SAFETY HARBOR 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

The mission of Safety Harbor Elementary is to educate and prepare each student for college, career, and life.

Provide the school's vision statement

The vision of Safety Harbor Elementary is 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
Lisa Roth

rothli@pcsb.org

Position Title
Principal

Job Duties and Responsibilities

Instructional and operational leader in the school community. Focus includes improving student outcomes through hiring, development support, supervision, and retention of high quality instructional and support staff. Create a culture of rigorous learning, belonging, and engagement for stakeholders.

Leadership Team Member #2

Employee's Name
Amy Stewart

stewartam@pcsb.org

Position Title
Assistant Principal

Job Duties and Responsibilities

Instructional and operational leader with a focus on curriculum, instructional materials, Assessment Coordinator, data analysis, ELL Chairperson, and PBIS Coordinator.

Leadership Team Member #3

Employee's Name
Emily Yowler

yowlere@pcsb.org

Position Title
School Counselor

Job Duties and Responsibilities

MTSS and 504 Coordinator, PBIS Team, Leadership Team

Leadership Team Member #4

Employee's Name
Sarah Denton

dentons@pcsb.org

Position Title
School Psychologist

Job Duties and Responsibilities

MTSS, Assessment and assisting in supporting individual student needs, PBIS Team, Leadership Team

Leadership Team Member #5

Employee's Name
Emily Braverman

bravermane@pcsb.org

Position Title
School Social Worker

Job Duties and Responsibilities

Child Study Team, Attendance, PBIS Team, Leadership Team

Leadership Team Member #6

Employee's Name
Scott Hazelton

hazeltons@pcsb.org

Position Title
Behavior Specialist

Job Duties and Responsibilities

Monitor schoolwide behavior data, develop and monitor behavior interventions and plans (PBIP, FBA), coach staff on relevant behavior interventions and strategies, facilitate small groups (i.e., social skills, etc.). PBIS Team, Leadership Team

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.

Stakeholders are involved in the development of the School Improvement Plan at all stages to include an annual survey for families, students, and staff during the school year, a SIP review and planning meeting in the summer, and through SAC which includes members from all stakeholder demographics. Time is taken at all available review points to analyze school data. Our Areas of Focus are determined, and action planning is devised with strategies to maximize school improvement.

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)).

Each goal in the School Improvement Plan will be monitored by using a PDSA (Plan, Do, Study, Act) process that will include creating checkpoints, ensuring fidelity of implementation, and adjusting goals and actions as necessary.

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	**NO**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**75.9%**
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)** **ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)*** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: A** **2023-24: A** **2022-23: A** **2021-22: B** **2020-21: A**

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	82	87	73	97	82	79				500
Absent 10% or more school days	0	10	6	10	13	9				48
One or more suspensions	5		1	2	4					12
Course failure in English Language Arts (ELA)				1		1				2
Course failure in Math				1	1					2
Level 1 on statewide ELA assessment				11	8	15				34
Level 1 on statewide Math assessment				7	8	8				23
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		2	6	6	1					15
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		2	10	8	1					21

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	1	4				6

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				8						8
Students retained two or more times										0

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		8	7	21	12	14				62
One or more suspensions				1						1
Course failure in English Language Arts (ELA)				2	1					3
Course failure in Math				2	1					3
Level 1 on statewide ELA assessment				2	3	17				22
Level 1 on statewide Math assessment				2	3	18				23
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			1	1	3	5				10

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	1	1		1						3
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 CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	75	64	59	71	61	57	57	54	53
Grade 3 ELA Achievement	79	67	59	80	63	58	51	54	53
ELA Learning Gains	74	62	60	68	64	60			
ELA Lowest 25th Percentile	57	59	56	57	62	57			
Math Achievement*	79	69	64	77	66	62	63	61	59
Math Learning Gains	79	67	63	76	68	62			
Math Lowest 25th Percentile	61	56	51	48	58	52			
Science Achievement	83	70	58	80	69	57	66	62	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	60	67	63	53	65	61	36	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	72%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	647
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
72%	68%	63%	61%	64%		67%

* 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	46%	No		
English Language Learners	59%	No		
Black/African American Students	40%	Yes	1	
Hispanic Students	72%	No		
Multiracial Students	66%	No		
White Students	77%	No		
Economically Disadvantaged Students	68%	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	75%	79%	74%	57%	79%	79%	61%	83%					60%
Students With Disabilities	39%		50%	46%	39%	50%	36%	64%					
English Language Learners	63%		67%		47%	58%							60%
Black/African American Students	33%				47%								
Hispanic Students	67%		69%	58%	69%	82%	75%	86%					64%
Multiracial Students	56%		55%		81%	73%							
White Students	83%	81%	78%	65%	84%	81%	56%	88%					
Economically Disadvantaged Students	66%	76%	71%	48%	72%	74%	65%	68%					

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	71%	80%	68%	57%	77%	76%	48%	80%					53%
Students With Disabilities	38%		57%	57%	44%	73%	73%	54%					
English Language Learners	62%				69%								53%
Black/African American Students	22%		43%	50%	44%	62%							
Hispanic Students	60%	65%	53%	40%	72%	64%	38%	79%					
Multiracial Students	57%		67%		67%	58%							57%
White Students	81%	91%	77%	65%	83%	83%	59%	85%					
Economically Disadvantaged Students	56%	68%	55%	58%	66%	69%	41%	65%					

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	57%	51%			63%			66%					36%
Students With Disabilities	20%	7%			24%			30%					
English Language Learners	13%				40%			10%					79%
Black/African American Students	37%				37%								
Hispanic Students	52%	50%			58%			55%					73%
Multiracial Students	40%				50%								
White Students	62%	60%			69%			75%					
Economically Disadvantaged Students	44%	42%			51%			56%					79%

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	76%	65%	11%	57%	19%
ELA	4	78%	62%	16%	56%	22%
ELA	5	66%	61%	5%	56%	10%
Math	3	77%	68%	9%	63%	14%
Math	4	85%	68%	17%	62%	23%
Math	5	71%	65%	6%	57%	14%
Science	5	81%	67%	14%	55%	26%

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?

English Language Arts (ELA) achievement for grades 3-5 continued on an upward trend (71% to 75%) as well as Science achievement for grade 5 (80% to 83%). Continuing teacher professional development through our ELA Champions and Module Roll Outs along with collaborative planning for small group instruction had a significant impact on overall ELA student achievement. The most significant improvement as compared to 2023-24 data was Math Learning Gains for the lowest 25% of students (increase in gains from 48% to 61%). Utilizing data by way of data chats and goal setting with students were other key components of continued growth in ELA, Science, and Math.

Lowest Performance

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

English Language Arts Learning gains for the lowest 25% of students was an area of low performance (gains remained the same from previous year at 57%).

Greatest Decline

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

 Grade 3 ELA overall proficiency declined from 80% to 79%. At this grade level, student tardies and student absences were a potential contributing factor to the decline in proficiency. With this knowledge, the site-based Child Study Team will monitor upcoming 4th grade students closely to determine reasons for tardies/absences and provide support as necessary to increase timely arrival and attendance at school.

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.

Safety Harbor Elementary exceeded overall proficiency rates as compared to the district and state in Grades 3-5 Reading, Grades 3-5 Math, and Grade 5 Science as measured by FAST Spring PM3 2025.

EWS Areas of Concern

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

ELA - working to ensure our most struggling students are cognitively engaged with content and assuring that whole group/small group instruction is designed and implemented according to evidence-based principles. In addition, a strong emphasis will be on building partnerships between classroom teachers and other personnel that will be supporting in the classroom setting (i.e., Bi-Lingual Associate, VE Resource teacher, Hourly teachers). These partnerships will increase collaboration and build consistency on providing all students with the day-to-day foundations of learning and scaffolding necessary to fill learning gaps inside and outside core instruction.

Attendance - continued focus on supporting students and families to improve tardy and attendance rates.

Highest Priorities

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

ELA
Subgroups (Black students)
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 Benchmark-aligned 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.

FAST data collected from Spring 2025 showed students in grades 3-5 performing at a proficiency rate of 75% in ELA and 79% in Math. Students in grade 5 performed at a proficiency rate of 83% in Science. Each of these proficiency levels demonstrate an upward achievement trend from the previous school year. These upward trends continue to indicate that areas of focus/actions taken were successful and will continue while at the same time, adding additional supports as necessary to continue the upward trajectory.

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 ELA grades 3-5 will increase from 75% to 80%, as measured by FAST ELA Spring 2026. Grade 3 Proficiency in ELA will increase from 79% to 80% as measured by FAST ELA Spring 2026. Proficiency in Math will increase from 79% to 85%, as measured by FAST Math Spring 2026. Proficiency in Science will increase from 83% to 88%, as measured by State Science Assessment 2026.

Monitoring

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

Student data will be monitored using the prescribed state progress monitoring platform, district and classroom assessments. Leadership Team will monitor the implementation of data driven PLCs, collaborative planning, professional development, and benchmark-based instruction.

Person responsible for monitoring outcome
Lisa Roth

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:
Deepen understanding of the Florida's BEST Standards as a non-negotiable for improving student outcomes by using district curricular materials to create a common foundation of standards-aligned, rigorous expectations for all students. Accomplishing this will involve establishing ELA, Math, and Science goals by educators and students in order to focus learning.

Rationale:
Safety Harbor Elementary continues to demonstrate upward data trends. By deepening our understanding of the Florida's BEST Standards and utilizing the district curricular materials, teachers will be able to focus on providing cognitively engaging content that students need to be successful. Teachers and students will use data to create lofty and individualized goals in Reading, Math, and Science. This will assist both teacher and students in analyzing/comprehending data while providing students with take away information to encourage them to strive for academic excellence across all subject areas.

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
Professional Development/Model Classrooms

Person Monitoring:	**By When/Frequency:**
Lisa Roth	Ongoing throughout the school year/Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
ELA Champions and MAST representatives will be designated as teacher leaders in both primary and intermediate grade levels who will attend district training and bring back professional development to school staff. Through this professional development, teachers will gain knowledge in the standard and best practices in whole group and small group instruction. Model classrooms will be developed giving teachers another experience to collaborate and enhance their skills. Monitoring will occur through PLCs, walk-throughs, and student progress monitoring data.

Action Step #2
Data Driven Goal Setting

Person Monitoring:	**By When/Frequency:**
Lisa Roth	Ongoing throughout school year/Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Data folders and data chats will take place in the classroom regularly, so that students are able to ask

their own questions, set their own goals and make choices optimizing their chances of success. Monitoring will occur through PLCs, walk-throughs, and student progress monitoring data.

Action Step #3
Collaborative and Strategic Planning

Person Monitoring:
Amy Stewart

By When/Frequency:
Ongoing throughout the school year/Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will engage in collaborative planning with their grade level team as well as attend district module rollouts to deepen their understanding of the curriculum and how it aligns with the standards. Attending module rollouts gives teachers access to the latest resources and strategies that they can implement in the classroom including - Cognitive Engagement with Content, Formative Assessment & Feedback, Academic Discourse, Close Reading & Annotation Strategies and Writing to Learn. Monitoring will occur through PLCs, walk-throughs, and student progress monitoring 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.

FAST Spring 2025 ELA data indicates our Black students in grades 3-5 are performing below grade level with 33% proficient (upward trend this school year from 22% at end of 2023-24 school year), which is well below the overall grades 3-5 proficiency rate of 75%. FAST Spring 2025 Math data indicates our Black students in grades 3-5 are performing below grade level with 47% proficient (upward trend this school year from 44% at end of 2023-24 school year), which is well below the overall grades 3-5 proficiency rate of 79%.

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.

The percentage of Black students achieving ELA proficiency on the 2026 Spring FAST will increase from 33% to 70%. The percentage of Black students achieving Math proficiency on the 2026 Spring FAST will increase from 47% to 70%.

Monitoring

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

Monitoring will occur through involvement by the Leadership Team in PLCs while planning for

standards-based instruction. Student engagement in standards-based instruction will be monitored via walkthroughs and feedback provided by the administrative team. Formative and summative assessment data will be used to monitor students as they move toward proficiency.

Person responsible for monitoring outcome
Lisa Roth

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:
Explicit and direct instruction; multi-sensory approach to all learning; utilize a systematic approach in the delivery of instruction along with academic mentoring.

Rationale:
Multi-sensory instruction uses visual, auditory, kinesthetic-tactile modalities in acquisition of reading skills. Direct and explicit instruction includes modeling of the skills along with guided practice until mastery is achieved; direct explanations and clearly explained skills comprises explicit instruction; teachers are clear, unambiguous, direct, and visible - until students meet mastery. Systematic instruction includes breaking lessons into sequential and manageable steps that go from simple to complex skills.

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
Explicit and direct instruction; multi-sensory, systematic approach

Person Monitoring: **By When/Frequency:**
Lisa Roth   Ongoing throughout school year/Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Deliver explicit, step-by-step instruction in multiple, briskly paced cycles related to students' interests and cultural backgrounds; opportunities for students to ask their own questions, set individual goals, and make their own choices. Monitoring will occur through PLCs, walkthroughs, and student progress monitoring data.

Action Step #2
Attendance Monitoring

Person Monitoring: **By When/Frequency:**

Amy Glover   Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Daily phone calls home to targeted students' families to determine rationale for student absences. This is designed to reduce tardies and absences.

Action Step #3
Small Group Instruction Monitoring

Person Monitoring: **By When/Frequency:**
Lisa Roth   Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Monitoring students to ensure they are receiving targeted, weekly instruction designed to close the achievement gap.

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.

During the 2024-25 school year, fourteen percent of students were absent more than 10% of the school year. Tardies also impacted many of these same students. Regular on time attendance is critical in order for students to succeed in school; a plan must be implemented to obtain evidence as to the cause of the tardies/absences and provide an intervention that will promote student attendance.

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

The number of students in grades K-5 attending school regularly and on time will increase to an overall school average of 95% attendance by the end of the 2025-26 school year.

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

The Child Study Team will monitor the progress and take steps to communicate with families and staff to improve attendance.

Person responsible for monitoring outcome
Lisa Roth

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:
The goal of CST is to give families the support they need and provide students with a positive school experience in order to increase attendance. Along with a system for tracking, problem-solving, and monitoring attendance, a system for celebrating outstanding student attendance can facilitate improved attendance.

Rationale:
It is imperative to understand why students are absent in order to find a solution. As CST works to build relationships with families and students who are at risk of frequent absences, they will be able to work together to find solutions. By promoting attendance school-wide, students and families will grow to see the importance of daily attendance and reap the benefits of being in school and on time each day.

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 Recognition

Person Monitoring: **By When/Frequency:**
Emily Braverman   Ongoing throughout the school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Develop and implement a schoolwide attendance recognition program to celebrate outstanding student attendance. Monitoring will take place by consistently checking attendance rates during 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.

www.pcsb.org/Page/42744

Safety Harbor Elementary believes in involving parents in all aspects of our instructional programming by encouraging parents to become active in the School Advisory Council (SAC). The SAC has the responsibility for developing, implementing and evaluating the School Improvement Plan (SIP) as well as the Parent and Family Engagement Plan (PFEP). Additionally, through surveys throughout the year, parents have the ability to give input in the development and decision-making of all activities related to the school.

Information regarding school activities and input opportunities are sent home in multiple languages via newsletters and the school communication platform FOCUS in addition to our school website. Bi-lingual translation is available through headset technology for in person school events. In addition, the Title I School & Family Overview will be sent home as part of the communication that goes home with the students during the first weeks of school. It includes information on where to access the SIP and PFEP.

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)).

Safety Harbor Elementary 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 by:

- implementing a monthly electronic newsletter containing fun and engaging activities for families to connect academics and break down barriers
- surveying parents at least once per semester to ensure up to date contact information
- offering parent engagement activities such as STEM Science activities, Grade Level appropriate Reading and Math activities, Science Fair projects and a Reading is Fundamental (RIF) book give away.
- encouraging families to join PTSA and SAC
- surveying parents after each parent engagement activity and use their feedback to drive future events

www.pcsb.org/safetyharbor-es

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Administration will create and implement a professional learning plan for teachers each semester including individual and grade level data chats. We believe that these scheduled data chats will identify struggling students earlier and with a clear and efficient SBLT process help the teachers to more successfully support students with targeted intervention/remediation/enrichment. Additionally, our Title I plan will fund two hourly teaching partners who will work with students in grades K - 5 in small group to strengthen ELA skills.

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)).

Plan was developed utilizing input from staff and parents through the use of surveys as well as input from the School Advisory Committee. The following programming will be included to integrate ESOL

and IDEA (ESE) services/resources:

ESOL-
Safety Harbor Elementary School will ensure the unique needs of ESOL students are being met by the following strategies: 1. Ensuring high-quality, standards-based and culturally responsive educational programs for ESOL students and families. 2. Provide professional development for all educators working with ESOL students. 3. Providing information to families in their native language to the extent possible.

IDEA (ESE)-
Safety Harbor Elementary School will conduct meetings with parents and our ESE team to discuss policies and procedures for ESE students, as well as, the specific learning needs and expectations for ESE students.

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)).

School-based Counselor, Social Worker and Psychologist work together with direction and guidance from the Child Study Team to support the mental health needs of our students across all learning settings.

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)).

Tiered supports are in place for ESE, 504, and behavioral concerns as the needs are demonstrated by our students.

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)).

Staff will participate in professional learning designed to analyze and interpret benchmarks/standards and study student outcomes to determine next steps to support individual student learning and growth.

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)).

We provide two PreK-3 classrooms as well as three Voluntary Prekindergarten (VPK) Classes to support the transition from home to school of our youngest learners.

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 ATSIor 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.

The school administrative team meets with the Area Superintendent and district minority achievement officer to monitor and discuss student achievement gains approximately every four weeks throughout the year. Included during these meetings are walkthroughs of classrooms and strategy planning sessions.

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).

Targeted students will be monitored weekly for reading progress on the Amira iStation computer program by administrative leadership team. Administrative walkthroughs by principal and assistant principal to observe student engagement and small group instruction will occur weekly. Students will also be monitored weekly for academic grades. Daily attendance will be monitored, and calls will be made home if an absence occurs without a parent or guardian call to the office to explain the absence. The school-based leadership team will review all data points on a bi-weekly basis to determine if modified interventions are necessary.

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