

Pinellas County Schools

SEVENTY-FOURTH ST. ELEMENTARY



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

As Jaguars, we put our best paws forward to be successful in everything we do.

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

Christen Ku

kuc@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

The role of the principal is to provide strategic direction in the school, support a standardized curriculum, assess teaching methods, monitor student achievement data, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate the staff, and oversee facilities.

Leadership Team Member #2

Employee's Name

Alexandra Owens

owensal@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

The role of the Assistant Principal is to support the mission/vision of the school, member of the Instructional Leadership Team, testing coordinator, chair of the Threat Assessment Team, and leader of the School-Based Leadership Team.

Leadership Team Member #3

Employee's Name

Jennifer Bachnik

wassell-bachnikj@pcsb.org

Position Title

School Counselor

Job Duties and Responsibilities

The role of the School Counselor is to support teachers and students, provide on-site counseling, Bullying Investigator leader of the Multicultural Committee, Co-coordinator of PBIS, Co-chair of the Threat Assessment Team, and facilitator of the SAVE club.

Leadership Team Member #4

Employee's Name

Tatiana Moore

mooretat@pcsb.org

Position Title

Behavior Specialist

Job Duties and Responsibilities

The role of the Behavior Specialist is to support teachers and students, member of the Climate Culture Team, Co-coordinator of PBIS, champion for ESE/ASD scholars, and member of the Threat Assessment Team.

Leadership Team Member #5

Employee's Name

Tammi Bennett

bennettta@pcsb.org

Position Title

ELA/MTSS Coach

Job Duties and Responsibilities

The role of the Reading/MTSS Coach is to support teachers and students, lead collaborative planning focusing on implementing solid core instruction, provide coaching support for instructional practices, target small groups for instruction, attend monthly MTSS meetings, member of the SBLT, member of the ILT, create Tier 3 schedule and assist with Tier 3 student monitoring.

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.

Prior to the end of the 2024-2025 school year, staff members provided feedback on our current data, processes, and events. Our SIP was created based upon this feedback, achievement data, and input from our Instructional Leadership Team

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)).

The SIP will continue to be monitored through our work with staff. At our progress monitoring meetings, we will use our data to determine if our SIP goals are meeting the benchmarks and adequately capturing our progress. We will make the necessary pivots for instruction in core and intervention to address any unfinished learning. Leadership will continue to provide actionable feedback during data walks and address trends during PLCs.

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) 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: B 2023-24: A 2022-23: C 2021-22: D 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										0
Absent 10% or more school days										0
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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

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										0
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	30	30	20	32	16	23				151
One or more suspensions	1	1	1	2	5	3				13
Course failure in English Language Arts (ELA)				6		1				7
Course failure in Math				2	3	2				7
Level 1 on statewide ELA assessment				7	9	5				21
Level 1 on statewide Math assessment				11	7	6				24
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	2				3

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	4						5
Students retained two or more times										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	51	64	59	58	61	57	36	54	53
Grade 3 ELA Achievement	49	67	59	62	63	58	36	54	53
ELA Learning Gains	56	62	60	68	64	60			
ELA Lowest 25th Percentile	69	59	56	75	62	57			
Math Achievement*	66	69	64	59	66	62	51	61	59
Math Learning Gains	67	67	63	69	68	62			
Math Lowest 25th Percentile	62	56	51	62	58	52			
Science Achievement	66	70	58	58	69	57	47	62	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	53	67	63	60	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)	N/A
OVERALL FPPI – All Students	60%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	539
Total Components for the FPPI	9
Percent Tested	97%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
60%	63%	45%	40%	32%		45%

* 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	57%	No		
English Language Learners	57%	No		
Black/African American Students	46%	No		
Hispanic Students	57%	No		
Multiracial Students	83%	No		
White Students	63%	No		
Economically Disadvantaged Students	64%	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	51%	49%	56%	69%	66%	67%	62%	66%					53%
Students With Disabilities	46%	53%	54%		64%	67%		59%					
English Language Learners	43%	41%	65%	65%	62%	61%	69%	50%					53%
Black/African American Students	36%		57%		45%	46%							
Hispanic Students	44%	50%	53%	63%	61%	67%	63%	63%					49%
Multiracial Students	86%				79%								
White Students	50%	48%	51%	80%	71%	70%	60%	73%					
Economically Disadvantaged Students	54%	50%	63%	73%	68%	70%	64%	77%					55%

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	58%	62%	68%	75%	59%	69%	62%	58%					60%
Students With Disabilities	38%	50%	66%		43%	59%	55%						27%
English Language Learners	56%	50%	65%	45%	69%	85%							60%
Black/African American Students	63%		67%		43%	71%							
Hispanic Students	57%	47%	74%	54%	67%	84%		67%					63%
Multiracial Students	50%				58%								
White Students	58%	59%	66%		57%	54%		74%					
Economically Disadvantaged Students	57%	56%	69%	75%	58%	68%	56%	54%					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	36%	36%			51%			47%					39%
Students With Disabilities	12%	19%			33%			6%					45%
English Language Learners	31%	31%			48%			30%					57%
Black/African American Students	30%				35%			31%					
Hispanic Students	44%	39%			50%			46%					60%
White Students	32%	29%			55%			57%					
Economically Disadvantaged Students	32%	37%			48%			43%					51%

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	46%	65%	-19%	57%	-11%
ELA	4	51%	62%	-11%	56%	-5%
ELA	5	36%	61%	-25%	56%	-20%
Math	3	62%	68%	-6%	63%	-1%
Math	4	60%	68%	-8%	62%	-2%
Math	5	56%	65%	-9%	57%	-1%
Science	5	53%	67%	-14%	55%	-2%

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?

The greatest area of improvement during the 2024-2025 school year was Science, with a gain of 8% from 58% to 66%. In reviewing cycle assessments, pivots were made to instruction as indicated by the data. The strategy of using keyword/answer/reason when answering SSA-style questions was used during daily classroom instruction as well as on formative and summative assessments. Small groups were conducted to address Science and Reading integration by the Literacy Coach. Also, Science instruction was provided in before-school tutoring, Promise Time, and 21st Century tutoring.

Lowest Performance

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

Our lowest performing cohort was our 3rd grade ELA. This cohort, leaving Second grade, was at 29% proficiency. In PM 1 they were at 18% proficiency, PM 2 increasing to 30% proficiency, and scoring 49% proficiency in PM 3. Knowing this, we plan to be hypervigilant in monitoring the data of this cohort of scholars and adjusting instruction as needed based on data on formative and summative assessments.

Greatest Decline

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

The greatest area of decline is the same as notated in the Lowest Performance 3rd grade cohort. Our plan to address this is to provide intervention immediately following PM 1 to targeted scholars to help lift their proficiency level in reading fluency and prosody. Following PM 2, we will implement benchmark-based groupings in grade 3 as well. Also, knowing that the 2nd grade students, district-wide, are underperforming in ELA, we plan to intervene by implementing a fluency routine in second semester.

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.

In comparing the school average to the state average, it was determined that the greatest unfinished learning lay in 3rd grade ELA, scoring 10% lower than the state average. This cohort was lowest in ELA, coming into the school year at 29% proficiency.

EWS Areas of Concern

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

Attendance remains an opportunity for growth. We have over 8% at 20% or more absences and 30% at 10% or more. Our goal is to increase our daily attendance rate from 91% to 93%.

Highest Priorities

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

1. Ensure that monitoring for learning is occurring across all grade levels and content areas.
2. Provide collaborative opportunities where the scholars do the heavy lifting.
3. Increase daily attendance rate to 93%.
4. Continue to provide instructional personnel with professional development opportunities to improve their instructional performance, improving overall student achievement.
5. Determine effective scaffolds for lower-performing students and enrichment opportunities for our already proficient to higher-performing scholars. When grouping scholars, this will be done with intentionality to align group members with ability levels.. Align our staffing model to best serve our ELL, ESE, gifted and talented student needs.

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.

Ongoing progress monitoring (FAST, formative assessments and walkthrough data) collected from the 2024-2025 school year supported the need for continuing work in monitoring for learning across all grades and subject areas. Additionally, during planning, we will do the work of the student to determine possible misconceptions with the task and plan for scaffolds and enrichment to ensure student success, as measured by the BEST benchmarks, will be an ongoing area of focus.

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.

Maintain proficiency in Science at 66% as measured by SSA.

Proficiency in English Language Arts will increase 10% from 51% to 61% as measured by FAST.

Proficiency in Grade 3 English Language Arts will increase 10% from a 49% to a 59% as measured by FAST.

Maintain proficiency in Mathematics at 66% as measured by FAST.

Monitoring

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

The area of focus will be monitored by FAST progress monitoring, daily formatives, end-of-module assessments, IStation monthly ISIP assessments, and walkthrough data collected by the ELA/MTSS Coach and administration.

Person responsible for monitoring outcome

Christen Ku

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:

Teachers will continue to collaboratively plan weekly/biweekly, dependent on subject area, with a content expert, instructional coach/administrator for benchmark-based lessons with the end in mind, as it directly relates to the student task. Our EL/ESE populations have greatly increased, so EL and ESE teachers will be included in these planning sessions to provide suggestions for scaffolds and enrichment opportunities to support these specific scholars. Teachers will focus on task alignment, student culminating tasks, scaffolds for success and enrichment, and monitoring learning to determine instructional effectiveness and any needs for instructional adjustments.

Rationale:

Deepen understanding of Florida's B.E.S.T benchmarks/FSASS (Florida's State Academic Standards of Science) as a non-negotiable for improving student outcomes. Synthesize the benchmarks, clarify benchmarks, and utilize appendices to fully understand the expected outcomes that carry the full weight of benchmarks. Prior to teaching any lesson, instructional staff will plan with the end in mind and focus on the student's task. This will be done through collaborative planning sessions with coaches and teachers (Gen Ed/ESE/ELL). After planning the lessons and discussing possible misconceptions, teachers must observe and monitor student work to make instructional decisions based on student evidence. Student misconceptions can then be corrected with a whole class in small group or whole group as indicated by the student work.

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

Cognitive Engagement with Content

Person Monitoring:

Christen Ku

By When/Frequency:

This action step will begin to be implemented the first full week of school during collaborative planning. Implementation of this step will be monitored by formative assessments, walkthrough data, and teacher reflections during collaborative planning.

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

Continue to deepen understanding of the vertical progression and standards design in order to understand what students are expected to master.

Action Step #2

Formative Assessment and Corrective Feedback

Person Monitoring:

By When/Frequency:

Christen Ku

This action step will begin to be implemented the first full week of school during collaborative planning and during core instruction. Implementation of this step will be monitored by formative assessments and walkthrough data.

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

Prioritize engaging students in immense amounts of reading, with feedback ensuring ample time is given to students to read, closely read and annotate, and write appropriate grade-level text (while applying foundational skills) with high-quality feedback, and opportunities to use that feedback.

Area of Focus #2

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

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

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.

During the 2024-2025 school year, 74th Street Elementary met the ESSA required outcomes for XXXXXX for of the six subgroups, including Economically Disadvantaged, White, Black and Multiracial. In the 2025-2026 school year we will have high expectations for all of our students, including our two subgroups still not meeting ESSA requirement. Our current ELA proficiency for ESE students is 39%, math proficiency was 58% and science proficiency was 50% . Our current ELA proficiency for EL students is 29%, math proficiency was 46% and science was 32%. We believe there is a foundational literacy gap with a high percentage of our students. It is our firm belief that providing high expectations for our scholars with benchmark-aligned aligned rigorous instruction and ongoing monitoring for learning will lead to a much-improved overall school score as these scholars work towards grade-level content

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 students reaching ELA proficiency in our English Language Learners subgroup will increase 10% to a 39%.

The percentage of students reaching Math proficiency in our English Language Learners subgroup will increase 10% from 46% to 56%.

In 5th grade Science the percentage of EL students reaching proficiency in our English Language Learners subgroups will increase 10% from 32% to 42%.

The percentage of students reaching ELA proficiency in our Students with Disabilities subgroup will increase 10% from 39% to 49%.

The percentage of students reaching Math proficiency in our Students with Disabilities subgroup will increase 10% from 58% to 68%.

In 5th grade Science, the percentage of Students with Disabilities subgroup will increase 10% from 50% to 60%.

Monitoring

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

The area of focus will be monitored by FAST progress monitoring, end-of-module assessments, IStation monthly diagnostics, checks for understanding, Dreambox Launchpad, and walk-through feedback from the instructional leadership team.

Person responsible for monitoring outcome

Christen Ku

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:

Implement high-yield strategies such as cooperative learning, academic discussion, writing across content areas, and explicit vocabulary instruction.

Rationale:

All students will receive Core instruction across all content areas to master benchmarks as outlined in the BEST standards and SSA benchmarks. Provide grade-level appropriate comprehensible instruction to the level of English language proficiency through appropriate universal (built into core lesson), supplemental (additional and differentiated), and alternative (outside of the core) supports and interventions. All teachers will participate in collaborative planning with instructional coaches to prepare for Core and intervention instruction aligned to grade standards. Unfinished learning in foundational skills and will be addressed during the intervention blocks in fluid groups.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

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

Monitor the use of appropriate practices and scaffolding to ensure students' needs are met

Person Monitoring:

Christen Ku

By When/Frequency:

This action step will be implemented beginning the first full week of school during collaborative planning. Implementation of this step will be monitored by formative assessments and walkthrough data.

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

Ensure that small group instruction and 1:1 specially designed instruction are planned and implemented in alignment with evidence-based practices, intentionally targeting students' specific skill deficits to provide access to the general education curriculum

Action Step #2

Collaborative planning and PLCs

Person Monitoring:

Alexandra Owens

By When/Frequency:

This action step will be implemented the first full week of school during collaborative planning. Implementation of this step will be monitored by formative assessments and walkthrough data.

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

Create master schedule that allows for collaboration between gen ed and ESE teachers to ensure students receive all services and accommodations throughout their school day

Action Step #3

Data-driven structures

Person Monitoring:

Christen Ku

By When/Frequency:

This action step will be implemented during the first quarter.

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

Establish a data-driven structure to identify and support level 2 students through targeted instruction incorporating the achievement level descriptors to improve student outcomes

Action Step #4

Implement responsive strategies.

Person Monitoring:

Alexandra Owens

By When/Frequency:

First week of collaborative planning.

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

- Use responsive strategies to build confidence and engagement, such as:
 - o Calling on all students by name to ensure opportunities to respond
 - o Providing specific, meaningful praise tied to effort and

growth

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.

As teachers become more skilled in this strategy, they will see remarkable changes in students' abilities to process and understand new content because they can identify which content is critical and understand how learned content scaffolds in complexity. A classroom of scholars identifies critical content within standards, but also studies, recognizes, and celebrates as knowledge grows increasingly more sophisticated.

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

K-2 teachers are participating in the PELI grant through the work of the Lastinger Center at the University of Florida. A site-based primary reading coach and administration will strategically support the equitable use of resources, including instructional supports, school-based professional development, and cycles of coaching and feedback.

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

A site-based ELA coach and administration with strategically support teachers in grades 3 - 5 through the equitable use of resources including instructional supports, school-based professional development, cycles of coaching and feedback.

Grades K-2: Measurable Outcome(s)

Our 2025 STAR scores for grades K-2 indicate that 44% of our scholars are proficient in ELA based on the STAR Reading or Early Literacy assessment. Our goal for the 2026 school year is for our ELA scores to improve to 54% proficiency as measured by the STAR, IStation, formative assessments, and running records.

Grades 3-5: Measurable Outcome(s)

Our scores on the 2025 FAST indicate that 51% of our 3-5 scholars are proficient in ELA. Our goal for the 2026 school year is for our ELA scores of our 3-5 scholars to improve to 56% as measured by the FAST, IStation and formative assessments.

Monitoring

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

During the school year, our Leadership Literacy team will review our ELA data monthly to ensure we are tracking the progress of our scholars towards our grade-level goals. We will also monitor our teachers' participation in PLCs and PD by sign-in sheets and classroom walkthrough/feedback provided by both administration and our ELA coach.

Person responsible for monitoring outcome

Christen Ku

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:

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

Rationale:

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

Literacy Coaching

Person Monitoring:

Christen Ku

By When/Frequency:

September/Weekly

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

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. Progress will be monitored through a walkthrough tool and formative assessment data.

Action Step #2

Literacy Leadership

Person Monitoring:

Christen Ku

By When/Frequency:

September/Weekly

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

- School Literacy Leadership teams support fully implementing the Pinellas Early Literacy Initiative in grades VPK-2.

Action Step #3

Person Monitoring:

By When/Frequency:

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

Action Step #4

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

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

Creating consistent and predictable environments where expectations are explicit so that the whole school community knows how to be successful.

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.

This will be measured by utilizing Focus as the avenue for schoolwide behavior data. The expectation is that 95% of students will earn 90% of their points. We will increase the percentage of scholars who earn the monthly behavior incentives by 5%. The paw perks incentives will be indicative of its success. PBIS team will brainstorm paw perk incentives each semester.

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.

Climate Survey Results

Multiple opportunities for solicited onsite feedback

Monitoring of participation in collaborative planning

Monitoring adherence of PBIS through data collection of recipient of monthly paw perks

Person responsible for monitoring outcome

Alexandra Owens

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:

Professional Development monthly PLC and site-based team meeting monthly. The rotation includes AVID, Climate and Culture, Book Study, and Data Deep Dive preplanned by semester Team building activities and Health and Wellness opportunities.

Rationale:

These strategies provide support to teachers in both their health and wellness as well as their professional growth.

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 that aligns with the needs of our teachers (i.e. AVID, Climate and Culture, Book Study, Data Deep Dive)

Person Monitoring:

Alexandra Owens

By When/Frequency:

This will be offered monthly with consistency in engaging staff in team building activities.

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

Administrative staff monitors for learning during PLC using the data collection tool and checklists. We will be monitoring our 90% points via collection tool.

Action Step #2

Health and Wellness Opportunities will be extended to all staff. They will be sent via email, posted in the weekly update as well as posted on the bulletin board located in the work room.

Person Monitoring:

Christen Ku

By When/Frequency:

They will be offered monthly with consistency in engaging staff in team building activities

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

Wellness Champion collects survey information from the staff and schedules events accordingly.

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.

School's Webpage: www.pcsb.org/74th-es

Specific information about the SIP, UniSIG, and Title 1 budgets are shared at the annual Title 1 meeting during Open House. This information is also disseminated to families, local businesses, and organizations at the annual State of the School.

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)).

School's Webpage: www.pcsb.org/74th-es

We will open our campus to families on a plethora of occasions, including student-led conferences, Jaguar Jams, All-Pro families, and monthly family events calendared throughout the school year. Weekly, we will use Focus to contact families, as well as focus on keeping them updated on their child's progress and the school's happenings. All feedback will be provided in the form of interest surveys that need to be revised, repeated from the current parent engagement practices. We will use this feedback to plan our monthly family engagement events for the upcoming school year.

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)).

Our teachers are attending weekly collaborative planning to strengthen target/task alignment and overall quality of core instruction. Data will be used to create plans to spiral instruction for remediation. We will provide additional learning opportunities through ELP before and after school tutoring. Learning opportunities are also provided during lunch and learns. We will once again prepare for Saturday Bootcamps in the second semester.

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)).

A variety of data sources are used in order to determine scholars that are chosen for ELP. Collaboration with our ELL department (Title III) and professional development (Title II). We are also continue the 21st Century ELP for the upcoming school year.

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)).

N/A

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)).

N/A

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 school based **MTSS coach** is 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)).

N/A

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 74th Street Elementary School, allowing the district to provide continuity of service for a full two years in early childhood before 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.

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).

Title 1 funds were used to purchase 1 ELA instructional staff developer who also shares her time as our MTSS Coach. This staff developer is a member of our ILT and attends SBLT meetings for academics and behavior. Weekly stand-up meetings are held with the administration to ensure ILT is calibrated.

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