

Pinellas County Schools

NORTH SHORE 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

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)

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

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

A. School Mission and Vision

Provide the school's mission statement

North Shore Elementary is a family-oriented community that provides a safe and positive environment to spark a lifelong love of learning.

Provide the school's vision statement

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

Pierzchalski, Lisa

pierzchalskil@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #2

Employee's Name

Rebman, Michael

rebmanm@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

No Answer Entered

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.

The School Improvement Plan is developed with input from School-Based Leadership Team (SBLT), SIP Goal Managers, and School Advisory Council. There is a minimum of one person on SBLT from each grade level team / PLC. Data and information are articulated vertically and horizontally between teams.

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)).

SIP Teams meet monthly to review goals and revise action steps as needed using the four-step problem-solving model to identify subgroups and individual students in need of additional support.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY KG-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	72.7%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) 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>	2024-25: A 2023-24: C 2022-23: C 2021-22: C 2020-21:

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	72	72	69	57	63	63				396
Absent 10% or more school days	0	19	15	10	12	8				64
One or more suspensions	0	0	0	0	1	1				2
Course failure in English Language Arts (ELA)	0	0	0	2	2	2				6
Course failure in Math	0	0	0	1	4	0				5
Level 1 on statewide ELA assessment	0	3	11	19	5	11				49
Level 1 on statewide Math assessment	2	12	16	22	9	8				69
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	1	1	11	1	0				14
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	5	12	13	4	0				34

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	0	4	6	7	10	7				34

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	2	3	0	2	0	0				7
Students retained two or more times	0	0	0	1	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	1	24	16	23	18	13				95
One or more suspensions			2		2					4
Course failure in English Language Arts (ELA)				1						1
Course failure in Math				2	1					3
Level 1 on statewide ELA assessment				3	14	9				26
Level 1 on statewide Math assessment				8	20	16				44
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
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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		2	1	8	9	14				34

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	2	2		3		1				8
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*	62	64	59	53	61	57	47	54	53
Grade 3 ELA Achievement	75	67	59	53	63	58	50	54	53
ELA Learning Gains	58	62	60	54	64	60			
ELA Lowest 25th Percentile	55	59	56	38	62	57			
Math Achievement*	67	69	64	53	66	62	52	61	59
Math Learning Gains	80	67	63	48	68	62			
Math Lowest 25th Percentile	55	56	51	43	58	52			
Science Achievement	66	70	58	62	69	57	49	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		63		65	61	39	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)	ATSI
OVERALL FPPI – All Students	65%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	518
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
65%	51%	50%	54%	43%		51%

* 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	45%	No		
Black/African American Students	38%	Yes	5	
Hispanic Students	63%	No		
White Students	74%	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	62%	75%	58%	55%	67%	80%	55%	66%					
Students With Disabilities	24%		40%	55%	31%	68%	64%	36%					
Black/African American Students	27%		40%	33%	28%	63%	44%	33%					
Hispanic Students	67%				58%								
White Students	76%	81%	58%	60%	79%	85%		78%					
Economically Disadvantaged Students	38%	59%	42%	55%	45%	71%	45%	48%					

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	53%	53%	54%	38%	53%	48%	43%	62%		
Students With Disabilities	11%	7%	35%	31%	20%	35%	38%	29%		
English Language Learners			30%			60%				
Black/African American Students	23%	19%	44%	33%	23%	37%	44%	36%		
Hispanic Students	59%		69%		59%	62%				
Multiracial Students	40%				50%					
White Students	67%	70%	57%		67%	52%		81%		
Economically Disadvantaged Students	31%	32%	46%	41%	33%	38%	37%	57%		

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	47%	50%			52%			49%					39%
Students With Disabilities	21%	22%			21%			25%					
English Language Learners	33%				33%								50%
Black/African American Students	21%	24%			24%			25%					
Hispanic Students	46%				65%			45%					
Multiracial Students	50%				50%								
White Students	60%	58%			63%			62%					
Economically Disadvantaged Students	26%	24%			38%			30%					

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	73%	65%	8%	57%	16%
ELA	4	56%	62%	-6%	56%	0%
ELA	5	56%	61%	-5%	56%	0%
Math	3	66%	68%	-2%	63%	3%
Math	4	70%	68%	2%	62%	8%
Math	5	62%	65%	-3%	57%	5%
Science	5	67%	67%	0%	55%	12%

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?

Math learning gains for the 2024–2025 school year reached 80%, showing significant improvement compared to the 2023–2024 results, which was at 48%.

A dedicated math coach was assigned to North Shore Elementary each week to support teachers and staff. Instructional efforts were guided by PM2 FAST data, with teachers identifying missed standards and focusing on targeted strategies to address student learning gaps.

Lowest Performance

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

ELA Learning Gains for 23-24 were at 54% overall and went to 58% for the 24-25 school year and not showing the amount of growth as the other component areas. Our 5th grade ELA was 73% last year and fell to 63% for the 24-25 school year.

Greatest Decline

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

There was no component that showed decline this year.

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.

Greatest Gap was the ELA 3rd Grade Proficiency cell. 24-25 data is 75% compared to the previous year 23-24 data at 53%. This was contributed to focus on individual student data, teacher data chats, ELA TDE planning collaboration days, pop-groups with a focus on standards students needed the most and lunch tutoring groups.

EWS Areas of Concern

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

Black subgroup has been below 41% for the last 5 years. The 24-25 score was 38%, up from the

23-24 at 23%.

Attendance below 90% shows 64 students.

Level 1 Math shows 69 students.

EWS 2 or more indicators shows 34 students.

Highest Priorities

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

Improve ESSA Black subgroup

Collaborative Planning

High-Level Standards-Based Instruction

Intervention

Attendance

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 Collaborative Planning

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.

More than 36% of students are not proficient in core content subjects as measured by FAST. Student learning will be impacted when all instructional staff plan collaboratively for core content using standards-based resources and relevant data to develop and implement rigorous lessons for students.

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.

Proficiency in all core content subjects will rise to 70% as measured by the FAST assessments in May of 2026. These scores will rise from the previous year's scores of 62% in ELA, 67% in Math, and 66% in science. 3rd grade ELA proficiency will increase from 75% to 80% as measured by the FAST assessments in May of 2026.

Monitoring

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

Collaborative planning will be monitored through administrative walk-throughs looking for elements of common planning across grade levels. Weekly PLCs will be focused on content-specific planning using state standards and district pacing guides. District and State assessment data will also be reviewed, analyzed, and used in planning to make effective instructional decisions.

Person responsible for monitoring outcome

Principal Michael Rebman

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:

Common Planning-all grade levels will receive time weekly to plan lessons with their same grade level instructional staff.

Rationale:

When lessons are intentionally planned with standards-based material and resources to address different types of learners and different levels of understanding, student learning will increase.

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(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

PLCs

Person Monitoring:

AP Lisa Pierzchalski

By When/Frequency:

Weekly

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

Grade level and content specific PLCs will occur weekly and will include planning for upcoming lessons, using standards-based resources, district pacing guides and collaboration within the team.

Action Step #2

Standards based instruction with differentiation

Person Monitoring:

Principal Michael Rebman

By When/Frequency:

Weekly

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

Instruction will be implemented to include differentiation to address the varied levels and types of learners in the classroom. Evidence will include activities aligned to state standards with rigor and students having discussion on the focused standard using complete sentences and academic vocabulary.

Action Step #3

Collaborative Planning

Person Monitoring:

Principal Michael Rebman

By When/Frequency:

Throughout the school year

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

Additional duty hours will be scheduled and paid for, to allow teachers, instructional coaches and administration time to plan and collaborate in addition to their weekly meetings. This will include planning to address current and future school improvement goals.

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

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.

North Shore Elementary has been identified for ATSI for the 2025-26 school year for the areas of Black Students.

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.

Black Student Proficiency in ELA will increase from 38% to 41% or higher, as measured by State Progress Monitoring Assessment.

Monitoring

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

This Area of Focus will be monitored by FAST Assessment (Florida Assessment of Student Thinking.) In addition, we will monitor progress towards our goals using:

- Formative Assessments for each subject area
- Benchmark and Diagnostic Assessments for ELA, Math and Science
- ISIP ELA monthly report
- Targeted Data Chats with teachers and students
- ELFAC
- Walk-through data

Person responsible for monitoring outcome

Principal Michael Rebman

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:

Ensure small group instruction and 1:1 specifically designed instruction is designed and implemented in alignment with evidence-based practices and monitor whole group and small group instruction to

ensure instruction is designed and implemented according to evidence-based principles.

Rationale:

Standards-based data (FAST, district assessments, walk-through, etc.) collected from the 2024-25 school year showed that our Black Students were performing below grade level in ELA with a lack of consistency in tasks.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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

Specially Designed Small Group Instruction

Person Monitoring:

AP Lisa Pierzchalski

By When/Frequency:

weekly throughout the year

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

Utilizing Title I funding, we have hired an MTSS support person to provide coaching with classroom teachers, intensive academic supports and mentoring to our students identified in this ESSA Subgroup to close gaps.

Area of Focus #3

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

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

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.

No Answer Entered

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.

No Answer Entered

Monitoring

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

No Answer Entered

Person responsible for monitoring outcome**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:**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**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 Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

64 students had less than 90% attendance during the 2024-2025 school year. Tardies and early release of students were also a significant barrier to learning for many students. Students cannot learn if they are not present. Interruptions caused by students coming in late and leaving early also negatively impact student learning.

Measurable Outcome

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

During the 2025-2026 school year 95% or more students will have an attendance rate greater than

95%. This will increase from 93% last 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.

Attendance will be monitored monthly during CST meetings. When students drop below the 90% attendance rate, interventions will take place.

Person responsible for monitoring outcome

AP Lisa Pierzchalski

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:

Data Analysis and monitoring-regularly collect and analyze attendance data to identify trends and patterns.

Rationale:

Regularly collect and analyze attendance data to identify trends and patterns. Use data to target specific grade levels, classrooms, or student groups that need additional support.

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(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

Attendance Incentives

Person Monitoring:

CST Team

By When/Frequency:

Quarterly

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

Each month a class or classes will be highlighted for having the highest attendance rate in the school. Phone calls and/or letters will be sent home to parents of students with excessive absences as determined during CST meetings. Those families contacted will then be looked at the next month to check for improvement or a need for further intervention.

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 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.

Our School Improvement Plan and our Title I Plan will be shared with North Shore Elementary Families in the following ways:

Title I Plan - will be shared during our Annual Title I Meeting scheduled in September

- on our school website - <https://www.pcsb.org/northshore-es>
- State of School Address
- Family event - 4 per year
- in our weekly "News from the Castle" family newsletter
- Title I Station located in the main office SIP
- SIP will be shared during an advertised SAC meeting
- the SIP one-pager will be sent home with all families
- the SIP will be posted on our school website
- the SIP one-pager will be in our weekly "News from the Castle" family

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)).

We foster strong relationships with feeder day cares to support a seamless transition between preschool/kindergarten. Throughout the year, we invite families utilizing these day care centers to join

us for parent/ family events (Fall Festival, Ready, Set, Kindergarten and Discovery Tours).

North Shore is proud to share we have relatively few behavior incidents and referrals. We believe this is due to having consistent school-wide positive behavior processes/procedures in place to support all students. A full-time behavior specialist and student services team help to provide individualized student and teacher support, as needed. Our students and staff will follow our "Guidelines for Success" which are embedded in all things North Shore! The students will be awarded points and "shop" the school store through the PBIS Rewards online program.

North Shore is a family-oriented school, and we love to have parents on campus! We invite parents to join us for our various events celebrate students for academic and social accomplishments throughout each specific month. Students are also celebrated each month for having perfect attendance.

Families are invited to participate in Family Lunches held in the courtyard and Walking Club. We have a strong core of parents who help in our garden, mentor students, help out in classrooms and go on field trips. Our parents, teachers, students and staff work as a family and is what makes North Shore a special and unique place to learn and grow. We will communicate with parents via the agenda, Focus messengers, various social media platforms and our school weekly newsletter. We will make every reasonable effort to provide our parents with information in an understandable language and format. Our Parent and Family Engagement Plan (PFEP) is located on our website <https://www.pcsb.org/northshore-es>, at our Title I Parent Station, and you may request a complete copy by contacting the principal at 727-893-2181.

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)).

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- BEST Standards implementation with fidelity in all grade levels and on-going professional development.
 - Provide Title I targeted support for students in our ESSA Subgroups (ESE and Black) in grades 3-5.
 - Identify students are invited and encouraged to participate in extended learning opportunities before and after school.
 - Formative Assessments following lesson to be analyzed to determine next steps in instruction.
 - Leadership Walk-throughs and fidelity checks with feedback
 - Grade level data chats are scheduled to help monitor student progress towards goals, identify areas of concern and facilitate differentiated instruction to close gaps in learning.
 - School Wide Goal Setting with individualized celebrations for meeting goals
 - North Shore will host after school tutoring for students in need of additional support.

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)).

This plan is developed in coordination with a variety of federal, state, and local programs and services to meet the academic and non-academic needs of our students. We implement Title I services to support instruction and provide interventions for students in need of additional academic support. Our school also partners with local businesses and churches to provide backpacks, food donations, and clothing for families in need, helping to reduce barriers to student success.

We align with district and community-based efforts related to mental health, violence prevention, and nutrition services, including participation in the National School Lunch and Breakfast Programs. In addition, we work with early childhood programs, such as VPK Early Learning Coalition, to support kindergarten readiness. When appropriate, families are connected with housing support and adult education opportunities through local agencies. If our school is identified under CSI or TSI, we work closely with district leadership to implement the required improvement strategies. All efforts are aimed at creating a safe, supportive, and effective learning environment for every child. Our Positive Behavior Intervention and Support (PBIS) systems are aligned with schoolwide expectations and supported by behavior assemblies, incentives and restorative practices.

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)).

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)).

The Multi-Tiered System of Supports (MTSS) model aligns resources in schools for providing high quality instruction and intervention matched to student needs. The MTSS model addresses both academic and behavior needs of students through instruction and interventions developed to meet those needs. The problem solving/response to intervention (PS/RtI) component of MTSS is required in Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Improvement Act (IDEA 2004).

In an effective Multi-Tiered System of Supports: learning is accelerated to close gaps and prevent new ones; fewer students are at risk over time; decisions about who needs additional support can be made rapidly; rates of intervention success are high; and goals are defined in terms of improved achievement.

The school based **Behavior & MTSS coach** are used to support the framework by facilitating or modeling the components of MTSS: provide opportunities to practice problem-solving skills; provide collaborative / performance feedback to staff; develop coaching activities based on PD feedback,

implementation fidelity; and student outcomes.

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)).

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)).

Title I funds continue to support the full day three-year old program at select elementary school allowing the district to provide continuity of service for a full two years in early childhood prior to entering kindergarten. This seamless, two-year programming provides a strong foundation for school readiness and future educational success. This leads to a smooth transition between preschool and kindergarten for both scholars and parents. Families are familiar with the personnel, environment, rules, and safety procedures.

VI. ATSI, TSI and CSI Resource Review

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.

Pinellas County Schools Superintendent and the Pinellas County School Board have invested in a strong support structure that creates an increasing number of strategies and interventions to support schools in need. The district has robust systems, processes, and measures to continually review the progress in the schools in support of their continued improvement. Data review has informed the various aspects of this plan. It connects several ongoing monitoring systems to support the schools: Effective Leadership, Collaborative Teaching, Ambitious Instruction and Learning, Safe and Supportive Environment, and Family and Community Engagement. The Leadership Team will continue to meet weekly to monitor the progress of our school. Issues identified in the process include but are not limited to the following: teacher concerns, staffing model, technology, facilities, instructional practices, the effectiveness of School-based Leadership Teams, coaching support model, allocation of resources, progress monitoring, and student performance. The team evaluates identified issues weekly and establishes a plan of action to resolve them effectively and efficiently. The process to review school improvement funding at North Shore Elementary is reviewed by the content goal managers and team monthly by staff. The budget plan is reviewed also by our Title I office, who offers technical assistance and reviews the budget to ensure spending is focused on school improvement action steps and resources. Stakeholders such as parents and the community are also afforded an opportunity to review the budget of the SIP is used based on the needs of the school identified in the plan at SAC meetings.

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).

Recognizing that the school has a variety of needs, an MTSS coach has been hired to drive the MTSS process on the campus, supporting teachers in the analysis of data and planning to meet the needs of students to improve student achievement.

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

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