

Pinellas County Schools

# CROSS BAYOU ELEMENTARY SCHOOL



## 2025-26 Schoolwide Improvement Plan

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## School Board Approval

*A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.*

## SIP Authority

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Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

## SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

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The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

## Purpose and Outline of the SIP

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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.

# I. School Information

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## A. School Mission and Vision

### Provide the school's mission statement

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Cross Bayou Elementary School staff will educate, engage, and empower each student to become a lifelong learner.

### Provide the school's vision statement

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100% Student Success

## B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

### 1. School Leadership Membership

#### 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

Antonette Wilson

wilsonanto@pcsb.org

##### Position Title

Principal

##### Job Duties and Responsibilities

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Responsible for the overall management and operation of a school, including academic leadership, staff supervision, and fostering a positive learning environment. To ensure the school runs smoothly, students receive a quality education, and the school community thrives.

#### Leadership Team Member #2

##### Employee's Name

Brandie Miller

millerbran@pcsb.org

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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Support the principal in the overall management and operation of a school. Play a vital role in student discipline, curriculum development, staff supervision, and ensuring a safe and productive learning environment.

**2. Stakeholder Involvement**

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

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Stakeholder Involvement included:

Parent, Teacher, Student, and Staff Surveys

Input at Yearly State of the School Community Address

Teacher Planning Meetings

Student Data

**3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

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CBES 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 throughout the 2024 2025 school year. Goals will be revisited, addressed, and monitored during weekly PLC's/planning, individual and team data discussions, and weekly Community of Practice Sessions.

Our goals will be measured through district and teacher assessments, progress monitoring data and

through PM1, PM2, and PM3. Midyear data and reflection will dictate the need for continuation or adjustments.

## C. Demographic Data

<b>2025-26 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>ELEMENTARY</b> <b>KG-5</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2024-25 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>100.0%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>YES</b>
<b>2024-25 ESSA IDENTIFICATION</b> *UPDATED AS OF 1	<b>CSI</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2024-25 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)</b> <b>ENGLISH LANGUAGE LEARNERS (ELL)</b> <b>ASIAN STUDENTS (ASN)</b> <b>BLACK/AFRICAN AMERICAN STUDENTS (BLK)*</b> <b>HISPANIC STUDENTS (HSP)</b> <b>MULTIRACIAL STUDENTS (MUL)</b> <b>WHITE STUDENTS (WHT)</b> <b>ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2024-25: C</b> <b>2023-24: C</b> <b>2022-23: C</b> <b>2021-22: C</b> <b>2020-21:</b>

## D. Early Warning Systems

### 1. Grades K-8

#### Current Year 2025-26

Using 2024-25 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	
School Enrollment	27	42	36	47	42	50				244
Absent 10% or more school days	1	13	7	14	8	9				52
One or more suspensions	0	0	0	2	0	1				3
Course failure in English Language Arts (ELA)	0	0	0	1	2	2				5
Course failure in Math	0	0	0	0	1	4				5
Level 1 on statewide ELA assessment	0	4	10	25	21	0				60
Level 1 on statewide Math assessment	1	8	8	23	5	19				64
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	2	5	7	1	0				15
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	1	3	5	3	0				12

#### Current Year 2025-26

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	1	4	3	14	6	17				45

#### Current Year 2025-26

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	1	2	3	1	0	0				7
Students retained two or more times	0	0	1	0	0	0				1



**Prior Year (2024-25) 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		10	14	6	7	18				55
One or more suspensions					1	6				7
Course failure in English Language Arts (ELA)					4					4
Course failure in Math					2	4				6
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		5	12	4						21
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		2	4	1	21					28

**Prior Year (2024-25) 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			17	30	10	14				71

**Prior Year (2024-25) 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		3	1		1					5
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

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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	46	64	59	40	61	57	34	54	53
Grade 3 ELA Achievement	58	67	59	37	63	58	33	54	53
ELA Learning Gains	51	62	60	57	64	60			
ELA Lowest 25th Percentile	52	59	56	67	62	57			
Math Achievement*	51	69	64	45	66	62	43	61	59
Math Learning Gains	56	67	63	57	68	62			
Math Lowest 25th Percentile	42	56	51	42	58	52			
Science Achievement	64	70	58	58	69	57	40	62	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	67	67	63	50	65	61	38	64	59

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	54%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	487
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
54%	50%	45%	47%	38%		50%

\* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

\*\* Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

## C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	48%	No		
English Language Learners	53%	No		
Asian Students	50%	No		
Black/African American Students	24%	Yes	6	1
Hispanic Students	56%	No		
Multiracial Students	55%	No		
White Students	57%	No		
Economically Disadvantaged Students	50%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	46%	58%	51%	52%	51%	56%	42%	64%					67%
Students With Disabilities	33%	54%	57%	56%	38%	54%	56%	38%					
English Language Learners	38%		53%		48%	60%							67%
Asian Students	45%				55%								
Black/African American Students	22%		29%		22%	21%							
Hispanic Students	57%		40%		61%	63%							58%
Multiracial Students	60%				50%								
White Students	46%	62%	59%	71%	54%	61%	47%	59%					
Economically Disadvantaged Students	41%	61%	40%	42%	49%	51%	39%	64%					61%

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	40%	37%	57%	67%	45%	57%	42%	58%					50%
Students With Disabilities	20%	25%	28%	36%	24%	48%	41%						
English Language Learners	29%		65%		38%	53%							50%
Asian Students	67%				73%								
Black/African American Students	19%		47%		24%	40%							
Hispanic Students	42%		68%		48%	63%							64%
White Students	39%	40%	53%		43%	55%	45%	65%					
Economically Disadvantaged Students	39%	35%	57%	71%	47%	59%	25%	64%					42%



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	34%	33%			43%			40%					38%
Students With Disabilities	21%	21%			33%								
English Language Learners	11%				26%								76%
Asian Students	77%				85%								
Black/African American Students	17%	21%			17%								
Hispanic Students	35%	33%			50%								82%
White Students	28%	31%			41%			40%					
Economically Disadvantaged Students	30%	31%			39%			34%					71%

## 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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	55%	65%	-10%	57%	-2%
ELA	4	40%	62%	-22%	56%	-16%
ELA	5	38%	61%	-23%	56%	-18%
Math	3	57%	68%	-11%	63%	-6%
Math	4	44%	68%	-24%	62%	-18%
Math	5	45%	65%	-20%	57%	-12%
Science	5	62%	67%	-5%	55%	7%

### III. Planning for Improvement

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#### 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?

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When analyzing the 2025 FAST Data, our most improved areas were in student proficiency ELA, Math and Science. We did not take on new actions we just became more intentional during data conversations and planning. Instead of traditional data conversations, teachers analyzed their data according to the demand of the standards and planned accordingly during Professional Learning Communities and school provided all day planning sessions K-5 with district ISD support.

##### **Lowest Performance**

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

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Our lowest performing areas were our learning gains in ELA and Math and lowest 25%. This has not been the issues at Cross Bayou in the past for overall student performance. However, it is a 6-year issues with our black student subgroup not just the learning gains but also proficiency in 3rd -5th grade ELA and Math. Our STAR Reading and Math PM 3 scores are the lower than last school year. This is new trends that the SIP will address.

##### **Greatest Decline**

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

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According to the STAR Early Literacy and Reading data, our greatest decline is in 1st and 2nd grade reading and math Proficiency. Especially 2nd grade in both reading and math. As well as a decrease in learning gains and lowest 25% performance in ELA and Math. The suspected factors that have contributed into this decline is our use of formative assessment data, differentiation, fidelity of progress monitoring. Culturally responsive teaching and building of strong relationships. As well as the use of success criteria and timely frequent feedback?

##### **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.

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Our greatest data component gap is 2nd grade reading proficiency, 3rd -5th grade learning gains and

lowest 25%, and, low performing black students. The suspected factors that have contributed into this decline is our use of formative assessment data, differentiation, fidelity of progress monitoring. Culturally responsive teaching and building of strong relationships. As well as the use of success criteria and timely frequent feedback?

### **EWS Areas of Concern**

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

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When review our EWS our students with attendance challenges have a greater impact than those of failing grades or behaviors.

### **Highest Priorities**

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

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For the 2025-2026 school year Cross Bayou highest priorities will include:

CBES Teacher Planning Tool

Setting clear learning targets with success criteria

Consistent, planned and monitored small group and one to one instruction

The Five Essentials of Effective Instruction

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

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

### Area of Focus #1

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

### ESSA Subgroups specifically relating to Black/African American Students (BLK)

#### Area of Focus Description and Rationale

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.

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The Black Student Subgroup is an area of focus because their proficiency decreased from last year 33% to 24% which is below the required 41%. Our black students have been performing below 41% for six consecutive years and this is the first year that are below 32%.

In alignment with our highest priorities our students learning will be impacted through teachers defining learning targets and success criteria and use of the Five Essentials of Effective Instruction to successfully plan lessons that will improve student learning experiences which will positively impact learning and growth the meets and exceeds end of year grade level expectations.

Specifically for black student learners teachers will consistently check for student understanding and provide immediate feedback. They will use these checks to plan and teach small group lessons and monitor student progress towards mastery of end of year standards.

#### Measurable Outcome

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.

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Black students in grades 3rd, 4th, and 5th will increase proficiency and learning gains by at least 25%. The lowest 25% will increase by 25% as well across all content areas.

#### Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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The impact of effectiveness will be monitored through increased teacher confidence and fidelity in delivering structured literacy, writing, math, and science lessons, measured through classroom walkthroughs, coaching logs and cycles. Students' growth towards proficiency on module and unit assessments as well PM1 -PM3 data.

**Person responsible for monitoring outcome**

Antonette Wilson

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

Cross Bayou will use the researched based curricular resources identified and provided by Pinellas County Schools for core, enrichment, review, acceleration, remediation.

**Rationale:**

These resources will be used to ensure students are taught and assessed according to the rigor of the Florida Standards as measured by the FAST Assessments.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Planning

**Person Monitoring:**

Antonette Wilson

**By When/Frequency:**

Weekly

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

Teachers will use the CBES Planning Tool. (Setting the Tone, Hook Ignitor Entrance Ticket, Whole Group Instruction, Monitoring, and Student Release. Plan for Academic Discourse strategies that will facilitate the exchange of student learning. This action step will be monitored through student performance on assignments and assessments.

**Action Step #2**

Check for understanding

**Person Monitoring:**

Antonette Wilson

**By When/Frequency:**

Tri-Weekly

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

Teachers will use different strategies to check for student understanding, give timely and actionable feedback, adjust and differentiate lessons to support student learning. , This step will be monitored through: Student Responses, Exit Tickets/Quizzes, Visible Thinking (maps and organizers), Observations, Performance Task and Instructional Adjustment.

**Action Step #3**

Small group and 1 to 1 Instruction

**Person Monitoring:**

Antonette Wilson

**By When/Frequency:**

Weekly

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

Teachers will use the following data to implement small group or 1 to 1 instruction. Formative and summative assessments, diagnostic data, student work samples and observational notes, attendance and engagement data. This action step will be monitored through students' mastery towards end of your grade level standards.

**Area of Focus #2**

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

**Instructional Practice specifically relating to ELA, Math, Science**

**Area of Focus Description and Rationale**

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.

This area of focus in ELA, Math and Science was chosen because of the increase in student proficiency but decrease in student learning gains and decrease of students in the lowest 25% 3rd -5th grade students making gains.

Star Literacy, Star Reading, and Star Math in 1st and 2nd grade proficiency decreased by 9% in reading and 11% in math.

In alignment with our highest priorities our students learning will be impacted through teachers defining learning targets and success criteria and use of the Five Essentials of Effective Instruction to successfully plan lessons that will improve student learning experiences which will positively impact learning and growth the meets and exceeds end of year grade level expectations.

**Measurable Outcome**

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.

Our 3rd -5th grade students increased in proficiency in ELA, Math and Science. We declined in learning gains and our lowest 25 percent did not make adequate progress.

On the STAR Early Literacy Assessment our kindergarten students are 43% proficient, STAR Reading 1st grade 44% and 2nd grade 21%. In Math 46% of kindergarten students were proficient 46% 1st grade and 39% 2nd grade students were proficient.

For the 2025 -2026 school year in 3rd - 5th we will increase ELA scores by 5 to 10 percentage points: 3rd grade 58% to 70%, 4th 40% to 50 %, and 5th 47% to 52%. In Math 3rd grade 57% to 62%, 4th grade 44 to 50% and 5th grade 45% to 50%. Fifth grade science will increase by 5% from 64% proficient to 69% proficient. We will increase our STAR Literacy and Reding by at least 10 percentage points and STAR Math by 10 percentage points

### **Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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The impact of effectiveness will be monitored through increased teacher confidence and fidelity in delivering structured literacy, writing, math, and science lessons, measured through classroom walkthroughs, coaching logs and cycles. Students' growth towards proficiency on module and unit assessments as well PM1 -PM3 data.

### **Person responsible for monitoring outcome**

Antonette Wilson, Brandie Miller

### **Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

### **Description of Intervention #1:**

Cross Bayou will use the researched based curricular resources identified and provided by Pinellas County Schools for core, enrichment, review, acceleration, remediation.

### **Rationale:**

These resources will be used to ensure students are taught and assessed according to the rigor of the Florida Standards as measured by the FAST Assessments.

### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

### **Will this evidence-based intervention be funded with UniSIG?**

No

### **Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

### **Action Step #1**

Planning

### **Person Monitoring:**

Wilson /Miller

### **By When/Frequency:**

Weekly

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



**step:**

Teachers Pre K - 5th and DHH will use the CBES Planning Tool. (Setting the Tone, Hook Ignitor Entrance Ticket, Whole Group Instruction, Monitoring, and Student Release). This action step will be monitored through student performance on assignments and assessments.

**Action Step #2**

Academic Discourse

**Person Monitoring:**

Wilson/Miller

**By When/Frequency:**

Weekly

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

Teachers Pre K -5 and DHH will plan for strategies that facilitate the exchange of student ideas, development of academic vocabulary, Socratic seminars/debates, explanations, experiments, arguments, analysis across all content areas. This action step will be monitored through student performance on assignments and assessments.

**Action Step #3**

Formative Assessment and Feedback

**Person Monitoring:**

Wilson/Miller

**By When/Frequency:**

Weekly

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

All teachers Pre K-5th and DHH teachers will use different appropriate formative assessment tools to check for student understanding, give timely and actionable feedback, to adjust and differentiate lessons to support student learning.

**Action Step #4**

Writing to Learn

**Person Monitoring:**

Wilson/Miller

**By When/Frequency:**

Weekly

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

Teachers will use different writing strategies to promote active learning and to provide students with tools to organize their thoughts, create connections across content, and expand their knowledge and interaction with complex academic concepts. This action step will be monitored through student performance on assignments and assessments.

**Area of Focus #3**

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

**Instructional Practice specifically relating to Differentiation, Small-group Instruction****Area of Focus Description and Rationale**

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.

This area of focus differentiation and small group instruction was chosen because of the increase in

student proficiency but decrease in student learning gains and decrease of students in the lowest 25% of 3rd -5th grade students making gains.

Star Literacy, Star Reading, and Star Math in 1st and 2nd grade proficiency decreased by 9% in reading and 11% in math.

In alignment with our highest priorities our students learning will be impacted through teachers defining learning targets and success criteria and use of the Five Essentials of Effective Instruction to successfully plan lessons that will improve student learning experiences which will positively impact learning and growth the meets and exceeds end of year grade level expectations.

### **Measurable Outcome**

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.

---

On the STAR Early Literacy Assessment our kindergarten students are 43% proficient, STAR Reading 1st grade 44% and 2nd grade 21%. In Math 46% of kindergarten students were proficient 46% 1st grade and 39% 2nd grade students were proficient.

For the 2025-2026, we will increase our STAR Literacy and Reding by at least 12 percentage points and STAR Math by 10 percentage points

### **Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

---

The impact of effectiveness will be monitored through increased teacher confidence and fidelity in delivering structured literacy, writing, math, and science lessons, measured through classroom walkthroughs, coaching logs and cycles. Students' growth towards proficiency on module and unit assessments as well PM1 -PM3 data.

### **Person responsible for monitoring outcome**

Wilson/ Miller

### **Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

### **Description of Intervention #1:**

CBES will be a PELI (Pinellas Early Literacy Initiative) School for the 2025-2026 School year. We will follow the Pinellas Early Literacy Initiative Core Value and Program Goals.

**Rationale:**

These resources will be used to ensure students are taught and assessed according to the rigor of the Florida Standards as measured by the FAST Assessments.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Data Driven Small Group

**Person Monitoring:**

Wilson/Tomlinson

**By When/Frequency:**

Weekly

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

VPK-2nd grade teachers will access students according Pinellas County School Assessment Calendars. Data such as ELFAC and prior year scores will be used to group students for small group instruction. Teacher will see 10 groups per week, and groups will change as student data changes. The impact of this action step will be monitored though the dissipation of student learning gaps.

**Action Step #2**

Weekly Planning

**Person Monitoring:**

Wilson/ Tomlinson

**By When/Frequency:**

Weekly

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

Teachers will plan weekly with the PELI Coach. The impact of this action step will be monitored though the dissipation of student learning gaps.

**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)****Area of Focus Description and Rationale**

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.

Teachers will improve reading performance by implementing explicit, systematic instruction in phonological awareness, phonics, and fluency using evidence-based practices aligned with the

science of reading to improve early literacy outcomes.

---

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

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

---

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

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Strategically focus on 3-5 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.

---

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

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Every K-2 student will be administered the Early Literacy Formative Assessment Check (ELFAC) and the SATR Early Literacy or STAR Reading Assessments 3 times during the school year. After PM1 data will be analyzed and interventive plans will be written and implemented for students not meeting PM1 expectations. By the PM3 50% or more of CBES K-2 students will be proficient in ELA as a result of strong core instruction and interventions.

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

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Every 3-5 student will be administered the FAST Assessment 3 times during the school year. After PM1 data will be analyzed and interventive plans will be written and implemented for students not meeting PM1 expectations. By the PM3 50% or more of CBES K3-5 students will be proficient in ELA as a result of strong core instruction and interventions.

---

**Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

---

The impact of effectiveness will be monitored through increased teacher confidence and fidelity in delivering structured literacy, writing, math, and science lessons, measured through classroom walkthroughs, coaching logs and cycles. Students' growth towards proficiency on module and unit assessments as well PM1 -PM3 data.

---

**Person responsible for monitoring outcome**

District ISD's, Wilson, Miller, Classroom Techers

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**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the

evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

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

**Rationale:**

To develop literacy, students need instruction in two related sets of skills: foundational reading skills and reading comprehension skills. Employing evidence-based strategies and action steps will enable students to read words (alphabets), relate those words to their oral language, and read connected text with sufficient accuracy and fluency to understand what they read.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Literacy Leadership

**Person Monitoring:**

Wilson, Miller, District ISD

**By When/Frequency:**

Monthly

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

- School Literacy Leadership Teams to meet 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.
- School Literacy Leadership teams support the full implementation of the Pinellas Early Literacy Initiative in grades VPK-2.
- Build capacity by identifying teachers, coaches, and district staff who can support training in understanding how high-quality instructional materials connect to evidence-based practices and the B.E.S.T 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:**

Wilson, Miller, District ISD

**By When/Frequency:**

Bi-Weekly

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

- District Literacy coaches will work with the school principal and assistant principal to plan and implement consistent professional learning outlined by the Pinellas Early Literacy Initiative around evidence-based practices grounded in the science of reading as well as the UFLC Flamingo Small

group model to demonstrate a significant effect on improving student outcomes. • District Literacy coaches will 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 will support and train teachers to administer assessments, analyze data and use data to differentiate instruction.

### **Action Step #3**

Assessments

**Person Monitoring:**

Wilson, Miller

**By When/Frequency:**

Bi-Weekly-Monthly

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

• Develop a structure for ongoing formative assessment is in place to determine where instruction should be modified to meet individual student needs • Determine a structure for conducting screening, progress monitoring, and diagnostic assessments is in place to identify students with a substantial deficiency in reading. • Utilize a walkthrough tool to provide feedback to teachers to communicate and highlight how evidence-based practices learned as a part of the Pinellas Early Literacy Initiative professional development are impacting student achievement within the classroom.

### **Action Step #4**

Professional Learning

**Person Monitoring:**

Wilson, Miller, District ISD

**By When/Frequency:**

Weekly

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

• Professional Learning Communities (PLCs) will be guided by assessment data and are ongoing, engaging, interactive, collaborative, and job-embedded and provide time for teachers to collaborate, research, conduct lesson studies, and plan instruction. • School and district - based teams will support Pinellas Early Literacy Initiative professional learning sessions on the science of reading and evidence-based literacy instruction, materials, and assessment supported by the University of Florida Laster Center. • School and district-based teams will provide training to teachers that integrate the six components of reading (phonemic awareness, phonics, fluency, oral language, comprehension, and vocabulary) into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies outlined in the Pinellas Early Literacy Initiative.

## **IV. Positive Learning Environment**

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### **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.

---

As evident in our Early Warning Data. Fifty-two of our students missed more that 10% of school

during the 2024-2025 school year. Thirty of the 52 were 3rd, 4th, and 5th grade.

This is identified as a critical need because student attendance is connected to student success.

### **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.

---

Cross Bayou Elementary School will decrease the number of students missing 10% of school or more by 50%.

### **Monitoring**

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

---

Classroom teachers will monitor student attendance data daily. The schools Child Study team will monitor student attendance biweekly.

Student attendance will be monitored and addressed through Communication from the classroom teacher, the attendance clerk, school social worker and administration.

### **Person responsible for monitoring outcome**

Wilson, Miller, Ames, Zelinski, Chrosniak

### **Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

#### **Description of Intervention #1:**

We will not a "boxed: intervention to address attendance. We will follow our action steps and guidance from Pinellas County Schools Office of Social Work.

#### **Rationale:**

#### **Tier of Evidence-based Intervention:**

#### **Will this evidence-based intervention be funded with UniSIG?**

No

### **Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

#### **Action Step #1**

Create a Positive School Climate



**Person Monitoring:**

CST Team

**By When/Frequency:**

Daily -Biweekly

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

Teachers will Foster a safe, inclusive, and welcoming environment. Build strong relationships between students and their families and implement social-emotional learning by offering choice on task when appropriate. This will be monitored through improved attendance, communication, and relationships as evident by decreased absenteeism.

**Action Step #2**

Engage Families and Communities

**Person Monitoring:****By When/Frequency:****Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Communicate regularly with parents about attendance. We will infuse family workshops on the importance of regular attendance through school-based family involvement nights. This will be monitored through improved attendance, communication, and relationships as evident by decreased absenteeism.

**Action Step #3**

Recognize and Reward Good Attendance

**Person Monitoring:**

CST Team

**By When/Frequency:**

Daily -Bi Weekly

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

Classroom teachers and CST Team members will celebrate perfect or improved attendance through: Certificates or morning news shout-outs Monthly attendance awards Creation of class or grade-level attendance competition This will be monitored through improved attendance, communication, and relationships as evident by decreased absenteeism.

**Action Step #4**

Provide Targeted Interventions

**Person Monitoring:**

CST Team

**By When/Frequency:**

Daily-Biweekly

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

With the help of the Community Liaison, we will assign mentors or attendance buddies to students who are absent 10% of the time consecutively. With the help of the school Social Worker, administration will conduct home visits for chronically absent students. With the help of the school counselor, we will develop personalized attendance improvement plans with students and parents. This will be monitored through improved attendance, communication, and relationships as evident by decreased absenteeism.

**Area of Focus #2**

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.

---

Our area of focus for Positive Culture and Environment will be to focus on our conditions for learning.

### **Measurable Outcome**

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

---

At Cross Bayou we want to increase the conditions of learning focusing on classroom environments of trust, openness to dialog, academic goal setting, and risk taking for all students. Our behavior themes included students being out of area, yelling, and speaking to the teacher inappropriately.

Our goal is to reduce addressing teachers inappropriately to 0% and students being out of area by 30%

### **Monitoring**

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

---

The area of focus will be monitored through our schoolwide PBIS (Positive Behavior Intervention Support Model) through FOCUS, Intervention Forms, behavior calls and discipline referrals. As well as individual student behavior plans.

### **Person responsible for monitoring outcome**

MTSS Team Members

### **Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

#### **Description of Intervention #1:**

We will follow CBES Schoolwide Positive Behavior Plan.

#### **Rationale:**

Following the PBIS Plan helps us be consistent so that we can measure growth and identify areas that need improvement.

#### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

#### **Will this evidence-based intervention be funded with UniSIG?**

No

### **Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3

action steps and the person responsible for each step.

**Action Step #1**

Reinforce Positive Behavior

**Person Monitoring:**

MTSS Team

**By When/Frequency:**

Daily -Biweekly

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

Teachers will develop class expectation, rewards, and consequences. They will review and teach the schoolwide expectations. These expectations will be communicated to families. Teachers will celebrate individuals, and administration will celebrate classrooms through weekly shout-outs, assemblies, or incentives. This will be monitored by the decrease of referrals and intervention forms and the increase of student recognition.

**Action Step #2**

Use FOCUS to assign PBIS Points

**Person Monitoring:**

MTSS Team

**By When/Frequency:**

Daily Biweekly

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

Teachers will be refreshed on how to assign PBIS points. Teachers and the MTSS Team will agree on how many points should be assigned per day. In order to establish classroom recognition and schoolwide recognition. This will be monitored by the decrease of referrals and intervention forms and the increase of student recognition.

## V. Title I Requirements (optional)

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### 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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

---

Cross Bayou Elementary School believes involving parents in all aspects of its instructional programs as well as highly encourage parents to come members of our School Advisory Council (SAC). Our SAC members have an important and mandatory voice. Parents are given opportunities to give input in the development and decision making of all activities related to Cross Bayou. An annual survey is made available to all stakeholders to evaluate the effectiveness of Cross bayou as well as give input for school improvement.

Cross Bayou will share information regarding school activities, volunteer opportunities, and ways to give input via:

- Cross Bayou website: <https://www.pcsb.org/crossbayou-es>

Additionally: Cross Bayou School will disseminate the School Improvement Plan (SIP), Schoolwide Program Plan (SWP), and UniSIG budget through multiple channels. These include:

- **School Advisory Council (SAC) Meetings:** The SIP and progress updates will be presented and discussed at SAC meetings. Meeting agendas and minutes will be posted on the school website and made available upon request.
- **Annual Title I Meeting:** Held in the fall, this meeting provides an overview of Title I services, SIP goals, and the school's budget priorities. Families will receive printed materials and a presentation in family-friendly language.
- **Parent Newsletters and Flyers:** Monthly newsletters and targeted flyers (printed and digital) will summarize SIP progress, highlight action steps, and provide updates in plain language.
- **Parent and Community Resource Station:** Located in the front office, this station will include

hard copies of the SIP, the PFEP, and information in multiple languages as needed.

- **Social Media and FOCUS:** Key SIP goals and progress updates will be shared in digestible formats via the school's Facebook and Instagram pages, and through FOCUS messages.
- **Conferences and Workshops:** SIP goals will be referenced during student-led conferences and academic events to help families connect schoolwide strategies to their child's academic plan.

All communication will be offered, to the extent practicable, in a language that parents can understand using translation services or bilingual staff members.

### **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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

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Cross Bayou Elementary School actively builds strong relationships with parents, families, and community partners through meaningful engagement activities and clear communication. We implement our approved Parent and Family Engagement Plan (PFEP) by:

- **Offering Parent Workshops and Academic Coaching:** Families attend workshops during scheduled academic and social events to learn how to support academic skills at home. New this year is our Academic Coaching Program for targeted home learning support.
- **Providing Mental Health and Wellness Events:** Workshops and resources help families understand and respond to students' emotional and behavioral needs.
- **Sharing Monthly Communications:** The *Falcon Family Connect* digital newsletter offers academic tips, school updates, and community resources.
- **Leveraging Technology for Communication:** Families stay informed through Class Dojo, the school website, phone calls, texts, and digital flyers. Printed packets are also sent home for those who cannot attend events.
- **Hosting the Annual Title I Meeting and FAST Family Nights:** Families receive information about curriculum, FAST assessments, and proficiency expectations, with opportunities for questions and feedback.
- **Encouraging Participation in SAC and PTA:** Parents help shape decisions via SAC and volunteer opportunities throughout the year.
- **Ensuring Access for All:** Translation services, flexible scheduling, and accommodations help

ensure full participation for families of all backgrounds.

### 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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

---

At Cross Bayou Elementary School, we prioritize high-quality professional learning and staff development to build instructional excellence and data literacy, with a strong focus on retention and support of effective educators.

- **Data-Driven Instructional Cycles:** Teachers engage in data talks every 4–6 weeks, supported by instructional coaches and administrators. These sessions focus on formative assessment data, progress monitoring, and action planning.
- **Professional Learning Communities (PLCs):** Weekly PLCs allow grade-level teams to collaborate on standards-aligned planning, analysis of student work, and differentiated instruction strategies.
- **Instructional Coaching:** Our Reading and Math Coaches provide job-embedded support through modeling, co-teaching, and coaching cycles. Teachers receive regular feedback from administrators through instructional walkthroughs.
- **New Teacher Induction and Mentoring:** New staff receive structured onboarding, mentoring support, and monthly check-ins from school leaders. We recognize that building relationships and reducing burnout is essential in a transformation school.
- **Strategic Retention:** We build a positive school culture by celebrating teacher growth, recognizing contributions in staff meetings, and providing leadership pathways (e.g., teacher leads, club sponsors).
- **Targeted PD:** Training includes trauma-informed care, culturally responsive teaching, restorative practices, and science of reading strategies. PD is aligned to school goals and personalized based on teacher needs.

These efforts ensure continuous professional growth and instructional consistency across classrooms.

### 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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

---

The School Improvement Plan is developed in collaboration with stakeholders and aligned with other

federal, state, and local services. At Cross Bayou Elementary School, we coordinate with:

- **Federal Programs:** Title, I Funds support full-day programming for PreK-3 students, an MTSS Coach, and additional intervention support staff.
- **Student Services and Mental Health Programs:** We partner with the district's student services team, school counselors, and community mental health agencies to address student well-being.
- **Community Partners:** Organizations like St. Pete First Church provide food, hygiene products, and school supplies to ensure families' basic needs are met.
- **Violence Prevention and PBIS:** Our Positive Behavior Intervention and Support (PBIS) systems are aligned with schoolwide expectations and supported by behavior assemblies and restorative practices.
- **Nutrition Programs:** We coordinate with the district's Food and Nutrition Department to ensure all students receive breakfast and lunch at no cost.
- **Career Readiness and College Awareness:** Our community outreach prepare students early for college and career readiness.

## 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

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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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

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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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

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No Answer Entered

## VI. ATSI, TSI and CSI Resource Review

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

### Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

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

### Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

---

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

Utilize multiple forms of formative assessment and the District Data PLC Protocol to plan to utilize differentiated resources to inform future instruction.

Utilize the ELA Walkthrough tool and other ELA tools to provide weekly feedback to individual ELA teachers as well as communicate and highlight evidence-based practices that are impacting student achievement with the entire staff.

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.



VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	No
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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00