

Pinellas County Schools

WOODLAWN ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 3
 - A. School Mission and Vision 3
 - B. School Leadership Team 3
 - C. Stakeholder Involvement and Monitoring 5
 - D. Demographic Data 6
 - E. Early Warning Systems 7
- II. Needs Assessment/Data Review 10
 - A. ESSA School, District, State Comparison 11
 - B. ESSA School-Level Data Review 12
 - C. ESSA Subgroup Data Review 13
 - D. Accountability Components by Subgroup 16
 - E. Grade Level Data Review 19
- III. Planning for Improvement 20
- IV. Positive Culture and Environment 31
- V. Title I Requirements (optional) 34
- VI. ATSI, TSI and CSI Resource Review 36
- VII. Budget to Support Areas of Focus 37

School Board Approval

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

SIP Authority

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

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Woodlawn Elementary is to establish a respectful learning environment that builds the foundation for scholars to have a successful future through relationships, relevance, and rigor.

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

Vickie Graham

Position Title

Principal

Job Duties and Responsibilities

The principal oversees the daily operation of the entire school. They are in charge of hiring and retention of teachers, promoting a positive school culture and climate for all staff and scholars and ensuring best teaching practices are known and used for improvement of student achievement.

Leadership Team Member #2

Employee's Name

Gwendetta Richards

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal supports and leads assigned school teams to increased school and student outcomes through ongoing training, coaching, feedback and support by prioritizing instruction while

effectively balancing operational, safety and policy responsibilities, as assigned.

Leadership Team Member #3

Employee's Name

Maegan Caldwell

Position Title

MTSS Coach

Job Duties and Responsibilities

The MTSS Coach provides assistance and professional growth to teachers, including training and mentoring in the use of materials, assessment strategies and best practices to improve student achievement. They also facilitate the implementation of the problem solving process with the school-based team and all school staff.

Leadership Team Member #4

Employee's Name

Nikita Shivers

Position Title

K-2 Literacy Coach

Job Duties and Responsibilities

The K-2 Literacy Coach provides assistance and professional growth to teachers, including training and mentoring in the use of materials, assessment strategies and best practices to improve student achievement.

Leadership Team Member #5

Employee's Name

Amber Brnada

Position Title

Math Coach

Job Duties and Responsibilities

The Math Coach provides assistance and professional growth to teachers, including training and mentoring in the use of materials, assessment strategies and best practices to improve student achievement.

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.

Our process for stakeholder involvement in the development of Woodlawn's SIP included:

- *Reviewing survey data from the 2023-2024 school year (parents, staff & students)
- *Input from leadership team & staff goal managers
- *Feedback from grade level teams

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))

Besides reviewing the SIP at SAC meetings; we will also monitor the SIP on the third Tuesday of every month at SIP committee meetings. Teachers and coaches will be assigned to a content goal to support with progress.

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	78.9%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK)* HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: C 2022-23: D* 2021-22: D 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	15	17	12	6	8	0	0	0	58
One or more suspensions	0	2	1	1	1	2	0	0	0	7
Course failure in English Language Arts (ELA)	0	0	0	2	0	0	0	0	0	2
Course failure in Math	0	0	0	1	1	0	0	0	0	2
Level 1 on statewide ELA assessment	0	0	0	10	4	7	0	0	0	21
Level 1 on statewide Math assessment	0	0	0	8	7	8	0	0	0	23
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	9	10	21						40
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	4	3	10	17	14					48

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	2	9	4	6	0	0	0	21

Current Year 2024-25

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

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

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	5	9	5	6	6				32
One or more suspensions		1		1	2					4
Course failure in ELA		15	2	4	3	5				29
Course failure in Math		15	3	6	3	4				31
Level 1 on statewide ELA assessment				6	15	13				34
Level 1 on statewide Math assessment				11	20	19				50
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	4	5	6	1						27

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		23	6	14	16	19				78

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	2	6	3	1						12
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 *	33			33	54	53	30	55	56
ELA Grade 3 Achievement **	26			59	54	53			
ELA Learning Gains	58						53		
ELA Learning Gains Lowest 25%	75						50		
Math Achievement *	43			30	61	59	39	51	50
Math Learning Gains	70						33		
Math Learning Gains Lowest 25%	69						8		
Science Achievement *	43			32	62	54	21	62	59
Social Studies Achievement *								65	64
Graduation Rate								57	50
Middle School Acceleration								52	52
College and Career Readiness									80
ELP Progress	55			57	64	59	50		

*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)	ATSI
OVERALL FPPI – All Students	55%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	492
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
55%	42%	36%	39%		50%	41%

* 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	32%	Yes	3	
English Language Learners	55%	No		
Black/African American Students	35%	Yes	3	
Hispanic Students	46%	No		
White Students	53%	No		
Economically Disadvantaged Students	50%	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	6%	Yes	2	2

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%
English Language Learners	57%	No		
Black/African American Students	32%	Yes	2	
Hispanic Students	34%	Yes	4	
White Students	43%	No		
Economically Disadvantaged Students	38%	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%
Students With Disabilities	14%	Yes	1	1
English Language Learners	50%	No		
Native American Students				

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%
Asian Students				
Black/African American Students	32%	Yes	1	
Hispanic Students	28%	Yes	3	1
Multiracial Students				
Pacific Islander Students				
White Students	61%	No		
Economically Disadvantaged Students	28%	Yes	1	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	33%	26%	58%	75%	43%	70%	69%	43%					55%
Students With Disabilities	16%		50%		27%	35%		30%					
English Language Learners	40%				50%								75%
Black/African American Students	21%	6%	58%		29%	71%		23%					
Hispanic Students	42%				50%								
White Students	39%		53%		61%	59%							
Economically Disadvantaged Students	30%	24%	57%	77%	37%	67%	77%	33%					

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	33%	59%			30%			32%					57%
Students With Disabilities	8%				4%								
English Language Learners													57%
Black/African American Students	24%	62%			24%			18%					
Hispanic Students	21%				21%								60%
White Students	45%				41%								
Economically Disadvantaged Students	34%	58%			22%			32%					45%

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	30%		53%	50%	39%	33%	8%	21%					50%
Students With Disabilities	4%		33%		20%	13%		0%					
English Language Learners													50%
Native American Students													
Asian Students													
Black/African American Students	19%		52%	60%	27%	26%		10%					
Hispanic Students	25%		40%		15%	30%							
Multiracial Students													
Pacific Islander Students													
White Students	52%		60%		70%	60%							
Economically Disadvantaged Students	23%		51%	55%	28%	26%	0%	12%					

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?

Science was the data component that showed the most improvement. The science increased from 32% proficient (2022-2023) to 40% proficient (2023-2024) school year.

New Actions:

- *Attending weekly planning sessions with TZ Science Coach
- *Reviewing science assessment data
- *Remediated previous taught benchmarks
- *Providing nature of science and hands-on experiences
- *After-school Science-in-a-Snap club
- *Collaboration with other school's fifth grade science teacher and coach
- *Peer observations
- *Attending science professional development

Lowest Performance

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

The data component that showed the lowest performance was ELA with 31% proficiency.

Contributing Factors:

- *Ineffective core instruction due to lack of benchmark/content and pedagogical knowledge
- *Insufficient instructional coaching support (no site-based coach)
- *Unstable classroom environment
- *Mid-year teacher turnover
- *Lack of foundational skills

Greatest Decline

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

The data component that showed the greatest decline was ELA. Proficiency dropped from 35% to

31%.

Contributing Factors:

- *Ineffective core instruction due to lack of benchmark/content and pedagogical knowledge
- *Insufficient instructional coaching support (no site-based coach)
- *Unstable classroom environment
- *Mid-year teacher turnover
- *Lack of foundational skills

Greatest Gap

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

The data component that showed the greatest gap when compared to the state average was math, with the state at 58% and Woodlawn at 43%.

Contributing Factors:

- *Ineffective core instruction due to lack of benchmark/content and pedagogical knowledge
- *Insufficient instructional coaching support (no site-based coach)
- *Unstable classroom environment
- *Mid-year teacher turnover
- *Lack of number sense and fact fluency

EWS Areas of Concern

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

1. Decreasing the number of students scoring a level 1 on FAST Math (currently 23)
2. Decreasing the number of students scoring a level 1 on FAST ELA (currently 21)
3. Decreasing the number of students with less than 90% attendance (currently 58)

Highest Priorities

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

1. Increasing proficiency in all contents
2. Refining level of supports and interventions for behavior
3. Increasing actions and activities that will have a positive impact on culture and climate
4. Increasing student agency

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.

This area of focus has been chosen to support the increase of student proficiency in all content areas. Student engagement in benchmark-aligned instruction was identified as a crucial need based on classroom walkthrough data and STAR/FAST data. When student engagement is higher, achievement data improves. The goal is to ensure students are authentically engaged in content and are working beyond compliance.

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 percent of scholars achieving proficiency in ELA will increase from 31% proficient to 40% as measured by the PM3 FAST Test.

Grade 3 proficiency will increase from 28% to 35% as measured by the PM3 FAST.

The percent of students achieving Mathematics proficiency will increase from 43% to 50% as measured by the PM3 FAST.

Our level of proficiency for Science was 40% proficient on the Florida Statewide Science Assessment. We expect our level to increase to 50% by May 2025.

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 benchmark-aligned instruction area of focus will be monitored using the school-created instructional walkthrough tool, "Basic 5 Observation Tool", district common assessment data, STAR/FAST data, progress monitoring data, ELFAC, and running records.

Person responsible for monitoring outcome

Vickie Graham (grahamv@pcsb.org)

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:

Specific coaching and feedback will be provided to teachers, along with structured planning sessions and professional development for Advancement Via Individual Determination (AVID), Leader-in-Me, and Get Better Faster/Teach Like a Champion strategies. We will use coaching cycles and continuous cycles of improvement to guide this work.

Rationale:

AVID is a framework designed to close the opportunity gap by preparing all students for college and career readiness and success in a global society. Leader-in-Me helps schools and districts build leadership and life skills in students and staff members, create high-trust culture, and accelerate academic achievement. The Get Better Faster book is focused on developing and training teachers with the goal of them becoming high functioning within 90 days. The book utilizes Teach Like a Champion strategies in a scope and sequence to maximize effectiveness.

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

Coaching and feedback (continuous cycles of improvement)

Person Monitoring:

Vickie Graham (grahamv@pcsb.org)

By When/Frequency:

Ongoing/monthly

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

Coaching and feedback will be provided throughout the year using continuous cycles of improvement. We will monitor the impact of this action through classroom walkthroughs using our school tool to determine evidence of instructional look-for's and student engagement, and by analyzing student data.

Action Step #2

Walkthroughs using "Basic 5 Observation Tool"

Person Monitoring:

Maegan Caldwell (caldwellmae@pcsb.org)

By When/Frequency:

Ongoing/monthly

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

Members of the leadership team will conduct walkthroughs using the "Basic 5 Observation Tool", which measures the ratio of positive to negative interactions, the number of opportunities to respond, the number of disruptions, and on-task behavior. Trends will be analyzed in SBLT behavior meetings, staff meetings, data chats/Professional Learning Communities. Additional coaching will take place as

needed based on this data.

Action Step #3

Professional Development

Person Monitoring:

Vickie Graham (grahamv@pcsb.org)

By When/Frequency:

Ongoing/monthly

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

Professional development will be provided to staff for AVID and Leader-in-Me in order to increase student engagement and student agency. For AVID, we have calendared out a WICOR strategy of the month for each month of the year, which will guide the monthly AVID PD sessions, starting with organization. The impact will be observed in classroom walkthroughs, the number of scholars setting and celebrating goals, and collecting AVID evidence.

Area of Focus #2

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.

Black/African American student performance is not reaching proficiency at or above the expectation of ESSA. In ELA, proficiency was 21%, math was 31%, and science was 24%. This displays a 10% difference between this subgroup and overall school achievement in ELA, a 12% difference in math, and a 16% difference in science.

Measurable Outcome

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

The percent of students achieving proficiency will increase to at least 41% of the students in this subgroup scoring at a level 3 and above on FAST for the 2024-25 school year.

Monitoring

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

SBLT will monitor data student progress utilizing District and State Assessments. Teachers will utilize data in performance matters from standards based assessments to track progress of students in these subgroups. Teachers will also engage in monthly data chats to review and reflect on the implications of their data.

Person responsible for monitoring outcome

Vickie Graham (grahamv@pcsb.org)

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:

Provide ongoing professional development for teachers on high-yield teaching strategies, AVID, Leader-in-Me, Restorative Practices, and the 6M's.

Rationale:

In order for scholars to increase proficiency, it is imperative that core instruction is implemented utilizing effective strategies that are scholar-centered and differentiated accordingly.

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

Professional Development

Person Monitoring:

Gwendetta Richards (richardsgw@pcsb.org)

By When/Frequency:

Ongoing/monthly

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

Provide ongoing PD for teachers on culturally relevant teaching routines, AVID, Leader-in-Me, Restorative Practices and the 6M's. Impact will be monitored through ILT walkthroughs and data analysis.

Action Step #2

Data PLCs

Person Monitoring:

Maegan Caldwell (caldwellmae@pcsb.org)

By When/Frequency:

Ongoing/monthly

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

Data will be reviewed and shared at monthly PLC's to discuss action planning. Impact will be monitored through walkthroughs, intervention fidelity checks, and Tier 2/3 progress monitoring data.

Area of Focus #3

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

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

Language Learners (ELL), Black/African American Students (BLK), Multiracial Students (MUL), Economically Disadvantaged Students (FRL)

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.

SWD, Black/African American, Multiracial, and Economically Disadvantaged students are performing below the ESSA expectation of 41% proficiency, indicating a crucial need for improvement.

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.

Current Data:

Black/African American

ELA Proficiency: 21%; Math Proficiency: 31%; Science Proficiency: 24%

Multi-Racial

ELA Proficiency: 14%; Math Proficiency: 29%; Science Proficiency: 67%

SWD

ELA Proficiency: 12%; Math Proficiency: 26%; Science Proficiency: 30%

Economically Disadvantaged

ELA Proficiency: 28%; Math Proficiency: 36%; Science Proficiency: 32%

The percent of students achieving proficiency will increase to at least 41% of the students in these subgroups scoring at a level 3 and above on FAST for the 2024-25 school year.

Monitoring

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

SBLT will monitor data student progress utilizing District and State Assessments. Teachers will utilize data in performance matters from standards based assessments to track progress of students in these subgroups. Teachers will also engage in monthly data chats to review and reflect on the implications of their data.

Person responsible for monitoring outcome

Vickie Graham (grahamv@pcsb.org)

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:

Provide ongoing professional development for teachers on high-yield teaching strategies, AVID, Leader-in-Me, Restorative Practices, and the 6M's.

Rationale:

In order for scholars to increase proficiency, it is imperative that core instruction is implemented utilizing effective strategies that are scholar-centered and differentiated accordingly.

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

Professional Development

Person Monitoring:

Gwendetta Richards (richardsgw@pcsb.org)

By When/Frequency:

Ongoing/monthly

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

Provide ongoing PD for teachers on culturally relevant teaching routines, AVID, Leader-in-Me, Restorative Practices and the 6M's. Impact will be monitored through ILT walkthroughs and data analysis.

Action Step #2

Data PLCs

Person Monitoring:

Maegan Caldwell (caldwellmae@pcsb.org)

By When/Frequency:

Ongoing/monthly

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

Data will be reviewed and shared at monthly PLC's to discuss action planning. Impact will be monitored through walkthroughs, intervention fidelity checks, and Tier 2/3 progress monitoring data.

Area of Focus #4

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

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

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

Strategically focus on K-2 teachers and instruction, where acceleration can occur more rapidly, by

ensuring 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.

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 (alphabetic), relate those words to their oral language, and read connected text with sufficient accuracy and fluency to understand what they read.

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

Deepen understanding of the Florida's B.E.S.T. ELA standards and benchmarks as a non-negotiable for improving student outcomes.

Grades K-2: Measurable Outcome(s)

Kindergarten 46% scored above the 40th percentile.

Second grade had 43% of their scholars scoring above the 40th percentile.

Sixty percent of Kindergarten and Second grade will increase their performance on the STAR testing at or above the 40th percentile.

Grades 3-5: Measurable Outcome(s)

Third grade had 23% scored a level 3 or higher on FAST.

Fifth grade had 27% scored a level 3 or higher on FAST.

Fifty percent or more third and fifth graders will score a level 3 or higher on the PM3 FAST test.

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.

SBLT team will monitor progress utilizing district and state assessments.

Teachers will utilize data in performance matters from standards-based assessments to track students' progress.

Monthly data chats to review and reflect on the implications of their data.

Person responsible for monitoring outcome

Vickie Graham, 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:

K-2: Provides print rich, explicit, systematic, and scaffolded instruction Teach students to decode words, analyze word parts, and recognize words Teach students how to use reading comprehension strategies Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension 3-5: • Use district PCS Modules curriculum to provide all students with consistent opportunities to engage in in complex, grade-level content, knowledge-building, and tasks aligned to the rigor of the standard/benchmark; and make strategic decisions about implementation of the curriculum to maximize impact on student learning. • Teachers and administrators engage in Just-in-Time professional development (Module Roll-Outs) to engage in backwards planning, deepen understanding of the BEST ELA Benchmarks, as well as lessons designed to support students as they meet the rigorous demands of the grade-level benchmarks

Rationale:

K-2: To develop literacy, students need instruction in foundational reading skills and reading comprehension skills. Students also thrive and are more engaged when they know what and why they are learning something. 3-5: Teachers having a better understanding of BEST standards and benchmarks will increase their ability to provide explicit instruction.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Literacy Leadership

Person Monitoring:

Gwendetta Richards, AP

By When/Frequency:

On going, after every module assessment, end of the year.

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

◆ School Literacy Leadership Teams are meeting regularly to look at data to make informed decisions about what professional learning and supports need to be in place to maximize student

growth in reading. ♦ Build capacity by identifying teachers, coaches and district staff who can support training in the use of evidence-based curriculum, instruction, and intervention aligned to the B.E.S.T. ELA Standards. ♦ School Literacy Leadership Team plan family reading nights grounded in family friendly evidence-based practices to support the homeschool connection

Action Step #2

Literacy Coaching

Person Monitoring:
Gwendetta Richards, AP

By When/Frequency:
ongoing, weekly

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

Literacy coaches work with school principals to plan and implement consistent professional learning using strategies that demonstrate a significant effect on improving student outcomes. ♦ Literacy coaches prioritize time to those teachers, activities, and roles that will have the greatest impact on student achievement in reading, namely coaching, modeling, and mentoring in classrooms daily. ♦ Literacy coaches support and train teachers to administer assessments, analyze data and use data to differentiate instruction.

Action Step #3

Professional Learning(3-5)

Person Monitoring:
Vickie Graham, Principal

By When/Frequency:
Ongoing, post module assessments, Monthly data chats

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

Build capacity in the understanding of the BEST standards by utilizing school based and district support training in the use of evidenced based curriculum, instruction, and intervention aligned to the BEST standards.

Area of Focus #5

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

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.

By focusing on our PBIS practices, we can refine our level of supports and interventions for behavior and increase actions and activities that will have a positive impact on culture and climate. This has been identified as a crucial need in order to decrease time spent out of class/off task due to behavior and decrease referrals/suspensions.

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 number of referrals will decrease from 89 in 23-24 to 40 or less in 24-25. The number of infractions will decrease from 882 in 23-24 to 400 or less in 24-25.

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.

This area of focus will be monitored by the SBLT during monthly behavior meetings. This will impact student achievement as the team meets to determine necessary behavior interventions and supports, which will improve the quality of the learning environment and increase student engagement.

Person responsible for monitoring outcome

Gwendetta Richards (richardsgw@pcsb.org)

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:

The MTSS framework + PBIS will be applied to consistently and systematically utilize appropriate behavior interventions and supports.

Rationale:

The 4-step problem solving process used to implement the MTSS framework will ensure the behavioral needs of all scholars are being met. It also ensures that the appropriate and necessary resources are utilized.

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

SBLT Meetings

Person Monitoring:

Maegan Caldwell (caldwellmae@pcsb.org)

By When/Frequency:

Ongoing/monthly

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

Monthly SBLT behavior meetings will focus on using the 4-step problem solving process to work through the MTSS framework and provide necessary interventions/supports to students not meeting Tier 1 expectations.

Action Step #2

STOIC/PBIS Walkthroughs

Person Monitoring:

Gwendetta Richards (richardsgw@pcsb.org)

By When/Frequency:

Ongoing/quarterly

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

STOIC/PBIS walkthroughs will be conducted each quarter to ensure fidelity of PBIS Tier 1 expectations.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

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

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

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

No

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