

Pinellas County Schools

# FRONTIER ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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## School Board Approval

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

## SIP Authority

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

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

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

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

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

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

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

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

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

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

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

# I. School Information

## A. School Mission and Vision

### Provide the school's mission statement

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We are committed to: Ensure all stakeholders will work together to create a safe community that encourages students to become thinkers and problem solvers who are ready for higher education and success in a global society.

### Provide the school's vision statement

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100% Student Success

## B. School Leadership Team

### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

### Leadership Team Member #1

#### Employee's Name

Gina Owens

#### Position Title

Principal

#### Job Duties and Responsibilities

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Supervise all staff members, monitor instruction and support student learning.

### Leadership Team Member #2

#### Employee's Name

Stephanie Stevens

#### Position Title

Assistant Principal

#### Job Duties and Responsibilities

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Supervise all staff members, monitor instruction and support student learning.

## C. Stakeholder Involvement and Monitoring

### Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

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

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Feedback was gathered from all staff during a meeting once per month, during the school year, from August until May to ensure they had ample time to provide suggestions and action steps to meet goals. All stakeholders were given a chance to share feedback during School Advisory Committee meetings.

### SIP Monitoring

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

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All classrooms will have a SIP One Pager posted in their room and refer to it throughout the year. Administrations will conduct daily walk throughs to monitor delivery of academic standards to ensure closure of achievement gap. Teachers will meet once per month throughout the school year to work on the progress of the SIP goals. If revisions are needed, they will be documented during the SIP team meetings monthly.

## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>ELEMENTARY PK-5</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2023-24 MINORITY RATE</b>	<b>60.3%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>100.0%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: A 2022-23: B* 2021-22: B 2020-21: 2019-20: B</b>

## E. Early Warning Systems

### 1. Grades K-8

#### Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	0	27	26	37	36	36				162
One or more suspensions				1		1				2
Course failure in English Language Arts (ELA)				10	1					11
Course failure in Math				4	9	5				18
Level 1 on statewide ELA assessment				7	6	22				35
Level 1 on statewide Math assessment				6	10	26				42
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)		2	2	10						14
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

#### 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

#### 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				1						1
Students retained two or more times										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		40	28	36	40	24				168
One or more suspensions					1					1
Course failure in ELA				20	3					23
Course failure in Math				20	8					28
Level 1 on statewide ELA assessment				4	42	29				75
Level 1 on statewide Math assessment				3	24	27				54
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)				5						45

**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				5	27	13				45

**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	2	1	4						8
Students retained two or more times				1						1

## 2. Grades 9-12 (optional)

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

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

## A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

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

ACCOUNTABILITY COMPONENT	2024		2023		2022**				
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	62			46	54	53	43	55	56
ELA Grade 3 Achievement **	63			41	54	53			
ELA Learning Gains	73						64		
ELA Learning Gains Lowest 25%	71						65		
Math Achievement *	65			58	61	59	56	51	50
Math Learning Gains	72						67		
Math Learning Gains Lowest 25%	67						55		
Science Achievement *	69			74	62	54	48	62	59
Social Studies Achievement *								65	64
Graduation Rate								57	50
Middle School Acceleration								52	52
College and Career Readiness									80
ELP Progress	67			43	64	59	65		

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

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	68%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	612
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
68%	56%	58%	47%		55%	65%

\* 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	43%	No		
English Language Learners	67%	No		
Asian Students	70%	No		
Black/African American Students	59%	No		
Hispanic Students	62%	No		
Multiracial Students	56%	No		
White Students	77%	No		
Economically Disadvantaged Students	64%	No		

**2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Students With Disabilities	29%	Yes	1	1
English Language Learners	43%	No		
Asian Students	67%	No		
Black/African American Students	34%	Yes	1	
Hispanic Students	54%	No		
White Students	64%	No		
Economically Disadvantaged Students	55%	No		

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Students With Disabilities	43%	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	57%	No		
Native American Students				
Asian Students	74%	No		
Black/African American Students	53%	No		
Hispanic Students	58%	No		
Multiracial Students				
Pacific Islander Students				
White Students	58%	No		
Economically Disadvantaged Students	59%	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	62%	63%	73%	71%	65%	72%	67%	69%					67%
Students With Disabilities	20%	33%	43%	60%	18%	52%	62%	25%					71%
English Language Learners	51%	55%	76%	83%	54%	76%	60%	75%					70%
Asian Students	60%				80%								
Black/African American Students	50%	64%	71%		50%	71%		46%					
Hispanic Students	53%	60%	62%	73%	54%	68%	62%	62%					67%
Multiracial Students	56%				56%								
White Students	73%	65%	83%		78%	79%		83%					
Economically Disadvantaged Students	60%	58%	70%	68%	61%	69%	61%	63%					65%

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	46%	41%			58%			74%					43%
Students With Disabilities	19%	19%			29%			31%					45%
English Language Learners	26%	26%			45%			56%					62%
Asian Students	42%				92%								
Black/African American Students	29%	16%			35%			54%					
Hispanic Students	44%	38%			57%			75%					56%
White Students	54%	54%			65%			82%					64%
Economically Disadvantaged Students	44%	41%			57%			71%					62%

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	43%		64%	65%	56%	67%	55%	48%					65%
Students With Disabilities	12%		38%	64%	25%	58%	60%						47%
English Language Learners	33%		66%	71%	53%	72%	75%	24%					65%
Native American Students													
Asian Students	57%		80%		79%	80%							
Black/African American Students	38%		67%	60%	50%	63%	38%	58%					
Hispanic Students	42%		66%	59%	55%	74%	54%	44%					66%
Multiracial Students													
Pacific Islander Students													
White Students	43%		59%	71%	58%	62%	69%	46%					
Economically Disadvantaged Students	39%		63%	68%	56%	66%	59%	46%					72%

## 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?

---

We had a substantial increase in our English Language Arts proficiency. Actions that lead to this improvement would be teaching in targeted small groups to remediate with phonics instructions, vocabulary and comprehension strategies. We will continue to monitor with data chats and walkthrough data while applying strategies to continue to increase ELA proficiency.

##### **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 showed the lowest performance. Contributing factors were lack of phonemic awareness, vocabulary, multisyllabic words and applying strategies to their reading instruction, although, we are closing the gap within this area of instruction. Our trends have shown that as students move from primary to grade 5, the percentage of proficiency increases.

##### **Greatest Decline**

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

---

Science proficiency was the only data that declined compared to the previous year. Decoding of multisyllabic words and comprehension strategies were factors that contributed to this decline.

##### **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.

---

Our ELA proficiency had the largest gap compared to the state average. Factors that contribute to the gap are lack of phonemic awareness skills and vocabulary.

##### **EWS Areas of Concern**

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

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Attendance is a concern overall for students. If students are not attending school regularly, then students cannot meet their intended growth for the school year.

**Highest Priorities**

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

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ELA proficiency in grade 3, ELA proficiency in grade 4, Science proficiency in grade 5 and increasing writing instruction is all grades.

## B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

### Area of Focus #1

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

### Instructional Practice specifically relating to ELA

#### Area of Focus Description and Rationale

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

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Our 2024 level of performance was 65% proficient as evidenced in the PM3 FAST/state assessment of English Language Arts. We expect our proficiency level to be 68%, our learning gains level to be 74% and the learning gains of L25 students to be 74% by May of 2025.

#### Measurable Outcome

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

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The percent of all students achieving English Language Arts proficiency will increase from 68% to 74% as measured by the PM3 Florida State Assessment of English Language Arts. The percent of students making learning gains in English Language Arts will increase to 70% as measured by the Florida Assessment of Student Thinking in English Language Arts. The students in the lowest 25% making learning gains in English Language Arts will increase to 70% as measured by the Florida Assessment of Student Thinking in English Language Arts. The students in 3rd grade achieving proficiency will increase to 70% as measured by the PM3 Florida State Assessment of English Language Arts.

#### 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.

---

Monitoring by administrators will occur by leaders partnering with teachers attending ELA Champion professional development sessions. Administrators will attend site based, grade level Professional Leadership Communities to support collaborative planning. Follow up monitoring will occur through classroom visits followed by actionable feedback and collaborative data analysis. Staff will continue the work started the previous school year with the Circular Spiral model in ELA. Monthly staff meetings for instructional staff have been established to ensure the curriculum and instructional practices are discussed among instructional teams and cross grade levels for likeness in planning and delivery in materials and instruction in similar subjects. Representatives on each team attend a

subject to discuss growth, spiral model, and delivery of material to ensure smooth transitions between grade levels. PLCs are also held monthly with administrators present, to discuss weekly instructional practices, instructional planning, and data chats.

**Person responsible for monitoring outcome**

Gina Owens (owensg@pcsb.org)

**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 by establishing demonstration/model classrooms at each grade level where ELA teachers learn from and inspire one another. Teachers continue to model new practices for others during PLC's using our walk-through model, visiting other classrooms during instruction. We will also continue to implement Flamingo in small groups in all grades to address reading deficits and increase proficiency. Additional ULFI phonics routes in primary and intervention phonics routines in intermediate grade levels.

**Rationale:**

The problem/gap is occurring because of the need for increased focus on rigorous standards-based instruction. If an increased focus on rigorous standards-based instruction would occur, the proficiency/scores would increase by 3%. With the implementation of the B.E.S.T standards in the intermediate grades, teachers will need support from each other as well as district coaches.

**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**

Curriculum Planning

**Person Monitoring:**

Gina Owens (owensg@pcsb.org)

**By When/Frequency:**

May 2025

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

Leaders and teachers attend ELA champion meetings partnering to empower ELA champions/cohort teachers to develop as literacy leaders specifically relating to B.E.S.T standards. Teachers meet in SIP Team monthly meetings to discuss newest and relevant curriculum updates with instructional teams and across grade levels.

**Action Step #2**



## Language Arts Strategies

**Person Monitoring:**

Gina Owens (owensg@pcsb.org)

**By When/Frequency:**

May 2025

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

Build reading stamina and vocabulary in every grade level. Building writing skills in small groups can make for stronger readers.

**Action Step #3**

Phonics Decoding

**Person Monitoring:**

Gina Owens (owensg@pcsb.org)

**By When/Frequency:**

May 2025

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

Continue basing small groups in primary on ELFAC data and use the ELFAC data to drive instruction. Continue to implement UFLI phonics in primary. Utilize ELFAC data in 3rd grade and higher for students that are not on grade level. Using this to target interventions for remediation after ELFAC data is reviewed.

**Action Step #4**

Lindamood-Bell in Grades 3, 4, 5

**Person Monitoring:**

Gina Owens

**By When/Frequency:**

May 2025

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

Teachers in grades 3, 4, 5 will be provided ongoing training by the Lindamood-Bell facilitators on how to incorporate the reading programs to close the achievement gap in tier 2 and tier 3 students. The facilitators will support the teachers throughout the school year to ensure the curriculum is delivered to the students with fidelity.

**Area of Focus #2**

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

**Instructional Practice specifically relating to Math****Area of Focus Description and Rationale**

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

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Our 2024 level of performance was 63% proficient as evidenced in the 2024 Florida State Assessment of Mathematics. We expect our proficiency level to be 68%, our learning gains level to be 79% and the learning gains of L25 students to be 75% by May of 2025.

**Measurable Outcome**

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

---

The percent of all students achieving Mathematics proficiency will increase from 63% to 68% (5% increase) as measured by the Florida State Assessment of Mathematics. The percent of students making learning gains in Mathematics will increase from 74% to 79% (5% increase) as measured by the Florida State Assessment of Mathematics. The students in the lowest 25% making learning gains in Mathematics will increase from 70% to 75% (5% increase) as measured by the Florida State Assessment of Mathematics.

### **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.

---

Monitoring by administrators will occur by administrators and coaches partnering with teachers attending math professional development sessions. Leaders will attend site based, grade level Professional Leadership Communities and focused student data chats to support collaborative planning and closely monitor students' math data throughout the year through various assessments and data. Follow up monitoring will occur through classroom visits followed by actionable feedback and collaborative data analysis.

Students will become part of this process as they stay aware of their comparative data, set goals, and celebrate growth in math, across standards.

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

Gina Owens (owensg@pcsb.org)

### **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:**

Deepen understanding of the Florida's B.E.S.T. Standards for Mathematics to effectively use Professional Learning Communities by using assessment purposefully and analyzing Common Exit Tickets, readiness assessments, and Unit Assessments. Ensure that all teachers collaboratively engage in mathematics unit planning to include rigorous, grade level content, purposeful practice, and remediation/enrichment.

#### **Rationale:**

The need for increased focus on rigorous standards-based instruction and an increased awareness of monitoring for learning will be implemented. If an increased focus on these skills would occur, the proficiency/scores would increase by 5%. Teachers have been trained in the B.E.S.T. standards for mathematics by district coaches and in order to allow students to practice the skills learned, they need to be equipped with manipulatives and foundations of mathematics. To ensure instructional supports are in place for all students, tools and evidence-based practices that impact student achievement will be regularly shared with teachers through individual conversations, PLCs, and professional development.

**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**

Monitoring of Data

**Person Monitoring:**

Gina Owens (owensg@pcsb.org)

**By When/Frequency:**

May 2025

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

1. Utilize multiple forms of formative assessment to employ differentiated resources to inform future instruction 2. Monitor classroom instruction and provide individualized actional feedback. 3. Implement goal setting opportunities for students to monitor and revise their goals based on data with celebrations. 4. Offer math focused before/after school enrichment/ tutoring programs. Administration will monitor progression by assessing and analyze state assessments, formative assessments, and Dreambox with coaches and teachers during data chats. In turn, teachers will also hold data chats with their students.

**Action Step #2**

Curriculum Planning

**Person Monitoring:**

Gina Owens (owensg@pcsb.org)

**By When/Frequency:**

May 2025

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

1. Staff will remain familiarized with the Florida's B.E.S.T. standards and the proficiency expectations 2. 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 3. Facilitate mathematics-focused, consistent professional development through Professional Learning Communities by empowering mathematics teachers to facilitate alongside administrators. 4. Support rigorous student-centered instruction and collaborative planning during Professional Learning Communities by utilizing district planning documents to incorporate mathematics unit planning.

**Area of Focus #3**

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

**Instructional Practice specifically relating to Science**

**Area of Focus Description and Rationale**

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

---

Our 2024 level of performance was 68% proficient as evidenced by the 2023 - 2024 Florida Statewide Science Assessment. We expect our proficiency level to be 70% by May of 2025. We will have STEM/STEAM clubs in grades 2-5 as well as Extended Learning Programs that focus on science content for grades 3-5 after 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.

---

The percent of students achieving Science proficiency will increase from 68% to 70% as measured by the Florida Statewide Science Assessment.

**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.

---

Administration will partner with the teachers by attending professional development regarding science curriculum, standards, assessments, etc. Administrators will also attend site based, grade level Professional Leadership Communities to support and be a part of the collaborative planning. This will allow them to be aware of the progress students are making in all subject areas, but specifically science. Administrators will follow up with monitoring by conducting classroom visits with productive feedback and collaborative data analysis.

**Person responsible for monitoring outcome**

Gina Owens (owensg@pcsb.org)

**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:**

Teachers will utilize formal and informal assessment strategies that drive instruction. We will identify proficiency levels and implement instructional strategies to increase development of key content. 5th Grade will use J&J bootcamp intervention materials for remediation purposes.

**Rationale:**

The problem/gap is occurring because of the need for increased focus on rigorous standards-based instruction. 5th grade will need targeted focus on literacy strategies to narrow the literacy gaps that have transpired from phonics difficulties. If an increased focus on rigorous standards-based instruction would occur, the proficiency/scores would increase by 2%. With the implementation of the Florida Science Standards in the intermediate grades, teachers will need support from each other as well as district coaches.

**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**

ELA Integration with Science Content

**Person Monitoring:**

Gina Owens (owensg@pcsb.org)

**By When/Frequency:**

May 2025

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

1.Integrate Science into ELA and small guided reading groups using informational texts. 2.Grade Level and Cross Grade Level articulation to ensure missing standards/vocabulary are being taught at the correct depth of knowledge. 3.Exposure to Science Vocabulary words that are hanging around campus and being used at specials Implement and monitor science gaming based on continuous data, with a focus on 60 Power Words and other related vocabulary based on grade level standards. Introduce a digital component so students will have access from anywhere to continue their explorations.

**Action Step #2**

Hands On Learning

**Person Monitoring:**

Gina Owens (owensg@pcsb.org)

**By When/Frequency:**

May 2025

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

1.Full Science investigation using the 5E's in all grades. Teacher-Led in K-2, but hands on for students, and Student-Led in 3-5 with the teacher as the facilitator. 2.One Day per month will be dedicated to STEM activities facilitated by the teachers. 3.We will encourage each grade level to go on at least one field trip relating to science.

**Area of Focus #4**

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

**ESSA Subgroups specifically relating to Students With Disabilities (SWD)****Area of Focus Description and Rationale**

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

---

Our level of performance of SWD is 19% ELA and 21% Math, as evidenced in our 2024 Florida Assessment of Student Thinking. We expect our ELA FAST and Math FAST performance level to be 50% proficient by the end of the 2024-2025 school year. The problem/gap is occurring due to the lack

of inclusion structures where the Gen-ed and VE Resource teachers collaboratively team teach to provide differentiation. If both, Gen-ed and VE Resource teachers consistently utilize data to plan for differentiation and scaffold instruction to increase the achievement of SWD, the problem/ gap would be reduced by closing the achievement gap between our ESE and non-ESE 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.

---

The percent of ESE students achieving ELA proficiency will increase from 19% to 50% and in math proficiency increase from 21% to 50%, as measured by the 2025 Florida Assessment of Student Thinking.

**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.

---

Ensure that an inclusion model where both, Gen-Ed and VE Resource teachers intentionally plan for the differentiated needs of EACH student with consideration of the principles of UDL to ensure content is accessible to the broadest range of learners. VE Resource and Gen-Ed teachers will participate in collaborative planning sessions and Professional Leadership Communities to ensure accommodations assist students in reaching their goals, as well as raise to the level of the grade level standard.

**Person responsible for monitoring outcome**

Gina Owens (owensg@pcsb.org)

**Evidence-based Intervention:**

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

**Description of Intervention #1:**

Ensure that an inclusion model where both, Gen-Ed and VE Resource teachers intentionally plan for the differentiated needs of EACH student with consideration of the principles of UDL to ensure content is accessible to the broadest range of learners and reaches to the rigor of the standard.

**Rationale:**

Based on the learning gains and trend data of schools with similar ESE populations; school leaders shared that implementing an inclusion (pushin) model is one of the major the contributing factors to increased ESE improvement.

**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**

Curriculum Planning and Strategies

#### **Person Monitoring:**

Gina Owens (owensg@pcsb.org)

#### **By When/Frequency:**

May 2025

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

1. ESE and classroom teachers routinely collaboratively plan for grade level student-centered complex tasks deliberately designed with a trajectory of rigor and challenge utilizing appropriate ESE strategies including: higher level questioning and explicit vocabulary instruction. 2. Embed metacognitive strategies into content-based instruction to teach students critical memory and engagement processes they can use to access, retain, and generalize important content. 3. Participate in professional development associated with ESE strategies and instruction listed above, as well as targeted small groups to differentiate instruction.

#### **Action Step #2**

Monitoring Progress

#### **Person Monitoring:**

Gina Owens (owensg@pcsb.org)

#### **By When/Frequency:**

May 2025

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

Monitor the use of appropriate curriculum and supportive strategies to ensure student needs are met and accessing rigor of the standard. Tracking students' progress through data chats with administrators while making reflective decisions to aid students in reaching their goals.

### **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.

In the 2024-2025 school year we will have high expectations for all of our students including our English Learners. Our subgroup proficiency scores have shown growth throughout the school year, however, the level of proficiency is not at the level of non-EL students. We believe there is a foundational literacy gap with a high percentage of our students. It is our firm belief that providing high expectations for our scholars with standards aligned rigorous instruction and an additional focus on ELD (English Language Development), it will lead to a much-improved overall school score. Teachers

need to systematically and strategically address both language-based and code-based skills, showing how these components of the language system interact; thus, enabling students to be effective code breakers, meaning makers, text users, and text analysts. Particularly for ELs, the interaction between code-based and language-based aspects of the English language might be less intuitive. For example, teachers can connect decoding and encoding to word-level instruction by including the meaning of words and their meaningful parts (morphemes). Word-level instruction can be connected to text-level instruction to understand the formation of sentences.

**Measurable Outcome**

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

---

The percent of EL students achieving ELA proficiency will increase from 36% to 50%, as measured by the 2025 Florida Assessment of Student Thinking in ELA Assessment.

**Monitoring**

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

---

The area of focus will be monitored by end of module assessments, ISIP, checks for understanding, looking at FAST PM data and walk-through feedback from the instructional leadership team.

**Person responsible for monitoring outcome**

Gina Owens (owensg@pcsb.org)

**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:**

We are clustering students based on language proficiency, instructional needs and data to provide an inclusive, core environment for all students. In addition, all students will have access to the on grade level text. They will be required to perform the same tasks with necessary supports. Data for each student will be examined to determine foundational gaps and instruction will occur during intervention block and core instructional time to close learning gaps. Additional learning opportunities are provided outside of the school day to broaden background knowledge, schema, vocabulary and experiences.

**Rationale:**

All students will learn the BEST standards and have a better chance of mastering grade level standards. All teachers will plan collaboratively with instructional coaches and prepare to teach collaboratively in order to provide specialized instruction that is aligned to grade level standards. Foundational gaps will be addressed during the intervention block in small groups.

**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**

Curriculum Planning

**Person Monitoring:**

Gina Owens (owensg@pcsb.org)

**By When/Frequency:**

May 2025

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

EL teachers will plan collaboratively to front load content, vocabulary and context to scaffold up to the rigor of the standard for our EL and Hispanic subgroups. During collaborative planning EL teachers will ensure classroom teachers have identified each LY student and their proficiency level. EL teachers and coaches will provide support using the MPI's embedded within the modules. Just in time coaching will be requested from the EL department as needed.

**Area of Focus #6**

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.

Based on the 23-24 school year FAST data, 50% of students in grades 3-5 were proficient in ELA. African American subgroup increased from the previous year but our goal is to continue this trend to be comparable to our nonblack students. Our area of focus is to:

1. Strengthen core instruction using the BEST standards as well as small group differentiated instruction
2. Identifying students not meeting grade level benchmarks, providing targeted intervention, and monitoring progress
3. Systematic planning

**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.

Given the FAST statewide assessment in the Spring 2025, 60% of African American subgroup will perform at the proficiency level.

**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.

---

1. Regularly occurring walkthroughs during core instruction as well as intervention occurring with fidelity, through the use of targeted instruction.
2. Star Early Lit. for VPK, K and 1st - Star Reading for 2nd - ELFAC data being collected and used to drive small group instruction, this would be evident and monitored in small group lesson plans.
3. Evidence of on-going progress monitoring will be aligned and show continuous growth, based on the targeted intervention.
4. Teacher will informally assess running record level monthly, this will be monitored through the MTSS data collection

**Person responsible for monitoring outcome**

Gina Owens (owensg@pcsb.org)

**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:**

Differentiation in core instruction to include cultural competence as well as small group instruction with targeted intervention.

**Rationale:**

If differentiation occurs during core instruction and includes evidence from cultural competence classroom strategies then students will have entry points into the benchmark instruction. If small group instruction takes place, teachers will identify students and their interventions needed which will then close the gap and make progress toward proficiency in their grade level.

**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**

Professional Development

**Person Monitoring:**

Gina Owens (owensg@pcsb.org)

**By When/Frequency:**

May 2025

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

**step:**

Monthly professional developments based on the differentiation with a focus on cultural competence, the science of reading, and targeted small group instruction.

**Action Step #2**

Rigorous Standards

**Person Monitoring:**

Gina Owens (owensg@pcsb.org)

**By When/Frequency:**

May 2025

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

Provide all students with consistent opportunities to engage in in complex, grade-level content and activities aligned to the rigor of the B.E.S.T. standards/benchmarks.

## 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 current level of performance in school-wide behavior is a referral risk ratio of 7% as reported in the Data Analytics database. We expect our level of performance to be a risk level of 4.5 % as reported in School Profiles by May 2025

#### Measurable Outcome

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

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The number of students receiving referrals will decrease from 23 students to 18 students, as evidenced by Data Analytics discipline data.

#### Monitoring

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

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Monitoring by administrators will occur by leaders partnering with staff to participate in professional development sessions with a focus on PBIS committee, Equity and Restorative Practices are intertwined with PLC work. Administrators, PBIS coordinator and Restorative Practices trainer will facilitate site based, professional collaborative planning and dialog. Follow up monitoring will occur through school walkthroughs followed by actionable feedback and collaborative data analysis.

**Person responsible for monitoring outcome**

Stephanie Stevens (stevensste@pcsb.org)

**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:**

Strengthen the ability of all staff to establish and maintain positive relationships with all students. All classrooms will utilize Harmony SEL strategies.

**Rationale:**

The problem/gap in behavior performance is occurring because a need for increased implementation of culturally responsive teaching strategies. If the increased use of culturally responsive teaching strategies would occur, the problem would be reduced by 1.7% as evidenced by School Profiles data. We will analyze and review our data for effective implementation by May 2025.

**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**

PBIS

**Person Monitoring:**

Stephanie Stevens (stevensste@pcsb.org)

**By When/Frequency:**

May 2025

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

1. Utilize a system of recognition to provide rewards to students for demonstration of positive and appropriate behaviors that are identified in the schoolwide expectations. At least 90% of school members will participate in the reward system and the rewards will be varied and reflect student interests. 2. Each day, classroom teachers will greet and welcome students using trust generated actions, building rapport and strong relationships. 3. Analyze and monitor discipline data and plan necessary strategies at monthly PBIS meetings 4. During the first week of school, teachers and students will collaboratively develop classroom agreements that reflect the schoolwide expectations by engaging student voices and submit class agreements/expectations to the PBIS coordinator. 5. Classroom teachers will conduct weekly class meetings/community building circles that reflect the schoolwide expectations. 6. Staff contact at least 2 student families with positive feedback on student performance weekly and log the contact in FOCUS. 7. Every class will receive a story book each month relating to the character traits highlighted in Commitment to Character and lessons/activities will be implemented.

## 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.

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To ensure that we meet all parent schedules and to create a supportive relationship between home and school we plan to offer activities at a variety of days and times throughout the year. We will host curriculum meetings once per month to share schoolwide expectations so that their child will be successful during and after school. We will provide parents with content specific sessions, aligned with the B.E.S.T. standards, identifying strategies they can use at home to promote highest student achievement specific to reading, writing, and math. We will communicate benchmarks once a week through ClassDojo, email and newsletters so families are aware of what their child is learning each week. Conferences will be held twice per year to address all academic concerns and questions families may have during the fall and spring semester. All events will be advertised at least 3 weeks in advance so planning on families can take place.

<https://www.pcsb.org/domain/6403>

#### Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

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We post our calendar for the entire school year in August so that families have time to plan to attend. Conferences are held several times throughout the school year to update parents on student progress as well as how to support and plan for the quarter looking ahead. We use ClassDojo to

support communication with parents to update student progress, success and how to support their academic needs. ClassDojo is used schoolwide for both academic purposes and for PBIS.

### **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))

---

We use ClassDojo for parents to have the easiest way to connect with the school and teachers, as this connects to parents' phones. ClassDojo gives parents an immediate connection to the classroom and classwork. This also translates to the language the parent sets. Teachers can send information to families to support learning. Students in grades first through fifth have one-to-one devices and in grades three through five can take them home. We host ELA, Math and Science events at night to support the at home learning by educating families on strategies they can use to further their child's education. This year, we will be offering new clubs before and after school to increase attendance and academics.

### **How Plan is Developed**

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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We offer our events on a variety of nights during the week. We post our calendar for the entire school year in August so that families have time to plan to attend. We also hold several events throughout the school year during the mornings, for example, we hold a monthly event for families – All Pro Families. We also held a celebration for all cultures in September in the morning, this event was one of our biggest events this school year. Home visits are made when needed by several members of our staff to support families based on their needs.

## B. Component(s) of the Schoolwide Program Plan

### Components of the Schoolwide Program Plan, as applicable

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

#### Improving Student's Skills Outside the Academic Subject Areas

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

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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))

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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)).

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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)).

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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))

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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.

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No Answer Entered

### Specifics to Address the Need

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

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No Answer Entered



## VII. Budget to Support Areas of Focus

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

**No**

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