

Pinellas County Schools

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2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), 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 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); 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, and as calculated under s. 1008.34(3)(b), 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; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Provide a diverse and caring learning environment with highly qualified teachers, unique family and community partnerships, and distinct engineering curriculum that promotes productive citizenship and highest student achievement.

Provide the school's vision statement

Engineering innovative thinkers for global success!

B. School Leadership Team

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

Angela Lewis

Position Title

Principal

Job Duties and Responsibilities

The Principal is the instructional and operational leader within the school community and is critical to improving student outcomes, through the hiring, development, support, supervision and retention of high-quality instructional and support staff. As the school leader, the Principal creates a culture of rigorous learning, belonging and engagement for staff, students and families through collaboration and distributive leadership. In alignment with the Florida Principal Standards, the Principal leads the school team to increased school and student outcomes by prioritizing instruction while effectively balancing the operational, safety, and policy responsibilities of a school-building leader.

Leadership Team Member #2

Employee's Name

Carly Bartlett

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal is an instructional and operational leader within the school community and is critical to improving student outcomes through staff development and effectiveness. In collaboration with and aligned to the direction of the Principal, the Assistant Principal supports the creation of the culture of rigorous learning, belonging and engagement for staff, students and families throughout the school community. In alignment with the Florida Assistant Principal Standards, the Assistant Principal supports and leads assigned school teams to increased school and student outcomes through ongoing training, coaching, feedback and support by prioritizing instruction while effectively balancing operational, safety and policy responsibilities, as assigned.

Leadership Team Member #3**Employee's Name**

Debbie O'Hare

Position Title

Magnet Coordinator

Job Duties and Responsibilities

Primary responsibilities are to recruit families and students as well as develop promotional materials for magnet schools/programs funded by the Magnet Schools Assistance Program (MSAP) grant and to implement public awareness campaigns for the school.

Leadership Team Member #4**Employee's Name**

Samantha Tuttle

Position Title

MTSS Coach

Job Duties and Responsibilities

Student Achievement: To provide assistance and professional growth to teachers, including training and mentoring in the use of materials, assessment strategies and best practices to improve student achievement.

Response to Intervention: To facilitate the implementation of the problem-solving process with the school-based team and all school staff. Ensures the implementation of universal screening and data collection for progress monitoring in primary content areas and common assessments; Uses school based data to determine the effectiveness of academic and behavior instruction at the core and

intervention levels; Uses screening and progress monitoring data to determine interventions and results of interventions; Facilitates the development of school based instruction and intervention maps at the core and intervention levels ; Ensures the evaluation of fidelity of core and intervention instruction; Implements a documentation system to ensure sufficiency of interventions; Evaluates the response to instruction/intervention for groups of students and individual students; Involves students and families in the development, engagement and evaluation of interventions.

Leadership Team Member #5

Employee's Name

Mary Krause

Position Title

STEM Coordinator

Job Duties and Responsibilities

To provide assistance and professional growth in teachers, including training and mentoring in the use of materials, assessment strategies and best practices to improve student achievement with a focus on engineering and math.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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. (ESEA 1114(b)(2))

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

In the initial stages of our SIP Planning for the 24-25 school year, our SBLT and SAC members reviewed the SIP and provided feedback on the goals that were developed for the upcoming school year. As data was disaggregated from FAST PM 3, our instructional leaders on campus (Admin, MTSS, Magnet Coach, STEM, Teacher Leaders) provided additional input into the goals and action steps as well. Once the plan is finalized, SAC will have the opportunity to review, provide input and ultimately approve our SIP for the 24-25 School Year.

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. (ESEA 1114(b)(3))

Throughout the upcoming school year, we will utilize SIP goal teams that will meet every other month to review SIP goals, collect data that aligns with the goal, and monitor progress toward meeting the goal. We will discuss next steps for implementation and revise the plan as needed to ensure continuous improvement.

D. Demographic Data

2024-25 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
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	63.3%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	80.9%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* BLACK/AFRICAN AMERICAN STUDENTS (BLK)* HISPANIC STUDENTS (HSP) 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>	2023-24: B 2022-23: B* 2021-22: C 2020-21: 2019-20: C

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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	
Absent 10% or more school days	0	9	7	17	13	9				55
One or more suspensions	0	0	0	1	0	0				1
Course failure in English Language Arts (ELA)	0	0	0	0	2	0				2
Course failure in Math	0	0	0	0	4	0				4
Level 1 on statewide ELA assessment	0	0	0	6	3	14				23
Level 1 on statewide Math assessment	0	0	0	5	9	13				27
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, 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 2024-25

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	1	2	5	9	8				25

Current Year 2024-25

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	1	2	5	9	8					25
Students retained two or more times	0	0	0	0	0					0

Prior Year (2023-24) 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		16	12	17	4	13				62
One or more suspensions			1		3	2				6
Course failure in ELA					2					2
Course failure in Math					1	3				4
Level 1 on statewide ELA assessment					14	26				40
Level 1 on statewide Math assessment					15	20				35
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators			2	4	7	17				30

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	1								3
Students retained two or more times										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

Please note that 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 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	62			55	54	53	53	55	56
ELA Grade 3 Achievement **	68			73	54	53			
ELA Learning Gains	58						57		
ELA Learning Gains Lowest 25%	44						42		
Math Achievement *	63			63	61	59	59	51	50
Math Learning Gains	59						60		
Math Learning Gains Lowest 25%	50						29		
Science Achievement *	55			55	62	54	59	62	59
Social Studies Achievement *								65	64
Graduation Rate								57	50
Middle School Acceleration								52	52
College and Career Readiness									80
ELP Progress					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)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	57%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	459
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
57%	62%	51%	46%		52%	60%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 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.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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	39%	Yes	1	
Black/African American Students	39%	Yes	4	
Hispanic Students	69%	No		
Multiracial Students	80%	No		
White Students	86%	No		
Economically Disadvantaged Students	45%	No		
2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	45%	No		
Black/African	35%	Yes	3	

2022-23 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%
American Students				
Hispanic Students	77%	No		
Multiracial Students	76%	No		
White Students	87%	No		
Economically Disadvantaged Students	37%	Yes	1	

2021-22 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	23%	Yes	3	1
English Language Learners				
Native American Students				

2021-22 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%
Asian Students				
Black/African American Students	35%	Yes	2	
Hispanic Students	77%	No		
Multiracial Students	74%	No		
Pacific Islander Students				
White Students	80%	No		
Economically Disadvantaged Students	42%	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. (pre-populated)

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	62%	68%	58%	44%	63%	59%	50%	55%					
Students With Disabilities	35%	45%	36%	25%	41%	55%	36%						
Black/African American Students	36%	52%	42%	36%	38%	39%	42%	28%					
Hispanic Students	70%	58%	67%		87%	61%		71%					
Multiracial Students	100%		80%		79%	60%							
White Students	89%	95%	71%		89%	83%		86%					
Economically Disadvantaged Students	45%	60%	46%	39%	45%	48%	45%	30%					

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	55%	73%			63%			55%					
Students With Disabilities	33%	67%			39%			42%					
Black/African American Students	25%	41%			40%			33%					
Hispanic Students	74%				79%								
Multiracial Students	76%				76%								
White Students	86%	92%			86%			83%					
Economically Disadvantaged Students	31%	42%			43%			33%					

2021-22 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.
All Students	53%		57%	42%	59%	60%	29%	59%		
Students With Disabilities	16%		38%	33%	16%	27%	13%	15%		
English Language Learners										
Native American Students										
Asian Students										
Black/African American Students	28%		46%	42%	37%	42%	23%	27%		
Hispanic Students	74%				79%					
Multiracial Students	73%		64%		79%	80%				
Pacific Islander Students										
White Students	81%		75%		84%	79%		83%		
Economically Disadvantaged Students	37%		49%	43%	42%	49%	24%	47%		

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.

Data for 2023-24 had not been loaded to CIMS at time of printing.

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?

A data component goal that showed the most improvement relates to Goal 1: Instructional Practice specifically relating to Benchmark-aligned Instruction. Our overall ELA proficiency scores show the most improvement and increased by 7% when compared to the prior year. Overall, our school is outperforming the district and state ELA proficiency by 3% and 8 % respectively. Furthermore, our ELA subgroups improved, with the greatest increases in proficiency coming from our ESE and Black/African American students at 6% and 7% respectively.

Through Professional Development and collaborative structures, teachers were able to deepen understanding of the Florida's B.E.S.T. standards and benchmarks to improve student outcomes. Teachers used state benchmarks and district curricular materials to create a common foundation of standards-aligned, rigorous expectations for all students.

Lowest Performance

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

We continue to struggle with overall proficiency of our SWD and black students in both math and reading. For our SWD population, we continue to struggle with providing appropriate scaffolds toward accessing grade level content. Intervention time must be utilized to close learning gaps while core instruction scaffolds help them to reach proficiency on grade level standards. Our African American subgroup needs to be provided with engaging curriculum that ignites their interests and maintains engagement in the tasks they are asked to complete. Instructional staff must utilize teaching strategies that align with high engagement for all students.

Greatest Decline

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

Our math and SSA proficiency have remained the same between this year and prior. While some subgroup performance data within our math and SSA shows increased proficiency, further work is

needed to differentiate via small group instruction, better align intervention curriculum, and monitor these interventions with fidelity.

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.

The data component that had the greatest gap when compared to the state average was the ELA performance of our 5th grade students. When compared to the state average of 55%, our 5th graders scored 4% below. While 5th grade did outperform the state average in ELA and science, it was just by 1 %. Overall, Grade 5 has the lowest levels of proficiency when compared to the other grade levels.

There have been personnel shifts in 5th grade over the past two years, which can contribute to inconsistencies and impeded student performance. We are working to stabilizing this team and create a cohesive environment to positively impact student outcomes.

EWS Areas of Concern

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

1. Absence rate of 10% or more for rising 4th graders.
2. Absence rate of 10% or more for rising 5th graders.

Highest Priorities

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

1. Improved Instructional Practice relating to **Benchmark-aligned Instruction**.
2. Improved Instructional Practice leading to **Differentiated Instruction**.
3. Implementation of an Intervention structure with fidelity.
4. Science Proficiency
5. Black and ESE proficiency and learning gains.

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

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

Our primary focus will be to deepen understanding of the Florida's B.E.S.T. standards and benchmarks as a non-negotiable for improving student outcomes. We will utilize state benchmarks, district curricular materials and teacher written curriculum to create a common foundation of standards-aligned, rigorous expectations for all students.

Standards-based data (PM data, common assessments, walkthrough data, etc.) collected from the 2023-2024 school year demonstrates a need for relevant, engaging tasks aligned to grade level benchmarks in ELA and mathematics. Teachers need support and intentional planning time to provide students with consistent opportunities to actively engage with benchmark-aligned tasks.

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.

Overall proficiency in English Language Arts will increase 6% (from 62% to 68%), as measured by the state assessment, PM3.

Grade 3 proficiency in ELA will increase 3% (from 68 to 72%) as measured by the PM3 FAST assessment.

Proficiency in Mathematics will increase 6% (from 63% to 70%), as measured by the state assessment.

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.

Progress in each subject area will be monitored using:

- Common unit assessments analyzed during Professional Learning Communities (PLCs) & SBLT
- State Progress Monitoring assessments

- Administrator Walkthroughs
- High quality professional development
- Common instructional planning and implementation
- Exit Tickets

Person responsible for monitoring outcome

Angela Lewis (lewisang@pcsb.org), Carly Bartlett (bartlettca@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

We will implement standards aligned tasks that promote reasoning and problem solving in Math courses. In ELA teachers will increase skills in Identifying critical content (Marzano & Toth) and Teacher clarity (Hattie, Fisher, Frye). In order for teachers to be successful with the above interventions, they need to be familiar with the benchmarks, vertical articulation and student data.

Rationale:

By shifting from Routine tasks to Reasoning tasks in math, students are engaged in high-cognitive demand tasks with multiple solution pathways. Effective teaching of mathematics engages students in solving and discussing tasks that promote mathematical reasoning and problem solving and allow multiple entry points and varied solution strategies. Effective Mathematics Teaching Practices (Principles to Actions, NCTM 2014) In ELA, as teachers become more skilled in this strategy, they will see remarkable changes in students' abilities to process and understand new content because they are able to 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.

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:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Collaborative Planning

Person Monitoring:

Angela Lewis (lewisang@pcsb.org), Carly Bartlett (bartlettca@pcsb.org)

By When/Frequency:

This action step will begin starting in August and continue throughout the year.

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

Teachers and administrators will engage in Collaborative Planning (during or after school) utilizing the Best Instructional Guide to Mathematics (B1G-M) to support Implementation of the B.E.S.T. Standards and other instructional initiatives to analyze the benchmarks, access prior knowledge of related topics, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards. This will be followed by scheduling and facilitating ongoing mathematics topic planning sessions by grade level, using district provided resources and the PCS effective planning protocol.

Action Step #2

Professional Development

Person Monitoring:

Angela Lewis (lewisang@pcsb.org), Carly Bartlett (bartlettca@pcsb.org)

By When/Frequency:

This action step will begin starting in August and continue throughout the year.

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

Teachers and administrators will participate in regular structures to collaborate, engage in ongoing professional development, and develop understanding in PLC's to support the Florida B.E.S.T. Standards and promote strong alignment between standard, target and task in all subject areas.

Action Step #3

Use of District/State Instructional Resources

Person Monitoring:

Angela Lewis (lewisang@pcsb.org), Carly Bartlett (bartlettca@pcsb.org)

By When/Frequency:

This action step will begin starting in August and continue throughout the year.

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

In ELA, we will utilize state and district resources (such as the BEST ELA Standards, Primary Pink Pages, and PCS Gold Document) to synthesize the benchmarks, benchmark clarifications, and appendices to fully understand prior knowledge, the expected outcomes and the full weight of the standards. As we do this, we will also continue to deepen understanding of the vertical progression and standards design in order to understand what students are expected to master.

Action Step #4

Use of Complex Text

Person Monitoring:

Angela Lewis (lewisang@pcsb.org), Carly Bartlett (bartlettca@pcsb.org)

By When/Frequency:

This action step will begin starting in August and continue throughout the year.

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

Teachers and administrators provide ALL students with consistent opportunities to engage in complex, grade-level content and activities aligned to the rigor of the standard/benchmark.

Action Step #5

Formative and Common Assessments

Person Monitoring:

Angela Lewis (lewisang@pcsb.org), Carly Bartlett (bartlettca@pcsb.org)

By When/Frequency:

This action step will begin starting in August and continue throughout the year.

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

Teachers, administrators and additional resource staff will monitor student data (exit tickets, common assessments and state PM data) as a springboard for planning and a tool for reflection.

Area of Focus #2

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

Instructional Practice specifically relating to Differentiation**Area of Focus Description and Rationale**

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

Instructional staff will understand and utilize grade level, class, and individual student data to plan whole and small group instruction that meets the varied needs of all learners. We will intentionally monitor small group instruction to ensure instruction is designed and implemented according to evidence-based principles and student's needs.

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.

Overall Learning Gains in English Language Arts will increase 6% (from 58% to 64%), as measured by the state assessment, PM3.

Overall Learning Gains in Mathematics will increase 6% (from 60% to 66%), as measured by the state assessment, PM3.

Learning Gains of the L25 in English Language Arts will increase 6% (from 44% to 50%), as measured by the state assessment, PM3.

Learning Gains of the L25 in Mathematics will increase 6% (from 50% to 56%), as measured by the state assessment, PM3.

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.

Progress in each subject area will be monitored using:

- Common unit assessments, Exit Tickets, and other classroom Formative Assessment tools will be analyzed during Professional Learning Communities (PLCs)
- State Progress Monitoring assessments
- Administrator Walkthroughs
- High quality professional development
- Common instructional planning and implementation

Person responsible for monitoring outcome

Angela Lewis (lewisang@pcsb.org), Carly Bartlett (bartlettca@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Math: -Use and connect mathematical representations -Facilitate meaningful discourse -Pose purposeful questions -Build procedural fluency from conceptual understanding -Support productive struggle in learning mathematics -Elicit and use evidence of student thinking -Use of data to differentiated instruction -Reteaching Plans -Small Group Instruction
ELA: -Explicit and systematic instruction -Scaffolded instruction -Corrective feedback -Use of data to differentiated instruction -Reteaching Plans -Small Group Instruction

Rationale:

Math: -Using & connecting mathematical representations to deepen the understanding of math concepts and procedures. -Facilitating mathematical discourse to build a shared understanding of ideas by analyzing & comparing student approaches/arguments. -Posing purposeful questions -Assesses/advances students' reasoning and sense making about mathematical ideas/relationships. -Building procedural fluency from conceptual understanding, which enables students to become skillful in solving problems. -Supporting the productive struggle in learning mathematics, which will allow students to grapple with mathematical ideas/relationships. -Eliciting and using evidence of student thinking, which assesses progress toward understanding to adjust instruction that supports and extends learning. -Monitoring for learning and providing real-time feedback.
ELA: -Explicit systematic instructional practice assists students in learning content, skills, or concepts to include: -Establishing clear learning goals/objectives in student friendly language. -Gradual Release Model. -Student work samples and exemplars. -Monitoring for learning and providing real-time feedback. -Differentiate of content, process, product, and learning environment.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Instructional Supports

Person Monitoring:

Angela Lewis (lewisang@pcsb.org), Carly Bartlett (bartlettca@pcsb.org)

By When/Frequency:

This action step will begin starting in August and continue throughout the year.

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

Ensure instructional supports are in place for all students during core instruction and intervention, based on data, including supports for students with exceptional needs, English Language supports, students approaching proficiency as well as extensions/more advanced tasks for students above benchmark.

Action Step #2

Higher Order Thinking Questions

Person Monitoring:

Angela Lewis (lewisang@pcsb.org), Carly Bartlett (bartlettca@pcsb.org)

By When/Frequency:

This action step will begin starting in August and continue throughout the year.

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

Strengthen student inquiry skills through the implementation and monitoring of routine use of higher-level thinking through questioning, discussion activities, problem solving activities, and/or collaborative student-led small groups.

Action Step #3

Classroom Walkthroughs

Person Monitoring:

Angela Lewis (lewisang@pcsb.org), Carly Bartlett (bartlettca@pcsb.org)

By When/Frequency:

This action step will begin starting in August and continue throughout the year.

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

Utilize walkthrough data to provide feedback to individual teachers and assess intervention fidelity as well as communicate and highlight evidence-based practices in small group instruction that are impacting student achievement with the entire staff.

Action Step #4

Data Analysis in PLC's

Person Monitoring:

Angela Lewis (lewisang@pcsb.org), Carly Bartlett (bartlettca@pcsb.org)

By When/Frequency:

This action step will begin starting in August and continue throughout the year.

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

Implement a plan for identifying students not meeting benchmarks, including targeted instruction, and frequently monitoring progress to mitigate gaps early.

Action Step #5

Collaborative Planning

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

Angela Lewis (lewisang@pcsb.org), Carly Bartlett (bartlettca@pcsb.org) This action step will begin starting in August and continue throughout the year.

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

Collaborative team planning for specific intervention which could look like Walk to Read, Walk to Math, or other evidence-based effective strategies.

Area of Focus #3

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

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

Our primary focus will be to deepen the understanding of the Florida's State Academic Standards for Science (FSASS – previously named NGSSS) as a non-negotiable for improving student outcomes. Standards-based data (SSA data, unit assessments, Exit Tickets, common assessments, walkthrough data, etc.) collected from the 2023-2024 school year demonstrate a need for relevant, engaging tasks aligned to grade level standards in science. Teachers need support in providing students with consistent opportunities to actively engage with benchmark-aligned tasks.

Measurable Outcome

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

Proficiency in Science will increase 11% (54% to 65%), as measured by the state science assessment.

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.

Progress in science will be monitored using:

- Daily/weekly Exit tickets.
- Unit assessments that will be written by the STEM Coordinator, in combination with district assessments, and analyzed during Professional Learning Communities (PLCs).
- Administrator Walkthroughs.
- High quality professional development.
- Common instructional planning and implementation.
- Implementation of labs with fidelity.
- Push-in supporting with STEM Coordinator for classroom instruction and lab.

Person responsible for monitoring outcome

Mary Krause (krausema@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

• Teacher Clarity (Hattie, 0.75 effect size) • Prior Ability (Hattie, 0.82 effect size)

Rationale:

•Teacher Clarity: It is important for teachers to have clear intentions and success criteria in mind when presenting science content throughout our engineering curriculum. Teachers also need to provide effective feedback. To do this, there needs to be a clear understanding of the learning goals that are aligned to the standards. Understanding the depth and breadth of the standards will support this work. With our specialized engineering curriculum teachers need to be aware of the extent of the standards, teach to those standards, and maintain pacing. • Prior Ability: Activating and integrating prior knowledge is one of the most powerful teaching strategies. It is important to slow down, ask our students what they already know and make important connections to what is to come. Understanding the scope and sequence of the science standards will provide teachers a larger picture of learning - past, present, and future.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Collaborative Planning

Person Monitoring:

Mary Krause (krausema@pcsb.org)

By When/Frequency:

Beginning in August and continuing throughout the year.

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

During collaborative planning that occurs within school hours or after-school planning sessions, teachers will work to synthesize the benchmarks, study benchmark clarifications, and review content limits to fully understand the expected outcomes that carry the full weight of the standards. While working through their understanding of the standards, teachers will pull out critical vocabulary terms for their units of study. A school-wide initiative for vocabulary review will be rolled out.

Action Step #2

Standards Articulation

Person Monitoring:

Mary Krause (krausema@pcsb.org)

By When/Frequency:

Beginning in August and continuing throughout the year.

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

During collaborative planning sessions, teachers will engage in vertical standards articulation to gain a deeper understanding of prior knowledge and future learning to support students' holistic understanding of the Big Ideas in science.

Action Step #3

Intergration of Science and Engineering

Person Monitoring:

Mary Krause (krausema@pcsb.org)

By When/Frequency:

Beginning in August and continuing throughout the year.

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

Administrators, in addition to STEM and Magnet Coordinators, will work with grade level teams to create, edit, and build unit lessons that integrate our Engineering Magnet program and the Florida State Academic Standards for Science. Consider using some district resources that will enhance our engineering curriculum. This curriculum writing will also include coding and robotics integration.

Action Step #4

Use of Formative Assessments

Person Monitoring:

Mary Krause (krausema@pcsb.org)

By When/Frequency:

Beginning in August and continuing throughout the year.

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

Exit Tickets will be updated to a format that challenges students thinking – using charts, tables, graphs and multi-layered questions. Learning probes will be utilized at the beginning and end of the unit so a full cycle of learning is reflected and can be analyzed to determine next steps. Unit Assessments will be built in Performance Matters that align with our units and allow for data collection. District assessments will also be utilized when appropriate.

Area of Focus #4

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**

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

According to our PM3 data results from the 23-24 school year, there was a ten percent increase of our Black/African American students scoring proficient on FAST ELA (35%), and three percent decrease in Math (37%), and of the forty-four Black/African American students who completed the SSA, only 27% demonstrated proficiency, which is down by six percent from the prior year.

The gap is occurring because we need to ensure small group instruction and daily targeted intervention is implemented and in alignment with evidence-based practices to close the learning gaps for our Black/African American students.

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.

At the end of the 24 - 25 school year our Black/African American students will increase proficiency by 10% in ELA, Math, and Science on the FAST PM3 and SSA assessments.

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.

Progress will be monitored using:

- Common unit assessments analyzed during Professional Learning Communities (PLCs).
- State Progress Monitoring assessments.
- Administrator Walkthroughs.
- High quality professional development.
- Common instructional planning and implementation.
- Implementation of targeted interventions.

Person responsible for monitoring outcome

Angela Lewis (lewisang@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Explicit and direct instruction; multi-sensory approach to all learning; utilize a systematic approach for the delivery of instruction. We will also celebrate students' growth with regards to goal setting and academic progress to encourage the use of high-yield strategies and ensure continuous academic growth.

Rationale:

Multi-sensory instruction uses visual, auditory, kinesthetic-tactile modalities in acquisition of reading skills. Direct and explicit instruction includes modeling of the skills along with guided practice until mastery is achieved; direct explanations and clearly explained skills comprises explicit instruction; teachers are clear, unambiguous, direct and visible—until students meet mastery. Systematic

instruction includes breaking lessons into sequential and manageable steps that go from simple to complex. According to Feldman, 2019 in Grading for Equity it states, "Students need to know how to set a goal, to identify where they stand in relation to that goal, plan how to reach it, to assess resources that help them to traverse that distance, to respond to formative feedback, and to accurately self-assess, to reflect, and to continuously refine and improve actions until the goal is reached." This allows them to take ownership of their learning in order to become intrinsically motivated.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Goal Setting

Person Monitoring:

Angela Lewis (lewisang@pcsb.org)

By When/Frequency:

Beginning in August and continuing throughout the year.

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

Implement goal setting opportunities where students regularly and visibly participate in setting their own goals, monitoring their academic progress throughout the year, revising their goals based on data, and celebrating successes.

Action Step #2

Analysis of Student Performance Data

Person Monitoring:

Angela Lewis (lewisang@pcsb.org)

By When/Frequency:

Beginning in August and continuing throughout the year.

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

Look at data and classroom instruction from a lens of equity, using the expertise from the Equity Champions. During data chats with teachers, make sure that the breakdown of student performance includes that of black students. Discuss with teachers strategies that can be used to meet the needs of diverse learners.

Action Step #3

Instructional Practices

Person Monitoring:

Angela Lewis (lewisang@pcsb.org)

By When/Frequency:

Beginning in August and continuing throughout the year.

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

Implement instructional practices in classrooms such as cooperative and small group settings, music

and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of diverse materials and resources.

Action Step #4

Classroom Walkthroughs

Person Monitoring:

Angela Lewis (lewisang@pcsb.org)

By When/Frequency:

Beginning in August and continuing throughout the year.

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

Utilize walkthrough data to provide feedback to individual teachers as well as communicate and highlight evidence-based practices in small group instruction that are impacting student achievement with the entire staff.

Action Step #5

Instructional Routines

Person Monitoring:

Angela Lewis (lewisang@pcsb.org)

By When/Frequency:

Beginning in August and continuing throughout the year.

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

Ensure instructional routines are in place to support effective small group intervention, targeted interventions, and opportunities to reteach based on data.

Area of Focus #5

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)**Area of Focus Description and Rationale**

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

According to our PM3 data results from the 23-24 school year, only 31% of our SWD scored a proficient level on the FAST assessment in ELA and 35% were proficient in math. Additionally, our PM3 data reflects that 57% of SWD made learning gains in math while 35% made learning gains in ELA. We need to prioritize utilizing interventions and differentiation strategies that match student need and grade level demands while ensuring connections between VE Resource and classroom teacher.

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.

At the end of the 24-25 school year 40% of our SWD will score proficient in both ELA and Math on FAST PM3.

At the end of the 24-25 school year 50% of our SWD will make learning gains in ELA and 60% will make learning gains in math.

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.

Progress monitoring:

- Common unit assessments analyzed during Professional Learning Communities (PLCs)
- Class Data Wall with ESE students marked analyzed during grade level SBLT time
- State Progress Monitoring assessments
- Administrator Walkthroughs
- High quality professional development
- Common instructional planning and implementation

Person responsible for monitoring outcome

Angela Lewis (lewisang@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Collaborative Team Time, PLC & SBLT- Time dedicated to thoughtful reflection of ESE data and planning for scaffolds and differentiation. Evidence-based intervention practices specific to the needs of each student, scaffolded to and above the benchmarks and to meet IEP goals.

Rationale:

ESE students require remediation and skill development in order to meet the BEST standards through intervention and appropriate scaffolding of grade level material.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Progress Monitoring

Person Monitoring:

Tipton Coffman (coffmant@pcsb.org)

By When/Frequency:

Beginning in August and continuing throughout the

year.

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

Utilize classroom and progress monitoring data to reflect on student development toward grade level proficiency and assess whether interventions are appropriate and effective.

Action Step #2

Classroom Walkthroughs

Person Monitoring:

Tipton Coffman (coffmant@pcsb.org)

By When/Frequency:

Beginning in August and continuing throughout the year.

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

Utilize walkthrough data to provide feedback to individual teachers and to assess intervention fidelity, as well as communicate and highlight evidence-based practices in small group instruction that are impacting student achievement with the entire staff.

Action Step #3

Implementation of IEP Goals

Person Monitoring:

Tipton Coffman (coffmant@pcsb.org)

By When/Frequency:

Beginning in August and continuing throughout the year.

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

Utilize multiple sources of data to design instruction and progress monitoring that aligns with the students' IEP goals.

Action Step #4

Metacognitive Strategies

Person Monitoring:

Tipton Coffman (coffmant@pcsb.org)

By When/Frequency:

Beginning in August and continuing throughout the year.

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

Utilize metacognitive strategies into content-based instruction to teach students critical memory and engagement strategies they can use to attain and access grade level content.

Action Step #5

Co-Planning

Person Monitoring:

Tipton Coffman (coffmant@pcsb.org)

By When/Frequency:

Beginning in August and continuing throughout the year.

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

Provide opportunities for ESE and gen ed teachers to co plan for differentiated instruction and support delivery of services.

IV. Positive Culture and Environment

Area of Focus #1

Other

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.

By the end of the 24-25 school year of the 145 Office Discipline referrals, 73% of those referrals belong to Black/African Americans and 27% to nonblack students. The top three referral incidents include physical conflict, fight (minor), and disruption of class/campus. Office Disciplinary Referrals result in time spent out of class which also affects our academic achievement data for our Black/African subgroup.

The gap is occurring because there is a cultural mismatch between students and staff, there is a need to explicitly teach school-wide Tier 1 Behavior Expectations, and we must enhance the use of restorative practices. We will continue the work that was started last year that focuses on emotional regulation and fostering positive relationships between and among staff, students, and families. The first few days of school will focus on teaching common lessons around our Tier 1 Behavior Expectations, and we will develop our work with equity and restorative practices to promote positive relationships between teachers and students.

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 the end of the 24-25 school year, we will reduce the number of Black/African American students receiving at least one referral to by 20% and non-black by 10% as measured by discipline data provided in Data Analytics.

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.

We will monitor Office Discipline Referrals in Child Study Meetings (CST) meetings that focused on discipline.

The MTSS Coach and Behavior Specialist & Admin will monitor this discipline in Data Analytics.

Weekly CST-Discipline meetings will be held, and Interventions will be in place to monitor.

Person responsible for monitoring outcome

Angela Lewis (lewisang@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

We will decrease our Office Discipline referrals by clearly teaching Tier 1 behavior expectations, building class community and utilizing restorative practice strategies, and Tier 2 and Tier 3 behavior interventions with fidelity.

Rationale:

When students are provided with clear behavior expectations and opportunities to correct behavior and restore relationships (teacher to student and student to student), then they will feel a part of a community and become more encouraged focus on and accomplish academic success.

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 #1**

Explicit Teaching of Tier 1 Behavior Expectations

Person Monitoring:

Carly Bartlett (bartlettca@pcsb.org), Kiwanis
Baines (bainesk@pcsb.org)

By When/Frequency:

Bi-Weekly

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

The PBIS Team will lead implementation of beginning of the year lesson plans for explicitly teaching Tier 1 Behavior Expectations to include examples and nonexamples. These behavioral curriculum lesson plans will teach common area expectations from the behavior matrix that use a variety of teaching strategies and will include reboot lessons (extended and holiday breaks). The lesson plans will teach students' school wide expectations - what those expectations look like, sound like, and feel like. Lesson plans will be scheduled and taught simultaneously; school wide.

Action Step #2

Analysis of Discipline Data

Person Monitoring:

Carly Bartlett (bartlettca@pcsb.org), Kiwanis
Baines (bainesk@pcsb.org)

By When/Frequency:

Bi-Weekly

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

CST- Discipline school-wide discipline data will be analyzed by CST biweekly. The Behavior Specialist will prepare a report and interventions will be put in place and/or monitored, including the strong use of Minor Infraction Tracking forms.

Action Step #3

Class Community

Person Monitoring:

Carly Bartlett (bartlettca@pcsb.org), Kiwanis
Baines (bainesk@pcsb.org)

By When/Frequency:

Weekly

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

All classroom teachers will conduct daily morning meetings/community building circles or class meetings to establish a “culture of care” to focus on positive relationships, interactions, sharing class responsibility, growing empathy, establishing use of “I” statements to express feelings, demonstrating and practicing active listening and use of affective language. Staff will utilize an inquiry stance to collect data on the state of relationships in their classrooms and identify small changes that can be made with individual students to increase trust and positive interactions.

Action Step #4

PBIS Committee

Person Monitoring:

Carly Bartlett (bartlettca@pcsb.org), Kiwanis
Baines (bainesk@pcsb.org)

By When/Frequency:

Monthly

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

PBIS team will meet monthly and continue school-wide roll-out of updated PBIS plan including information and practices from Conscious Discipline to improve school climate and culture. Equity Champions will be involved in these meetings to ensure all items are looked at through an equity lens.

Action Step #5

Building Relationships via Mentorship

Person Monitoring:

Carly Bartlett (bartlettca@pcsb.org), Kiwanis
Baines (bainesk@pcsb.org)

By When/Frequency:

Monthly

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

Students will engage in mentorship opportunities to further encourage their over academic, social, and emotional development.

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 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. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

We will hold an annual Title I schoolwide meeting at the beginning of the year to initially share the SIP plan and SWP with stakeholders. Throughout the year, we will hold monthly meetings during SAC to update all families on progress toward our SIP goals. At the start of the second semester a more formal State of the School meeting will be held to provide an update on progress toward all of our SIP goals. Parents will be provided opportunities to give input in the development and decision-making process of all Title I activities related to 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 and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

We will hold curriculum events throughout the year to welcome parents to campus and educate parents on state benchmarks and grade level work and expectations. We will provide them with resources, so they are able to support their child at home. We will also hold student led conferences to help families gain a better understanding of where their child is performing. Information will be sent home with children as well as posted on our social media and school website. Information will also be shared through the leadership teams weekly calls and emails. The leadership and staff of Douglas Jamerson Elementary have a strong belief in the importance of parental involvement and therefore are flexible with times and days for parent involvement events and include mornings and evenings as well as different days of the week for family meeting/events. We will request flexibility with PTA to

schedule some meetings through a virtual platform such as Microsoft Teams, so parents can participate from home or work if needed. Douglas Jamerson Elementary School will make the Parent and Family Engagement Plan (PFEP) available to parents in all languages represented at the school site upon request. A hard copy of the PFEP will be housed in the "Parent Station" located in the front office and will be copied upon parent request. Written communication may be requested to be translated in languages other than English. Upon parent request, a translator will be made available at parent meetings and in the school office to provide translation services to ensure that parents are able to fully participate in parent meetings. American Sign Language (ASL) translation services will also be made available upon parent request. Written and oral communication will be provided for parents in English and Spanish upon request. Translators will be available at all parent meetings and in the school office to provide translation services to ensure that parents are able to fully participate in parent meetings. If other languages are needed, the school will ask the District's ESOL Department to provide translation services. The English Language Survey results will be used to determine the number and specific needs for translations into a language other than English. Copies of all translated agendas, flyers, handouts, etc. will be kept on file.

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. (ESEA Section 1114(b)(7)(ii))

- Utilize the MTSS coach to train and support teachers in data analysis and implementation of effective interventions.
- MTSS and hourly teachers will work with teams to closely monitor the progress of L25 students and identify interventions that are successful.
- Teams will plan for standards aligned, engaging, Tier 1 instruction.
- Staff will further their work with Conscious Discipline and implement morning meetings with emphasis on improving emotional regulation.
- Conscious Discipline Coach will train teachers and parents monthly on effective strategies.
- Utilize the MTSS coach to train and support teachers in deepening knowledge of standards and creating effective lessons.
- MTSS and hourly teachers will work with teams to closely monitor the effects of that planning with L25 students with multi-tiered support for all levels of academic need within the classroom.
- Begin monthly family support sessions with Conscious Discipline trainer.
- Implement monthly teacher trainings and coaching with Conscious Discipline trainer.
- Continue Morning Meetings in each classroom to teach self-regulation strategies.
- Continue whole school implementation of Conscious Discipline language and nine skill areas.
- Increase academic focus in existing family engagement opportunities.

- Host additional curriculum-based night opportunities such as STEM and Math night that increases family understanding of standards and ways they can work with their child at home.

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 ESSA, 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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

We have met with community organizations including local churches to establish partnerships. We resumed Lawyers for Literacy and mentoring opportunities with our most struggling children. We make referrals to Pinellas Support Team for families requesting assistance. We have implemented SNAP lessons and utilized RAP tutors.

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. (ESEA 1114(b)(7)(iii)(I))

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii(V)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

The school improvement budget is built with input from staff, parents, and community members through SIP goal teams and SAC meetings. We look at data to determine the areas of greatest need and where the funds can have the most impact for our school and students. The budget is reviewed monthly and voted on to be updated if needed.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

Resources:

Rationale:

Timeline:

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

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