

Pinellas County Schools

PINELLAS CENTRAL ELEM. 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

The mission of Pinellas Central Elementary school is to create a safe and positive learning environment where all individuals feel valued and challenged to reach their highest potential.

Provide the school's vision statement

Professional Community of Educators promoting 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

Abby Cannata

Position Title

Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #2

Employee's Name

Stephanie Wager

Position Title

Assistant Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #3

Employee's Name

Sarah Cooman

Position Title

VE Teacher

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #4

Employee's Name

Jennifer Swanson

Position Title

Kindergarten Teacher

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #5

Employee's Name

Crystal Smith

Position Title

1st grade teacher

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #6

Employee's Name

Kelly Hoylman

Position Title

2nd grade teacher

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #7

Employee's Name

Jenni Herman

Position Title

3rd grade ELA teacher

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #8**Employee's Name**

Cyndi Bradford

Position Title

4th grade Math/Science teacher

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #9**Employee's Name**

Patrice Redington

Position Title

5th grade ELA teacher

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #10**Employee's Name**

Blair Duffy

Position Title

Music Teacher

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #11**Employee's Name**

Johanna Doege

Position Title

MTSS/Reading Coach

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #12

Employee's Name

Mary Odrzywolski

Position Title

School Counselor

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #13

Employee's Name

Anne Coletti

Position Title

ESOL Teacher

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #14

Employee's Name

Cheryl Zellner

Position Title

Secretary/Bookkeeper

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.

School-Based Leadership Team met and reviewed current data, as well as, data trends. Team

created goals and action steps based on areas of need, as well as, shared ideas toward family-based events. PTA was unable to participate in partnering.

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 goals will discussed and monitored through grade-level data chats/PCS, curriculum meetings, and faculty meetings. These meetings will occur monthly with an emphasis following PM1 and PM2, where specific and intentional problem-solving will be integrated as it relates to FAST data. Every week, grade level teams meet to collaboratively plan in conjunction with our SIP goals and document this alignment.

PLCs and data chats are held monthly to discuss data (current and trends) and goals. Once data is received, action steps are created to ensure we are meeting the needs of all students and student groups.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
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) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: A 2022-23: B 2021-22: B 2020-21: C

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	62	63	72	76	79	71				423
Absent 10% or more school days	2	21	20	12	18	10				83
One or more suspensions	1	1	0	0	0	2				4
Course failure in English Language Arts (ELA)	0	0	0	4	0	0				4
Course failure in Math	0	0	0	0	0	0				0
Level 1 on statewide ELA assessment	0	0	24	37	11	0				72
Level 1 on statewide Math assessment	2	10	19	24	8	4				67
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	0	7	7	7	0				21
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	5	13	11	5	0				35

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	2	7	13	14	10	9				55

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	2	4	8	0	0				16
Students retained two or more times	0	0	0	0	1	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		2	23	21	20	18				84
One or more suspensions			1			1				2
Course failure in English Language Arts (ELA)					4					4
Course failure in Math			2							2
Level 1 on statewide ELA assessment					6	9				15
Level 1 on statewide Math assessment					4	14				18
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		7	22	22						51
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		7	4	18	26					55

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	13	14				38

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	3		7	1					13
Students retained two or more times					1	1				2

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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*	60	64	59	57	61	57	48	54	53
Grade 3 ELA Achievement	61	67	59	59	63	58	43	54	53
ELA Learning Gains	67	62	60	69	64	60			
ELA Lowest 25th Percentile	76	59	56	58	62	57			
Math Achievement*	66	69	64	57	66	62	55	61	59
Math Learning Gains	87	67	63	70	68	62			
Math Lowest 25th Percentile	100	56	51	61	58	52			
Science Achievement	73	70	58	64	69	57	58	62	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	87	67	63	78	65	61	42	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)	N/A
OVERALL FPPI – All Students	75%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	677
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
75%	64%	56%	57%	52%		52%

* 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	64%	No		
English Language Learners	77%	No		
Asian Students	84%	No		
Black/African American Students	59%	No		
Hispanic Students	73%	No		
Multiracial Students	67%	No		
White Students	73%	No		
Economically Disadvantaged Students	73%	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	60%	61%	67%	76%	66%	87%	100%	73%					87%
Students With Disabilities	29%		73%		60%	93%							
English Language Learners	54%	60%	64%	82%	65%	100%	100%						87%
Asian Students	75%		67%		87%	100%							90%
Black/African American Students	50%	50%	68%		49%	74%		62%					
Hispanic Students	57%	53%	68%	90%	68%	94%		67%					85%
Multiracial Students	65%				69%								
White Students	63%	59%	69%	54%	68%	88%	100%	80%					
Economically Disadvantaged Students	55%	52%	71%	74%	63%	86%	100%	66%					89%
07/2025													

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	57%	59%	69%	58%	57%	70%	61%	64%					78%
Students With Disabilities	32%		53%		55%	53%							60%
English Language Learners	40%	42%	63%	60%	57%	73%	70%	62%					78%
Asian Students	67%		79%		79%	84%		79%					100%
Black/African American Students	37%	60%	50%		40%	71%	62%	38%					
Hispanic Students	58%	44%	69%	70%	49%	72%		73%					68%
Multiracial Students	82%				64%								
White Students	63%	62%	76%	55%	63%	64%	42%	59%					82%
Economically Disadvantaged Students	53%	55%	67%	60%	48%	65%	62%	54%					68%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	48%	43%			55%			58%					42%
Students With Disabilities	30%	36%			36%			45%					
English Language Learners	28%	10%			56%			40%					75%
Asian Students	43%				83%								
Black/African American Students	33%	33%			32%			36%					
Hispanic Students	46%	33%			51%			58%					69%
Multiracial Students	31%				50%								
White Students	64%	72%			63%			74%					
Economically Disadvantaged Students	42%	43%			48%			50%					77%

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	56%	65%	-9%	57%	-1%
ELA	4	52%	62%	-10%	56%	-4%
ELA	5	58%	61%	-3%	56%	2%
Math	3	48%	68%	-20%	63%	-15%
Math	4	79%	68%	11%	62%	17%
Math	5	59%	65%	-6%	57%	2%
Science	5	65%	67%	-2%	55%	10%

III. Planning for Improvement

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

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

Most Improvement

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

Our math proficiency and learning gains showed the most improvement overall. We were intentional in differentiation and small groups occurring in math, as well as, had administrators partner with collaborative planning.

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 achievement for our SWD and our 3rd grade math data showed our lowest areas of performance. We will continue to support our SWD students in the classroom to provide more access to grade-level content.

Greatest Decline

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

We did not see an overall decline in any component; however, we have to do some targeted work with our 3rd grade math instruction.

Greatest Gap

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

Our greatest gaps compared to the state averages are in 1st, 2nd, and 3rd grade math. According to the Florida FAST reporting system, the state PM3 average in 1st grade math was 151 and our grade-level average was 148. Second grade state average was 174 while our grade-level average was 170. Third grade state average was 203 and our grade-level average was 197.

EWS Areas of Concern

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

Our leadership team has concluded that one of the major EWS that is impacting math proficiency is student tardies and absences.

Highest Priorities

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

1. Math fluency K-5
2. SWD proficiency
3. ELA achievement

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Collaborative Planning, Differentiation, ELA, 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.

Teachers will actively participate in collaborative planning to ensure that they are prepared to meet the needs of students across all instructional areas. Current data should be analyzed during collaborative planning sessions. Cross grade level collaborative planning should also be occurring to increase student achievement at PCE.

Students will be provided consistent opportunities to be successful with grade level benchmark tasks through small group instruction. Teachers will utilize collaborative planning and data chats to plan for small group focused content blocks. Through content rich and student focused small groups, academic performance and student engagement increase. Small group lessons increase engagement and academic performance. We expect to see an overall proficiency increase on PM3 FAST in Reading and Math.

Teachers will participate in hands-on writing experiences through school PD and meetings. Teachers will implement intentionally planned writing tasks across all grade levels in all content areas to reach more cognitively complex tasks.

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.

We will increase by at least 5% in each proficiency cell as measured by FAST in reading, math, and science.

3rd -5th grades:

Reading: 60% to 65%

Math: 66% to 71%

Science: 74% to 79%

K-2nd grades:

Reading: 52% to 60%

Math: 56% to 61%

We will increase by at least 2% in each learning gains cell as measured by FAST in reading and math in 3rd - 5th grades.

Reading: 67% to 72%

Math: 88% to 90%

Monitoring

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

We will use FAST assessments in the Fall, Winter, and Spring to monitor for our desired outcomes in Reading and Math. We will utilize data from interim assessments such as Math topic assessments and District Benchmark Assessments as frequent checks for monitoring. Unit assessments, formative assessment checks and the Spring Science Assessment will be used to monitor for desired outcomes in Science.

Person responsible for monitoring outcome

Abby Cannata, Stephanie Wager, and Johanna Doege

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:

UFLI, Flamingo, In Tandem, modified leveled texts through intervention, Number Sense Routines, Number Talks, Fact Fluency, Graham-Fletcher , Reveal Math

Rationale:

This work will develop literacy and mathematical proficiency across grade levels through systematic, explicit, and differentiated work, inclusive of providing monitoring with correctional feedback.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Collaborative planning tools will be provided to each grade-level to ensure conversation aligns to SIP

goals, while focusing on on-the-spot data. This tool will include conversations around small group, differentiation, and embedding writing in content, as well as, planning anchor charts and student misconceptions.

Rationale:

Providing a tool helps guide grade-level conversations to ensure planning stays aligned to SIP goals and school's areas of focus.

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

Leadership Team Support

Person Monitoring:

By When/Frequency:

Abby Cannata, Stephanie Wager, Johanna Doege weekly, monthly

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

Instructional leadership team will continue to meet weekly to discuss trends observed through classroom walkthroughs. Based on data trends, faculty PD will be created to support needs and enrich strengths. Administrative team will align to grade levels to participate in weekly collaborative planning sessions. ILT will embed writing strategies into staff and curriculum meetings to support the work of "The Writing Revolution 2.0." Monthly PLC/Data chats will be held with administration to ensure backwards planning is aligned to most current data.

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.

Based on data, this area continues to be our lowest performing subgroup, even though substantial gains were made. Data comparisons for prior school year to this school year is below:

Reading Proficiency: 38% to 50%

Math Proficiency: 38% to 47%

Science: 35% to 67%

Reading data for non-black students:

Proficiency: 62%

Learning gains: 66%

Reading data for black students:

Proficiency: 50%

Learning Gains: 68%

Math data for non-black students:

Proficiency: 70%

Learning gains: 90%

Math data for black students:

Proficiency: 47%

Learning gains: 74%

Science data:

Non-black students: 69%

Black students: 67%

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.

As measured by PM3 FAST:

Reading Proficiency: 50% to 60%

Math Proficiency: 47% to 60%

Science: 67% to 75%

Monitoring

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

Black vs. non-black student data will be pulled and discussed in monthly PLC data chats and shared in curriculum and faculty meetings.

Person responsible for monitoring outcome

Abby Cannata and Stephanie Wager

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:

Student-selected programs aligned to connection, celebration, and acceleration.

Rationale:

Students will develop deeper connections, have extracurricular activities to work for and be celebrated with, encouraging relationships that will allow others outside of their classroom teacher to push and grow their thinking and engagement.

Tier of Evidence-based Intervention:

Tier 2 – Moderate 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

Instructional Leadership Monitoring

Person Monitoring:

Abby Cannata, Stephanie Wager, Johanna Doege weekly

By When/Frequency:

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

ILT will meet weekly to discuss any changes needed to meet the needs of students and will follow up with teachers and students with next steps and actionable feedback.

Area of Focus #3

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

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

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.

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. Ensure all primary grade levels are implementing UFLI and Flamingo small groups as prescribed through Pinellas County Schools.

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

UFLI and Flamingo groups with fidelity.

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

Writing across content areas, small group differentiation, content-aligned anchor charts

Grades K-2: Measurable Outcome(s)

Reading Proficiency will move from 52% to 60%.

Grades 3-5: Measurable Outcome(s)

Reading Proficiency will move from 60% to 65%.

Monitoring

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

Module assessments, formative assessments, FAST Reading/STAR

Person responsible for monitoring outcome

Abby Cannata, Stephanie Wager, Johanna Doege

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:

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

Rationale:

To develop literacy, students need instruction in two related skills: foundational reading and reading comprehension. 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

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

Instructional Leadership Classroom Walkthroughs

Person Monitoring:

By When/Frequency:

Abby Cannata, Stephanie Wager, Johanna Doege weekly

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

ILT will conduct regular classroom walkthroughs and will provide teachers immediate feedback. ILD will design PD based on trends found in walkthrough data collection.

Action Step #2

Peer Observations

Person Monitoring:

By When/Frequency:

Abby Cannata, Stephanie Wager, Johanna Doege monthly

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

Per teacher request, classroom coverage will be provided for teachers to observe in other classrooms to strengthen areas identified by self, coaches, or administration.

Action Step #3

Content-Aligned Curriculum Meeting

Person Monitoring:

By When/Frequency:

Abby Cannata, Stephanie Wager, Johanna Doege monthly

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

Curriculum meetings will be divided out by content to maximize the areas of need and allow for vertical articulation throughout the school.

Action Step #4

Literacy Coaching

Person Monitoring:

By When/Frequency:

Abby Cannata, Stephanie Wager, Johanna Doege monthly

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

- Literacy coaches work with school principals to plan and implement consistent professional learning outlined by the Pinellas Early Literacy Initiative, centered on evidence-based practices grounded in the science of reading, the UFLC Flamingo Small group model, and writing, to demonstrate a significant effect on improving student outcomes.
- Literacy coaches prioritize time to those teachers, activities, and roles that will have the greatest impact on student achievement in reading, namely coaching, modeling, and mentoring in classrooms daily.
- Literacy coaches support and train teachers to administer assessments, analyze data, and use data to differentiate instruction.

IV. Positive Learning Environment

Area of Focus #1

Multiple Early Warning Signs

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.

Students will 2 or more indicators for the upcoming school year:

K: 0

1: 2

2: 7

3: 13

4: 14

5: 10

Total: 46

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.

We will reduce our students with multiple early warning signs of 2 or more indicators by 25% reducing our student count in this area from 46 students to 35 students.

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.

Students will 2 or more indicators will be brought up and discussed through our MTSS, CST, PBIS, and Leadership meetings. Parent conferences will be facilitated and resources will be provided.

Person responsible for monitoring outcome

Ilona Sakovich, School Social Worker

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:

Teams will meet and discuss students with 2 or more indicators at weekly and monthly meetings.

Rationale:

Students will be discussed weekly to ensure students are not "falling through the cracks". Regular and consistent discussions will ensure appropriate meetings, needs, and resources are occurring.

Tier of Evidence-based Intervention:

Tier 2 – Moderate 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

School-Based Team Discussions

Person Monitoring:

By When/Frequency:

Abby Cannata, Stephanie Wager, Johanna Doege weekly, monthly

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

Students with 2 or more EWS indicators will be discussed in grade-level meetings, MTSS meetings, and CST meetings.

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.

<https://www.pcsb.org/pincen-es>

SAC - SIP and progress will be presented and discussed at SAC meetings.

Annual Title 1 Meeting - held in August, the meeting will provide an overview of Title 1 services, SIP goals, and school's budgeting priorities.

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)).

<https://www.pcsb.org/pincen-es>

- **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 monthly Academic Coaching Program for 3rd grade parents.
- **Family Communication:** phone calls, emails, texts, and monthly newsletters

- **Family Nights:** including administrator expectations, Title 1 Annual Meeting, Student-Led Conferences
- **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)).

Pinellas Central will put an emphasis on collaborative planning, small group instruction, differentiated instruction, and writing across content areas, inclusive of our SWD, ELL students, and black students.

Extended Learning Program to provide intervention and enrichment to help close learning gaps and deepen understanding. Initial focus is L25 students.

Academic Celebrations: We regularly celebrate student growth through honor roll recognition, academic assemblies, and classroom shoutouts to build motivation and confidence.

Professional Development: staff receive ongoing training in standards-aligned instruction.

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)).

Federal Programs: Title I funds support full-day programming for PreK-3 students and a full-time MTSS/Reading Coach

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: we partner with organizations like King of Peace and Calvary Church in providing food, back-to-school supplies, and basic necessities to meet family and student needs. We

have had a washer and dryer donated for families without housing to wash clothes.

Violence Prevention and PBIS: Our Positive Behavior Intervention and Support (PBIS) systems are aligned with schoolwide expectations and supported by behavior conversations 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.

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)).

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)).

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)).

No Answer Entered

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.

No Answer Entered

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).

No Answer Entered

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