MILDRED HELMS ELEM. 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

Mildred Helms Elementary International Baccalaureate (IB) World School is committed to developing knowledgeable, inquiring, caring and internationally minded lifelong learners.

Provide the school's vision statement

100% Student Success - Each scholar will achieve at least a year's growth within the school year.

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
Shannon Brennan

Position Title
Principal

Job Duties and Responsibilities

Principal, Instructional Leader, IB Head of School

Leadership Team Member #2

Employee's Name
Karris Cooper

Position Title
Assistant Principal

Job Duties and Responsibilities

Assistant Principal, Instructional Leader, PBIS Coach

Leadership Team Member #3

Employee's Name

Michelle Ovalle

Position Title
MTSS Coach

Job Duties and Responsibilities

MTSS Coach - Leads MTSS and RtI, supports SBLT and Student Services Team, Child Study Team Member, Lead Instructional Mentor

Leadership Team Member #4

Employee's Name
Jennifer Kelly

Position Title
Magnet Coordinator

Job Duties and Responsibilities

IB PYP Magnet Coordinator

Leadership Team Member #5

Employee's Name
Amanda Callahan

Position Title
Kindergarten teacher

Job Duties and Responsibilities

Kindergarten Team Leader

Leadership Team Member #6

Employee's Name
Mary Riser

Position Title
1st grade teacher

Job Duties and Responsibilities

1st grade Team Leader

Leadership Team Member #7

Employee's Name
Melissa Scott

Position Title

2nd grade teacher

Job Duties and Responsibilities

2nd grade Team Leader

Leadership Team Member #8

Employee's Name

Jerrie Yuncker

Position Title

3rd grade teacher

Job Duties and Responsibilities

3rd grade Team Leader

Leadership Team Member #9

Employee's Name

Kristin Enlow

Position Title

4th grade teacher

Job Duties and Responsibilities

4th grade Team Leader

Leadership Team Member #10

Employee's Name

Mandy Harmon

Position Title

5th grade teacher

Job Duties and Responsibilities

5th grade Team Leader

Leadership Team Member #11

Employee's Name

Lori Phoenix

Position Title

ESE teacher

Job Duties and Responsibilities

ESE team leader

Leadership Team Member #12

Employee's Name
Ana Carlson

Position Title
Spanish Teacher

Job Duties and Responsibilities

Specialists Team Leader

Leadership Team Member #13

Employee's Name
Cheryl Hauburger

Position Title
Parent Engagement Liason

Job Duties and Responsibilities

Family Community Liaison

Leadership Team Member #14

Employee's Name
Kelly Coleman

Position Title
Media Specialist

Job Duties and Responsibilities

Media Specialist

Leadership Team Member #15

Employee's Name
Emily Hubbard

Position Title
School Psychologist

Job Duties and Responsibilities

School Psychologist

Leadership Team Member #16

Employee's Name
Ann Stager

Position Title
School Counselor

Job Duties and Responsibilities

School Counselor

C. Stakeholder Involvement and Monitoring

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

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

The school leadership team provides opportunities for input from all stakeholders. Staff members meet and discuss schoolwide goals, instructional models for improvement and action steps to support student achievement. Information including schoolwide data is shared with parents and community members at SAC meetings and family events such as Open House to elicit input on the plan. Survey and corresponding data are also used in plan development.

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))*

SIP will be monitored for effectiveness and impact on students through consistent review after assessment cycle data and progress monitoring reviews. If needed, the plan will be revised to support the continuous improvement of all students in all subgroups.

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	**53.6%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)** **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: A** **2022-23: B*** **2021-22: B** **2020-21:** **2019-20: C**

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	2	20	19	27	18	17				103
One or more suspensions	0	0	0	0	0	2				2
Course failure in English Language Arts (ELA)	0	0	0	1	0	0				1
Course failure in Math	0	0	0	4	2	5				11
Level 1 on statewide ELA assessment	0	0	0	2	10	14				26
Level 1 on statewide Math assessment	0	0	0	2	11	13				26
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)										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	1	0	1	8	8				18

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	2	0	0	1	0	0				3
Students retained two or more times	0	0	0	0	1	1				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		29	26	19	8	15				97
One or more suspensions			1							1
Course failure in ELA				4	1	1				6
Course failure in Math				5	3	5				13
Level 1 on statewide ELA assessment				4	18	16				38
Level 1 on statewide Math assessment				3	19	12				34
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	1	7	6	7						28

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		1	2	4	9	8				24

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	3	1	2	1					8
Students retained two or more times					1	1				2

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 SCHOOL	2024 DISTRICT†	2024 STATE†	2023 SCHOOL	2023 DISTRICT†	2023 STATE†	2022** SCHOOL	2022** DISTRICT†	2022** STATE†
ELA Achievement *	62			50	54	53	49	55	56
ELA Grade 3 Achievement **	73			50	54	53			
ELA Learning Gains	57								
ELA Learning Gains Lowest 25%	56				62		62		
Math Achievement *	66			59	61	59	60	51	50
Math Learning Gains	59				56		56		
Math Learning Gains Lowest 25%	59					46			
Science Achievement *	66			59	62	54	52	62	59
Social Studies Achievement *								65	64
Graduation Rate								57	50
Middle School Acceleration							52	52	50
College and Career Readiness								52	80
ELP Progress	68			41	64	59	62	59	62

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

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	66%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	590
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
66%	58%	56%	45%		46%	51%

* 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	37%	Yes	5	
English Language Learners	68%	No		
Black/African American Students	61%	No		
Hispanic Students	68%	No		
Multiracial Students	67%	No		
White Students	62%	No		
Economically Disadvantaged Students	65%	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	19%	Yes	4	3
English Language Learners	41%	No		
Black/African American Students	35%	Yes	1	
Hispanic Students	56%	No		
Multiracial Students	83%	No		
White Students	59%	No		
Economically Disadvantaged Students	54%	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	30%	Yes	3	2

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	53%	No		
Native American Students				
Asian Students				
Black/African American Students	46%	No		
Hispanic Students	55%	No		
Multiracial Students	50%	No		
Pacific Islander Students				
White Students	61%	No		
Economically Disadvantaged Students	51%	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%	73%	57%	56%	66%	59%	59%	66%					68%
Students With Disabilities	26%	36%	42%	44%	34%	46%	53%	17%					
English Language Learners	58%		58%		62%	68%							92%
Black/African American Students	53%	50%	70%		56%	57%		77%					
Hispanic Students	68%	82%	58%		63%	61%	50%	73%					88%
Multiracial Students	70%		77%		75%	46%							
White Students	59%	75%	48%	47%	69%	61%	69%	66%					
Economically Disadvantaged Students	62%	75%	58%	57%	61%	56%	62%	58%					94%

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	50%	50%			59%			59%					41%
Students With Disabilities	19%	20%			19%								
English Language Learners	27%				27%								70%
Black/African American Students	32%				42%			31%					
Hispanic Students	51%	50%			48%			60%					72%
Multiracial Students	72%				94%								
White Students	53%	49%			63%			69%					
Economically Disadvantaged Students	46%	45%			52%			51%					75%

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	49%	62%	62%	62%	60%	56%	46%	52%					62%
English Language Learners	29%	71%	46%		40%	62%							62%
Students With Disabilities	6%	43%	46%		29%	45%		10%					
Native American Students													
Asian Students													
Black/African American Students	39%	53%	40%		44%	63%	55%	29%					
Hispanic Students	40%	53%	53%		60%	55%		58%					61%
Multiracial Students	35%	64%	64%		59%	40%							
Pacific Islander Students													
White Students	59%	66%	73%		67%	53%	43%	63%					
Economically Disadvantaged Students	37%	57%	62%		49%	52%	48%	42%					60%

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?

3rd grade ELA Proficiency increased from 50% to 73% this year. We used collaborative planning, data driven PLCs, walkthroughs with immediate feedback, and multiple small groups with instruction highly specified to standards not mastered.

Lowest Performance

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

Our ELA L25 LG showed the lowest with 56% proficiency. Last year only proficiency was used for school grade. We are intentionally placing the L25 students in classrooms when making class lists.

Greatest Decline

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

Overall achievement data in ELA, Math and Science on state testing increased from the previous year.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our greatest gap was with 5th grade ELA with the school performing 51% compared to the state with 55%. Otherwise, we outperformed the state in all other areas. We have implemented more professional development and planning for 5th grade ELA teachers to close this gap.

EWS Areas of Concern

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

A potential area of concern is student attendance with the number of students from last year with absences greater than 10%.

Highest Priorities

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

Increase student proficiency in ELA, Math and Science.

Targeted focus on ELA achievement of Students with Disabilities.

Decrease number of students with attendance concerns.

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.

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

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 overall student ELA proficiency in grades 3-5 from 61% to 66% scoring level 3 or above on the PM3 FAST state assessment. Increase grade 3 ELA proficiency from 73% to 78% as measured by the PM3 FAST 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.

Data analysis will be completed at the end of each progress monitoring cycle and adjustments to core instruction and small group interventions will be made as needed. Monitoring through walkthroughs, observations and evidence of collaborative and strategic lesson planning using the B.E.S.T. standards.

Person responsible for monitoring outcome
Shannon Brennan

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).
Description of Intervention #1:

Explicit and systematic instruction Scaffolded instruction Corrective feedback Differentiated instruction

Rationale:
Explicit instructional practice for novices in learning new content, skill, or concept: 1) full, clear explanations, 2) teacher modeling, 3) Provide a "worked-out" sample with full teacher explanation, 3) Full guidance during student practice, 4) Teacher corrective feedback. Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile: (1) content–what the student needs to learn or how the student will get access to the information; (2) process–activities in which the student engages in order to make sense of or master the content; (3) products–culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and (4) learning environment–the way the classroom works and feels.

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

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

Description of Intervention #2:

Rationale:

Tier of Evidence-based Intervention:

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

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Feedback and Data Analysis

Person Monitoring:	**By When/Frequency:**
Shannon Brennan and Karris Cooper	weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide support and feedback focused on explicit, systematic and sequential approaches to reading and writing instruction including a gradual release of responsibility model of instruction. This will be monitored through implementation and data analysis of formative assessments, end of module and unit assessments as well as progress monitoring cycles 1-3 data.

Action Step #2
Increase instructional practices that include inquiry, integration of content and multiple forms of differentiation.

Person Monitoring:	**By When/Frequency:**
Shannon Brennan	weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Ensure instructional supports are implemented for all students during core instruction and independence, including supports for students with exceptional needs, English Language Learners,

as well as extensions/more advanced texts for gifted/talented students as well as those achieving above benchmark. These supports include access to grade-level text and beyond as well as small group instruction based on data. Increase inquiry-based learning, integration of content and concepts through IB Units of Inquiry. Walkthroughs will be used for monitoring implementation and ensuring these instructional supports are in place. Monitor intervention plans and progress monitoring data during SBLT meetings to ensure instruction is meeting student needs.

Area of Focus #2

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.

Increase proficiency in Science to exceed district and state average through focused core instruction and support of knowledge of scientific academic vocabulary.

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 proficiency on the 5th grade Science SSA from 65% to 70%.

Monitoring

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

Monitored through walkthroughs, observations and evidence of collaborative and strategic lesson planning using the Florida State Academic Standards for Science and student progress monitoring data.

Person responsible for monitoring outcome
Karris Cooper

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:
Rationale:
Tier of Evidence-based Intervention:

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

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Collaborative planning

Person Monitoring:	**By When/Frequency:**
Karris Cooper	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
During collaborative planning within school hours or after-school planning sessions, synthesize the benchmarks, benchmark clarifications, and content limits to fully understand the expected outcomes that carry the full weight of the standards. Use of data analysis of benchmark assessments, formative assessments, and teacher collected data to revise core instruction and interventions throughout the year.

Action Step #2
Science Professional Development and Curriculum Planning

Person Monitoring:	**By When/Frequency:**
Karris Cooper	Throughout the year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers and administrators engage in the just-in-time training needed to support implementation of the science curriculum and other instructional initiatives already underway including integration within the IB Units of Inquiry. Teacher will attend and engage in Science PD and discuss during PLC and collaborative meetings to ensure implementation.

Area of Focus #3

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.

Increase Math proficiency in grades 3-5 to meet or exceed district and state averages.

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 Math proficiency in grades 3-5 to from 65% to 70% as measured by state progress

monitoring assessments.

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.

Monitored through walkthroughs, observations and evidence of collaborative and strategic lesson planning using the B.E.S.T. standards and student progress monitoring data.

Person responsible for monitoring outcome
Shannon Brennan

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

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

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 student-centered learning routines and inquiry based practices within core instruction.

Person Monitoring:
Shannon Brennan

By When/Frequency:
weekly

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). Data analysis of state and district assessment data will be conducted with teams and individual teachers to support instruction. Walkthroughs will be used for monitoring implementation and ensuring instructional supports are in place.

Action Step #2
Data Analysis and Instructional Planning

Person Monitoring:
Shannon Brennan

By When/Frequency:
monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Utilize multiple forms of formative assessment and use the District Data PLC Protocol to game plan to utilize differentiated resources to inform future instruction. PLC discussions and collaborative planning will be utilized to ensure multiple formative assessments are taking place as well as discussing the data from each assessment and modifying instruction as needed.

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.

Close the achievement gap between African American students and other sub groups.

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 achievement of African American student in ELA by 10% to 57% proficient as measured by state progress monitoring assessments, FAST PM3.

Monitoring

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

Observations, walkthroughs, specific feedback in regard to teaching strategies in relationship to student performance. Student progress monitoring data will be analyzed by subgroup.

Person responsible for monitoring outcome
Shannon Brennan

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the

measurable outcomes in each relevant grade level, explain the rationale for selecting this specific

strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA

Section 8101(21)(B)).

Description of Intervention #1:
Explicit and systematic instruction that includes differentiation, scaffolding and support through high
leverage practices.

Rationale:
Teachers are more effective when providing explicit guidance with practice and feedback rather than
requiring student discovery while learning new skills/concepts. A review of 70 studies indicates that
failure to provide strong instructional support produced measurable loss of learning: minimal guidance
can increase the achievement gap. Differentiation consists of the efforts of teachers to respond to
variance among learners in the classroom through content, process, products and learning
environments.

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

Person Monitoring: **By When/Frequency:**
Shannon Brennan and Karris Cooper   weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action
step:**
Monitor with frequent walkthroughs and specific feedback.

Action Step #2
Increase gifted identification in primary grades to expand the number of African American/Black
students in the Gifted and Talented Program.

Person Monitoring: **By When/Frequency:**
Shannon Brennan   end of school year

**Describe the Action to Be Taken and how the school will monitor the impact of this action
step:**
Monitor identification with meetings with gifted teacher throughout year and in PLC's with staff to

increase identification.

Area of Focus #5

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

Ensure small group instruction and 1:1 specially designed instruction is designed and implemented in alignment with evidence-based practices for Students with Disabilities.

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 ELA proficiency of Students with Disabilities will increase to 41% or higher as measured by state progress monitoring assessments, FAST PM3.

Monitoring

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

Monitored through walkthroughs, observations and evidence of collaborative and strategic lesson planning using the B.E.S.T. standards and student progress monitoring data.

Person responsible for monitoring outcome

Shannon Brennan and Karris Cooper

Evidence-based Intervention:

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

Description of Intervention #1:
Explicit and direct instruction; multi-sensory approach to all learning; utilize a systematic approach for the delivery of instruction

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

complex skills.

Tier of Evidence-based Intervention:
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
Implement and monitor Specially designed instruction and interventions

Person Monitoring:	**By When/Frequency:**
Shannon Brennan and Karris Cooper	weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Monitor the use of appropriate practices, scaffolding and progress monitoring to ensure students' needs are met through specially designed instruction tailored to individual needs. Monitor with data analysis of progress monitoring assessments, frequent walkthroughs and explicit feedback.

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.

Increase positive culture and climate utilizing a systematic approach to positive reinforcement and recognition of student behavior and attendance.

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 in student attendance by 10% and decrease in student referrals/infraction by 15% as compared to the 2023-24 school 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.

Attendance data will be monitored through the Child Study Team on a biweekly basis. Referral, infraction program will track recognition of positive student behavior. Frequent walkthroughs and observations to ensure fidelity of implementation.

Person responsible for monitoring outcome
Karris Cooper

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 schoolwide program implementation utilizing Guidelines for Success and researched based interventions, including Restorative Practices

Rationale:
PBIS is a researched based program that encompasses a positive reinforcement system and appropriate classroom and school-based responses to student behavior.

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 Professional Development

Person Monitoring:	**By When/Frequency:**
Karris Cooper	beginning of school year/throughout year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide professional development for all staff members to refresh and reteach PBIS strategies, schoolwide Guidelines for Success and expectations. Professional development will occur during preschool workshops with refreshers held throughout the school year as needed.

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.

The School Improvement Plan will be shared with all stakeholders by administration and instructional staff at the Title I Annual Meeting and schoolwide Open House. Key components of the SIP as well as how parents can access the full version via the state, district websites and school website at https://www.pcsb.org/domain/6659 will be made available. The SIP will also be shared within school newsletters and at SAC meetings held through the year.

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))

Building positive relationships with parents, families and community stakeholders is critical to the success of our school's vision and mission. Family involvement events such as Literacy, Math and Science nights as well as Student Led Conferences and Parent Teacher conferences are important components to keeping parents informed of student progress and providing resources for at home support. Progress is also reported through midterms, report cards and the availability of parents to see student academic grades and scores in FOCUS. The Parent and Family Engagement Plan is available
on the school website at https://www.pcsb.org/domain/1960.

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))

Strengthening the academic program will result in a greater focus on student engagement within an inquiry-based approach to conceptual learning. The Extended Learning Program will be utilized to provide additional support through interventions in ELA and math as well as opportunities for enrichment
within clubs and academic groups.

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))

The plan is developed in coordination with federal, state and local services such as More Health, local violence prevention programs and with the support of district approved educational partners.

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.

School Improvement allocations will be shared with staff members. Leadership team members will elicit input from grade level or specialist teams for resources needed to address areas of achievement gaps. School based leadership team will utilize data and input from teams to construct allocations for interventions and activities that align to meet the needs of our students in the targeted areas of focus.

Specifics to Address the Need

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

Strategically focus on grades 3-5 teachers and instruction by ensuring equitable use of resources including instructional supports, school-based professional development, cycles of coaching, and feedback.

VII. Budget to Support Areas of Focus

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

No

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