# SEVENTY-FOURTH ST. ELEMENTARY

**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 74th Street Elementary is to set high expectations and celebrate student success in our community of learners to create an environment of maximum student achievement.

### Provide the school's vision statement

100% Student Success.

# B. School Leadership Team

### School Leadership Team

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

## Leadership Team Member #1

### Employee's Name
Christen Ku

### Position Title
Principal

### Job Duties and Responsibilities

The role of the principal is to provide strategic direction in the school, support a standardized curriculum, assess teaching methods, monitor student achievement data, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate the staff and oversee facilities.

## Leadership Team Member #2

### Employee's Name
Alexandra Owens

### Position Title
Assistant Principal

### Job Duties and Responsibilities

The role of the Assistant Principal is to support the mission/vision of the school, is a member of the

Instructional Leadership Team, testing coordinator, Learning Specialist, curriculum leader, manager of instructional materials, safety coordinator, chair of the Threat Assessment Team and leader of the School Based Leadership Team.

## Leadership Team Member #3

**Employee's Name**
Jennifer Bachnik

**Position Title**
School Counselor

**Job Duties and Responsibilities**

| The role of the School Counselor is to support teachers and students, provides on-site counseling, Bullying Investigator, leader of the Multicultural Committee, Co-coordinator of PBIS, Co-chair of the Threat Assessment Team, and facilitator of the SAVE club.

## Leadership Team Member #4

**Employee's Name**
Tatiana Moore

**Position Title**
Behavior Specialist

**Job Duties and Responsibilities**

The role of the Behavior Specialist is to support teachers and students, Member of the Climate and Culture Team, Co-coordinator of PBIS, champion for ESE/ ASD scholars and member of the Threat Assessment Team.

## Leadership Team Member #5

**Employee's Name**
Amber Brnada

**Position Title**
Math Coach

**Job Duties and Responsibilities**

The role of the Math Coach is to support teachers and students, leader collaborative planning focusing on implementing solid core instruction, provide coaching support for instructional practices, and target small groups for instruction.  This role is supporting the school 50% of her time.

## Leadership Team Member #6

**Employee's Name**

Tammi Bennett

**Position Title**

ELA/MTSS Coach

**Job Duties and Responsibilities**

The role of the Reading/MTSS Coach is to support teachers and students, leads collaborative planning focusing on implementing solid core instruction, provides coaching support for instructional practices, targets small groups for instruction, attends monthly MTSS meetings, member of SBLT and creates the Tier 3 schedule.

# 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.*

Prior to the end of the 2023 - 2024 staff members provided feedback on our current data, processes and events.  Our SIP was created based upon this feedback, achievement data and input from our Instructional Leadership Team.

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

The SIP will continue to be monitored through our work with staff.  At our progress monitoring meetings, we will use our data to determine if our SIP goals are meeting the benchmarks.  We will make the necessary pivots for core instruction and intervention instruction to address any unfinished learning. Leadership will continue to give feedback during data walks.

# D. Demographic Data

| | |
|---|---|
| **2024-25 STATUS** <br> (PER MSID FILE) | **ACTIVE** |
| **SCHOOL TYPE AND GRADES SERVED** <br> (PER MSID FILE) | **ELEMENTARY** <br> **PK-5** |
| **PRIMARY SERVICE TYPE** <br> (PER MSID FILE) | **K-12 GENERAL EDUCATION** |
| **2023-24 TITLE I SCHOOL STATUS** | **YES** |
| **2023-24 MINORITY RATE** | **56.3%** |
| **2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE** | **100.0%** |
| **CHARTER SCHOOL** | **NO** |
| **RAISE SCHOOL** | **YES** |
| **2023-24 ESSA IDENTIFICATION** <br> *UPDATED AS OF 7/25/2024 | **N/A** |
| **ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)** | |
| **2023-24 ESSA SUBGROUPS REPRESENTED** <br> (SUBGROUPS WITH 10 OR MORE STUDENTS) <br> (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK) | **STUDENTS WITH DISABILITIES (SWD)** <br> **ENGLISH LANGUAGE LEARNERS (ELL)** <br> **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** <br> **HISPANIC STUDENTS (HSP)** <br> **MULTIRACIAL STUDENTS (MUL)** <br> **WHITE STUDENTS (WHT)** <br> **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)** |
| **SCHOOL GRADES HISTORY** <br> *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.* | **2023-24: A** <br> **2022-23: C*** <br> **2021-22: D** <br> **2020-21:** <br> **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 | 30 | 30 | 20 | 32 | 16 | 23 | | | | 151 |
| One or more suspensions | 1 | 1 | 1 | 2 | 5 | 3 | | | | 13 |
| Course failure in English Language Arts (ELA) | 0 | 0 | 0 | 6 | 0 | 1 | | | | 7 |
| Course failure in Math | 0 | 0 | 0 | 2 | 3 | 2 | | | | 7 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 7 | 9 | 5 | | | | 21 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 11 | 7 | 6 | | | | 24 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3) | 0 | 0 | 0 | 0 | | | | | | 0 |
| Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4) | 0 | 0 | 0 | 0 | 0 | | | | | 0 |

**Current Year 2024-25**

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

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

**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 | 1 | 4 | 0 | 0 | | | | 5 |
| Students retained two or more times | | | | | | | | | | 0 |

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

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

| INDICATOR | GRADE LEVEL | | | | | | | | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more school days | 20 | 28 | 22 | 25 | 15 | 15 | | | | 125 |
| One or more suspensions | | 5 | 5 | 8 | | 5 | | | | 23 |
| Course failure in ELA | | | | 4 | 1 | 3 | | | | 8 |
| Course failure in Math | | | | | 5 | 5 | | | | 10 |
| Level 1 on statewide ELA assessment | | | | 3 | 19 | | | | | 22 |
| Level 1 on statewide Math assessment | | | | 2 | 22 | 15 | | | | 39 |
| 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 | | | 3 | 2 | 12 | 9 | | | | 26 |

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

The number of students retained:

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

## 2. Grades 9-12 (optional)

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

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

# A. ESSA School, District, State Comparison

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

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

| ACCOUNTABILITY COMPONENT | 2024 | | | 2023 | | | 2022** | | |
|---|---|---|---|---|---|---|---|---|---|
| | SCHOOL | DISTRICT† | STATE† | SCHOOL | DISTRICT† | STATE† | SCHOOL | DISTRICT† | STATE† |
| ELA Achievement * | 58 | | | 36 | 54 | 53 | 29 | 55 | 56 |
| ELA Grade 3 Achievement ** | 62 | | | 36 | 54 | 53 | | | |
| ELA Learning Gains | 68 | | | | | | 39 | 51 | 51 |
| ELA Learning Gains Lowest 25% | 75 | | | | | | 34 | 51 | 50 |
| Math Achievement * | 59 | | | 51 | 61 | 59 | 39 | 51 | 50 |
| Math Learning Gains | 69 | | | | | | 49 | 57 | 64 |
| Math Learning Gains Lowest 25% | 62 | | | | | | 34 | 52 | 59 |
| Science Achievement * | 58 | | | 47 | 62 | 54 | 35 | 62 | 52 |
| Social Studies Achievement * | | | | | | | | 65 | 64 |
| Middle School Acceleration | | | | | | | | 52 | 52 |
| Graduation Rate | | | | | | | | 57 | 50 |
| College and Career Readiness | | | | | | | | 52 | 80 |
| ELP Progress | 61 | | | 39 | 64 | 59 | | | 57 |

*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 | 63% |
| OVERALL FPPI Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 0 |
| Total Points Earned for the FPPI | 571 |
| 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 |
| 63% | 45% | 40% | 32% | | 45% | 44% |

\* 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 | 48% | No | | |
| English Language Learners | 61% | No | | |
| Black/African American Students | 61% | No | | |
| Hispanic Students | 64% | No | | |
| Multiracial Students | 54% | No | | |
| White Students | 61% | No | | |
| Economically Disadvantaged Students | 62% | 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 | 23% | Yes | 4 | 4 |
| English Language Learners | 39% | Yes | 3 | |
| Black/African American Students | 32% | Yes | 4 | |
| Hispanic Students | 48% | No | | |
| White Students | 43% | No | | |
| Economically Disadvantaged Students | 42% | 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 | 22% | Yes | 3 | 3 |
| English Language Learners | 35% | Yes | 2 | |

| | 2021-22 ESSA SUBGROUP DATA SUMMARY | | | |
|---|---|---|---|---|
| ESSA SUBGROUP | FEDERAL PERCENT OF POINTS INDEX | SUBGROUP BELOW 41% | NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41% | NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32% |
| Native American Students | | | | |
| Asian Students | | | | |
| Black/African American Students | 33% | Yes | 3 | |
| Hispanic Students | 47% | No | | |
| Multiracial Students | 32% | Yes | 1 | |
| Pacific Islander Students | | | | |
| White Students | 37% | Yes | 1 | |
| Economically Disadvantaged Students | 39% | Yes | 1 | |

# 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 | 58% | 62% | 68% | 75% | 59% | 69% | 62% | 58% | | | | | 61% |
| Students With Disabilities | 38% | 50% | 66% | | 43% | 59% | 55% | | | | | | 27% |
| English Language Learners | 56% | 50% | 65% | 45% | 69% | 85% | | | | | | | 60% |
| Black/African American Students | 63% | | 67% | | 43% | 71% | | | | | | | |
| Hispanic Students | 57% | 47% | 74% | 54% | 67% | 84% | | 67% | | | | | 63% |
| Multiracial Students | 50% | | | | 58% | | | | | | | | |
| White Students | 58% | 59% | 66% | | 57% | 54% | | 74% | | | | | |
| Economically Disadvantaged Students | 57% | 56% | 69% | 75% | 58% | 68% | 56% | 54% | | | | | 65% |

## 2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

| | ELA ACH. | GRADE 3 ELA ACH. | ELA LG | ELA LG L25% | MATH ACH. | MATH LG | MATH LG L25% | SCI ACH. | SS ACH. | MS ACCEL. | GRAD RATE 2021-22 | C&C ACCEL 2021-22 | ELP PROGRESS |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All Students | 36% | 36% | | | 51% | | | 47% | | | | | 39% |
| Students With Disabilities | 12% | 19% | | | 33% | | | 6% | | | | | 45% |
| English Language Learners | 31% | 31% | | | 48% | | | 30% | | | | | 57% |
| Black/African American Students | 30% | | | | 35% | | | 31% | | | | | |
| Hispanic Students | 44% | 39% | | | 50% | | | 46% | | | | | 60% |
| White Students | 32% | 29% | | | 55% | | | 57% | | | | | |
| Economically Disadvantaged Students | 32% | 37% | | | 48% | | | 43% | | | | | 51% |

## 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 | 29% | | 39% | 34% | 39% | 49% | 34% | 35% | | | | | 57% |
| Students With Disabilities | 11% | | 15% | 8% | 23% | 38% | 38% | 21% | | | | | |
| English Language Learners | 21% | | 25% | | 38% | 50% | | 17% | | | | | 57% |
| Native American Students | | | | | | | | | | | | | |
| Asian Students | | | | | | | | | | | | | |
| Black/African American Students | 23% | | 45% | 50% | 22% | 38% | 20% | 33% | | | | | |
| Hispanic Students | 40% | | 46% | | 43% | 63% | | 33% | | | | | 55% |
| Multiracial Students | 27% | | | | 36% | | | | | | | | |
| Pacific Islander Students | | | | | | | | | | | | | |
| White Students | 26% | | 35% | 30% | 49% | 49% | 40% | 32% | | | | | |
| Economically Disadvantaged Students | 26% | | 41% | 38% | 38% | 46% | 30% | 34% | | | | | 57% |

# 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?

Comparing FAST PM 1 to FAST PM 3, the greatest area of improvement was in 3rd grade mathematics, improving from a 6% proficiency level to a 52% proficiency level, an increase of 46%. After reviewing the data from PM 1, targeted instruction was put in place through differentiated small group instruction based on student data. Additionally, the Math coach explicitly addressed benchmarks of concern during weekly planning as incorporated in the Core instruction. Coaches provided targeted small group instruction and additional learning opportunities in mathematics were provided in before school tutoring, FEV tutoring, Promise Time and 21st Century.

**Lowest Performance**

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

Although Science improved from an overall 47% to a 58%, it is our lowest scoring content area. We are very proud of the 11% growth we achieved this past year. However, we recognize that the 4th grade cohort moving into the 5th grade is our lowest cohort.  Knowing this, we plan to be hypervigilant in monitoring the data of these scholars and adjusting instruction as needed.

**Greatest Decline**

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

Gains were made in all curricular areas. We recognize that our upcoming 3rd grade scholars will account for two cells in the overall school grade for ELA. Presently, the students moving into 3rd grade scored at an End-of-Year Proficiency of 50%, as compared to 64% the previous school year. Based on analysis of the STAR data for these rising 3rd graders, teachers will analyze the STAR data to determine the lowest scoring benchmarks and explicitly plan for addressing these through CORE instruction, as well as small group targeted instruction.

**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.

In comparing the school average to the state average it was determined that the greatest unfinished learning lay in 4th grade Mathematics, scoring 12% lower than the state. This cohort was the lowest in all intermediate grades coming into the school year at a 40% proficiency rate.

**EWS Areas of Concern**

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

Attendance remains an opportunity for growth. We have over 36% of our scholars absent 10% or more.

**Highest Priorities**

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

1.      Ensure that monitoring for learning is occurring across all grade levels and content areas.
2.      Provide collaborative opportunities where the scholars are doing the heavy lifting.
3.      Increase daily attendance rate by 10%.
4.      Continue to provide instructional personnel with professional development opportunities to improve their instructional performance that overall improves student achievement.
5.      Determine effective scaffolds for EL/ESE students to ensure that these scholars are making incremental learning gains with an overall goal of achieving proficiency.

# 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 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.

Although we made growth in all subject areas, ongoing progress monitoring (FAST, formative assessments and walkthrough data) collected from the 2023-2024 school year supported the need for continuing work in monitoring for learning across all grades and subject areas. Additionally, doing the work of the student to determine possible misconceptions with the task and planning for scaffolds to ensure student success, as measured by the BEST benchmarks, will be an ongoing area of focus.

### 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.

Proficiency in Science will increase 5% (from 58% to 63%) as measured by SSA.
Proficiency in English Language Arts will increase 5% (from 60% to 65%) as measured by FAST.
Proficiency in Grade 3 English Language Arts will increase 5% (from a 64% to a 69%) as measured by FAST.
Proficiency in Mathematics will increase 5% (from 59% to 64%) as measured by FAST.

### Monitoring

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

The area of focus will be monitored by FAST progress monitoring, daily formatives, end of module assessments, iReady diagnostic, and walkthrough data collected by coaches and administration.

### Person responsible for monitoring outcome

Christen Ku

### Evidence-based Intervention:

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

measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**
Teachers will continue to collaboratively plan weekly with a content expert instructional coach for benchmark- based lessons with the end in mind as it directly relates to the student task. Our EL/ESE populations have greatly increased, so EL and ESE teachers will be included in these planning sessions to provide suggestions and scaffolds to support these specific scholars. Teachers will focus on task alignment, student culminating tasks, scaffolds for success and monitoring learning to determine instructional effectiveness and any needs for instructional adjustments.

**Rationale:**
Deepen understanding Florida's B.E.S.T benchmarks/FSASS (Florida's State Academic Standards of Science) as a non-negotiable for improving student outcomes. Synthesize the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards. Prior to teaching any lesson, instructional staff will plan with the end in mind and focus on the student task. This will be done through collaborative planning sessions with coaches and teachers (Gen Ed/ESE/ELL). After planning the lessons and discussing possible misconceptions, teachers must observe and monitor student work to and make instructional decisions based on student evidence. Student misconceptions can then be corrected with a whole class or small group reteach.

**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**
Purposefully combine/stack standards and benchmarks to support learning so that a benchmark is spotlighted and supporting benchmarks that enhance instruction are incorporated in the lesson to meet the demands of the spotlighted.

| **Person Monitoring:** | **By When/Frequency:** |
| --- | --- |
| Christen Ku | This action step will be implemented the first full week of school during collaborative planning. Implementation of this step will be monitored by formative assessments, walkthrough data, and teacher reflections during collaborative planning. |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
The action step will be monitored using formative assessment data from exit tickets, module assessments, unit assessments. During planning participants will continue to do the work of the students to ensure alignment to the benchmark. Exit tickets will include questions aligned to the rigor of the test specs.

**Action Step #2**

EL, ESE, ASD and Gen Ed teachers are provided the opportunity to collaboratively plan with content specialists in order to plan for differentiated instruction and support of delivery services using the MPI indicators in the ELA modules.

**Person Monitoring:**
Alexandra Owens

**By When/Frequency:**
This action step will be reaffirmed during pre-school planning. Implementation of this step will be monitored by formative assessments and walkthrough data.

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
The action step will be monitored using formative assessment data from exit tickets, module assessments, unit assessments. During planning participants will continue to do the work of the students to ensure alignment to the benchmark. Exit tickets will include questions aligned to the rigor of the test specs.

**Action Step #3**

**Person Monitoring:**

**By When/Frequency:**

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

# Area of Focus #2

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

## ESSA Subgroups specifically relating to Students With Disabilities (SWD), 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.

During the 2023-2024 school year, 74th Street Elementary met the ESSA required outcomes for four out of the six subgroups, including Economically Disadvantages, White, Black and Multiracial. In the 2024-2025 school year we will have high expectations for all of our students, including our two subgroups still not meeting ESSA requirements; Students with Disabilities and English Language Learners. Our current ELA proficiency for EL students is 31% and math proficiency is 40%. Our Students with Disabilities have an ELA proficiency of 35% and math proficiency of 42%. We believe there is a foundational literacy gap with a high percentage of our students. It is our firm belief that providing high expectations for our scholars with benchmark aligned rigorous instruction, will lead to a much-improved overall school sore as these scholars work towards language acquisition.

### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for

each relevant grade level. This should be a data-based, objective outcome.

The percentage of students reaching ELA proficiency in our English Language Learners will increase 10% to a 41%.
The percentage of students reaching Math proficiency in our English Language Learners will increase 10% from a 40% to a 50%.
In 5th grade Science the percentage of students reaching proficiency will increase 10% from a 27% to a 37%.
The percentage of students reaching ELA proficiency in our Students with Disabilities will increase 10% from 35% to a 45%.
The percentage of students reaching Math proficiency in our Students with Disabilities will increase 10% from 42% to a 52%.
In 5th grade Science the percentage of students reaching proficiency will increase 10% from 14% to a 24%.

## Monitoring

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

The area of focus will be monitored by FAST progress monitoring, end of module assessments, iReady diagnostic, check s for understanding, and walk-through feedback from the instructional leadership team.

## Person responsible for monitoring outcome

Christen Ku

## Evidence-based Intervention:

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

**Description of Intervention #1:**

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

**Rationale:**

All students will receive Core instruction across all content areas to master benchmarks as outlined in the B.E.S.T standards and SSA benchmarks. Provide grade-level appropriate comprehensible

instruction appropriate to the level of English language proficiency through appropriate universal (built into core lesson), supplemental (additional and differentiated), and alternative (outside of the core) supports and interventions. All teachers will participate in collaborative planning with instructional coaches to prepare for Core and intervention instruction aligned to grade standards. Unfinished learning in foundational skills will be addressed during the intervention blocks in fluid small groups.

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

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

**Action Steps to Implement:**

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

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

**Action Step #1**
Prioritize engaging students in immense amounts of reading, discussion, computation, and writing with feedback ensuring ample time is given to students to interact with appropriate grade-level materials (while applying foundational skills) with high-quality feedback and opportunities to use that feedback.

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Christen Ku | This action step will be implemented the first full week of school during collaborative planning. Implementation of this step will be monitored by formative assessments and walkthrough data. |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
Teachers are tasked with monitoring for learning using checklists to collect formative assessment data that depicts mastery and unfinished learning.

**Action Step #2**
EL teachers will plan collaboratively to front load content, vocabulary and context to scaffold up to the rigor of the benchmark for our EL subgroup. During data chats EL teachers will ensure classroom teachers have identified each LY student and their proficiency level. EL teachers and coaches will provide support using the MPI's embedded within the modules. Just in time coaching (Anika Irmine) will be requested from the district EL department as needed. Bi-weekly PLCs will be facilitated by administration with instructional ESE and EL teachers.

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Alexandra Owens | This action step will be implemented the first full week of school during collaborative planning. Implementation of this step will be monitored by formative assessments and walkthrough data. |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
Teachers are tasked with monitoring for learning using checklists to collect formative assessment data that depicts mastery and unfinished learning.

**Action Step #3**
ESE teachers will plan collaboratively to front load content, vocabulary and context to scaffold up to

the rigor of the benchmark for our SWD subgroup. During collaborative planning ESE teachers will ensure classroom teachers have identified each ESE student and the supports outlined in their IEP. ESE Chair, Mrs. Hall, will be meeting with all ESE teachers to ensure calibration of best instructional practices while meeting the individualized needs of ESE scholars as outlined in their IEPs.

| **Person Monitoring:** | **By When/Frequency:** |
| --- | --- |
| Alexandra Owens | This action step will be implemented the first full week of school during collaborative planning. Implementation of this step will be monitored by formative assessments and walkthrough data. |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
Teachers are tasked with monitoring for learning using checklists to collect formative assessment data that depicts mastery and unfinished learning.

# Area of Focus #3

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

K - 2 teachers are participating in the PELI grant through the work of the Lastinger Center at the University of Florida. A cite based primary reading coach and administration will strategically support the equitable use of resources including instructional supports, school-based professional development, cycles of coaching and feedback.

### 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.

As teachers become more skilled in this strategy, they will see remarkable changes in students' abilities to process and understand new content because they are able to identify which content is critical and understand how learned content scaffolds in complexity. A classroom of scholars identifies critical content within standards, but also studies, recognizes, and celebrates as knowledge grows increasingly more sophisticated.

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

A cite based ELA coach and administration will strategically support teachers in grades 3 - 5 through the equitable use of resources including instructional supports, school-based professional development, cycles of coaching and feedback.

### Grades K-2: Measurable Outcome(s)

Our 2024 STAR scores grades K - 2 indicate that 46% of our scholars are proficient in ELA based on the STAR Reading or Early Literacy assessment. Our goal for the 2025 school year is for our ELA scores to improve to 54% proficiency as measured by the STAR, Istation, formative assessments, running records.

## Grades 3-5: Measurable Outcome(s)

Our scores on the 2024 FAST indicate that 41% of our 4th scholars are proficient in ELA. Our goal for the 2025 school year is for our ELA scores of our 5th graders improve to 51% proficiency as measured by the FAST, Istation and formative 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.

During the school year, our Leadership Literacy team will review our ELA data monthly to ensure we are tracking progress of our scholars towards our grade level goals. We will also monitor our teachers participation in PLC's and PD by sign in sheets and classroom walkthrough/feedback provided by both administration and our ELA coach.

## Person responsible for monitoring outcome

Christen Ku

## 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 alphabetics, 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 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 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**
PELI

| **Person Monitoring:** | **By When/Frequency:** |
| --- | --- |
| Christen Ku | Weekly ILT meetings and Biweekly SBLT meetings |

**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 UFLI Flamingo Small group model to demonstrate a significant effect on improving student outcomes.

**Action Step #2**
Collaborative Planning

| **Person Monitoring:** | **By When/Frequency:** |
| --- | --- |
| Tammi Bennett | Weekly collaborative planning grades 3 - 5 |

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

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

# IV. Positive Culture and Environment

## Area of Focus #1

Positive Behavior and Intervention System (PBIS)

### Area of Focus Description and Rationale

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

Creating consistent and predictable environments where expectations are explicit so that the whole school community knows how to be successful.

### 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.

This will be measured by utilizing Focus as the avenue for schoolwide behavior data. The expectation is that 90% of students will earn 90% of their points. The paw perks incentives will be indicative of its success. PBIS team will brainstorm paw perk incentives each semester.

**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.

Climate Survey Results

Multiple opportunities for solicited, onsite feedback

Monitoring of participation in collaborative planning

Monitoring adherence of PBIS through data collection of recipients of monthly paw perks

**Person responsible for monitoring outcome**
Christen Ku

**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:**
Professional Development Weekly PLCs with rotation including AVID, Climate and Culture, Book Study, and Data Deep Dive preplanned by semester Team building activities Health and Wellness opportunities

**Rationale:**
These strategies provide support to teachers in both their health and wellness as well as their professional growth.

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

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

**Action Steps to Implement:**

**Action Step #1**
Consistent professional development that aligns with the needs of our teachers (i.e. AVID, Climate and Culture, Book Study, Data Deep Dive).

**Person Monitoring:**
Alexandra Owens

**By When/Frequency:**
Every Tuesday after school all instructional staff
will attend.

**Describe the Action to Be Taken and how the school will monitor the impact of this action
step:**
Administrative staff monitors for learning during PLC using data collection tool. This was modeled
during aggressive monitoring training provided by TZ coaching staff. Climate and Culture team has
also been contacted to deliver PD regarding trauma, grief and restorative practices.

**Action Step #2**
Health and Wellness Opportunities will be extended to all staff. They will be sent via email, posted in
the weekly update as well as posted on the bulletin board located in the work room.

**Person Monitoring:**
Christen Ku

**By When/Frequency:**
This will be offered monthly with consistency in
engaging staff in team building activities.

**Describe the Action to Be Taken and how the school will monitor the impact of this action
step:**
Wellness Champion collects survey information from the staff and schedules events accordingly.

# 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.

Specific information about the SIP, UniSIG and Title 1 budgets are shared at the annual Title 1 meeting during Open House. This information is also disseminated to families, local businesses and organizations at the annual State of the School.

**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 open our campus to families on a plethora of occasions including student led conferences, Jaguar Jams, All-Pro families, monthly family events calendared out for the school year. Weekly we will use school messenger to contact families as well as focus to keep them updated on their child's progress and the school's happenings.

**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))

Our teachers are attending weekly collaborative planning to strengthen target/task alignment and overall quality of core instruction. Data will be used to create plans to spiral instruction for remediation.  We will create additional learning opportunities through ELP before and after school

tutoring. Learning opportunities are also provided during lunch and learns. We will once again prepare for Saturday Bootcamps in the second semester.

**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))

A variety of data sources are used in order to determine scholars that are chosen for ELP.

# 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.

Pinellas County Schools Superintendent and the Pinellas County School Board have invested in a strong support structure that creates an increasing number of strategies and interventions to support schools in need. The district has robust systems, processes, and measures to continually review the progress in the schools in support of their continued improvement. Data review has informed the various aspects of this plan. It connects several ongoing monitoring systems to support the schools in alignment with the domains for school turnaround: Effective Leadership, Collaborative Teaching, Ambitious Instruction and Learning, Safe and Supportive Environment, and Family and Community Engagement. The Leadership Team will continue to meet weekly to monitor the progress of our Differentiated Accountability (DA) schools. Issues identified in the process include but are not limited to the following: teacher concerns, staffing model, technology, facilities, instructional practices, the effectiveness of School-based Leadership Teams, coaching support model, allocation of resources, progress monitoring, and student performance. The team evaluates identified issues weekly and establishes a plan of action to resolve them effectively and efficiently.

A majority of our title 1 and UniSIG funds are used to purchase Instructional Staff Developers for ELA, Math and Science. These ISDs plan for collaborative planning, provide coaching to teachers and are directly tied to student achievement. This year the coaching model has been refined to include ISDs being the teacher of record for a specific cohort of students.

Additional money is allocated to resources that are used to support core instruction and academic interventions based upon assessment data.

**Specifics to Address the Need**

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

Title 1 funds were used to purchase 1 ELA instructional staff developer who also shares her time as our MTSS Coach. This staff developer is a member of our ILT and attends SBLT meetings for academics and behavior. Weekly stand-up meetings are held with administration in order to ensure ILT is calibrated.

# 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 |