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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)
<p>A school can be identified as CSI in any of the following four ways:</p> <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

All stakeholders will work together in a cooperative partnership which will enable our students to become college and career ready. Together we will provide a balanced curriculum which is driven by data and based on individual student needs.

Provide the school's vision statement

As a community, we will provide the necessary support to all students, so they are college and career ready, reaching the highest level of achievement.

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

Aaron McWilliams

Position Title

Principal

Job Duties and Responsibilities

Monitor the implementation of the plan with fidelity.

Leadership Team Member #2

Employee's Name

Mark Ruscetta

Position Title

Assistant Principal

Job Duties and Responsibilities

Monitor fidelity of plan and support implementation.

Leadership Team Member #3

Employee's Name

Julie Sivon

Position Title

Reading Coach

Job Duties and Responsibilities

Develop Steps to the plan and support with monitoring the plan.

Leadership Team Member #4

Employee's Name

Katherine Hawley

Position Title

Math Coach

Job Duties and Responsibilities

Develop Steps to the plan and support with monitoring the plan.

Leadership Team Member #5

Employee's Name

Carol Ballenger

Position Title

School Counselor

Job Duties and Responsibilities

Develop Steps to the plan and support with monitoring the plan.

Leadership Team Member #6

Employee's Name

Kathleen Nartker

Position Title

MTSS Coach

Job Duties and Responsibilities

Develop Steps to the plan and support with monitoring the plan.

Leadership Team Member #7

Employee's Name

Danny Whitaker

Position Title

Behavior Specialist

Job Duties and Responsibilities

Develop Steps to the plan and support with monitoring the plan.

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.

Monthly Meetings (SAC) that share these strategies and monitor if they are evident, using checklist and look-fors specifically related to the action items supporting the goals established in the plan, surveys to all community stakeholders; formation of a PTA.

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 plan will be reviewed monthly during staff meetings and discussed during the SAC Meetings. Action items will be reviewed with the Academic Services Team and Student Services Teams.

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	YES
2023-24 MINORITY RATE	69.7%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL)* ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK)* 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: C 2022-23: D* 2021-22: C 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	20	30	36	27	18				131
One or more suspensions	0	2	2	12	6	5				27
Course failure in English Language Arts (ELA)	0	0	0	7	0	4				11
Course failure in Math	0	0	0	2	0	1				3
Level 1 on statewide ELA assessment	0	0	0	7	31	32				70
Level 1 on statewide Math assessment	0	0	0	6	31	33				70
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	4	2	13	27	20				66

Current Year 2024-25

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

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

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										0
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
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										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										0
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 *	30			28	54	53	39	55	56
ELA Grade 3 Achievement **	30			27	54	53			
ELA Learning Gains	52						53		
ELA Learning Gains Lowest 25%	78						53		
Math Achievement *	31			28	61	59	50	51	50
Math Learning Gains	50						63		
Math Learning Gains Lowest 25%	57						44		
Science Achievement *	33			34	62	54	57	62	59
Social Studies Achievement *								65	64
Graduation Rate								57	50
Middle School Acceleration								52	52
College and Career Readiness									80
ELP Progress	38			27	64	59	68		

*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 (FPP) than in school grades calculation.

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	46%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the FPPI	410
Total Components for the FPPI	9
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
46%	37%	53%	47%		51%	39%

* 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	31%	Yes	5	2
English Language Learners	38%	Yes	2	
Asian Students	64%	No		
Black/African American Students	32%	Yes	5	
Hispanic Students	41%	No		
Multiracial Students	41%	No		
White Students	47%	No		
Economically Disadvantaged Students	41%	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	12%	Yes	4	1
English Language Learners	27%	Yes	1	1
Asian Students	47%	No		
Black/African American Students	20%	Yes	4	2
Hispanic Students	39%	Yes	1	
Multiracial Students	34%	Yes	1	
White Students	29%	Yes	1	1
Economically Disadvantaged Students	35%	Yes	1	

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	37%	Yes	3	
English Language Learners	54%	No		
Native American Students				
Asian Students	77%	No		
Black/African American Students	31%	Yes	3	1
Hispanic Students	52%	No		
Multiracial Students	57%	No		
Pacific Islander Students				
White Students	61%	No		
Economically Disadvantaged Students	50%	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	30%	30%	52%	78%	31%	50%	57%	33%					38%
Students With Disabilities	8%	0%	58%	83%	5%	38%	58%	0%					
English Language Learners	27%	27%	60%		35%	53%		17%					49%
Asian Students	55%	50%	64%		68%	64%							80%
Black/African American Students	16%	22%	37%	64%	20%	41%	50%	8%					
Hispanic Students	24%	18%	54%	90%	20%	43%		29%					46%
Multiracial Students	36%				45%								
White Students	35%	28%	58%		31%	58%		70%					
Economically Disadvantaged Students	27%	29%	48%	68%	27%	48%	57%	29%					40%

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	28%	27%			28%			34%					27%
Students With Disabilities	9%	20%			11%			7%					
English Language Learners	15%	20%			26%			9%					67%
Asian Students	56%				38%								
Black/African American Students	16%	18%			16%			31%					
Hispanic Students	23%	21%			31%			44%					77%
Multiracial Students	42%				25%								
White Students	30%	22%			33%			31%					
Economically Disadvantaged Students	25%	26%			26%			30%					67%

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	39%		53%	53%	50%	63%	44%	57%					68%
Students With Disabilities	18%		42%	57%	28%	41%	33%						
English Language Learners	34%		52%		51%	65%		55%					68%
Native American Students													
Asian Students	69%		80%		69%	90%							
Black/African American Students	16%		41%	33%	20%	43%	25%	38%					
Hispanic Students	38%		54%		52%	59%	50%	50%					63%
Multiracial Students	50%				64%								
Pacific Islander Students													
White Students	47%		58%	64%	60%	71%		65%					
Economically Disadvantaged Students	34%		49%	46%	40%	62%	48%	53%					68%

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?

The Asian population, which represents 10% of our overall campus population, performed at 61.5% in math, which exceeds the state average of 58%. Inclusive efforts with staffing and targeted measures achieved improved results.

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 data components showed that the lowest performance was in the SWD (7.06%) and African American (16.36%) versus 27.4% overall student average. There was significant teacher turnover which resulted in uneven results with student performance.

Greatest Decline

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

The data components showed that the largest decline in performance was in the African American student subgroup globally. Specifically, a drop from 11% to 2.3% SWD Math. There was significant teacher turnover which resulted in uneven results with student performance.

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 was in 4th grade math with 20%, versus the state 58%. There was significant teacher turnover which resulted in uneven results with student performance.

EWS Areas of Concern

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

Math and ELA proficiency are concerns, particularly in the intermediate levels. There was significant teacher turnover which resulted in uneven results with student performance. This lack of congruence

was problematic when it came to core instruction and delivery. Teacher will use the Big-M to support their planning in Math. This will ensure target task alignment and in addition offers tiered strategies for support tasks that support differentiated instruction. ELA will have a significant focus on literacy and tiered support inside and outside the classroom that is focused and intentional to move kids forward.

Science score was relatively flat year to year. With this reality and new teams of Teachers grades 3-5, we are going to drill down to four goals in the Science realm- 1. standards articulation 2. daily learning target and morph this into the students natural curiosity when it comes to Science 3. Understanding and using the curriculum with fidelity and personalize these to the vast array of students we have on campus 4. intentional data analysis and how this translates into instructional adjustments. These are part of our 10-12 percent improvement plan in Science.

Twenty-five students had one or more suspensions, and there were a disproportionate number of black students suspended than school demographics overall.

Highest Priorities

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

1. Targeted small group instruction to support individualized instruction.
2. Data and progress monitoring (staff and students)
3. Strengthen planning to impact instruction (clarity) to support individualized instruction, such as Big-M use for Math, with fidelity.
4. Define the system and structures for school-wide management systems and incentivize students.
5. Develop hyper focus on attendance and behavior to increase student achievement.
6. Recruit and retain highly effective teachers through intrinsic and extrinsic efforts.

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.

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.

There were a significant amount of students with 2 or more Early Warning Systems (66). There was a correlation between student attendance and academic performance in ELA/Math. Additionally, student behaviors were shown to impact student learning.

Measurable Outcome

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

There were a significant amount of students with 2 or more Early Warning Systems (66). School goal of 59 students (10%) with 2 or more EWS. Student attendance will increase by 10% in all grade levels, as compared to the previous year. Student office-related referrals will decrease by 20% 50% from the previous year.

Monitoring

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

We will track attendance by grade, and report to the staff and students the weekly leaders. Discipline data will be monitored weekly during Student Services Meetings. All data is shared with staff weekly and monthly. Careful monitoring bi-weekly of EWS.

Person responsible for monitoring outcome

Aaron McWilliams

Evidence-based Intervention:

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

Description of Intervention #1:

We will conduct weekly leader call-out and incentivize classes and grades that lead in attendance, weekly, monthly and quarterly. We will implement the "Beat the Bell System"; We will connect with families through phone and home visits to support student attendance. We will implement Wacky Day to celebrate student behavioral success. We will have student of the month-based district Commitment to Character. We will have the PBIS store for students to spend their earned dollars.

Rationale:

Motivation for students to attend school and incentivize students for making positive behavioral choices.

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

Decreasing the number of absences and discipline incidents.

Person Monitoring:

Aaron McWilliams

By When/Frequency:

Monthly

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

-Weekly leader callout-out by administration -Beat the Bell incentive by classroom teachers -Phone calls by teachers -Home visits by CST -Wacky Day by specialists -Monthly attendance incentive by SST -Student of the Month by school guidance counselor -PBIS store by school behavior specialist

Area of Focus #2

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

Instructional Practice specifically relating to Benchmark-aligned 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.

There was a drop in subgroup performance in both ELA and Math instruction, significant in 2 groups in particular. There was a lack of congruence between intentional staff development for targeted small group instruction with fidelity. This translated to mixed results with instructional delivery.

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.

Student data will increase by 10% from the previous year in proficiency and by 10% in gains,

compared to 2022-23 gains.

Monitoring

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

Data Analysis meetings, PLC and Academic Services Team Meeting, administration/academic coach walk-throughs, look-fors and trend data; MTSS walk-throughs for fidelity.

Person responsible for monitoring outcome

Aaron McWilliams

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:

Small Group Instruction in both ELA and Math, Planning sessions, Professional development (weekly); Coaching cycles, lesson rehearsals, teachers observing teachers, MTSS intervention as applicable.

Rationale:

Best practice shown to support student learning with a more targeted focus and support, yield a greater outcome.

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

Targeted planning for ELA/Math/Science 3-5

Person Monitoring:

Aaron McWilliams

By When/Frequency:

Weekly

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

-Training for staff on Small Group/Labs by academic coaches and administration -Weekly planning supports and lesson rehearsals by academic coaches -Coaching Cycle on Small Group by academic coaches -Teachers observing teachers by academic coaches -Walk throughs for trends/look-fors by administrators and academic coaches -MTSS interventions by MTSS coaches

Area of Focus #3

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.

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

We will focus on small group instruction that will support differentiated learning levels and support, provide adequate resources, and provide professional development and strategies to increase student achievement.

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

We will focus on small group instruction that will support differentiated learning levels and support, provide adequate resources, and provide professional development and strategies to increase student achievement.

Measurable Outcome

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

Grades K-2 Measurable Outcomes

Students in subgroups less than 40% will increase by 10% by the year's end.

Grades 3-5 Measurable Outcomes

Students in subgroups less than 40% will increase by 10% by the year's end.

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.

Area of Focus will be monitored by the Academic Services Team and Administration, through walk-throughs, feedback cycles and observations.

Person responsible for monitoring outcome

Aaron McWilliams

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:

Prepare location/environment for small group. This includes: effective group determination, routines and procedures and behavioral expectations that will support small groups.

Rationale:

-Provide Coaching on effective implementation of small groups -Create teacher experiences for teams to observe effective small groups -Monitor the fidelity of implementation

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

Small Group instruction

Person Monitoring:

Aaron McWilliams

By When/Frequency:

Monthly

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

Literacy Coaching Assessment Professional Learning

Area of Focus #4

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

Continue focusing on collaborative planning, benchmark-aligned instruction, high levels of student engagement with tasks, and intentional small-group instruction focused on foundational literacy skills.

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.

Strategically focus on fully implementing the Early Literacy Strategies by focusing on VKP-2 classrooms, ensuring equitable use of resources, including instructional supports, school-based professional development, cycles of coaching, and feedback.

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

Create a culture of collaboration by establishing demonstration/model classrooms at each grade level where ELA teachers learn from and inspire one another.

Grades K-2: Measurable Outcome(s)

The percent of 1st scholars achieving ELA proficiency will increase from 45% to 52%as measured by the 2025 PM3 F.A.S.T. Assessment.

The percent of 2nd scholars achieving ELA proficiency will increase from 42% to 50%as measured by the 2025 PM3 F.A.S.T. Assessment.

Grades 3-5: Measurable Outcome(s)

The percent of 3rd scholars achieving ELA proficiency will increase from 27% to 54% as measured by the 2025 PM3 F.A.S.T. Assessment.

The percent of 4th scholars achieving ELA proficiency will increase from 28% to 54%as measured by the 2025 PM3 F.A.S.T. Assessment.

The percent of 5th scholars achieving ELA proficiency will increase from 29% to 54% as measured by the 2025 PM3 F.A.S.T. 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.

Coaching, feedback, and mutual work on these through the auspices of administration, coaches, and the respective teaching Teams. Regular, intentional updates and cycles to ensure fidelity and implementation of stated goals and objectives.

Person responsible for monitoring outcome

Aaron McWilliams, 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:

- o Provides print rich, explicit, systematic, and scaffolded instruction
- o Teach students to decode words, analyze word parts, and recognize words
- o Reinforce the effectiveness of instruction in alphabets, fluency, and vocabulary
- o Provide instruction in broad oral language skills
- o Teach students how to use reading comprehension strategies
- o Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension

Rationale:

To develop literacy, students need instruction in two related sets of skills: foundational reading skills and reading comprehension skills. Employing evidence-based strategies and action steps will enable students to read words (alphabets), 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 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

Literacy Coaching

Person Monitoring:

Julie Sivon

By When/Frequency:

Weekly

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

- Literacy coaches work with school principals to plan and implement consistent professional learning outlined by the Pinellas Early Literacy Initiative around evidence-based practices grounded in the science of reading as well as the UFLC Flamingo Small group model to demonstrate a significant effect on improving student outcomes.
- Literacy coaches prioritize time to those teachers, activities, and roles that will have the greatest impact on student achievement in reading, namely coaching, modeling, and mentoring in classrooms daily.
- Literacy coaches support and train teachers to administer assessments, analyze data and use data to differentiate instruction.

Action Step #2

Professional Learning

Person Monitoring:

Aaron McWilliams

By When/Frequency:

Weekly

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

- Professional Learning Communities (PLCs) are guided by assessment data and are ongoing, engaging, interactive, collaborative, and job-embedded and provide time for teachers to collaborate, research, conduct lesson studies, and plan instruction.
- School-based teams support Pinellas Early

Literacy Initiative professional learning sessions on the science of reading and evidence-based literacy instruction, materials, and assessment supported by the University of Florida Lastinger Center. • School-based teams provide training to teachers that integrate the six components of reading (phonemic awareness, phonics, fluency, oral language, comprehension, and vocabulary) into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies outlined in the Pinellas Early Literacy Initiative.

IV. Positive Culture and Environment

Area of Focus #1

Teacher Retention and Recruitment

Area of Focus Description and Rationale

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

Pinellas Park will harmonize to create a culture of inclusivity where all teachers, staff and stakeholders are recognized for their outstanding work and achievements regularly through platforms to recognize on our website, announcements and monthly public forums; opportunities to work together and engage vertically and horizontally through the grade levels so that all staff are engaged in the common goal of excellence. Serving as a destination school so that teachers are empowered to show other teachers from other campuses our school and way of work- creating a happy campus and culture in a welcoming environment. Grades 3-5 were completely revitalized due to turnover from 23-24. Happy teachers who excel equals happy students- who, excel.

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.

Overhaul of suited teachers to position- movement of teachers from 1st to 3rd to better seize gifts and skill sets, a real focus on literacy and targeting students coming up from primary. Hiring fresh of 4th and 5th and vetting carefully and intentionally. Goal of keeping our 3-5 teachers overall a minimum of 3-5 years, and giving them all the tools and recognition therein to accomplish this ambitious goal.

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.

Teachers will remain at PPE and ink that contract for the following school year; tracking student outcomes for any anomalies and the "why" based on this data. Data tracked every quarter and supports in place for Teacher success.

Person responsible for monitoring outcome

Aaron McWilliams, Mark Ruscetta

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:

School Wide Teacher Recognition programs across our social media platforms, announcements, written praise, and through PCSB online recognition (PCS Praise). Leadership and growth opportunities; Support, PBIS, and Climate and Culture reviews and subsequent implementation(s).

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Teacher Recruitment and Retention PPE #3391

Person Monitoring:

Aaron McWilliams

By When/Frequency:

Quarterly and then subsequently yearly

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

Quarterly climate and culture review and survey of staff; Monitoring for falling rate of staff leaving PPE and measuring that against previous as we move forward.

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.

We will host a parent meeting and share with parents, after sharing with the SAC/PTA committees as well. Posting and documents will be placed on the school's website, sent home through Peachjar (distribution) and a text link provided for parents to access the information. Community forums through the auspices of Chamber of Commerce and community leaders. This information will be espoused through parent-friendly language.

<https://www.pcsb.org/pp-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))

We will have monthly in-person parent/family meetings where we will participate in activities and share learning opportunities. This will include Mom's Making Moments and All-Pro Dads. Additionally, we will have significant community presence at the Great American Teach-In in November.

<https://www.pcsb.org/pp-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))

The school will create a school-wide focus on small group so that student needs are met. We will provide a solid framework for the instructional block and monitor the effectiveness of time through walk-throughs and monitoring schedules.

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))

In coordination and conjunction with PCSB and the State of Florida.

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))

We will ensure that our safety processes our tight when it comes to monitoring student wellness and mental health through regular meetings and interventions by the safety team and counseling and social services to ensure maximum impact for these students. Mentor recruitment through the community, vetted and appropriately matched to kids, will afford opportunities for genuine relationships and improved mental health.

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))

Using AVID strategies and real life opportunities to train students early how to transition to the university and real world job applications. Opportunities to visit and listen to college students and faculty members; college visit.

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)).

Tiered coordination (1,2,3) for visits to classroom via walkie to gauge and quickly remedy behaviors as they occur in real time, based on the severity of the behavior by Tier and thus the appropriate personnel to address and monitor. Using our MTSS process and people with fidelity, and coupling this with Teacher classroom unity on the individualized plan.

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)).

Intentional breakouts during pre-planning in August to address academic challenges; DWT; Climate

conference attendance and implementations; BSI Conference and implementations; data use in pre-planning and weekly throughout the school year for intentional goal setting and addressing student deficiencies in a thoughtful manner for maximum results.

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))

Meet the Teacher where our pre K teachers and CDA's and MBA's welcome students in a thoughtful and kind manner; thoughtful reflection and study of incoming student data as/if applicable; Parent forums and feedback to get parents on board and enlisted in the success of their child- in concert with the school.

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.

Weekly Leadership meetings to review and flush out areas of need and aligning resources accordingly to address those individual and collective needs. Alignment of budget therein to maximize intentionality.

Specifics to Address the Need

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

Marking and using funds dictated by district and state expectations. Use of Title I funds according to district and state deadlines and expectations. Budget markers by October 30 for marked funds; alignment and use of funds at markers according to district calendar and expectations.

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