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School Board Approval

This plan has not yet been approved by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

To promote the highest student achievement in a safe learning environment.

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

Kimberly Cook

Position Title

Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #2

Employee's Name

Thea Saccasyn

Position Title

Assistant Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #3

Employee's Name

Tania Harper

Position Title

MTSS Coach

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #4

Employee's Name

Wendy King

Position Title

Math Coach

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #5

Employee's Name

Sandra Weaver

Position Title

Literacy Coach

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #6

Employee's Name

Joanne Chaisson

Position Title

Guidance Counselor

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #7

Employee's Name

Jill Saaf

Position Title

VE Teacher

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #8

Employee's Name

Stacey Grant

Position Title

Interventionist

Job Duties and Responsibilities

No Answer Entered

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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

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

The school leadership team meets to work on the SIP during the summer. The SIP is shared with the staff for input, updates and approval. Once approved by the staff it is shared with SAC for their input and approval. The School Advisory Committee comprises of staff members, parents, and community members, who all have a say in the School Improvement Plan.

SIP Monitoring

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

The SIP will be reviewed after each FAST cycle to monitor implementation of action plans, assuring that strategies being implemented are increasing student achievement. The plan will be revised as needed to ensure that student achievement is improving.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	70.8%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) 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: B 2022-23: B* 2021-22: B 2020-21: 2019-20: C

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	0	23	13	24	32	28				120
One or more suspensions	0	0	0	1	0	0				1
Course failure in English Language Arts (ELA)	0	0	0	0	1	0				1
Course failure in Math	0	0	0	0	2	2				4
Level 1 on statewide ELA assessment	0	0	0	1	5	15				21
Level 1 on statewide Math assessment	0	0	0	0	9	20				29
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	0	2	8	17				28

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	1	0	0				1
Students retained two or more times	0	0	0	0	0	0				0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	1	4	22	18	13	14				72
One or more suspensions		1	1	1						3
Course failure in ELA				9	9	9				27
Course failure in Math			4	3	3	1				11
Level 1 on statewide ELA assessment				1	46	35				82
Level 1 on statewide Math assessment					29	24				53
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		4	8	25	41	35				113

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

The number of students retained:

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

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2024		2023		2022**				
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	52			48	54	53	40	55	56
ELA Grade 3 Achievement **	67			44	54	53			
ELA Learning Gains	64						57		
ELA Learning Gains Lowest 25%	75						65		
Math Achievement *	50			55	61	59	53	51	50
Math Learning Gains	60						62		
Math Learning Gains Lowest 25%	64						74		
Science Achievement *	56			67	62	54	55	62	59
Social Studies Achievement *								65	64
Graduation Rate								57	50
Middle School Acceleration								52	52
College and Career Readiness									80
ELP Progress	54			52	64	59	80		

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

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	61%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	552
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
61%	57%	61%	63%		55%	45%

* 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	64%	No		
English Language Learners	54%	No		
Black/African American Students	53%	No		
Hispanic Students	58%	No		
Multiracial Students	75%	No		
White Students	69%	No		
Economically Disadvantaged Students	61%	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	49%	No		
English Language Learners	52%	No		
Black/African American Students	36%	Yes	1	
Hispanic Students	61%	No		
Multiracial Students	59%	No		
White Students	62%	No		
Economically Disadvantaged Students	54%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	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%
English Language Learners	55%	No		
Native American Students				
Asian Students				
Black/African American Students	49%	No		
Hispanic Students	60%	No		
Multiracial Students	60%	No		
Pacific Islander Students				
White Students	54%	No		
Economically Disadvantaged Students	58%	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	52%	67%	64%	75%	50%	60%	64%	56%					54%
Students With Disabilities	47%	73%	57%		49%	76%	79%	64%					
English Language Learners	42%	60%	59%		53%	50%		50%					64%
Black/African American Students	42%	65%	63%	75%	34%	48%	61%	33%					
Hispanic Students	48%	59%	61%	77%	49%	57%	58%	54%					63%
Multiracial Students	60%				90%								
White Students	65%	75%	69%		63%	70%		74%					
Economically Disadvantaged Students	49%	66%	63%	81%	49%	60%	65%	54%					63%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	48%	44%			55%			67%					52%
Students With Disabilities	39%	50%			44%			64%					
English Language Learners	38%	18%			63%			70%					71%
Black/African American Students	28%	32%			39%			44%					
Hispanic Students	53%	40%			65%			81%					66%
Multiracial Students	65%				53%								
White Students	57%	61%			64%			64%					
Economically Disadvantaged Students	43%	42%			53%			65%					68%

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	40%		57%	65%	53%	62%	74%	55%					80%
Students With Disabilities	16%		53%		39%	58%							
English Language Learners	37%		52%		56%	52%							80%
Native American Students													
Asian Students													
Black/African American Students	29%		58%		33%	58%	64%	50%					
Hispanic Students	40%		52%		55%	62%		71%					79%
Multiracial Students	57%		67%		53%	62%							
Pacific Islander Students													
White Students	43%		52%		68%	64%		44%					
Economically Disadvantaged Students	34%		52%	71%	49%	58%	73%	46%					81%

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

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

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

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

III. Planning for Improvement

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

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

Most Improvement

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

Our third grade reading proficiency scores showed a gain of 28%, which brought our third grade proficiency to 69% . We focused on remediation of gaps in 3rd grade standards, including providing intervention services and effective use of human resources. In addition, we increased our focus on collaborative planning of high-quality lessons to improve tier 1 instruction.

Lowest Performance

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

Our Math scores for 23-24 were the lowest data component at 51%. In 22-23, that score was 55%, demonstrating a loss of 4%. Contributing factors include lack of access to structured intervention curriculum, student absenteeism, students entering below proficiency and limited human resources. One evident trend is a small fluctuation year to year with a 10% range.

Greatest Decline

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

Science decreased from 67% in 22-23, to 57% in 23-24. One significant factor contributing to this decline is lack of proficiency with third and fourth grade standards as students enter fifth grade.

Greatest Gap

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

Our third-grade math score of 38% lags behind the state average of 60%. We continue to analyze factors that contribute, including student mobility and attendance, as well as the students coming in below proficiency. For PM1 we did not have any proficient third graders and in PM2 we had 7.9% proficiency (6 students), for PM3 we had 30 students proficient and another 38 scoring at a level 2.

EWS Areas of Concern

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

The number of students missing 10% of school days is our highest concern, at 34%. We have been

providing incentives, making frequent parent contacts and creating, and nurturing mentoring relationships with students through our First Mates program to increase student connections to school. Each classroom starts the day with a morning meeting to build expectations for the day.

Highest Priorities

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

Attendance

Math Achievement

Science Achievement

ELA Achievement

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.

In order to improve instructional practice teachers need to have the time to collaborate with each other and the school and district coaches in order to plan lessons that are rigorous and are standards/benchmark aligned. By providing rigorous benchmark aligned instruction students are being challenged and receiving more meaningful and engaging instruction. This is crucial in order to improve student proficiency and achievement. Our third-grade ELA proficiency scores increased by 28% this year to 69% proficiency through the consistent use of benchmark aligned instruction. This same emphasis needs to be placed in all subject areas, with all grade levels.

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.

ELA: By Spring of 2025, the percentage of grade 3 students achieving 3 or above on the state assessment, will exceed 75%.

ELA: By Spring of 2025, the percentage of students in grades 4-5 achieving 3 or above on the state assessment, will exceed 62%.

Math: By Spring of 2025, the percentage of students in grades 3-5 achieving 3 or above on the state assessment, will exceed 62%.

Science: By Spring of 2025, the percentage of students in grade 5 achieving 3 or above on the state assessment, will exceed 62%.

ESSA Subgroups: By Spring of 2025, the percentage of all ESSA subgroup students in grades 3-5 meeting or exceeding proficiency on state assessments will be 62% or higher in all areas.

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.

Progress will be monitored through administrative observation, PLC data discussions and student assessments including FAST/STAR, ISIP, ELFAC, reading, math and science module/topic

assessments.

Person responsible for monitoring outcome

Kimberly Cook, 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:

Evidenced based instruction includes differentiated small group lessons in reading, Flamingo small group reading routine, UFLI phonics routine, use of Istation, Dreambox, small groups in Math with targeted instruction. Teachers will utilize planbook.com to make these instructional plans.

Rationale:

The interventions identified are research-based and supported by Pinellas County Schools Elementary Education Department. Tier 2 intervention strategies involve small, teacher directed groups in reading, math and science, in addition to utilizing technology resources that reinforce benchmarks. Intervention teachers, a paraprofessional and MTSS, Math and ELA coaches will provide human resource support for this strategy.

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

Collaborative planning time/opportunities

Person Monitoring:

Kimberly Cook, Principal

By When/Frequency:

Ongoing/Weekly

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

Teachers will meet in PLC's weekly with the MTSS, ELA and Math Coaches to review data and collaboratively plan lessons with complex, grade level content and activities that are aligned to the rigor of the standard/benchmark. In addition, they will plan for high-level academic discussions among and between students by developing benchmark aligned questions that deepen the students' understanding of the content presented. For Math, the teachers will utilize the B1G-M during planning for both their core and intervention lessons. This will ensure the students are receiving benchmark aligned tasks along with student-centered strategies for scaffolding and/or interventions. Administration will sit in on PLC's and do walkthroughs to ensure the lessons planned are being done with fidelity and will monitor student data to ensure we are seeing an increase in student achievement.

Action Step #2

Implement small group instruction utilizing appropriate instructional programs

Person Monitoring:
Kimberly Cook, Principal

By When/Frequency:
Ongoing/At least weekly

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

Teachers and Interventionist will provide differentiated small group instruction utilizing evidence-based intervention programs. Administrators will monitor small group instruction and student data to ensure that the intervention the students are receiving are what they need and is improving student learning.

Action Step #3

Determine grade level gaps in science and provide instruction to eliminate any existing deficits in knowledge.

Person Monitoring:
Kimberly Cook, Principal

By When/Frequency:
Ongoing/Weekly

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

Learning Labs will be scheduled and held to review standards and close gaps with grades 3-5 students supported by interventionists. Fifth Grade students will attend the science lab and receive hands-on instruction biweekly with the Title-1 Science teacher. Admin will monitor learning and science lab instruction and student data to ensure the learning gaps in previously taught material are closing.

Action Step #4

Provide differentiated professional development based on individual teacher needs

Person Monitoring:
Kimberly Cook, Principal

By When/Frequency:
Ongoing/As needed

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

Job-embedded, differentiated professional development opportunities will be offered based on individual teacher needs. Coaches will provide professional development, book studies, coaching, modeling of lessons, and will coteach with teachers to assist with whatever their individual needs are. Teachers will be given opportunities to visit each other's rooms to see different instructional delivery models and practices. Admin will work with the coaches and teachers to set up PD opportunities as needs arise and will complete walkthroughs to determine if the PD learning is being used with fidelity and that there is an improvement in instructional practice.

Area of Focus #2

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**

N/A

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.

In order to improve instructional practice teachers need to have the time to collaborate with each other and the school and district coaches in order to plan lessons that are rigorous and are standards/benchmark aligned. By providing rigorous benchmark aligned instruction students are being challenged and receiving more meaningful and engaging instruction. This is crucial in order to improve student proficiency and achievement. Our third-grade ELA proficiency scores increased by 28% this year to 69% proficiency through the consistent use of benchmark aligned instruction. This same emphasis needs to be placed in all grade levels in order to bring ELA Proficiency in grades 4 and 5 from 43% to 62%.

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

-Engage in collaborative PLC's in order to plan for and implement standards-aligned, rigorous instruction that enriches student learning.

-Provide small group, targeted instruction through the utilization of evidence-based intervention programs.

Grades K-2: Measurable Outcome(s)

N/A

Grades 3-5: Measurable Outcome(s)

ELA: By Spring of 2025, the percentage of grade 3 students achieving 3 or above on the state assessment, will increase from 67% to 75%.

ELA: By Spring of 2025, the percentage of students in grades 4-5 achieving 3 or above on the state assessment, will increase from 43% to 62% or higher.

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.

Progress will be monitored through administrative observation, PLC data discussions and student assessments including FAST/STAR, ISIP, ELFAC, and reading module assessments.

Person responsible for monitoring outcome

Kimberly Cook-Principal, Thea Saccasyn-Assistant Principal, and Sandra Weaver-Literacy Coach

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:

Evidenced based instruction includes differentiated small groups with targeted instruction in reading, Flamingo small group reading routine, UFLI phonics routine, and the use of Istation. Teachers will utilize planbook.com to make these instructional plans.

Rationale:

The interventions identified are research-based and supported by Pinellas County Schools Elementary Education Department. Tier 2 intervention strategies involve small, teacher directed groups in reading and utilizing technology resources that reinforce benchmarks. Intervention teachers, a paraprofessional and MTSS and ELA coaches will provide human resource support for this strategy.

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

Deepen the understanding of the Florida's B.E.S.T. ELA standards and benchmarks in order to improve student outcomes.

Person Monitoring:

Kimberly Cook

By When/Frequency:

Ongoing

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

-Teachers will collaboratively plan and engage in data/student work analysis in order to create lessons that scaffold instruction and address gaps in student learning. -They will utilize district PCS Modules /curriculum to provide all students with consistent opportunities to engage in complex, grade-level content and tasks aligned to the rigor of the standard/benchmark. -Teachers and administrators will engage in Just-in-Time professional development (Module Roll-Outs) to engage in backwards planning, deepen the understanding of the BEST ELA Benchmarks, as well as plan lessons designed to support students as they meet the rigorous demands of the grade-level benchmark.

Action Step #2

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

Person Monitoring:

Kimberly Cook

By When/Frequency:

Ongoing

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 small group instruction, 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 will include access to grade-level text and beyond as well as small group instruction based on data. -Employ instructional practices to motivate and deepen student engagement including, but not limited to: positive expectations for success; *activating prior knowledge, novel tasks or other approaches to stimulate curiosity; developing a compelling introduction for each lesson: a one- or two-minute preview or "pitch" to help students see the relevance of the day's lesson; meaningful tasks related to student interests & cultural backgrounds; thought-provoking challenges or dilemmas; analogies, metaphors, or humorous anecdotes; opportunities for students to ask their own questions, set their own goals, and make their own choices; employ simple procedures (such as proximity) for ensuring that every student is attentive during instruction—with their eyes are on the teacher and ready to learn. -Strengthen student inquiry skills through the implementation and monitoring of routine use of higher-level thinking through questioning, class discussions, problem solving activities, and/or collaborative study groups.

Area of Focus #3

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.

Human resources will be maximized to increase rigorous, culturally relevant, standards-based instruction to Black/African American students. By utilizing the Math and MTSS coaches, interventionists, and specialists through collaborative and facilitated planning and the use of planbook.com, teachers will assure the delivery of high quality, standards-based lessons to students. Our Black/African American student proficiency in Math for 2024 PM3 was 32.4% and in ELA was 41.3%, which was lower than some of our other subgroups.

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.

By Spring of 2024, the percentage of black students achieving a Level 3 or above on the state assessment, will exceed 62% in both Math and ELA.

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.

Progress will be monitored through administrative observations, PLC data discussions and district

assessments including FAST, common assessments, and math unit assessments.

Person responsible for monitoring outcome

Wendy King-Math Coach, Sandra Weaver-Literacy Coach, Kimberly Cook-Principal, Thea Saccasyn-Assistant 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:

Evidenced based interventions include specifically assigned lessons in Dreambox and Istation and small targeted math and ELA groups, including fluency routines. Teachers will utilize planbook.com to make these instructional plans. Monitoring will be done through data reviews and action planning with teachers.

Rationale:

Tier 2 intervention strategies involve small, teacher directed, targeted groups in math and ELA . In addition, technology resources that reinforcement benchmarks will be utilized. The math coach, literacy coach, intervention teachers and MTSS coach will provide Human Resource support for these strategies.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Increase depth and breadth of tier 1 instruction

Person Monitoring:

Kimberly Cook

By When/Frequency:

Daily

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

Increase the depth and breadth of tier 1 instruction incorporating discussions and feedback. Assure students receive differentiated instruction and individualized feedback and support in math and ELA small groups. Assess previous grade level gaps and provide instruction to eliminate any existing deficits in knowledge and competencies.

Action Step #2

High Level of Student Engagement

Person Monitoring:

By When/Frequency:

Kimberly Cook

Daily

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

Teachers provide all students with consistent opportunities to engage in in complex, grade-level content and activities aligned to the rigor of the standard/benchmark.

Action Step #3

Learning Labs to Extend Instructional Opportunities

Person Monitoring:

Thea Saccasyn

By When/Frequency:

Daily

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

Learning Labs will be scheduled and held to review standards and close gaps with grades 3-5 students supported by interventionists.

Action Step #4

Collaborative and Facilitated Planning

Person Monitoring:

Kimberly Cook

By When/Frequency:

Weekly

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

Teachers will work with the math and literacy coach to collaboratively plan for instruction to assure plans are aligned to benchmarks, are at the appropriate level of rigor and include rich opportunities for student engagement with feedback. For Math, the teachers will utilize the B1G-M during planning for both their core and intervention lessons.

Area of Focus #4

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

specifically relating to

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.

No Answer Entered

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.

No Answer Entered

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.

No Answer Entered

Person responsible for monitoring outcome**Evidence-based Intervention:**

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

Description of Intervention #1:**Rationale:****Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1**Person Monitoring:****By When/Frequency:**

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

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

Approximately 34% of our students missed 10% or more of their school days during the 23-24 school. In order for students to learn, they need to be in school. Most of the students that missed an excessive number of days did not make as significant of learning gains as the students with better attendance.

Measurable Outcome

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

2023-2024 Attendance below 90%:

Kindergarten- 0 students

First Grade- 23 students

Second Grade- 13 students

Third Grade- 24 students

Fourth Grade- 32 students

Fifth Grade- 28 students

By spring of 2025, less than 15% of enrolled students will miss 10% or more of their school days.

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 Child Study Team will review attendance data bi-weekly. Data will be provided to teachers biweekly so that they are well informed of attendance patterns of the students in their classroom. Student academic data will be reviewed to see the correlation between student attendance and academic achievement.

Person responsible for monitoring outcome

Kimberly Cook, Principal

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:

·Teachers will call families of absent students to determine reasons for absence. ·A process will be followed and documented by the CST that includes parent contacts and home visits by the school social worker. ·Incentives will be offered to students, including privileges for time with preferred adults and out of uniform days. ·Newsletter and correspondence to parents will emphasize daily on time attendance.

Rationale:

These strategies were selected to engage the families directly in assuring students have daily on time attendance. Additionally, offering incentives for compliance is a research-based intervention. Student Achievement data will be reviewed to show the correlation between attendance and academic achievement.

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

Implementation of Restorative Practices

Person Monitoring:

Principal, Assistant Principal, and MTSS Coach

By When/Frequency:

Ongoing/ Daily

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

·Implementation of Restorative Practices across campus and embedded into school activities. Professional Development in the area of Restorative Practices will be provided during preplanning week, as well as reviewed throughout the school year. · Tier 1 PBIS program that includes a ticket earning system, opportunities to exchange for privileges, monthly Character Club meetings, and the Book of the Month. · Monthly newsletters providing updates, information and celebrations. · Clubs and organizations for students to promote excellence, such as Little Tutors, Coding Club, STEM clubs and Junior National Honor Society. Our PBIS program and the use of Restorative Practices will be monitored through daily interactions between the teachers/staff and students, the students and students, and the teachers/staff with the teachers/staff to ensure a positive learning environment and school culture and encourage students to attend school more regularly.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

The school utilizes multiple methods to communicate with families, staff and stakeholders:

- *Monthly newsletters
- *Monthly family events: Reading Under the Stars, Arts Night, Science Night, Student-Led Conferences.
- *Email distribution
- *School Messenger
- *School Community Liaison
- *School social media: webpage, Facebook
- *SIP is available at <https://www.pcsb.org/tarpon-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))

The school builds relationships through frequent contact with families via social media, email, school messenger, parent conferences and school events. We also work with parents as identified in the school Family Engagement Plan. Parents are well informed of the school's vision and mission, our Guidelines for Success and our Positive Behavior Supports elements to create a safe and civil campus.

- *Family Engagement Plan available at <https://www.pcsb.org/tarpon-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))

Continued and differentiated professional development will be offered to staff based on need to staff and students. Teachers will attend District Wide Training, and administrators will attend monthly curriculum meetings. Administrative observational feedback will be provided to strengthen teacher practice. Teachers will participate in PLCs to collaborate and improve practices

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))

N/A

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))

The school hosts a First Mates staff mentoring program where staff members are matched with students as a mentor. Additionally, the school has a social worker on staff three days a week, as well as a psychologist three days a week and a guidance counselor five days per week providing services to students. Tier 2 behavior plans are written for students in need, and frequently include check in/out processes to further engage students.

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))

N/A

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)).

A Multi-tiered System of Support is implemented by the MTSS team. This team meets each quarter with teams to review data and make plans for instruction. The school-based leadership team meets biweekly to review individual and schoolwide data and pursue services for students identified in need. Tier 2 behavior plans are written for students in need, and RTI is implemented for students who need increased intensity and individualized support.

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)).

Teachers attend professional development both on site and at the district level. The school currently has ELA, Math and MTSS coaches who provide support and learning opportunities for teachers in

each of these areas. Additionally, teachers attend ELA module rollouts and PLC's focused on content received by ELA champions at district trainings. The Dreambox staff developer comes on site once a year to deliver professional development to teachers on that program. Administrators recommend training as needed to individual teachers.

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))

Preschool students are supported at the school by participating in school wide events. Our preschool classrooms are in the kindergarten pod and staff and students interact in the pod and on the playground. PreK families are included in all events. The school communicates with local preK providers, as well, to assure that students are entering Kindergarten with the necessary skills to be successful.

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.

N/A

Specifics to Address the Need

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

N/A

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