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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: <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The staff of Curtis Fundamental Elementary will partner with students, parents, and the community to create and maintain a quality and safe learning environment enabling each student to succeed.

Provide the school's vision statement

100% Student Success!

B. School Leadership Team

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Richard Knight

Position Title

Principal

Job Duties and Responsibilities

All duties and responsibilities as designated.

Leadership Team Member #2

Employee's Name

Jennifer Neubauer

Position Title

Curriculum Specialist

Job Duties and Responsibilities

Data tracking, curriculum support, modeling and coteaching lessons, small group support, planning

and conducting professional development. Teacher and student support. Leadership support as needed.

Leadership Team Member #3

Employee's Name

Stacey Rutledge

Position Title

School Counselor

Job Duties and Responsibilities

Counseling services to students. Monthly guidance lessons to all students. Leadership support as needed.

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.

Principal, Curriculum Specialist, School Counselor, invited a team of teachers and our SAC Chairperson to develop the School Improvement Plan. From the staff, the following staff members participated in the development of the SIP: Jessica Circle- Kindergarten, Sara Haynor- 4th Grade, Gayle Denny- 2nd Grade, Jennifer Johnson- 3rd Grade, Colette Alex- 3rd Grade, Robert Tuttle- 5th Grade. Mrs. Ashley Propst and Mrs. Shannon Pridon were invited to develop the plan from our SAC.

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))

The SIP will be monitored through monthly Leadership Meetings, Staff Meetings and Data Chats. Data will be discussed continuously at PLC's and the SIP will be revised as need through the Leadership Team.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY KG-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	26.5%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	24.8%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: A* 2021-22: A 2020-21: 2019-20: A

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	7	4	3	3	7	0	0	0	24
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	5	0	0	0	5
Level 1 on statewide Math assessment	0	0	0	0	1	3	0	0	0	4
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	0	0	0						0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0					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	0	0	0	0	4	0	0	0	4

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	1	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

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

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		4	3	2	4	4				17
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment					4					4
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0

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

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators						1				1

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								1
Students retained two or more times										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	82			76	54	53	84	55	56
ELA Grade 3 Achievement **	88			80	54	53			
ELA Learning Gains	69						74		
ELA Learning Gains Lowest 25%	49						67		
Math Achievement *	90			86	61	59	92	51	50
Math Learning Gains	74						80		
Math Learning Gains Lowest 25%	64						77		
Science Achievement *	80			78	62	54	86	62	59
Social Studies Achievement *								65	64
Graduation Rate								57	50
Middle School Acceleration								52	52
College and Career Readiness									80
ELP Progress					64	59			

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

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	75%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	596
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
75%	80%	80%	75%		79%	68%

* 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	51%	No		
Hispanic Students	74%	No		
Multiracial Students	85%	No		
White Students	76%	No		
Economically Disadvantaged Students	75%	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	40%	Yes	1	
Black/African American Students	54%	No		
Hispanic	79%	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				
Multiracial Students	78%	No		
White Students	83%	No		
Economically Disadvantaged Students	67%	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	61%	No		
English Language Learners				
Native American Students				
Asian Students				
Black/African American	69%	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				
Hispanic Students	78%	No		
Multiracial Students	81%	No		
Pacific Islander Students				
White Students	81%	No		
Economically Disadvantaged Students	74%	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	82%	88%	69%	49%	90%	74%	64%	80%					
Students With Disabilities	56%		30%		69%	50%							
Hispanic Students	81%		63%		81%	78%	64%	79%					
Multiracial Students	85%		75%		95%	83%							
White Students	83%	86%	70%	55%	92%	73%	62%	84%					
Economically Disadvantaged Students	80%	86%	73%	56%	92%	73%	73%	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	76%	80%			86%			78%					
Students With Disabilities	26%				53%								
Black/African American Students	38%				69%								
Hispanic Students	74%	86%			77%								
Multiracial Students	70%				85%								
White Students	80%	81%			88%			82%					
Economically Disadvantaged Students	61%	65%			82%			60%					

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	84%		74%	67%	92%	80%	77%	86%					
Students With Disabilities	44%		58%		75%	67%							
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students	62%		60%		85%	70%							
Hispanic Students	86%		69%		83%	75%							
Multiracial Students	83%		63%		96%	81%							
Pacific Islander Students													
White Students	84%		77%	71%	93%	80%	77%	86%					
Economically Disadvantaged Students	72%		67%		84%	64%		83%					

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

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

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

Our 3rd Grade Math FAST Scores showed the most improvement. Our scores went from 92% level 3 and above to 96% level 3 and above. Curtis implemented teaming in 3rd grade. There was an emphasis on math centers and small groups.

Lowest Performance

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

The lowest performance was in ELA for our African American students scoring 56% level 3 and above even though our African American students made gains from the previous year going from 43% to 56% level 3 and above.

Greatest Decline

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

Our 4th grade math scores decreased from 92% level 3 and above on the 2022-2023 Math FAST Assessment to 84% level 3 and above on the 2023-2024 Math FAST Assessment. One of our 4th grade classes was led by a long-term substitute teacher for a portion of the school 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.

The greatest gap compared to the state average for Curtis was 3rd-5th grade Math. The state average was 58% and Curtis' average was 90%. Focused on individualized instruction based on student needs, teaming, allowing teachers to focus on math, and data based small groups.

EWS Areas of Concern

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

Attendance!

Highest Priorities

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

- 1- Focus on the students identified in the lowest 25%
- 2- Data driven small group instruction
- 3- Attendance

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.

Ensure whole group and small group instruction in the ELA block in both reading and writing is designed and implemented according to evidence-based principles. Students identified as L25% did not make the learning gains that they needed to become proficient.

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.

83% of 3rd through 5th grade students scored a level 3 and above. 40% of our L25 students scored a level 3 and above. Our goal this year is for 87% of our 3rd through 5th grade students will score a level 3 and above and 60% of our L25 students will score level 3 and above.

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 will be done through Leadership Meetings, ongoing data chats with each grade level and individual teachers. PLC's will be used to identify student needs and plan for small group instruction.

Person responsible for monitoring outcome

Richard Knight- principal

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 Scaffolding instruction *Formative assessment & corrective feedback *Cognitive Engagement with Content *Academic Discourse *Close Reading & Annotation Strategies

Rationale:

Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile: (1) content—what the student needs to learn or how the student will get access to the information; (2) process—activities in which the student engages in order to make sense of or master the content; (3) products—culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and (4) learning environment—the way the classroom works and feels. The most important factor in differentiation that helps students achieve more and feel more engaged in school is being sure that what teachers differentiate is high-quality curriculum and instruction. For example, teachers can make sure that: (1) curriculum is clearly focused on the information and understandings that are most valued by an expert in a particular discipline; (2) lessons, activities, and products are designed to ensure that students grapple with, use, and come to understand those essentials; (3) materials and tasks are interesting to students and seem relevant to them; (4) learning is active; and (5) there is joy and satisfaction in learning for each student.

Tier of Evidence-based Intervention:

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

-Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as extensions/more advanced texts for students above benchmark. These “pop-up” small group supports include access to grade-level text and beyond as well as small group instruction based on data

Person Monitoring:

Richard Knight

By When/Frequency:

Ongoing

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

Monitor ELA Scores and Learning gains from PM1 and PM2 data as well as cycle data from district assessments.

Action Step #2

Strengthen student inquiry skills through the implementation and monitoring of routine use of higher-level thinking through questioning, class discussions, problem solving activities, and/or collaborative study groups.

Person Monitoring:

Richard Knight

By When/Frequency:

Ongoing

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

Monitor ELA Scores and Learning gains from PM1 and PM2 data as well as cycle data from district assessments.

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.

Monitor whole group and small group instruction to ensure instruction 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.

90% of 3rd through 5th grade students scored a level 3 and above. 57% of our L25 students scored a level 3 and above. Our goal this year is for 93% of our 3rd through 5th grade students will score a level 3 and above and 60% of our L25 students will score level 3 and above.

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 will be done through Leadership Meetings, ongoing data chats with each grade level and individual teachers. PLC's will be used to identify student needs and plan for small group instruction.

Person responsible for monitoring outcome

Richard Knight

Evidence-based Intervention:

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

Description of Intervention #1:

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

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. Effective teaching of mathematics consistently provides students, individually and collectively, with opportunities and supports to engage in productive struggle as they grapple with mathematical ideas and relationships. Elicit and use evidence of student thinking. Effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning.

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

Person Monitoring:

Richard Knight

By When/Frequency:

Ongoing

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

Monitor Math Scores and Learning gains from PM1 and PM2 data as well as benchmark data from district assessments.

Action Step #2

Utilize multiple forms of formative assessment and use the District Data PLC Protocol to game plan to utilize differentiated resources to inform future instruction.

Person Monitoring:

Richard Knight

By When/Frequency:

Ongoing

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

Monitor Math Scores and Learning gains from PM1 and PM2 data as well as benchmark data from district assessments.

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.

Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles. We would like to continue to focus on the evidence-based principles needed to help K-5 students grow in science.

Measurable Outcome

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

81% of our 5th grade students scored a level 3 or above on the 2023-2024 Florida SSA. Our goal is to have 84% of our 5th grade students score a level 3 and above on the 2024-2025 Florida SSA.

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 will be done through Leadership Meetings, ongoing data chats with each grade level and individual teachers. PLC's will be used to identify student needs and plan for small group instruction.

Person responsible for monitoring outcome

Richard Knight

Evidence-based Intervention:

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

Description of Intervention #1:

Teacher Clarity (Hattie, 0.75 effect size)/ Learning needs to be challenging (Hattie & Zierer, 10 Mindframes for Visible Learning) • Prior Ability (Hattie, 0.82 effect size) • Classroom Discussion (Hattie, 0.82 effect size) • Feedback (Hattie, 0.70 effect size) • Formative Assessment & Feedback* • Cognitive Engagement with Content* • Closed Reading & Annotation Strategies* • Academic Discourse*

Rationale:

Clarity around goals and making them transparent in the lesson. Goals also need to be appropriately challenging and provide many ways and opportunities to monitor progress from learner entry into the lesson towards the goals of the lesson. • This strategy may be selected if there is evidence that lessons are often not aligned to the standard(s) and/or students are not clear as to the focus/purpose of the lesson. They may be unaware of the objective. • Activating prior knowledge helps students see the connections between previous learning and new instruction, builds on what students already know, provides a framework for learners to better understand new information, and gives instructors formative assessment information to adapt instruction. It is important to slow down, ask our students

what they already know about the matter, and make important connections to what is to come.

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 goal setting opportunities where students regularly and visibly participate in setting their own goals, monitoring their academic progress throughout the year, revising their goals based on data, and celebrating successes.

Person Monitoring:

Richard Knight

By When/Frequency:

Ongoing

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

Monitoring will be done through Leadership Meetings, ongoing data chats with each grade level and individual teachers. PLC's will be used to identify student needs and plan for small group instruction.

Action Step #2

Strengthen student inquiry skills through the implementation and monitoring of routine use of higher-level thinking through questioning, class discussions, problem solving activities, and/or collaborative study groups.

Person Monitoring:

Richard Knight

By When/Frequency:

Ongoing

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

Monitoring will be done through Leadership Meetings, ongoing data chats with each grade level and individual teachers. PLC's will be used to identify student needs and plan for small group instruction.

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.

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

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.

In 2023-2024, 61% of our students identified as ESE scored a level 3 and above on the ELA Fast Assessment in 3rd-5th Grade. Our goal is to have 65% of students identified as ESE score a level 3 and above on the 2024-2025 ELA 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.

Monitoring will be done through Leadership Meetings, ongoing data chats with each grade level and individual teachers. PLC's will be used to identify student needs and plan for small group instruction.

Person responsible for monitoring outcome

Richard Knight

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

Monitor the use of appropriate practices and scaffolding to ensure students' needs are met

Person Monitoring:

By When/Frequency:

Richard Knight

Ongoing

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

Administration will monitor that small groups are being implemented.

Area of Focus #5

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.

Create a student-centered classroom environment that leads to deep learning by *activating prior knowledge, increasing relevancy, agency, and authentic engagement. This was chosen as our African American students scored well below our non-African American students on the 2023-2024 ELA FAST Assessment.

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.

56% of our 3rd-5th grade students scored a level 3 and above on the 2023-2024 ELA FAST Assessment. Our goal is to have 60% of our students score a level 3 or above of the 2024-2025 ELA 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.

Monitoring will be done through Leadership Meetings, ongoing data chats with each grade level and individual teachers. PLC's will be used to identify student needs and plan for small group instruction.

Person responsible for monitoring outcome

Richard Knight

Evidence-based Intervention:

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

Description of Intervention #1:

Collaborative learning *Academic discourse Positive relationships Deep motivation & approach

Learning Intentions

Rationale:

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

Tier of Evidence-based Intervention:

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

Cultivate a trusting and motivating classroom culture where curiosity, improvement, & risk-taking are valued.

Person Monitoring:

Richard Knight

By When/Frequency:

Ongoing

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

Monitoring will be done through Leadership Meetings, ongoing data chats with each grade level and individual teachers. PLC's will be used to identify student needs and plan for small group instruction.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

Overall, our average daily attendance was 95% for the 2023-2024 school year. By grade level we had 7 first grade students, 4 second grade students, 3 third grade students, 3 fourth grade students,

and 7 fifth grade students were absent 10% or more days of the school year. Our area of focus is to increase our daily attendance and decrease the number of students missing 10% or more days throughout the school year.

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.

To decrease the number of students missing 10% or more of the school year from 24 students to 15 students.

Monitoring

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

Leadership and the CST Team will monitor student absences to increase student attendance.

Person responsible for monitoring outcome

Richard Knight

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:

Provide parents with updated attendance information and reminders of the importance of students attending school daily.

Rationale:

Attendance increases students' achievement and performance in the classroom.

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

Parent education will be provided at PTA Meeting, School Messengers, monthly newsletter and communication from the School Social Worker and principal.

Person Monitoring:

Richard Knight

By When/Frequency:

Ongoing

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

CST Team will monitor attendance twice a month. Principal, social worker and school counselor will

work with families to improve student attendance and plan vacations and trips on non-school days.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

No Answer Entered

How Plan is Developed

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

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

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

No

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