PINELLAS CENTRAL 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

The mission of Pinellas Central Elementary is to create a safe and positive learning environment where adults and students feel valued and challenged to reach their highest potential.

Provide the school's vision statement

Professional community of educators promoting 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

Abigail Cannata

Position Title

Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #2

Employee's Name

Stephanie Wager

Position Title

Assistant Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #3

Employee's Name

Cheryl Zellner

Position Title

Secretary/Bookkeeper

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #4

Employee's Name

Jennifer Swanson

Position Title

Kindergarten Teacher

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #5

Employee's Name

Crystal Smith

Position Title

1st Grade Teacher

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #6

Employee's Name

Madison Robbins

Position Title

2nd Grade Teacher

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #7

Employee's Name

Jenni Herman

Position Title

3rd Grade Teacher

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #8

Employee's Name
Cyndi Bradford

Position Title
4th Grade Math/Science Teacher

Job Duties and Responsibilities
No Answer Entered

Leadership Team Member #9

Employee's Name
Patrice Redington

Position Title
5th Grade ELA Teacher

Job Duties and Responsibilities
No Answer Entered

Leadership Team Member #10

Employee's Name
Mary Odrzywolski

Position Title
School Counselor

Job Duties and Responsibilities
No Answer Entered

Leadership Team Member #11

Employee's Name
Johanna Bayliss

Position Title
MTSS/Reading Coach

Job Duties and Responsibilities
No Answer Entered

Leadership Team Member #12

Employee's Name
Blair Duffy

Position Title
Music Teacher

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #13

Employee's Name
Sarah Cooman

Position Title
ESE Teacher

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #14

Employee's Name
Anne Coletti

Position Title
ESOL Teacher

Job Duties and Responsibilities

No Answer Entered

C. Stakeholder Involvement and Monitoring

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

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

School-Based Leadership Team met and reviewed current data, as well as, data trends and created goals and action steps based on areas of need. PTA provided ideas for family involvement/

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 Articulation meetings will be held quarterly to review data and how it is aligning to our current goals. Every week, grade level teams meet to collaboratively plan in conjunction with our SIP goals. PLCs and data chats are held monthly to discuss data (current and trends) and goals. Once data is received, action steps are created to ensure we are meeting the needs of all students and student groups.

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	63.4%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) 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	0	2	23	21	20	18				84
One or more suspensions	0	0	1	0	0	1				2
Course failure in English Language Arts (ELA)	0	0	0	0	4	0				4
Course failure in Math	0	0	2	0	0	0				2
Level 1 on statewide ELA assessment	0	0	0	0	6	9				15
Level 1 on statewide Math assessment	0	0	0	0	4	14				18
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)		7	22	22						51
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		7	4	18	26					55

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	2	1	8	13	14				38

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	3	0	7	1	0				13
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	5	24	22	18	17	22				108
One or more suspensions		1		2						3
Course failure in ELA					2					2
Course failure in Math				1						1
Level 1 on statewide ELA assessment				6	20	19				45
Level 1 on statewide Math assessment				6	19	13				38
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators										0

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	2	3	5	11	11				33
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			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	57			48	54	53	50	55	56
ELA Grade 3 Achievement **	59			43	54	53			
ELA Learning Gains	69			66			66		
ELA Learning Gains Lowest 25%	58			53			53		
Math Achievement *	57			55	61	59	56	51	50
Math Learning Gains	70			66			66		
Math Learning Gains Lowest 25%	61			52			52		
Science Achievement *	64			58	62	54	53	62	59
Social Studies Achievement *								65	64
Graduation Rate								57	50
Middle School Acceleration							52	52	50
College and Career Readiness									80
ELP Progress	61			42	64	59	59	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 (FPPI) than in school grades calculation.

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	64%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	573
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
64%	56%	57%	52%		52%	55%

* 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		
English Language Learners	61%	No		
Asian Students	81%	No		
Black/African American Students	51%	No		
Hispanic Students	63%	No		
Multiracial Students	73%	No		
White Students	63%	No		
Economically Disadvantaged Students	59%	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	37%	Yes	3	
English Language Learners	42%	No		
Asian Students	63%	No		
Black/African American Students	34%	Yes	1	
Hispanic Students	51%	No		
Multiracial Students	41%	No		
White Students	68%	No		
Economically Disadvantaged Students	52%	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	35%	Yes	2	
English Language Learners	56%	No		
Native American Students				
Asian Students	66%	No		
Black/African American Students	51%	No		
Hispanic Students	53%	No		
Multiracial Students	55%	No		
Pacific Islander Students				
White Students	60%	No		
Economically Disadvantaged Students	55%	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	57%	59%	69%	58%	57%	70%	61%	64%					61%
Students With Disabilities	32%		53%		55%	53%							60%
English Language Learners	40%	42%	63%	60%	57%	73%	70%	62%					78%
Asian Students	67%		79%	79%	79%	84%	79%	79%					100%
Black/African American Students	37%	60%	50%		40%	71%	62%	38%					
Hispanic Students	58%	44%	69%	70%	49%	72%		73%					68%
Multiracial Students	82%				64%								
White Students	63%	62%	76%	55%	63%	64%	42%	59%					82%
Economically Disadvantaged Students	53%	55%	67%	60%	48%	65%	62%	54%					68%

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	48%	43%			55%			58%					42%
Students With Disabilities	30%	36%			36%			45%					
English Language Learners	28%	10%			56%			40%					75%
Asian Students	43%				83%								
Black/African American Students	33%	33%			32%			36%					
Hispanic Students	46%	33%			51%			58%					69%
Multiracial Students	31%				50%								
White Students	64%	72%			63%			74%					
Economically Disadvantaged Students	42%	43%			48%			50%					77%

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	50%	66%	53%	56%	66%	52%	53%						59%
English Language Learners	47%	68%		56%	60%		47%						59%
Students With Disabilities	29%	27%		41%	40%	45%	38%						
Native American Students													
Asian Students	43%	75%		76%	64%								73%
Black/African American Students	46%	72%		37%	70%		31%						
Hispanic Students	49%	61%		52%	54%								50%
Multiracial Students	45%			64%									
Pacific Islander Students													
White Students	56%	64%	60%	59%	71%	45%	63%						
Economically Disadvantaged Students	42%	65%	52%	47%	65%	54%	49%						65%

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?

ELA Achievement
- Walk to intervention
- MTSS- Bayliss
- Small groups
- ALL Staff on DECK
- Flexible time to ensure groups happen
- Fluid groups- meet students' needs- not always in same group
- Fidelity of interventions

Math Learning Gains
- Small group instruction
- Resources organized by Standards
- ALL staff on DECK
- Using benchmark assessments to identify specific students' needs

Lowest Performance

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

3-5 Math Achievement
- Lack of fluency from all grades K-5
- No true interventions for small groups- only Dreambox and McGraw Hill Leveled lessons. But no true research based systematic programs to easily implement with fidelity (like ELA has)

Greatest Decline

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

- ELL in both ELA and Math
- ELA Achievement (2022 41%/ 2023 33% down 8%)

- Math Achievement (2022 56%/ 2023 44% down 12%)
- Discussion of reading skills lacking for reading Math test also
- Only allowed to use their language dictionaries on the test, might need more instruction on how to use those resources?? They get to us iPad to translate on classroom activities/ assessments

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.

- SWD Subgroup
- Only 24% and for at least 5 years under the 41%
- At times IEP goal minutes are happening the same time as intervention of grade level content. Some SWD students might not be getting the grade level interventions needed, because of minutes needed for IEP goals.

EWS Areas of Concern

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

Students with 3 or more EWS indicators: suspension, attendance concerns, and low academic performance.

Highest Priorities

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

- 1. Math K-5
- 2. SWD- ELA
- 3. ELL - ELA and Math
- 4. Blacks ELA and Math
- 5. K-2 Reading

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale

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

Teachers will actively participate in collaborative planning to ensure that they are prepared to meet the needs of students across all instructional areas. Current data should be analyzed during collaborative planning sessions. Cross grade level collaborative planning should also be occurring to increase student achievement at PCE.

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.

Overall proficiency in all content areas will increase % points as outlined below as measured by PM3 on FAST (3-5) and Star Math (K-2).

3rd Reading: 60% to 65%

ELA 3-5: 57% to 67%

Math K-2: 46% to 56%

Math 3-5: 56% to 63%

Science: 63% to 68%

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.

We will use the FAST and STAR assessments in the Fall, Winter, and Spring to monitor for our desired outcomes in Reading and Math. We will utilize data from interim assessments such as Math

topic assessments and District Benchmark assessments as frequent checks for monitoring. Unit assessments, formative assessment checks and the Spring Science Assessment will be used to monitor for desired outcomes in Science.

Person responsible for monitoring outcome
Abby Cannata and Stephanie Wager

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:
Gain a deeper understanding of effective collaborative planning. Utilize curriculum materials to create standards-based whole group plans, assessments, games, activities, and small group instruction. Discuss the utilization of staff to maximize learning opportunities for students in ELA, Math and Science.

Rationale:
Ensuring that collaborative planning is focused on student needs based on current data will ensure that students are receiving what they need to make academic gains. It will also ensure that teachers gain a deeper understanding of Florida's BEST standards.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

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

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

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

Action Step #1
Create a school-wide schedule that includes grade level, cross grade level, specialists, and cluster cohort collaborative planning sessions.

Person Monitoring:	**By When/Frequency:**
Abby Cannata and Stephanie Wager	May 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administrators will partner with grade levels to join weekly collaborative planning work sessions.

Action Step #2
Provide professional development for teachers around effective collaborative planning.

Person Monitoring:	**By When/Frequency:**
Abby Cannata, Stephanie Wager, Johanna Bayliss	September 2024

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

step:
We will create and implement PD on collaborative planning for our team leaders and grade level teams.

Action Step #3
Create and monitor guidelines for expectations for collaborative planning.

| **Person Monitoring:** | **By When/Frequency:** |
| Abby Cannata and Stephanie Wager | May 2025 - ongoing |

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Instructional leadership team will meet with SBLT to create guidelines and expectations for collaborative planning to ensure there is consistency amongst grade levels. Admin and MTSS Coach will monitor for effectiveness of collaborative planning through classroom walk-throughs.

Area of Focus #2

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

Instructional Practice specifically relating to Small-group Instruction

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

Students will be provided consistent opportunities to be successful with grade level benchmark tasks through small group instruction. Teachers will utilize collaborative planning and data chats to plan for small group focused content blocks. Through content rich and student focused small groups, academic performance and student engagement increase. Small group lessons increase engagement and academic performance.
We expect to see an overall proficiency increase on PM3 FAST and Star Math.

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.

Overall proficiency in all content areas will increase % points as outlined below as measured by PM3 on FAST (3-5) and Star Math (K-2).

3rd Reading: 60% to 65%

ELA 3-5: 57% to 67%

Math K-2: 46% to 56%

Math 3-5: 56% to 63%

Science: 63% to 68%

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.

We will use the FAST and STAR assessments in the Fall, Winter, and Spring to monitor for our desired outcomes in Reading and Math. We will utilize data from interim assessments such as Math topic assessments and District Benchmark assessments as frequent checks for monitoring. Unit assessments, formative assessment checks and the Spring Science Assessment will be used to monitor for desired outcomes in Science.

Person responsible for monitoring outcome

Abby Cannata and Stephanie Wager

Evidence-based Intervention:

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

Description of Intervention #1:
Monitor effectiveness of small group instruction using formative assessments (exit tickets, observations, benchmark assessments, student work samples, etc.) to ensure students are receiving appropriate instruction and interventions during small groups. Ensure small group instruction is designed and implemented according to evidence-based principles.

Rationale:
Ensuring small group instruction is consistently aligned to student needs based on up-to-date data and benchmarks will ensure that students are receiving what they need to make academic gains

Tier of Evidence-based Intervention:
Tier 3 – Promising 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 uninterrupted, daily small group instructional practices throughout the core block.

Person Monitoring:	By When/Frequency:
Abby Cannata and Stephanie Wager	May 2025, daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administrator and ILT classroom walk-throughs

Action Step #2
Utilize small group instructional practices to build fact fluency throughout the math block.

Person Monitoring:	**By When/Frequency:**
Abby Cannata and Stephanie Wager	May 2025, daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administrator and ILT classroom walk-throughs

Action Step #3
Provide opportunities for staff to observe colleagues through instructional walks and provide opportunities for teachers to present effective small group instruction strategies, resources, and organization to colleagues.

Person Monitoring:	**By When/Frequency:**
Abby Cannata, Stephanie Wager, Johanna Bayliss	May 2025, monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Reflection conversations through collaborative planning, data chats, and coaching cycles Ask teachers with strong small group instructional and organizational practices to present in meetings

Area of Focus #3

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

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

Based on data, this area has a crucial need to increase overall proficiency and learning gains for Students with Disabilities. Data indicates a significant gap in proficiency between Gen Ed students and Students with Disabilities.

Reading:
ESE 24%
Non-ESE: 57%

Math:
ESE 52%
Non-ESE: 53%

Science:
ESE 57%
Non-ESE: 75%

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.

Reading Proficiency: 24% to 41%
Reading Gains: 33% to 50%
Science Proficiency: 25% to 41%

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.

We will use the FAST and STAR assessments in the Fall, Winter, and Spring to monitor for our desired outcomes in Reading and Math. We will utilize data from interim assessments such as Math topic assessments and District Benchmark assessments as frequent checks for monitoring. Unit assessments, formative assessment checks and the Spring Science Assessment will be used to monitor for desired outcomes in Science.

Person responsible for monitoring outcome
Abby Cannata, Stephanie Wager, Sarah Cooman

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:
Multi-sensory instruction using visual, auditory, kinesthetic-tactile strategies for teaching reading, math, and science skills in a language-rich environment. Direct and explicit instruction includes modeling of the skills along with guided practice until mastery is achieved.

Rationale:
Students will increase their performance when provided with direct and explicit instruction using a variety of strategies.

Tier of Evidence-based Intervention:
Tier 2 – Moderate 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 students are receiving push-in academic support to allow access to all whole-group, grade-level instruction.

Person Monitoring:	**By When/Frequency:**
Abby Cannata, Stephanie Wager, Sarah Cooman	May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
VE, OT, PT, Speech schedules will reflect push-in academic support in an effort to reduce students being pulled out of the core block.

Action Step #2
Partner ESE students with student and staff mentor.

Person Monitoring:	**By When/Frequency:**
Abby Cannata, Stephanie Wager, Sarah Cooman	October 2024, weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Team will work to partner ESE students with a school-based student and staff mentor to support students.

Action Step #3
Ensure IEP goals are reflective of access to grade-level benchmarks to provide skills and strategies when working through grade-level content.

Person Monitoring:	**By When/Frequency:**
Abby Cannata, Stephanie Wager, Sarah Cooman	May 2025, as IEPs are written

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
ESE team and Administrators will ensure IEPs allow for students to have access to grade-level benchmarks.

Action Step #4
Monthly collaborative planning between ESE and Gen Ed classroom teachers

Person Monitoring:	**By When/Frequency:**
Abby Cannata and Stephanie Wager	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
ELL and Gen Ed teachers will submit collaborative planning form to admin to review

Area of Focus #4

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

ESSA Subgroups specifically relating to English Language Learners (ELL)

Area of Focus Description and Rationale

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

Based on data, this area has a crucial need to increase overall proficiency and learning gains for ELL students. Data indicate a gap in proficiency and learning gains between ELL and non-ELL students.

Reading:
ELL: 33%
Non-ELL: 60%

Math:
ELL: 44%
Non-ELL: 55%

Science:
ELL: 48%
Non-ELL: 65%

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.

Reading Proficiency: 33% to 43%
Reading Gains: 33% to 50%

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.

We will use the FAST and STAR assessments in the Fall, Winter, and Spring to monitor for our desired outcomes in Reading and Math. We will utilize data from interim assessments such as Math topic assessments and District Benchmark assessments as frequent checks for monitoring. Unit assessments, formative assessment checks and the Spring Science Assessment will be used to monitor for desired outcomes in Science.

Person responsible for monitoring outcome
Abby Cannata, Stephanie Wager, Anne Coletti

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:
UFLI to grow student's phonics and phonemic awareness Flamingo to grow student's comprehension, fluency, and vocabulary Oral story telling

Rationale:
These targeted interventions will help fill language gaps with ESOL students and grow their understanding not only of the English language, but of the skills necessary to be proficient readers as they work towards grade-level proficiency.

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
Monthly collaborative planning with teachers of ELL students

Person Monitoring:	**By When/Frequency:**
Abby Cannata and Stephanie Wager	monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
ELL and Gen Ed teachers will submit collaborative planning form to admin to review

Action Step #2
Quarterly ELL PLC with Gen Ed teachers facilitated by ELL teachers

Person Monitoring:	**By When/Frequency:**
Anne Coletti and Rebecca Herdman	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
ELL teachers will create a PLC specific to Gen Ed teachers of ELL students and will tailor the PLC to the teacher/student needs

Action Step #3
Small group instruction reflective of ELL students' academic gaps in data

Person Monitoring:	**By When/Frequency:**
Abby Cannata, Stephanie Wager, Anne Coletti, and Rebecca Herdman	Daily throughout the year by May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
ELL teachers will support Gen Ed teachers in planning small groups with research-based interventions proven to support ELLs. ELL teachers will help monitor the fidelity of small group instruction in Gen Ed classroom. Administrator walk-throughs to monitor fidelity of interventions and strategies.

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.

Based on data, this area has a crucial need to increase overall proficiency and learning gains for Black/African American students. Data indicate a gap in proficiency and learning gains between black and non-black students.

Reading:
Black: 38%
Non-Black: 58%

Math:
Black: 38%
Non-Black: 57%

Science:
Black: 35%
Non-Black: 68%

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.

Reading Proficiency: 38% to 43%

Reading Gains: 35% to 50%

Math Proficiency: 38% to 43%

Science Proficiency: 35% to 43%

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.

We will use the FAST and STAR assessments in the Fall, Winter, and Spring to monitor for our desired outcomes in Reading and Math. We will utilize data from interim assessments such as Math topic assessments and District Benchmark assessments as frequent checks for monitoring. Unit assessments, formative assessment checks and the Spring Science Assessment will be used to monitor for desired outcomes in Science.

Person responsible for monitoring outcome

Abby Cannata, Stephanie Wager, SBLT

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
Lead SBLT "The Knowledge Gap" Book Study to equip teachers with strategies in working with low-income, black students in an effort to create stronger background knowledge with students.

Person Monitoring:	By When/Frequency:
Abby Cannata	December 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
PLN sign-in sheet Classroom walk-throughs to monitor for implementation of learned strategies

Action Step #2
Provide a mentor for each student to meet with bi-weekly

Person Monitoring:
Abby Cannata and Stephanie Wager

By When/Frequency:
Regularly through May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Mentors will have accountable data conversations with students and will goal set with them

Area of Focus #6

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

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Grades K-2: Strategically and consistently focus of K-2 teachers focus on implementing Flamingo small group model and UFLI Phonics instruction with fidelity. Ensure equitable use of resources including instructional supports, professional development, cycles of coaching, and feedback, so acceleration can occur rapidly.

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.

Grades K-2: Strategically and consistently focus of K-2 teachers focus on implementing Flamingo small group model and UFLI Phonics instruction with fidelity. Ensure equitable use of resources including instructional supports, professional development, cycles of coaching, and feedback, so acceleration can occur rapidly.

Grades 3-5: Instructional Practice specifically related to Reading/ELA Continue focusing on collaborative planning, benchmark-aligned instruction, deeper levels of questioning/tasks, and intentional small-group instruction.

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

Grades 3-5: Instructional Practice specifically related to Reading/ELA Continue focusing on collaborative planning, benchmark-aligned instruction, deeper levels of questioning/tasks, and intentional small-group instruction.

Grades K-2: Measurable Outcome(s)

STAR Assessment

ELFAC

Grades K-5
100% of our K-5 grade level classes will score at least 50% proficient as measured by the PM3 FAST or STAR assessments.

Grades 3-5: Measurable Outcome(s)

FAST (PM1, PM2, PM3)

Grades K-5
100% of our K-5 grade level classes will score at least 50% proficient as measured by the PM3 FAST or STAR 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.

Students will be monitored through monthly ISIP testing, as well on going ELFAC testing and STAR Literacy/FAST data to create intentional small groups and interventions in an effort to move towards proficiency.

Person responsible for monitoring outcome

Abby Cannata, Stephanie Wager, Johanna Bayliss

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:
K-2 Provides print rich, explicit, systematic, and scaffolded instruction Teach students to decode words, analyze word parts, and recognize words Reinforce the effectiveness of instruction in alphabetics, fluency, and vocabulary Provide instruction in broad oral language skills Teach students how to use reading comprehension strategies Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. Ensure consistent use of Flamingo small groups and UFLI instruction with fidelity. Ensure collaborative planning with data analysis integrated. Grades 3-5 Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, collaborative planning with data analysis integrated, administrator walk throughs, academic increase in learning gains and proficiency on PM2 and PM3 FAST.

Rationale:
Develop literacy, students need instruction in two related sets of skills: foundational reading skills and

reading comprehension skills. Employing the evidence-based strategies and action steps will enable students to read words (alphabetics), relate those words to their oral language, and read connected text with sufficient accuracy and fluency to understand what they read.

Tier of Evidence-based Intervention:
Tier 2 – Moderate 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
Use instructional walks to share exemplar teaching practices.

Person Monitoring:	**By When/Frequency:**
Abby Cannata, Stephanie Wager, Johanna Bayliss	May 2025, monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
ILT will provide classroom coverage while Reading Coach walks high-impact classrooms with colleagues to observe exemplar teaching practices.

Action Step #2
Build capacity by identifying teachers, coaches and district staff who can support training in the use of evidence-based curriculum, instruction, and intervention aligned to the B.E.S.T. ELA Standard

Person Monitoring:	**By When/Frequency:**
Abby Cannata, Stephanie Wager, Johanna Bayliss	May 2025, monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
ILT will identify teachers to provide support and PD in exemplar ELA instructional practices.

Action Step #3
Literacy Leadership -School Literacy Leadership Teams are meeting regularly to look at data to make informed decisions about what professional learning and supports need to be in place to maximize student growth in reading.

Person Monitoring:	**By When/Frequency:**
Abby Cannata, Stephanie Wager, Johanna Bayliss, Lisa Robertson	May 2025, monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
LLT will meet monthly to review student data and will create PD for teachers based on benchmark gaps and/or action-based feedback for instructional implementation.

Area of Focus #7

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

Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale

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

Students will be provided consistent opportunities to be successful with grade level benchmark tasks through small group instruction. Teachers will utilize collaborative planning and data chats to plan for small group focused content blocks. Through content rich and student focused small groups, academic performance and student engagement increase. Small group lessons increase engagement and academic performance.
We expect to see an overall proficiency increase on PM3 FAST and Star Math.

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.

Overall proficiency in all content areas will increase % points as outlined below as measured by PM3 on FAST (3-5) and Star Math (K-2).

3rd Reading: 60% to 65%

ELA 3-5: 57% to 67%

Math K-2: 46% to 56%

Math 3-5: 56% to 63%

Science: 63% to 68%

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.

Overall proficiency in all content areas will increase % points as outlined below as measured by PM3 on FAST (3-5) and Star Math (K-2).

3rd Reading: 60% to 65%

ELA 3-5: 57% to 67%

Math K-2: 46% to 56%

Math 3-5: 56% to 63%

Science: 63% to 68%

Person responsible for monitoring outcome
Cannata, Wager, Bayliss, Coletti, Herdman, Cooman, Hinkle

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:
UFLI

Rationale:
UFLI will be used to fill foundational gaps in intermediate level learners through reading intervention. UFLI will be used during core instruction for primary grades.

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
Training staff

Person Monitoring:	**By When/Frequency:**
Bayliss	September 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Reading/MTSS Coach will train differentiation interventionists working with intermediate reading interventions on UFLI.

IV. Positive Culture and Environment

Area of Focus #1

Multiple Early Warning Signs

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.

Students with 2 or more indicators:

K: 0

1: 2

2: 1

3: 8

4: 13

5: 14

Total: 38

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.

We will reduce our students with multiple early warning signs of 2 or more indicators by 25% reducing our student count in this area from 38 students to 29 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.

Students will 2 or more indicators will be brought up and discussed through our MTSS, CST, PBIS, and Leadership meetings. Parent conferences will be facilitated and resources will be provided.

Person responsible for monitoring outcome

Abby Cannata and Stephanie Wager

Evidence-based Intervention:

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

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

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

Action Steps to Implement:

Action Step #1
Weekly MTSS meeting, bi-weekly CST meetings, monthly PBIS and Leadership meetings

Person Monitoring: **By When/Frequency:**
Abby Cannata and Stephanie Wager   by May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students will be discussed within each committee and will make action plans for each student, including parent conferences

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.

https://www.pcsb.org/pincen-es

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

https://www.pcsb.org/pincen-es

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))

Pinellas Central will put an emphasis on collaborative planning, small group instruction, differentiated instruction, and ESSA subgroups, inclusive of our SWD, ELL students, and black students.

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