EISENHOWER ELEMENTARY SCHOOL

2024-25 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

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

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

Eisenhower Elementary achieves success by increasing opportunities for all scholars by providing a respectful community with high expectations and student centered instruction in order to prepare all students for college and career readiness.

Provide the school's vision statement

Growing tomorrow's leaders today.

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
Tijuana Baker

Position Title
Principal

Job Duties and Responsibilities

Instructional Leader

Leadership Team Member #2

Employee's Name
Laura Hasson

Position Title
Assistant Principal

Job Duties and Responsibilities

Instructional Leader

Leadership Team Member #3

Employee's Name

Barbara Brawner

Position Title

ELA Coach

Job Duties and Responsibilities

ELA Instructional Coaching

Lesson demonstration

Lesson planning supports

Data analysis and action planning

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 Principal involved stakeholders in the development of the school improvement plan to make more informed decisions. The principal recruited staff to engage in the development of the SIP using grant funding to pay stipends for their time over the summer. The principal also met with district personnel as well as other collogues to gain a broader understanding of the improvement needs of the school.

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))*

1 School Advisory Team- This committee will meet monthly to discuss progress, challenges, and potential revisions to the plan.

2.Grade Level and Department Data Chats: Regularly collect and analyze data on student achievement, including test scores, formative assessments, and other relevant data points. Use this data to identify areas of improvement and to track progress over time.

3. Classroom observations and walkthroughs: Conduct regular classroom observations to assess the implementation of instructional strategies and interventions outlined in the School Improvement plan. Provide feedback to teachers and identify areas where additional support or modifications may be needed.

4. Student progress monitoring: Implement a system for tracking individual student progress, particularly for those students who are part of the achievement gap. This can include regular check-ins, progress reports, and targeted interventions to address specific needs.

5. Parent and community involvement: Engage parents and the wider community in the monitoring

process. Encourage their participation in regular meetings, surveys, and feedback sessions to gather their perspectives on the effectiveness of the School Improvement plan.

6. Ongoing professional development: Provide regular professional development opportunities for teachers to ensure they have the knowledge and skills necessary to implement the strategies outlined in the plan. This can include workshops, training sessions, and peer collaborations.

7. Collaboration and communication: Foster a culture of collaboration and open communication among staff members. Encourage regular meetings and discussions to share best practices, challenges, and potential revisions to the plan.

8. Continuous improvement cycles: Establish regular review cycles to assess the effectiveness of the School Improvement plan. Use the data collected and feedback received to identify areas for improvement and make necessary revisions to the plan.

9. Stakeholder feedback: Seek feedback from students, parents, staff, and community members on the impact of the School Improvement plan. Conduct surveys, focus groups, or town hall meetings to gather their perspectives and incorporate their suggestions into the plan.

10. External evaluations: Consider involving external evaluators or consultants to conduct periodic evaluations of the School Improvement plan. Their independent assessments can provide valuable insights and recommendations for improvement.

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	**77.7%**
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)** **ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: B** **2022-23: C*** **2021-22: B** **2020-21:** **2019-20: B**

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	0	34	28	37	29	39				167
One or more suspensions	0	0	0	1	0	2				3
Course failure in English Language Arts (ELA)	0	0	0	0	20	0				20
Course failure in Math	0	0	0	2	1	0				3
Level 1 on statewide ELA assessment	0	0	0	6	28	43				77
Level 1 on statewide Math assessment	0	0	0	3	15	25				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)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)				6	28					34

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	3	5	12	24				44

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	0	0	7	0	0				7
Students retained two or more times	0	0	0	0	0	2				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	38	24	42	33	27				165
One or more suspensions		1			1					2
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment				4	32	36				72
Level 1 on statewide Math assessment				4	30	26				60
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		2		3	19	12				36

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	5	1	5						12
Students retained two or more times		1	1		2					4

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 *	47			42	54	53	46	55	56
ELA Grade 3 Achievement **	45			46	54	53			
ELA Learning Gains	58						58	51	50
ELA Learning Gains Lowest 25%	52						44	62	59
Math Achievement *	56			56	61	59	60	51	50
Math Learning Gains	57						67	57	64
Math Learning Gains Lowest 25%	62						63	52	52
Science Achievement *	55			50	62	54	42	62	59
Social Studies Achievement *								65	64
Middle School Acceleration								52	52
Graduation Rate								57	50
College and Career Readiness									80
ELP Progress	55			44	64	59			61

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

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	56%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	506
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**
56%	51%	55%	46%		60%	45%

* 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	48%	No			
English Language Learners	55%	No			
Black/African American Students	43%	No			
Hispanic Students	59%	No			
Multiracial Students	67%	No			
White Students	62%	No			
Economically Disadvantaged Students	54%	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	29%	Yes	1	1
English Language Learners	44%	No		
Black/African American Students	30%	Yes	1	1
Hispanic Students	47%	No		
Multiracial Students	82%	No		
White Students	66%	No		
Economically Disadvantaged Students	49%	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	44%	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%
English Language Learners	48%	No		
Native American Students				
Asian Students				
Black/African American Students	52%	No		
Hispanic Students	51%	No		
Multiracial Students	48%	No		
Pacific Islander Students				
White Students	69%	No		
Economically Disadvantaged Students	54%	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	47%	45%	58%	52%	56%	57%	62%	55%					55%
Students With Disabilities	17%	21%	36%	38%	50%	78%	94%	31%					68%
English Language Learners	38%	36%	65%	68%	53%	55%	67%	39%					74%
Black/African American Students	38%	45%	44%	23%	41%	55%	60%	39%					
Hispanic Students	44%	40%	66%	72%	60%	58%	68%	50%					75%
Multiracial Students	80%				53%								
White Students	57%	50%	53%		68%	68%		73%					
Economically Disadvantaged Students	43%	42%	56%	51%	52%	57%	63%	50%					73%

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	42%	46%			56%			50%					44%
Students With Disabilities	20%	29%			38%			17%					43%
English Language Learners	29%	41%			54%			37%					61%
Black/African American Students	28%	24%			43%			25%					
Hispanic Students	36%	40%			55%			45%					60%
Multiracial Students	82%				82%								
White Students	58%	71%			65%			68%					
Economically Disadvantaged Students	38%	42%			54%			47%					63%

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	46%		58%	44%	60%	67%	63%	42%					61%
Students With Disabilities	20%		48%	40%	39%	72%	75%	14%					46%
English Language Learners	36%		49%	30%	56%	66%	53%	33%					61%
Native American Students													
Asian Students													
Black/African American Students	33%		56%	58%	52%	71%	65%	32%					
Hispanic Students	42%		54%	35%	59%	64%	59%	39%					59%
Multiracial Students	44%		36%	56%	56%	55%							
Pacific Islander Students													
White Students	66%		73%	67%	67%	70%	60%	60%					80%
Economically Disadvantaged Students	45%		58%	40%	61%	69%	61%	42%					59%

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?

Our math learning gains showed the most increase from 16% to 64% when comparing PM2 to PM3 math FAST.

Additionally our 3rd grade ELA proficiency showed significant increase from 23% projected proficiency in PM2 to 48% proficient in PM3.

Our school implemented targeted small pop up instruction for students scoring at a level 2.1 and 2.2 3 days per week using skilled staff who formed relationships with students who needed support with target, task alignment, stamina and motivation. Additionally we used our district math and ELA staff developers to coach in through modeling and coteaching regularly with teachers using a differentiated support model for staff supports. Administration worked closely with teachers and staff developers with planning and intervention support models.

Lowest Performance

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

ELA L25 Learning gains showed only 7% increase from PM2 to PM3. This trend is indicative that our lowest performing scholars are not being supported through interventions targeting their gaps in reading and comprehension. Small group guided reading planning and implementation for L25 students based on observations and walkthroughs are not consistently occurring.

Greatest Decline

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

Our prior year data in comparison to our Spring FAST performance indicates that our school performance did not decline when comparing ELA, Math and Science proficiency data from Spring 2023 to Spring 2024.
Spring 2023 ELA Proficiency: 41%
Spring 2024 ELA Proficiency: 48%
Spring 2023 Math Proficiency: 56%
Spring 2024 Math Proficiency: 57%

Spring 2023 Science Proficiency: 46%
Spring 2024 Science Proficiency: 56%

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.

ELA proficiency compared to the state Eisenhower is performing at 41% compared to the state at 54% proficient.

lack of intentional planning
-lack of intervention groups, within classrooms, with fidelity
-lack of understanding appropriate interventions to match specific skill deficits

EWS Areas of Concern

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

ELA proficiency. Scholars absent 10% or more of the school year.

Highest Priorities

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

1. Quality Instruction and Collaborative Planning
2. Building and using teacher and staff leadership skills
3. Cross grade level articulation
4. Climate and Culture and Trust
5. Authentic family engagement

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 Collaborative Planning

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 data from the FAST assessment for the 2023-2024 academic year suggests that some scholars are not performing proficiently at their grade level in ELA, Math, and Science. Upon analyzing the data, it appears that the lack of support within collaborative planning within grade level teams and inconsistent delivery of interventions may be contributing to this issue. These collaborative planning sessions and interventions are meant to address the gaps in academic learning that hinder scholars' comprehension, ability to analyze and synthesize text, use vocabulary effectively, and understand scientific concepts and mathematical principles. Additionally, the balance of time dedicated to collaborative systems, monitoring and providing feedback to scholars during core instruction seems to be inadequate.

This conclusion is supported by the number of scholars who are performing below level three or above in their respective subjects and the lack of evidence of consistent collaborative planning sessions with teams. It is clear that there is a need for targeted and effective collaborative planning and interventions to support these scholars in reaching their grade level expectations. It is crucial to ensure that all scholars receive sufficient support and guidance during core instruction, while actively engaging in grade-level tasks in ELA, math, and science.

Addressing these issues will require a comprehensive approach that includes consistent and high-quality collaborative planning, cross grade level planning, learning walks, model classrooms, universal framework for math block rational, consistent interventions, as well as improved monitoring and feedback practices. By implementing these changes, we can expect to see an improvement in scholars' academic performance and their ability to meet grade-level expectations.

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.

Proficiency in ELA will increase by 5% from 48% to 53%
Grade 3 Proficiency in ELA will increase by 10% from 40% to 50%
Proficiency in Math will increase by 5% from 57% to 62%

Proficiency in Science will increase by 5% from 56% to 61%

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 by regular data collection and progress monitoring of ELA, Math and Science PLC's. Additionally, classroom observations, feedback from teachers and staff, and student and parent surveys will be used to monitor progress. Various formal and informal assessments will be conducted to determine whether the implemented strategies are effective in achieving the desired outcome and make any necessary adjustments or improvements.

Person responsible for monitoring outcome
Tijuana Baker

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:
Create a culture of collaboration where teachers learn and inspire and trust each other. The reading coach, administration and state RAISE staff developer will lead collaborative planning sessions with an emphasis on -teacher planning, clarity and data literacy -student data literacy and ownership.

Rationale:
Eisenhower staff is experiencing transition in staffing at a higher rate as compared to the past. This transition has led to various grade level changes and teams establishing collaborative routines and systems aligned to district and school initiatives.

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

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
Create a culture of collaboration where teachers learn and inspire and trust each other.

Person Monitoring: **By When/Frequency:**
Tijuana Baker   Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
• Recruit/retain a strong ELA Champion at each grade level. • ELA Champions support others in

implementing new curriculum materials to maximize impact on student learning. • Cultivate a trusting and motivating culture where curiosity, improvement, & risk-taking are valued. • Utilize district model classroom support documents when planning & facilitating classroom learning walks. • Collaborate and use assessment data to inform instructional decisions. • Collaborate and focus on strengthening practices and support to implement math and science standards as well as a universal framework for learning.

Area of Focus #2

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

Instructional Practice specifically relating to Differentiation

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.

Differentiate instruction by providing personalized learning opportunities, instructional materials and assessments to support individual growth and achievement.

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.

Proficiency in ELA will increase by 5% from 48% to 53%
Proficiency in Math will increase by 5% from 57% to 62%
Proficiency in Science will increase by 5% from 56% to 61%

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 by regular data collection and progress monitoring of ELA, Math and Science PLC's. Additionally, classroom observations, feedback from teachers and staff, and student and parent surveys will be used to monitor progress. Various formal and informal assessments will be conducted to determine whether the implemented strategies are effective in achieving the desired outcome and make any necessary adjustments or improvements.

Person responsible for monitoring outcome
Tijuana Baker

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 Facilitate meaningful discourse Pose purposeful questions Build procedural fluency from conceptual understanding Support productive struggle in learning mathematics Elicit and use evidence of student thinking *Cognitive Engagement with Content *Formative Assessment & Feedback *Academic Discourse *Close Reading & Annotation Strategies *Writing to Learn

Rationale:

Lack of student clarity on their goals - Students need clarity and understanding of goals and ownership of them to support their individual growth and achievement - Provides student opportunity to analyze and apply their learning through discourse

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

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

Differentiate whole group and small group ELA and Math instruction

Person Monitoring:	**By When/Frequency:**
Tijuana Baker	Weekly/Monthly

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

Develop and utilize instructional supports based on formal and assessment data. - Implement goal setting opportunities where students regularly and visibly participate in setting their own goals, monitoring their academic progress throughout the year, revising their goals based on data, and celebrating success. - Allow students to improve communication skills by voicing thoughts through classroom discussions.

Area of Focus #3

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

Instructional Practice specifically relating to Student Engagement

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.

Incorporate interactive and hands on activities to support active engagement and learning processes.

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.

Proficiency in ELA will increase by 5% from 48% to 53%

Proficiency in Math will increase by 5% from 57% to 62%

Proficiency in Science will increase by 5% from 56% to 61%

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 by regular data collection and progress monitoring of ELA, Math and Science PLC's. Additionally, classroom observations, feedback from teachers and staff, and student and parent surveys will be used to monitor progress. Various formal and informal assessments will be conducted to determine whether the implemented strategies are effective in achieving the desired outcome and make any necessary adjustments or improvements.

Person responsible for monitoring outcome

Tijuana Baker

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:
-Incorporate interactive and hands on activities to support active engagement and learning processes. -Use and connect mathematical representations Facilitate meaningful discourse Pose purposeful questions Build procedural fluency from conceptual understanding Support productive struggle in learning mathematics Elicit and use evidence of student thinking *Cognitive Engagement with Content *Formative Assessment & Feedback *Academic Discourse *Close Reading & Annotation Strategies *Writing to Learn

Rationale:
Students thrive in classrooms that promote high levels of student engagement. Learning becomes more meaningful when students not only know what they are learning, but why they are learning it. Establishing clear expectations and providing timely feedback build confidence, perseverance, and independence when tackling complex tasks. -Facilitate meaningful mathematical discourse. Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments.

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

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
Increase opportunities for group work and academic discourse

Person Monitoring:	**By When/Frequency:**
Tijuana Baker	Weekly

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

Increase opportunities for collaborative group work with academic discourse. - increase interactive activities that allow for authentic exploration and student-led tasks. - employ instructional practices that lead to students doing the work of the lesson.

Action Step #2
Student ELA Learning Outcomes Improvement

Person Monitoring:	**By When/Frequency:**
Tijuana Baker	Biweekly

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

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

Action Step #3
Student Math Learning Outcomes Improvement

Person Monitoring:	**By When/Frequency:**
Tijuana Baker	Biweekly

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

Teachers and administrators engage in Common Planning (during or after school) utilizing the Best Instructional Guide to Mathematics (B1G-M) to support Implementation of the B.E.S.T. Standards and other instructional initiatives to synthesize the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards. • Teachers and administrators engage in Just-in-Time Content Professional Learning to become familiar with the design to understand what students are expected to master, including the vertical progression of standards, horizontal alignment of standards, Mathematical Thinking and Reasoning Standards

(MTR's) and stages of fluency. • Ensure feedback, professional development, and PLC's support the Florida B.E.S.T. Standards and promote strong alignment between standard, target and task. • Implement goal setting opportunities where students regularly and visibly participate in setting their own goals, monitoring their academic progress throughout the year, revising their goals based on data, and celebrating successes.

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.

2023-24 FAST Data indicates that 65% our African American scholars are performing below grade level in ELA, 68% in science. Our data analysis indicates this is evident by inconsistent opportunities in task aligned to grade level standards with monitoring and feedback.

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.

Increase our black scholar's proficiency by at least 10% in ELA and Science as measured by the FAST Assessment in ELA and the NGSSS Assessment 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 of focus will be monitored through, PMP's written for black scholars, data chats with administration, and classroom push in and small group observation and walkthrough data.

Person responsible for monitoring outcome

Tijuana Baker

Evidence-based Intervention:

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

Description of Intervention #1:
Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based practices.

Rationale:
According to the Federal Index trend data our African American scholars are performing below the Federal Index. In order to increase performance above the index we must implement and monitor specific strategies in ELA, Math and Science.

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

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
AVID: Academic Preparedness will help scholars to develop academic skills that will allow them to successfully complete rigorous curriculum and experiences.

Person Monitoring:	**By When/Frequency:**
Tijuana Baker	May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
AVID: Give scholars research opportunities, allow them to set goals, help them make choices that support their long-term aspirations and successfully navigate transitions through academic and behavior demands in ELA, Math and Science.

Action Step #2
Book Buddies

Person Monitoring:	**By When/Frequency:**
Tijuana Baker	May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Continue student literacy buddies where proficient black students in ELA, Math and Science can provide guidance and support to younger black students. This program will be aimed at targeting motivation, self-esteem, and academic engagement among black students who show social emotional and academic gaps.

Action Step #3
Student Ownership of Data

Person Monitoring:	**By When/Frequency:**
Tijuana Baker	May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
• Implement goal setting opportunities where students regularly and visibly participate in setting their own goals, monitoring their academic progress throughout the year, revising their goals based on data, and celebrating successes. • Each classroom will include student data tracking systems aligned to standards and skills mastery. • Implement student-led conferences in grade 3-5 to allow students to share their academic goals and their progress using a standards-based guide for students (students tracking their data)

Area of Focus #5

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

ESSA Subgroups specifically relating to Hispanic Students (HSP)

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.

2023-24 FAST Data indicates that 63% our Hispanic scholars are performing below grade level in ELA and 48% in Math. Our data analysis indicates this is evident by inconsistent opportunities in task aligned to grade level standards with monitoring and feedback.

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.

Increase our Hispanic scholar's proficiency by at least 10% in ELA and Science as measured by the FAST Assessment in ELA and the NGSSS Assessment 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 of focus will be monitored through, PMP's written for Hispanic scholars, data chats with administration, teachers and parents along with classroom push in and small group observation and walkthrough data.

Person responsible for monitoring outcome

Tijuana Baker

Evidence-based Intervention:

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

Description of Intervention #1:
Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based practices with the maximum amount of authentic student engagement and autonomy.

Rationale:
According to the Federal Index trend data our Hispanic scholars are performing below the Federal Index. In order to increase performance above the index we must implement and monitor specific strategies in ELA, Math and Science.

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

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
AVID: Academic Preparedness will help scholars to develop academic skills that will allow them to successfully complete rigorous curriculum and experiences.

Person Monitoring:	By When/Frequency:
Tijuana Baker	May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
AVID: Give scholars research opportunities, allow them to set goals, help them make choices that support their long-term aspirations and successfully navigate transitions through academic and behavior demands in ELA, Math and Science.

Action Step #2
Student ownership of data

Person Monitoring:	By When/Frequency:
Tijuana Baker	May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
• Implement goal setting opportunities where students regularly and visibly participate in setting their own goals, monitoring their academic progress throughout the year, revising their goals based on data, and celebrating successes. • Each classroom will include student data tracking systems aligned to standards and skills mastery. • Implement student-led conferences in grade 3-5 to allow students to share their academic goals and their progress using a standards-based guide for students (students tracking their data)

Area of Focus #6

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

N/A

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.

Create a student-centered classroom environment that leads to deep learning by *activating prior knowledge, increasing relevancy, agency, and authentic engagement.
3rd and 4th grade students under der performance with ELA proficiency led to the critical need for intervention and transformation.

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

Create a student-centered classroom environment that leads to deep learning by *activating prior knowledge, increasing relevancy, agency, and authentic engagement.
3rd and 4th grade students under der performance with ELA proficiency led to the critical need for intervention and transformation.

Grades K-2: Measurable Outcome(s)

N/A

Grades 3-5: Measurable Outcome(s)

Increase 3rd and 4th Grade proficiency above 50%
56% of 3rd Grade students did not demonstrate ELA proficiency on the 2024 ELA FAST
59% of 4th Grade students did not demonstrate ELA proficiency on 2024 ELA FAST

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.

- School Based Leadership Team/Tier 2 PLC's
- Formal and informal instructional walks.
- One on one and team ongoing systematic monitoring with an emphasis on persistence and visible evidence that match observations.

Person responsible for monitoring outcome
Tijuana Baker

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:
3rd and 4th Grade classrooms will demonstrate evidence of: Collaborative learning *Academic discourse Positive relationships Deep motivation & approach Learning Intentions

Rationale:
Students in 3rd and 4th grade 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:
Tier 1 – Strong Evidence

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
Teacher Clarity

Person Monitoring:	**By When/Frequency:**
Reading Coach	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Plan daily lessons with "teacher clarity" in mind: What are students learning? (A clear benchmark-aligned target), Why do students need/want to learn this? What do students need to be able to do to show they have been successful (success criteria)? to prevent unnecessary frustration and increase motivation; enthusiastically share learning intentions from the start of each lesson.

Action Step #2
Student Engagement

Person Monitoring:	**By When/Frequency:**
Reading Coach	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Employ instructional practices to motivate and deepen student engagement including, but not limited to: positive expectations for success; novel tasks or other approaches to stimulate curiosity; developing a compelling introduction for each lesson: a one- or two-minute preview or "pitch" to help students see the relevance of the day's lesson; meaningful tasks related to student interests & cultural backgrounds; thought-provoking challenges or dilemmas; analogies, metaphors, or humorous anecdotes; opportunities for students to ask their own questions, set their own goals, and make their own choices; employ simple procedures (such as proximity) for ensuring that every student is attentive during instruction—with their eyes are on the teacher, ready to learn

IV. Positive Culture and Environment

Area of Focus #1

Teacher Retention and Recruitment

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.

Eisenhower is experiencing an increase in new teachers due to retirements and transfers. It is important to attend to the teacher retention and recruitment impact on the school's positive culture and climate.

PreK has 2 new teachers, 1st Grade has 2 teachers new to Eisenhower and the grade level, 3rd Grade has 2 teachers new to our school and 5th grade has a teacher new to the school. Additionally, our school counselor and school psychologist and reading coach are new to our school.

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.

There were no new teachers last year.

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 by mentor log reviews, surveys, exit interviews, HR systems and informal monitoring of staff recruitment and retention trends.

Person responsible for monitoring outcome

Tijuana Baker and Ideilia Cole (Lead mentor)

Evidence-based Intervention:

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

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

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

Action Steps to Implement:

Action Step #1
Collaboration and Trusting Positive Culture

Person Monitoring: **By When/Frequency:**
Tijuana Baker   Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Beliefs/Assumptions: -All teachers and staff have value and talents that help make our school better. -All teachers and staff have ownership in the learning of ALL scholars Values: Commitment to Children Families and community Respect Connectedness Integrity Responsibility Cultural Competence Norms: Boundaries Reliability Accountablity Vault Integrity Non Judgement Generosity Artifacts: -Peer learning walks feedback tool -New staff/Veteran connection reward program -Meeting schedule (various classrooms/hubs) limit whole group -Intentional Celebration and teacher weekly highlights in newsletter -New staff principal roundtable monthly meetings -High value and impact team leadership meetings

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.

Our current data indicates that during the 2023-24 school the school reported a decrease in the risk ratio for African American males in comparison to the 2022-23 school year. Office calls for assistance frequency contributed to the disruption of the orderly operation of the school and negatively impacted school culture and safety of the 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.

With the guidance of PBIS early warning indicators, our objective is to decrease the risk ratio of black scholars from 2.4 to 1.4 as part of our school improvement plan. We will continue to monitor office call for assistance data and ensure that discipline data is appropriately recorded.

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 be monitored through the creation of the School Wide Behavior Plan that includes a referral process that includes behavior response flow chart that indicates when and why an office referral should be written. All referrals once handled by administration will be entered into focus within 1 day.

Person responsible for monitoring outcome
Tijuana Baker

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:
PBIS Tracking System is an evidence-based framework used by schools to improve school culture and student behavior, promoting a safe environment for learning. Restorative practices will also be implemented within the PCS structures of support.

Rationale:
The multi-device platform makes it easy to continuously recognize students for meeting behavior expectations from anywhere in the school, not just the classroom. And with the added features like referral tracking. Check-in/Check-out, and a teacher rewards system, PBIS Rewards will help foster accountability and fidelity in our PBIS system.

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

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

Action Steps to Implement:

Action Step #1
Utilize Tier 2 Behavior Referral Form consistently to track and monitor student needs. Utilize PCS Common Office discipline referral and ensure that data is entered is entered into focus in a timely manner.

Person Monitoring:	By When/Frequency:
Tijuana Baker	May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Utilize Behavior Specialist and Behavior Technician to provide effective behavior strategy modeling to increase student teacher relationships that encourage students to stay in class.

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.

Visual Presentation: Create visually appealing presentation of the SIP in one page to convey the key points of the SIP. This One Pager SIP will be shared in weekly updates emailed to parents. One Pagers will be visible in every classroom.
https://www.pcsb.org/eisenhower-es

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))

Community Outreach Programs: Eisenhower will engage in community outreach programs, such as partnerships with local organizations or service projects, to emphasize the importance of social responsibility and civic engagement. this involvement strengthens the school's ties with the broader community.
Current and continuing partnerships:
Calvary Church
Calvary Christian High
Feeding Tampa Bay
Westlake Christian High School
All Pro Dads
Fortitude Financial

Domingos Law
Pinellas Education Foundation
Costco

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))

Offering regular professional development opportunities to teachers in areas of focus for enhancing their teaching skills and knowledge. The school will organize workshops, training sessions, and conferences to equip teachers with innovative teaching strategies, instructional technologies, and subject specific knowledge. This will enable teachers to deliver a high-quality education and implement an enriched and accelerated curriculum.

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))

Eisenhower Elementary has partnered with 21st Century Learning and R'Club Promise time this year. Wraparound services are a cornerstone for leveraging academic support at home, as they extend educational resources beyond the classroom. These partnerships create a support network encompassing various facets of a student's life, fostering an environment where learning can flourish both inside and outside of school walls. One of the key advantages of community partnerships in providing wraparound services is access to a diverse range of resources and experience.

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