Students	48%	No		
Economically Disadvantaged Students	44%	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	40%	37%	57%	67%	45%	57%	42%	58%					47%
Students With Disabilities	20%	25%	28%	36%	24%	48%	41%						
English Language Learners	29%		65%		38%	53%							50%
Asian Students	67%				73%								
Black/African American Students	19%		47%		24%	40%							
Hispanic Students	42%		68%		48%	63%							64%
White Students	39%	40%	53%	43%	43%	55%	45%	65%					
Economically Disadvantaged Students	39%	35%	57%	71%	47%	59%	25%	64%					42%

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	34%	33%			43%			40%					38%
Students With Disabilities	21%	21%			33%								
English Language Learners	11%				26%							76%	
Asian Students	77%				85%								
Black/African American Students	17%	21%			17%								
Hispanic Students	35%	33%			50%							82%	
White Students	28%	31%			41%			40%					
Economically Disadvantaged Students	30%	31%			39%			34%					71%

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	39%		51%	46%	44%	53%	35%	48%					58%
English Language Learners	22%		50%		39%	50%		25%					58%
Students With Disabilities	20%		50%	45%	21%	39%	36%	38%					
Native American Students													
Asian Students	75%				81%								
Black/African American Students	32%		62%		12%	8%							
Hispanic Students	41%		48%	48%	48%	54%		40%					57%
Multiracial Students													
Pacific Islander Students													
White Students	33%		47%	50%	42%	57%	57%	53%					
Economically Disadvantaged Students	35%		54%	53%	38%	50%	32%	39%					47%

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?

Cross Bayou showed improvement in our overall school grade percentage points. When looking at our 3-5 FAST Data, there was la least a 4-point improvement in proficiency in ELA. Math proficiency in 5th grade increased by 16 points and 19 points in science. Our PM3 KDG Star Literacy is at 60% proficient and 2nd grade 55% proficient. In STAR Math out KDG 54% proficient, 1st 50% proficient, and 2nd 64% proficient.

The ending data is a representative of looking at PM1 and PM2 data and making informed, intentional instructional decisions.

Lowest Performance

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

Cross Bayou lowest performing areas are 1st grade PM3 Star and Math Data, 3rd and 4th grade ELA and Math. What we believe are the contributing factor in ELA is the balance of effective literacy instruction and practice and intervention. In math we believe the contributing factor is infusing students' gap in number sense into daily routines, differentiating instruction and practice, and feedback with an immediate chance to "practice" correctly.

Greatest Decline

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

According to the data, our greatest decline from 22-23 to 23-24 was in the area of math. We showed at 5-point decline in 3rd grade math and a 9-point decline in 4th grade math. We believe the contributing factor is infusing students' gap in number sense into daily routines, differentiating instruction and practice, and feedback with an immediate chance to "practice" correctly.

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.

As compared to the state, our greatest gaps were in both EAL and Math. What we believe are the contributing factor in ELA is the balance of effective literacy instruction and practice and intervention. In math we believe the contributing factor is infusing students' gap in number sense into daily routines, differentiating instruction and practice, and feedback with an immediate chance to "practice" correctly

EWS Areas of Concern

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

1. Decrease the number of students with a substantial reading deficiency
2. Decrease the number of students with a substantial math deficiency
3. Decrease the number of students who are absent 15% or more school days
4. Decrease the number of students with one or more suspensions.

Highest Priorities

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

1. Use daily the effective literacy and instruction and practice.
2. Schoolwide instructional planning will focus on the 4 questions through the eyes of students:
3. Intentionally plan for differentiation using standards, classroom data, formative assessments, anecdotal notes, etc.
4. Plan for ways to monitor progress toward learning targets.

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 Benchmark-aligned instruction

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.

Professional Learning Communities co-creators Rick DuFour, Rebecca DuFour, and Robert Eaker would define collaboration as teams of teachers who work interdependently to achieve common goals — goals linked to the purpose of learning for all — for which members are held mutually accountable. This type of planning is what needs to be in place in order to build strong students and strong teachers.

PLC's and collaboration will be used to plan benchmark aligned instruction.
Rationale:
Prior year data shows that 1st, 3rd, 4th, and 5th grade students are not performing at 50% or above. Percentages in the 30s and 40s indicate that our students need more grade level instruction, practice, and feedback in ELA and Math. In science our students are performing above 50%. However, our students are not showing 50% or above proficiency in 3rd and 4th grade science standards.

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.

With a more intentional focus on benchmark planning, we have set our achievement goals as follows:
3rd - 5th grade Overall proficiency in ELA will increase by 11%, from 39% to 50%.

Grade 3 proficiency will increase 15%, from 38% to 53% as measured by 2025 PM3 data.

Overall proficiency in Math will increase by 15% from 45% to 60%. Overall proficiency in science will increase by 11%, from 59% to 70%. as measured by 2025 PM3 data.

In kindergarten our STAR proficiency in reading and math was 34%. In first grade reading was 29% proficient and math 50% proficient. In second grade reading was 55% proficient and math 64%

proficient. Our goal will be to increase by 20% in kindergarten in reading and math, 1st grade 30% in reading and 20% in math, and second grade 20% in reading and math.

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 action will be monitored though weekly PLC's and planning. What is planned and discussed will be monitored with feedback through instructional walks by administration. We will use PM1 and PM2 to monitor growth towards end of year standards expectations. District assessments, teacher mad assessments, ELA and math checklist and rubrics will be used to monitor growth and make instructional decisions.

Person responsible for monitoring outcome

Instructional and Support Staff, Antonette Wilson, Eileen Stull, and Rachel McClure.

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:

Lindamood Bell: The Lindamood-Bell Study is designed to test a promising strategy to improve reading outcomes for students in Grades 3 – 5 who are eligible for Tier 2 and 3 reading interventions. The Lindamood-Bell Learning Processes Complete program includes two interventions: Seeing Stars®: Symbol Imagery for Phonemic Awareness, Sight Words, and Spelling Program (Seeing Stars) and Visualizing and Verbalizing® for Language Comprehension and Thinking Program (V/V). Students may receive interventions based on one or both programs depending on their individual strengths and needs. Flamingo: professional learning system is based on the science of reading and prepares teachers to: effectively teach reading, diagnose reading issues, intervene appropriately using research-based strategies.

Rationale:

These resources will be used to address the gaps in order to support reading and comprehension across all content areas.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence, Tier 4 – Demonstrates a Rationale

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
Schoolwide instructional planning focusing on 4 questions:

Person Monitoring:	**By When/Frequency:**
Antonette Wilson, Eileen Stull, and Rachel McClure	August 12th -May 29, 2025, Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
All instructional staff will plan to answer these four questions as they plan for core instruction and differentiation in ELA, Math, and Science. The impact of this action step will be observed during classroom visit, discussed during quarterly data chats, and monitored for impact in assessment data. What do we want all students to know and be able to do? Students view: What do you want us to know? How will we know if they learn it? Students view: How can we show you we learned the material? How will we respond when some students do not learn? Students view: What can we do if we struggle to learn? How will we extend the learning for students who are already proficient? Students view: What can we do if we already know the material?

Action Step #2
Plan reading instruction that aligns to the Comprehensive Evidence Based Reading Plan

Person Monitoring:	**By When/Frequency:**
Antonette Wilson, Eileen Stull, Rachel McClure, District ISD, and Raise Coach	August 2nd-May 29, 2025, Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
K-5 readers will be exposed to the following during Teir 1 core instruction. The impact of this action step will be observed during classroom visit, discussed during quarterly data chats, and monitored for impact in assessment data. Build learners capacity in the 6 components of reading (oral language, phonological awareness, phonics, fluency, vocabulary and comprehension). Provide print rich, explicit, systematic, scaffolded and differentiated instruction Build background and content knowledge Incorporate appropriate writing in response to reading: Prioritize engaging students in immense amounts of reading, discussion, and writing with feedback ensuring ample time is given to students to read and write appropriate grade-level text (while applying foundational skills) with *high-quality feedback and opportunities to use that feedback.

Action Step #3
Monitoring with Feedback and Goal Setting

Person Monitoring:	**By When/Frequency:**
Antonette Wilson and Eileen Stull	August 2nd -May 29th, 2025, Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Aggressive monitoring with feedback (Walking around with a purpose. As students work independently, teachers using aggressive monitoring are walking around checking each student's work, watching for predicted areas of specific concern or new issues, and making quick adjustments, such as pulling students into a small group for immediate help or reteaching an element to the whole class.) The impact of this action step will be observed during classroom visit, discussed during quarterly data chats, and monitored for impact in assessment data. Use of rubrics and checklist to check progress and plan next instructional steps. Activate prior knowledge, preconceptions, and address misconceptions Use exit tickets to monitor previously taught instruction and plan appropriate next steps

Action Step #4
Use district and other research based curricular materials to create a common foundation of standards aligned, rigorous expectations for all students in mathematics and science.

Person Monitoring:	**By When/Frequency:**
Antonette Wilson, Eileen Stull, District ISD	August 2nd - May 29th, Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
By shifting from Routine tasks to Reasoning tasks, students are engaged in high-cognitive-demand tasks with multiple solution pathways. Effective teaching of mathematics engages students in solving and discussing tasks that promote mathematical reasoning and problem solving and allow multiple entry points and varied solution strategies. The impact of this action step will be observed during classroom visit, discussed during quarterly data chats, and monitored for impact in assessment data. Teachers and administrators engage in Just-in-Time Topic Roll Out trainings in math and science to implement the instructional materials, understanding how the materials connect to evidence-based practices and B.E.S.T. Standards. Schedule and facilitate ongoing mathematics and science topic planning sessions by grade level, using district provided resources and the PCS effective planning protocol. Provide all students with consistent opportunities to engage in in complex, grade-level content and activities aligned to the rigor of the standard/benchmark. Actively participate in the Math and Science Teacher Leadership Institute (MAST) as a school team to engage in professional learning and conversations with other schools around the common goal of developing strategic school-based teams, partnering teacher leaders with administrators to enhance school culture and student learning outcomes in mathematics and science.

Area of Focus #2

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

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.

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.

Strategically focus 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.

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

Strategically focus on 3-5teachers 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.

Grades K-2: Measurable Outcome(s)

Each scholar in gradesK-2 will be administered the Early Literacy Formative Assessment Check (ELFAC) . Interventive plans and progress monitoring will be put into place for identified student. The expectation is that over 50% of student in grades K-2 will be proficient in ELA as a result of core instruction and interventions.

Grades 3-5: Measurable Outcome(s)

In 3rd grade data from Early Literacy Formative Assessment Check (ELFAC) coupled with the core phonics survey will be used to make intervention decisions. Through interventions and strong core instruction, assessment, and monitoring over 50% of 3rd - 5th scholars will be proficient by 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.

This action will be monitored though weekly PLC's and planning. What is planned and discussed will be monitored with feedback through instructional walks by administration.

Our Area of Focus will be through learning communities that integrate the six components of reading (phonemic awareness, phonics, fluency, oral language, comprehension, and vocabulary) into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies outlined in the Pinellas Early Literacy Initiative.
Classroom walkthroughs and formative assessment data.

Person responsible for monitoring outcome

Instructional and support staff, Antonette Wilson, Eileen Stull, Rachel McClure, District ISD, and State RAISE Coach

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 alphabetics, 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 (alphabetics), relate those words to their oral language, and read connected text with sufficient accuracy and fluency to understand what they read

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence, Tier 4 – Demonstrates a Rationale

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
Literacy Leadership

Person Monitoring:	**By When/Frequency:**
Antonette Wilson, Elieen Stull, Rachel McClure, RAISE Coach	August 12th, May 29, 2025, Bi-Weekly and Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
School Literacy Leadership Teams are meet regularly to look at data to make informed decisions about what professional learning and supports need to be in place to maximize student growth in reading. Build capacity by identifying teachers, coaches and district staff who can support training in the use of evidence-based curriculum, instruction, and intervention aligned to the B.E.S.T. ELA Standards. School Literacy Leadership Team plan family reading nights grounded in family friendly evidence-based practices to support the homeschool connection.

Action Step #2
Literacy Coach

Person Monitoring:	**By When/Frequency:**
Antonette Wilson, Eileen Stull, Rachel McClure and RAISE Coach	August 12th - May 29, 2025 Biweekly/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
School Literacy Leadership Team will be meeting regularly to look at data to make informed decisions about what professional learning and supports need to be in place to maximize student growth in reading. Build capacity by identifying teachers, coaches and district staff who can support training in the use of evidence-based curriculum, instruction, and intervention aligned to the B.E.S.T. ELA Standards. School Literacy Leadership Team plan family reading nights grounded in family friendly evidence-based practices to support the homeschool connection.

Action Step #3
Assessment

Person Monitoring:	**By When/Frequency:**
Antonette Wilson, Eileen Stull, Rachel McClure, and RAISE Coach	August 12th - May 29, 2025, Biweekly/Monthly

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

Develop a structure for ongoing formative assessment is in place to determine where instruction should be modified to meet individual student needs Determine a structure for conducting screening, progress monitoring and diagnostic assessments is in place to identify students with a substantial deficiency in reading.

Action Step #4
Professional Learning

Person Monitoring:	**By When/Frequency:**
Antonette Wilson, Eileen Stull, Rachel McClure and RAISE Coach	August 12th - Mat 29th, 2025 Biweekly/Monthly

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

Professional Learning Communities (PLCs) are guided by assessment data and are ongoing, engaging, interactive, collaborative, and job-embedded and provide time for teachers to collaborate, research, conduct lesson studies, and plan instruction. School-based teams are provided professional learning sessions on the science of reading and evidence-based literacy instruction, materials, and assessment. School-based teams provide training to teachers that integrate the six components of reading (phonemic awareness, phonics, fluency, oral language, comprehension, and vocabulary) into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies.

Area of Focus #3

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.

This is an area of focus because our students with disabilities are not consistently showing at least years' worth of growth K-5th.

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.

Currently our SWD overall proficiency is 18% in ELA, 22% in math, and 11% in science. Our aggressive goal is to increase by at least 25 percentage points in ELA, Math, and Science.

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 goal will be monitored through planning, master scheduling, and focusing student learning on the process of try, fail, and try again, not the product but the process in order to increase growth mindsets, and transferability of learning into all content areas.

Person responsible for monitoring outcome
ESE Teachers, Instructional Staff with ESE students including DHH, Antonette Wilson, and Eileen Stull

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:
FCRR (Floride Center for Reading Research) I Ready Magnetic Reader: I ready Magnetic Reader: systematic approach to instruction and rich, engaging texts. Provides the foundation needed for students to learn to read and connects to comprehension. Flamingo Lindamood Bell:Lindamood Bell: The Lindamood-Bell Study is designed to test a promising strategy to improve reading outcomes for students in Grades 3 – 5 who are eligible for Tier 2 and 3 reading interventions. The Lindamood-Bell Learning Processes Complete program includes two interventions: Seeing Stars®: Symbol Imagery for Phonemic Awareness, Sight Words, and Spelling Program (Seeing Stars) and Visualizing and Verbalizing® for Language Comprehension and Thinking Program (V/V). Students may receive interventions based on one or both programs depending on their individual strengths and needs. DHH Intervention Resources

Rationale:
These resources will be used to address the gaps in order to support reading and comprehension across all content areas.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence, Tier 4 – Demonstrates a Rationale

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
Use the master schedule to ensure collaboration between general education teachers and ESE teachers including DHH teachers.

Person Monitoring:
Antonette Wilson, Eileen Stull, District ISD

By When/Frequency:
August 12 - May 29, 2025, Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide weekly opportunities for ESE and general education teachers to co plan for differentiated instruction. Use multiple sources of data to design instruction and progress monitor towards grade level expectations.

Action Step #2
Plan small group instruction to include specially designed instruction and grade level standards

Person Monitoring:
Antonette Wilson, Eileen Stull, and District ISD.

By When/Frequency:
August 12-May 29, 2025, Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Reduce the number of breaks, interruptions during reading or thinking about a text Monitor the planning and use of appropriate strategies and scaffolds to ensure students are able to access grade level task demand in all content areas Consistent access to manipulatives in small and whole group Anchor charts are used, given to students, and referenced

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.

This area of focus is critical because our black students are not consistently showing growth in proficiency and their gains are minimal as measured by data from STAR Reading and Math and FAST PM3.

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 2023-2024 PM3 data shows that our black students were 20% proficient in ELA, 25% proficient in math, and 17% proficient in science. STAR reading 17% are proficient and math14% are proficient.

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 action will be monitored though weekly PLC's and planning. What is planned and discussed will be monitored with feedback through instructional walks by administration. We will use PM1 and PM2

to monitor growth towards end of year standards expectations. District assessments, teacher mad assessments, ELA and math checklist and rubrics will be used to monitor growth and make instructional decisions.

Person responsible for monitoring outcome
Instructional Staff, Antonette Wilson, Eileen Stull, Rachel McClure and Jessica Chronsiak.

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:
Lindamood Bell: The Lindamood-Bell Study is designed to test a promising strategy to improve reading outcomes for students in Grades 3 – 5 who are eligible for Tier 2 and 3 reading interventions. The Lindamood-Bell Learning Processes Complete program includes two interventions: Seeing Stars®: Symbol Imagery for Phonemic Awareness, Sight Words, and Spelling Program (Seeing Stars) and Visualizing and Verbalizing® for Language Comprehension and Thinking Program (V/V). Students may receive interventions based on one or both programs depending on their individual strengths and needs. Flamingo: professional learning system is based on the science of reading and prepares teachers to effectively teach reading, diagnose reading issues, intervene appropriately using research-based strategies. I ready Magnetic Reader: systematic approach to instruction and rich, engaging texts. Provides the foundation needed for students to learn to read and connects to comprehension.

Rationale:
These resources will be used to address the gaps in order to support reading and comprehension across all content areas.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence, Tier 4 – Demonstrates a Rationale

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
Shifting the thinking to learners with authentic voice and choice

Person Monitoring: **By When/Frequency:**
Instructional Staff, Antonette Wilson, Eileen Stull,
and Rachel McClure

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Giving student choice and voice to complete assignments, participate in discussions, and cooperate

with other classmates. This action step will create opportunities and support students in making learning personal for themselves. Choice boards provide students the opportunity to make their own choices, which increases intrinsic motivation and therefore increases meaningful learning and encouraging participation. The impact of this action step will be observed during classroom visit, discussed during quarterly data chats, and monitored for impact in assessment data. Identify the objective. Teachers will plan what they want students to achieve according to standards/teaching p0nts. Do they want students to show what they've learned from a lesson? Practice a skill? Tackle an end-of-unit project? Complete an activity independently while you work with small groups? Make a list of ways students can achieve the objective while thinking about their skills and resources. (seek student input). Let students choose.

Action Step #2
Build relational capacity

Person Monitoring: **By When/Frequency:**

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Student relationships are key to student success at school. In order to build relationships, instructional and support must take an intentional approach to ensure all students and families feel heard and seen in their classroom. Show Interest in students' lives and well-being Listening Deeply: develop a classroom atmosphere where all students feel heard by teachers and peers. Establish clear expectations and rules Use Positive Reinforcement and Encouragement Be open and approachable

Area of Focus #5

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

ESSA Subgroups specifically relating to English Language Learners (ELL)

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.

This is an area of focus because our English language learners in grades 3rd -5th performed below 41% proficiency in ELA and Math. Thier gains were 65% in ELA and 53% Math. It is critical that are students are at least at 50% or above proficiency in ELA. math, and remain at 50% and above in science.

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.

2023-2024 data PM3 Data showed 24% proficiency in ELA, 36% in math and 50% in science. Our goal is to increase proficiency to at least 50% and remain or increase by 5% in science.

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 area will be monitored through each teacher lesson planning and instructional delivery that meet the needs of EL students based on English language proficiency levels and length of time in U.S. schools to ensure academic success of each EL in their class.

Person responsible for monitoring outcome
Antonette Wilson and Eileen Stull

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:
FCRR (Floride Center for Reading Research) Lindamood Bell: The Lindamood-Bell Study is designed to test a promising strategy to improve reading outcomes for students in Grades 3 – 5 who are eligible for Tier 2 and 3 reading interventions. The Lindamood-Bell learning processes complete program includes two interventions: Seeing Stars®: Symbol Imagery for Phonemic Awareness, Sight Words, and Spelling Program (Seeing Stars) and Visualizing and Verbalizing® for Language Comprehension and Thinking Program (V/V). Students may receive interventions based on one or both programs depending on their individual strengths and needs.

Rationale:
These resources will be used to address the gaps in order to support reading and comprehension across all content areas.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence, Tier 4 – Demonstrates a Rationale

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
Provide grade-level appropriate comprehensible instruction appropriate to the level of English language proficiency through appropriate universal (built into core lesson), supplemental (additional and differentiated), and alternative (outside of the core) supports and interventions.

Person Monitoring:	By When/Frequency:
Biligual Assistants, District EL ISD Support, Classroom teachers, adaminstartion	August 12th -May 29th Weekly, Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide designated time to develop English oral language proficiency (as part of Tier 1 core

instruction, even if students are receiving Tiers 2 or 3 interventions). Provide sheltered instruction practices (i.e., comprehensible input and language objectives) to support students in content-area learning. Use peer-supported learning to help students practice oral language during academic lessons. Teach explicit comprehension strategies to assist students in accessing content, while they are developing English proficiency. Provide targeted small-group explicit interventions at Tier 2 for struggling ELs or Tier 3 for ELs who have intensive needs. Ensure that interventions include specific accommodations to meet the needs of ELs.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

Our area of focus for Positive Culture and Environment will be to focus on our conditions for learning for all 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.

Our goal is to increase conditions for learning focusing on creating classroom environments of trust, openness to dialogue, academic goal setting, and risk taking for all students. Our intervention forms and behavior logs behaviors include defiance and leaving area are reported 70% of the time. Our goal is to reduce the defiance and leaving area reports by 30%.

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 area of focus will be monitored through our schoolwide PBIS (Positive Behavior Intervention and Support Model) via FOCUS, Intervention Forms, behavior calls and discipline referrals. As well as individual student behavior plans.

Person responsible for monitoring outcome

MTSS Team Members and Administration

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:
We will follow our schoolwide Positive Behavior Plan.

Rationale:
Following the plan keeps helps us to be consistent so that we can measure growth and areas a of improvements.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence, Tier 4 – Demonstrates a Rationale

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

Action Steps to Implement:

Action Step #1
Develop schoolwide process were 80% of class points will be rewarded for behavior.

Person Monitoring: **By When/Frequency:**

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
PBIS implementation involves explicitly prompting, modeling, practicing, and encouraging positive expected social skills across settings and individuals. When students are taught to effectively use relevant expected social skills for themselves and with others, school climates are described as more positive, learning environments are designated as safer, and student-teacher relationships are referred to as more trusting and respectful. This action step will be monitored biweekly during MTSS collaboration. Entire school staff work together to define defiance Establish criteria to award points and reframe from taking points. Teachers will use class points with fidelity to support student behavior, celebrate success, and hold student accountable for their behavior and communicate with families.

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.

Resources review:

Resources will be reviewed by the impact on process towards grade level expectations when implemented with fidelity. Meaning limited attendance and behavior interruptions.

Specifics to Address the Need

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

Rationale:

Resources:

Print rich, explicit, systematic, and scaffolded instruction.

Teaching students to decode words, analyze word parts, and recognize words

Reinforcing the effectiveness of instruction in alphabetics, fluency, and vocabulary

Providing instruction in broad oral language skills

Teaching students how to use reading comprehension strategies

Ensuring that each student reads connected text every day to support reading accuracy, fluency, and comprehension

Plan

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.

Strategically focus on 3-5teachers 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.

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