

Pinellas County Schools

TARPON SPRINGS 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

To promote the highest student achievement in a safe learning environment.

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

Mrs. Kimberly Cook

cookkim@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

Manage all school operations

Leadership Team Member #2

Employee's Name

Dr. Thea Saccasyn

saccasynt@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Assist Principal in all aspects of managing school operations.

Leadership Team Member #3

Employee's Name

Mrs. Tania Harper

harpert@pcsb.org

Position Title

MTSS Coach

Job Duties and Responsibilities

Manage and share school data, provide professional development to staff regarding the use of data to drive instruction

Leadership Team Member #4

Employee's Name

Mrs. Joanne Chaisson

chaissonj@pcsb.org

Position Title

Guidance Counselor

Job Duties and Responsibilities

Provide support to school administrators and staff regarding the RTI process.

Leadership Team Member #5

Employee's Name

Wendy King

kingwe@pcsb.org

Position Title

Math Coach

Job Duties and Responsibilities

Provides assistance and ongoing professional development to teachers, including training and mentoring in the use of materials, assessment strategies, and best practices to generate improvement in reading/literacy instruction and student achievement.

Leadership Team Member #6

Employee's Name

Sandra Weaver

WeaverS@pcsb.org

Position Title

Reading/Literacy Coach

Job Duties and Responsibilities

Provides assistance and ongoing professional development to teachers, including training and mentoring in the use of materials, assessment strategies, and best practices to generate improvement in reading/literacy instruction and student achievement.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

The school leadership team meets to work on the SIP during the summer. The SIP is shared with the staff for input, updates and approval. Once approved by the staff it is shared with SAC for their input and approval. The School Advisory Committee comprises of staff members, parents, and community members, who all have input in the School Improvement Plan.

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 be reviewed after each FAST cycle to monitor implementation of action plans, assuring that strategies being implemented are increasing student achievement. The plan will be revised as needed to ensure that student achievement is improving.

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) 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: B 2022-23: B 2021-22: B 2020-21: B

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	28	64	56	66	69	69	0	0	0	352
Absent 10% or more school days	0	32	23	18	25	17	0	0	0	115
One or more suspensions	0	0	0	1	1	1	0	0	0	3
Course failure in English Language Arts (ELA)	0	0	0	1	3	1	0	0	0	5
Course failure in Math	0	0	0	3	3	0	0	0	0	6
Level 1 on statewide ELA assessment	0	0	18	34	14	0	0	0	0	66
Level 1 on statewide Math assessment	0	7	13	26	17	17	0	0	0	80
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	2	2	2	0	0	0	0	0	8
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	2	3	0	4	1	0	0	0	0	10

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	5	4	16	16	16	0	0	0	57

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	0	1	4	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	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		23	13	24	32	28				120
One or more suspensions				1						1
Course failure in English Language Arts (ELA)					1					1
Course failure in Math					2	2				4
Level 1 on statewide ELA assessment				1	5	15				21
Level 1 on statewide Math assessment					9	20				29
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	8	17				28

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
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*	55	64	59	52	61	57	48	54	53
Grade 3 ELA Achievement	53	67	59	67	63	58	44	54	53
ELA Learning Gains	55	62	60	64	64	60			
ELA Lowest 25th Percentile	59	59	56	75	62	57			
Math Achievement*	52	69	64	50	66	62	55	61	59
Math Learning Gains	59	67	63	60	68	62			
Math Lowest 25th Percentile	50	56	51	64	58	52			
Science Achievement	65	70	58	56	69	57	67	62	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	87	67	63	64	65	61	52	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	59%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	535
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
59%	61%	57%	61%	63%		55%

* 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	51%	No		
English Language Learners	60%	No		
Black/African American Students	48%	No		
Hispanic Students	61%	No		
White Students	60%	No		
Economically Disadvantaged Students	56%	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	55%	53%	55%	59%	52%	59%	50%	65%					87%
Students With Disabilities	42%	53%	53%	55%	30%	47%	57%	44%					80%
English Language Learners	51%	44%	60%	55%	48%	53%		82%					87%
Black/African American Students	45%	43%	47%	58%	33%	55%	53%	52%					
Hispanic Students	56%	60%	57%	50%	56%	57%		69%					84%
White Students	59%	50%	62%		57%	59%		71%					
Economically Disadvantaged Students	51%	53%	51%	56%	47%	55%	44%	63%					86%

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	52%	67%	64%	75%	50%	60%	64%	56%					64%
Students With Disabilities	47%	73%	57%		49%	76%	79%	64%					
English Language Learners	42%	60%	59%		53%	50%		50%					64%
Black/African American Students	42%	65%	63%	75%	34%	48%	61%	33%					
Hispanic Students	48%	59%	61%	77%	49%	57%	58%	54%					63%
Multiracial Students	60%				90%								
White Students	65%	75%	69%		63%	70%		74%					
Economically Disadvantaged Students	49%	66%	63%	81%	49%	60%	65%	54%					63%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	48%	44%			55%			67%					52%
Students With Disabilities	39%	50%			44%			64%					
English Language Learners	38%	18%			63%			70%					71%
Black/African American Students	28%	32%			39%			44%					
Hispanic Students	53%	40%			65%			81%					66%
Multiracial Students	65%				53%								
White Students	57%	61%			64%			64%					
Economically Disadvantaged Students	43%	42%			53%			65%					68%

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	51%	65%	-14%	57%	-6%
ELA	4	49%	62%	-13%	56%	-7%
ELA	5	52%	61%	-9%	56%	-4%
Math	3	45%	68%	-23%	63%	-18%
Math	4	44%	68%	-24%	62%	-18%
Math	5	55%	65%	-10%	57%	-2%
Science	5	63%	67%	-4%	55%	8%

III. Planning for Improvement

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

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

Most Improvement

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

Our most improved data component was our science proficiency which grew by 9% from 56% in 23-24, to 65% in 24-25. Additionally, our Black and Hispanic students both scored significantly higher in Science for 24-25, with our Black student percentage increasing by 15% from 33% in 23-24, to 52% in 24-25, and our Hispanic students increasing by 17% from 54% in 23-24, to 71% in 24-25.

Small group instruction was utilized in science, with support of the district science coach. Our Bridging the Gap initiative focused on supporting minority students with goal setting and progress monitoring.

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 learning gains in ELA demonstrated the lowest performance, with learning gain losses in the overall percentage (9%), as well as in our white (7%) and black (16%) subgroups. Contributing factors include poor student attendance, staffing changes, and low entry performance by incoming third graders.

Greatest Decline

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

Our learning gains in ELA showed the greatest decline, with an overall loss of 9%. A contributing factor includes poor attendance.

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.

No state data available.

EWS Areas of Concern

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

Daily attendance is currently of concern, which our average daily attendance at 91%. Additionally, 37% of our students missed 10% or more school days.

Highest Priorities

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

Attendance

ELA proficiency and learning gains

Math proficiency and learning gains

Black Subgroup (ELA and Math)

Science proficiency

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, ELA, Math, Science, Small-group Instruction

Area of Focus Description and Rationale

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

In order to improve instructional practice teachers need to have the time to collaborate with each other and the school and district coaches in order to plan lessons that are rigorous and are standards/benchmark aligned. By providing rigorous benchmark aligned instruction students are being challenged and receiving more meaningful and engaging instruction. This is crucial in order to improve student proficiency and achievement. Initiatives will include an increased focus on small group instruction and inclusive practices.

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.

ELA: By Spring of 2026, the percentage of students in grades 3-5 achieving 3 or above on the state assessment, will exceed 62%.

ELA Grade 3: By Spring of 2026, the percentage of students in grade 3 achieving 3 or above on the state assessment, will exceed 62%.

Math: By Spring of 2026, the percentage of students in grades 3-5 achieving 3 or above on the state assessment, will exceed 62%.

Science: By Spring of 2026, the percentage of students in grade 5 achieving 3 or above on the state assessment, will exceed 70%.

ESSA Subgroups: By Spring of 2026, the percentage of all ESSA subgroup students in grades 3-5 meeting or exceeding proficiency on state assessments will be 62% or higher in all areas.

Monitoring

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

Progress will be monitored through administrative observations, PLC data discussions and student

assessments including FAST/STAR, ISIP, ELFAC, reading, math and science module/topic assessments.

Person responsible for monitoring outcome

Kimberly Cook

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:

Evidenced based instruction includes differentiated small group lessons in reading, Flamingo small group reading routine, UFLI phonics routine, use of Amira, Dreambox, and small groups in Math and Science with targeted instruction. Teachers will utilize planbook.com to make these instructional plans.

Rationale:

The interventions identified are research-based and supported by Pinellas County Schools Elementary Education Department. Tier 2 intervention strategies involve small, teacher directed groups in reading, math and science, in addition to utilizing technology resources that reinforce benchmarks. Intervention teachers, a paraprofessional and MTSS, Math and ELA coaches will provide human resource support for this strategy.

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

Scheduled Data Meetings in PLCs with individual and teams

Person Monitoring:

Kimberly Cook, Thea Saccasyn

By When/Frequency:

On Going

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

Teachers will meet in PLC's weekly to review data and collaboratively plan lessons with complex, grade level content and activities that are aligned to the rigor of the standard/benchmark. In addition, they will plan for high-level academic discussions among and between students by developing benchmark aligned questions that deepen the students' understanding of the content presented. For Math, the teachers will utilize the B1G-M during planning for both their core and intervention lessons. This will ensure the students are receiving benchmark aligned tasks along with student-centered strategies for scaffolding and/or interventions. Administration and coaches will sit in on PLC's and do walkthroughs to ensure the lessons planned are being done with fidelity and will monitor student data to ensure we are seeing an increase in student achievement.

Action Step #2

Small Group Instruction

Person Monitoring:

Kimberly Cook, Thea Saccasyn

By When/Frequency:

On going

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

Teachers and Interventionist will provide differentiated small group instruction utilizing evidence-based intervention programs. Administrators will monitor small group instruction and student data to ensure that the intervention the students are receiving are what they need and is improving student learning.

Action Step #3

Learning Labs

Person Monitoring:

Kimberly Cook, Thea Saccasyn

By When/Frequency:

On going

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

Learning Labs will be scheduled and held to review standards and close gaps with grades 3-5 students supported by interventionist, coaches, Library Media Tech Specialist, and Guidance Counselor. Admin will monitor learning and student data to ensure the learning gaps in previously taught material are closing.

Action Step #4

Professional Development

Person Monitoring:

Kimberly Cook, Thea Saccasyn

By When/Frequency:

On going

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

Job-embedded, differentiated professional development opportunities will be offered based on individual teacher needs. Coaches will provide professional development, book studies, coaching, modeling of lessons, and will coteach with teachers to assist with whatever their individual needs are. Teachers will be given opportunities to visit each other's rooms to see different instructional delivery models and practices. PD sessions will be held monthly during morning faculty meetings with the entire staff. Admin will work with the coaches and teachers to set up PD opportunities as needs arise and will complete walkthroughs to determine if the PD learning is being used with fidelity and that there is an improvement in instructional practice.

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.

Human resources will be maximized to increase rigorous, culturally relevant, standards-based instruction to Black/African American students. By utilizing the coaches, interventionist, and specialists through collaborative and facilitated planning and the use of planbook.com, teachers will assure the delivery of high quality, standards-based lessons to students. Our Black/African American student proficiency in Math for 2025 PM3 was 33% and in ELA was 45%, which was lower than our other subgroups.

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.

By Spring of 2026, the percentage of black students achieving a Level 3 or above on the state assessment, will exceed 62% in both Math and ELA

Monitoring

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

Progress will be monitored through administrative observations, PLC data discussions and district assessments including FAST, common assessments, and math unit assessments.

Person responsible for monitoring outcome

Kimberly Cook, Thea Saccasyn

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:

Evidenced based interventions include specifically assigned lessons in Dreambox, Amira and small targeted Math and ELA groups, including fluency routines. Teachers will utilize planbook.com to make these instructional plans. Monitoring will be done through data reviews and action planning with teachers.

Rationale:

Tier 2 intervention strategies involve small, teacher directed, targeted groups in Math and ELA. In addition, technology resources that reinforce benchmarks will be utilized. The math coach, literacy coach, intervention teacher and MTSS coach will provide Human Resource support for these strategies.

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

Learning Labs

Person Monitoring:

Kimberly Cook, Thea Saccasyn

By When/Frequency:

On going

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

Learning Labs will be scheduled and held to review standards and close gaps with grades 3-5 students supported by Coaches, Guidance Counselor, and Library Media Specialist.

Action Step #2

Collaboratively Planning for Instruction

Person Monitoring:

Kimberly Cook, Thea Saccasyn

By When/Frequency:

Ongoing/Weekly

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

Teachers will work with the Math and Literacy coach to collaboratively plan for instruction to assure plans are aligned to benchmarks, are at the appropriate level of rigor and include rich opportunities for student engagement with feedback. For Math, the teachers will utilize the B1G-M during planning for both their core and intervention lessons.

Area of Focus #3

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

Instructional Practice specifically relating to ELA required by RAISE (specific questions)**Area of Focus Description and Rationale**

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

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

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

Teachers and Interventionist will provide differentiated small group instruction utilizing evidence-based intervention programs. Administrators will monitor small group instruction and student data to ensure that the intervention the students are receiving are what they need and is improving student learning.

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

Teachers and Interventionist will provide differentiated small group instruction utilizing evidence-based intervention programs. Administrators will monitor small group instruction and student data to ensure that the intervention the students are receiving are what they need and is improving student learning.

Grades K-2: Measurable Outcome(s)

ELA: By Spring of 2026, the percentage of students in grades VPK-2 achieving proficiency status or above on the state assessment, will exceed 62%.

Grades 3-5: Measurable Outcome(s)

ELA: By Spring of 2026, the percentage of students in grades 3-5 achieving 3 or above on the state assessment, will exceed 62%.

ELA Grade 3: By Spring of 2026, the percentage of students in grade 3 achieving 3 or above on the state assessment, will exceed 62%.

Monitoring

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

Progress will be monitored through administrative observations, PLC data discussions and student assessments including FAST/STAR, ISIP, ELFAC, reading module/topic assessments.

Person responsible for monitoring outcome

Kimberly Cook, Thea Saccasyn

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

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Professional Learning

Person Monitoring:

Kimberly Cook, Thea Saccasyn

By When/Frequency:

ongoing

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

Job-embedded, differentiated professional development opportunities will be offered based on individual teacher needs. Coaches will provide professional development, book studies, coaching, modeling of lessons, and will coteach with teachers to assist with whatever their individual needs are. Teachers will be given opportunities to visit each other's rooms to see different instructional delivery models and practices. PD sessions will be held monthly during morning faculty meetings with the entire staff. Admin will work with the coaches and teachers to set up PD opportunities as needs arise and will complete walkthroughs to determine if the PD learning is being used with fidelity and that there is an improvement in instructional practice.

Action Step #2

Small Group Instruction

Person Monitoring:

Kimberly Cook, Thea Saccasyn

By When/Frequency:

daily

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

Teachers and Interventionist will provide differentiated small group instruction utilizing evidence-based intervention programs. Administrators will monitor small group instruction and student data to ensure that the intervention the students are receiving are what they need and is improving student learning.

Action Step #3

Data Analysis

Person Monitoring:

Kimberly Cook, Thea Saccasyn

By When/Frequency:

Weekly

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

Teachers will meet in PLC's weekly to review data and collaboratively plan lessons with complex, grade level content and activities that are aligned to the rigor of the standard/benchmark. In addition, they will plan for high-level academic discussions among and between students by developing benchmark aligned questions that deepen the students' understanding of the content presented. For Math, the teachers will utilize the B1G-M during planning for both their core and intervention lessons. This will ensure the students are receiving benchmark aligned tasks along with student-centered strategies for scaffolding and/or interventions. Administration and coaches will sit in on PLC's and do

walkthroughs to ensure the lessons planned are being done with fidelity and will monitor student data to ensure we are seeing an increase in student achievement.

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.

Approximately 37% of our students missed 10% or more of their school days during the 24-25 school. In order for students to learn, they need to be in school. Most of the students that missed an excessive number of days did not make as significant of learning gains as the students with better 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.

2024-2025 Attendance below 90%:

Kindergarten- 0 students

First Grade- 32 students

Second Grade- 23 students

Third Grade- 18 students

Fourth Grade- 25 students

Fifth Grade- 17 students

By spring of 2026, less than 15% of enrolled students will miss 10% or more of their school days.

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 review attendance data bi-weekly. Data will be provided to teachers biweekly so that they are well informed of attendance patterns of the students in their classroom. Student academic data will be reviewed to see the correlation between student attendance and academic achievement. By monitoring student attendance at regular intervals, it will allow us to catch the students who have consistent attendance issues and make parent contact prior to them becoming

excessive and students losing large amounts of instructional time.

Person responsible for monitoring outcome

Kimberly Cook, Thea Saccasyn

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 call families of absent students to determine reasons for absence. -A process will be followed and documented by the CST that includes parent contacts and home visits by the school social worker. -Incentives will be offered to students, including privileges for time with preferred adults and out of uniform days. -Lucky Duck Program, which students are recognized for being at school and on time. -Newsletter and correspondence to parents will emphasize daily on time attendance.

Rationale:

·Implementation of Restorative Practices across campus and embedded into school activities. Professional Development in the area of Restorative Practices will be provided during preplanning week, as well as reviewed throughout the school year. · Tier 1 PBIS program that includes a ticket earning system, opportunities to exchange for privileges, monthly Character Club meetings, and the Book of the Month. · Monthly newsletters providing updates, information and celebrations. · Clubs and organizations for students to promote excellence, such as Little Tutors, Coding Club, STEM clubs and Elementary National Honor Society.

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

Restorative Practices and PBIS implementation

Person Monitoring:

Kimberly Cook, Thea Saccasyn, Tania Harper

By When/Frequency:

Ongoing

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

·Implementation of Restorative Practices across campus and embedded into school activities. Professional Development in the area of Restorative Practices will be provided during preplanning week, as well as reviewed throughout the school year. · Tier 1 PBIS program that includes a ticket earning system, opportunities to exchange for privileges, monthly Character Club meetings, and the Book of the Month. · Monthly newsletters providing updates, information and celebrations. · Clubs and organizations for students to promote excellence, such as Little Tutors, Coding Club, STEM clubs and Junior National Honor Society. Our PBIS program and the use of Restorative Practices will be

monitored through daily interactions between the teachers/staff and students, the students and students, and the teachers/staff with the teachers/staff to ensure a positive learning environment and school culture, encouraging students to attend school more regularly.

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.

The school utilizes multiple methods to communicate with families, staff and stakeholders:

*Monthly newsletters

*Monthly family events: Reading Under the Stars, Arts Nights, Science Night, Student-Led Conferences.

*Email distribution

*Communication through Focus

*School Community Liaison

*School social media: webpage, Facebook

All communication is sent in English as well as the language that the parents speak.

***SIP is available at <https://www.pcsb.org/tarpon-es>**

SAC Meetings: The SIP will be disseminated and discussed at all School Advisory Council (SAC) meetings. Stakeholders, including students, families, and school staff, will have the opportunity to review the plan's progress and any revisions, providing a platform for input and feedback. Any notable progress or changes to the SIP will be shared with stakeholders during SAC meetings. This ensures transparency and allows for collaborative decision-making based on the evolving needs of our school community.

Faculty Meetings: The SIP will be shared with school staff during regular faculty meetings. This ensures that all educators are well-informed about the plan's goals and strategies, promoting alignment and coordinated efforts towards its implementation.

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)).

The school builds relationships through frequent contact with families via social media, email, messages through Focus, parent conferences and school events. We also work with parents as identified in the school Family Engagement Plan. Parents

are well informed of the school's vision and mission, our Guidelines for Success and our Positive Behavior Supports elements to create a safe and civil campus.

We will hold curriculum related family events monthly to have parents come into the school to interact with their child and their learning. Each family event has an academic focus with hands on learning opportunities. Parents will be given ideas and strategies for things they could do at home to help support their child's learning. In addition, we will hold student led conferences throughout the year, during and after the school day so students can share their work and learning with their parents.

We will provide feedback surveys at all family events. We will use the feedback to make the necessary improvements to our family engagement events. We will continue to translate all documents for our Hispanic families or into any other language spoken at home and have Spanish speaking staff at all of our family events.

***Family Engagement Plan available at <https://www.pcsb.org/tarpon-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)).

Continued and differentiated professional development will be offered to staff based on student and staff need. Teachers will attend District Wide Training, and administrators will attend monthly curriculum meetings. Administrative observational feedback will be provided to strengthen teacher practice. Teachers will participate in PLCs to collaborate and improve practices

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)).

ESOL-

Tarpon Springs 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)-

Tarpon Springs 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.

Title II (Professional Learning dept.)-

Tarpon Springs Elementary School will take advantage of any support provided by the district in regards professional learning.

Community Partners:

Our school has built numerous partnerships with the community. We also work with a few local organizations to provide wraparound services to families for before and after school and during school breaks. The school works together with these organizations to meet the needs of the 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)).

The school hosts a First Mates staff mentoring program where staff members are matched with students as a mentor. Additionally, the school has a social worker on staff three days a week, as well as a psychologist three days a week and a guidance counselor five days per week providing services to students. Tier 2 behavior plans are written for students in need, and frequently include check in/out processes to further engage students.

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)).

A Multi-tiered System of Support is implemented by the MTSS team. This team meets each quarter with teams to review data and make plans for instruction. The school-based leadership team meets biweekly to review individual and schoolwide data and pursue services for students identified in need. Tier 2 behavior plans are written for students in need, and RTI is implemented for students who need increased intensity and individualized support.

The Multi-Tiered System of Supports (MTSS) model aligns resources in schools for providing high quality instruction and intervention matched to student needs. The MTSS model addresses both academic and behavior needs of students through instruction and interventions developed to meet those needs. The problem solving/response to intervention (PS/RtI) component of MTSS is required

in Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Improvement Act (IDEA 2004). In an effective Multi-Tiered System of Supports: learning is accelerated to close gaps and prevent new ones; fewer students are at risk over time; decisions about who needs additional support can be made rapidly; rates of intervention success are high; and goals are defined in terms of improved achievement. The school based 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)).

Teachers attend professional development both on site and at the district level. The school currently has an ELA, Math MTSS coach, and Behavior Specialist who provide support and learning opportunities for teachers in each of these areas. Additionally, teachers attend ELA module rollouts and PLC's focused on content received by ELA champions at district trainings. Administrators recommend training as needed to individual teachers.

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)).

Preschool students are supported at the school by participating in school wide events. Our preschool classrooms are in the kindergarten pod and staff and students interact in the pod and on the playground. PreK families are included in all events. The school communicates with local PreK providers, as well, to assure that students are entering Kindergarten with the necessary skills to be successful.

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

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

N/A

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).

N/A

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