

Pinellas County Schools

KINGS HIGHWAY ELEMENTARY MAGNET SCHOOL



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

Our Mission is:

Educate and Prepare

Each Student for College, Career and Life

(at least 1 year's growth for each scholar).

Provide the school's vision statement

Our Vision is: 100% Student 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

Garyn Boyd

Position Title

Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #2

Employee's Name

Randria Williams

Position Title

Assistant Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #3

Employee's Name

Amy Baker

Position Title

School Psychologist

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #4

Employee's Name

Joseph Rober

Position Title

MTSS Coach

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #5

Employee's Name

Tawny Baird

Position Title

Library Media Technology Specialist

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #6

Employee's Name

Debra Layton

Position Title

Instructional Coach Math

Job Duties and Responsibilities

No Answer Entered

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.

Leadership team (SBLT) is involved in all aspects of school improvement throughout the school year. This is done during our weekly SBLT meetings.

Teachers are involved in all aspects of school improvement throughout the school year. Input is gathered during weekly PLC's, staff meetings, and surveys.

Students are involved in our SIP process by providing feedback on student experience factors such as events, celebrations, goals, ideas for improvement, likes and dislikes.

Parents and the community are provided opportunities to give input into our SIP focus during SAC, parent / student conferences, at family events, and via surveys.

We used the input from all of our stakeholders to develop our SIP and Title 1 plan.

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))

The SIP goals and action plans will be regularly monitored during our biweekly SBLT meetings, parent meetings when we give "how are we doing" information, grade level team data chats, individual teacher data chats, getting student feedback through the school year, and by surveying all stake holders.

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	88.8%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
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) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: A* 2021-22: A 2020-21: 2019-20: I

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	6	10	9	3	14				42
One or more suspensions	0	1	0	3	4	0				8
Course failure in English Language Arts (ELA)	0	0	0	4	1	0				5
Course failure in Math	0	0	0	5	2	1				8
Level 1 on statewide ELA assessment	0	0	0	2	2	4				8
Level 1 on statewide Math assessment	0	0	0	1	2	3				6
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	0	0	0						0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0					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	0	1	1	1	5				8

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	0	0	0	0	1	0				1
Students retained two or more times	0	0	0	2	0	0				2

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	2	3	1	7	5	3				21
One or more suspensions		2	1	2	1	1				7
Course failure in ELA		7	1	5	1	1				15
Course failure in Math		1	2	9	1	1				14
Level 1 on statewide ELA assessment				8	3	5				16
Level 1 on statewide Math assessment				11	3	5				19
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	4	3	7	8						30

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		10	6	18	17	15				66

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		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

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 *	65			57	54	53	45	55	56
ELA Grade 3 Achievement **	76			61	54	53			
ELA Learning Gains	67						55		
ELA Learning Gains Lowest 25%	67						69		
Math Achievement *	66			64	61	59	57	51	50
Math Learning Gains	73						84		
Math Learning Gains Lowest 25%	87						88		
Science Achievement *	72			67	62	54	77	62	59
Social Studies Achievement *								65	64
Graduation Rate								57	50
Middle School Acceleration								52	52
College and Career Readiness									80
ELP Progress				62	64	59	67		

*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)	N/A
OVERALL FPPI – All Students	72%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	573
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
72%	60%	68%	54%		42%	48%

* 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	47%	No		
Black/African American Students	62%	No		
Hispanic Students	76%	No		
Economically Disadvantaged Students	70%	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	57%	No		
English Language Learners	62%	No		
Black/African American Students	56%	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%
Hispanic Students	61%	No		
White Students	70%	No		
Economically Disadvantaged Students	59%	No		

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	42%	No		
English Language Learners	63%	No		
Native American Students				
Asian Students				
Black/African American Students	62%	No		

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%
Hispanic Students	69%	No		
Multiracial Students				
Pacific Islander Students				
White Students	68%	No		
Economically Disadvantaged Students	67%	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	65%	76%	67%	67%	66%	73%	87%	72%					
Students With Disabilities	42%		29%		46%	71%							
Black/African American Students	59%	69%	68%		57%	58%		58%					
Hispanic Students	74%		71%		70%	88%							
Economically Disadvantaged Students	62%	74%	66%	67%	66%	72%	85%	68%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	57%	61%			64%			67%					62%
Students With Disabilities	50%				63%								
English Language Learners	55%				82%								50%
Black/African American Students	54%	60%			52%			56%					
Hispanic Students	58%				79%								45%
White Students	60%				80%								
Economically Disadvantaged Students	58%	62%			65%			61%					50%

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	45%		55%	69%	57%	84%	88%	77%		
										67%
Students With Disabilities	32%		40%		36%	60%				
English Language Learners	44%		55%		69%	82%				67%
Native American Students										
Asian Students										
Black/African American Students	37%		50%	70%	46%	81%	80%	73%		
Hispanic Students	52%		68%		68%	84%				73%
Multiracial Students										
Pacific Islander Students										
White Students	54%		50%		77%	90%				
Economically Disadvantaged Students	45%		58%	64%	55%	83%	86%	76%		

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?

ELA showed the most improvement this year with an increase from 59% to 65% proficiency.

Our 3rd grade reading proficiency was 76% this year.

We strongly believe that the PELI (Science of Reading) work we are doing in primary and with targeted scholars in 3rd - 5th is making an impact on reading proficiency on FAST.

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 ESE subgroup went from 43% to 33% proficiency in ELA and from 56% to 46% proficiency in Math. This school year we were short a VE teacher and additional intervention support. We had these positions filled last year. That extra human resource provided our ESE scholars with an extra small group in both reading and math in addition to their VE minutes and small groups in core.

Greatest Decline

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

The greatest decline was the ESE subgroup (see above). Our SWD went from 43% to 33% proficiency in ELA and from 56% to 46% proficiency in Math. The human capital was one reason (see above). An additional factor has to do with the increase in the number of students we have with dyslexia and our lack of truly understanding how to meet their needs.

Greatest Gap

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

Our greatest gap was in 5th grade Math with a difference of 6% from the state average.

The factor that contributed to this gap was that our 5th grade scholars really struggled with place value and other number sense skills. We had lots of gaps to fill as well as keep the strugglers progressing in grade level content / standards.

EWS Areas of Concern

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

1. Attendance
2. Number of Level 1 and 2 scholars in ELA and Math

Highest Priorities

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

1. Attendance
2. Continue with the PELI work and the full implementation of Flamingo small group instruction
2. Increase Reading proficiency in our SWD subgroup using researched based interventions and strategies
3. Grow the quantity and quality of writing across all grade levels
4. Increase Social Studies and Science content knowledge across all grade levels

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 ELA

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.

The rationale for this focus area is that 35% of our scholars have not yet reached proficiency on their grade level FAST Reading Assessment. Being on or above grade level proficiency will positively impact the trajectory of our students lives.

Measurable Outcome

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

We will increase proficiency from 65% to 70% on the 24-25 PM 3 Reading FAST 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.

The actions steps for this goal will be monitored by administration attending all PD with the teachers, and by using OPM data, fidelity check data, and classroom walkthrough data.

Person responsible for monitoring outcome

Garyn Boyd

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:

Systematic explicit literacy instruction across all grade levels using resources aligned to the Science of Reading.

Rationale:

Our teachers need to be provided with the tools and knowledge to pinpoint the reasons why a given student is struggling in reading and have the skills necessary to fill in the gaps. They also need to

have the skills necessary to implement literacy instruction that successfully incorporates all aspects of Scarborough's Reading Rope.

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

Teachers and administration will participate in ongoing PD and coaching aligned with the UF Flamingo Literacy instructional model and with the science of reading models.

Person Monitoring:

Garyn Boyd

By When/Frequency:

Teachers and Administrators will complete the second year of this literacy PD by May 30, 2025.

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

The actions steps for this goal will be monitored using OPM data, fidelity check data, and classroom walkthrough data.

Action Step #2

Teachers will conduct explicit small group instruction daily using the Flamingo literacy model.

Person Monitoring:

Garyn Boyd

By When/Frequency:

September 3, 2024

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

The actions steps for this goal will be monitored using OPM data, fidelity check data, and classroom walkthroughs data.

Area of Focus #2

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

Instructional Practice specifically relating to Math

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.

The rationale for this focus area is that 34% of our scholars have not yet reached proficiency on their grade level FAST Math Assessment. It is important that our scholars have the knowledge they need to be successful in middle school mathematics. We need to send them with a strong mathematical foundation.

Measurable Outcome

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

We will increase proficiency from 66% to 70% on the 24-25 PM 3 FAST Math 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.

The actions steps for this goal will be monitored using OPM data, fidelity check data, and classroom walkthrough data.

Person responsible for monitoring outcome

Debra Layton

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:

Systematic and explicit fluency instruction across all grade levels using resources that support best practices for building fact fluency and place value conceptual understanding.

Rationale:

Math fluency contributes to students' ability to solve more difficult problems quicker and more accurately and it builds confidence in students' math ability.

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

Teachers and administrators will participate in ongoing PD that is specific to teaching systematic explicit strategies for increasing mathematical fluency led by our Math Coach.

Person Monitoring:

Debra Layton

By When/Frequency:

By May, 2025

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

The actions steps for this goal will be monitored by administration attending all PD and collaborative

planning with the teachers, as well as by monitoring OPM data, and classroom walkthrough data.

Action Step #2

Teachers and administrators will participate in ongoing PD that is specific to teaching systematic explicit strategies for increasing proficiency in the place value benchmarks led by our Math Coach.

Person Monitoring:

Debra Layton

By When/Frequency:

by May, 2025

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

The actions steps for this goal will be monitored by administration attending all PD and collaborative planning with the teachers, as well as by monitoring district assessment data and classroom walkthrough data.

Action Step #3

Implement the Reveal Diagnostic Assessment

Person Monitoring:

Debra Layton

By When/Frequency:

May, 2025

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

Students will take the unit diagnostic assessments to identify foundational gaps and the teachers will use this data to help plan for the unit. This action will be monitored by administration and the Math coach during collaborative planning.

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.

The rationale for this focus area is that 28% of our scholars have not yet reached proficiency on their grade level State Science Assessment.

Measurable Outcome

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

We will increase proficiency from 72% to 75% on the 23-24 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.

The actions steps for this goal will be monitored by administration participating in collaborative

planning, by monitoring district assessment data and classroom walkthrough data.

Person responsible for monitoring outcome

Garyn Boyd

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:

Focus on content and topic specific vocabulary across all grade levels with the goal of decreasing the knowledge gaps that exists.

Rationale:

Vocabulary plays a crucial role in science because it is at the heart of science learning and knowledge building.

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

Teachers will collaboratively plan to develop activities that build Science content knowledge.

Person Monitoring:

Garyn Boyd

By When/Frequency:

May 30, 2025

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

Teachers will collaboratively plan to develop activities that build Science content knowledge. Specifically, activities that include strategies such as building topic knowledge through read alouds, language comprehension (discussion), gamifying, concept mapping, and sketching, etc. The actions steps for this goal will be monitored using district assessment data, classroom walkthrough data, and by administration participating in science collaborative planning.

Area of Focus #4

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.

Our Students with Disabilities proficiency decreased 10% from 43.8% to 33.3% in ELA. We need to get as many of our ESE scholars to proficiency as possible by the time they go to middle school. This will positively affect their self-esteem in middle school, their ability to successfully navigate grade level texts, as well as give them a positive trajectory for life beyond school.

Measurable Outcome

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

We will increase proficiency in our SWD subgroup from 33.3% to 50% on the 24-25 PM 3 Reading FAST 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.

This area of focus will be monitored using a variety of student data sources including, Phonics Survey and or Dibbles (fluency measure), module assessments (standards based), and Istation. This ongoing data will be kept by the teacher, the student, and reviewed at SBLT.

Person responsible for monitoring outcome

Garyn Boyd

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:

Ensure small group instruction and 1:1 specifically designed instruction is designed and implemented in alignment with evidence-based practices. Our targeted SWD scholars will be assessed for gaps using the Phonics Survey and Dibbles to determine the appropriate intervention. The scholars will then participate in a prescribed based intervention to include UFLI and / or Falmingo.

Rationale:

Our teachers need to be provided with the tools and knowledge to pinpoint the reasons why a given student is struggling in reading and have the skills necessary to fill in the gaps. They also need to have the skills necessary to implement literacy instruction that successfully incorporates all aspects of Scarborough's Reading Rope.

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

VE teacher and interventionists will attend ongoing PD and coaching to increase the fidelity of evidence-based Reading interventions.

Person Monitoring:

Randria Williams

By When/Frequency:

May 30th, 2025

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

This action step will be monitored by administration attending PD with teachers, and by using a variety of student data sources including, Phonics Survey and or Dibbles (fluency measure), module assessments (standards based), and Istation. This ongoing data will be kept by the teacher, the student, and reviewed at SBLT.

Area of Focus #5

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.

The rationale for this focus area is that 42% of our African American scholars have not yet reached proficiency on their grade level FAST Reading Assessment. Research shows that good readers are not always good writers, but good writers are always good readers.

Measurable Outcome

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

We will increase proficiency from 58% to 70% on the 24-25 PM 3 Reading FAST 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.

The actions steps for this goal will be monitored using ongoing writing data, administrator participation in student data chats, and classroom walkthrough data.

Person responsible for monitoring outcome

Garyn Boyd

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:

The actions steps for this goal will be monitored using ongoing Writing data, administrator participation in student data chats, and classroom walkthrough data.

Rationale:

Employing peer coaching within a classroom will help students develop crucial coaching skills such as active listening, asking meaningful questions, and giving and receiving developmental feedback.

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

Students will participate in a peer coaching cycle to grow as writers.

Person Monitoring:

Garyn Boyd

By When/Frequency:

January, 2025

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

Our 4th and 5th grade scholars will participate in peer coaching and editing using a Writing Rubric combined with a self-monitoring goal sheet for the specific areas on the State Writing Assessment.

Area of Focus #6

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

Instructional Practice specifically relating to ELA**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.

This area is focused on 3rd grade ELA proficiency. The rationale for this focus area is that although we exceeded our proficiency goal in the 3rd grade cell (76%), 24% of our scholars have not yet reached proficiency on their grade level FAST Reading Assessment. Being on or above grade level proficiency will positively impact the trajectory of our students lives.

Measurable Outcome

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

We will increase 3rd Grade proficiency from 76% to 81% on the 24-25 PM 3 Reading FAST 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.

This area of focus will be monitored during targeted walk-throughs, and by the participation of administration in grade level collaborative planning and PLC's, where ongoing data such as exit tickets, student work, district standards assessments, and OPM data will be monitored and acted upon.

Person responsible for monitoring outcome

Garyn Boyd

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:

Systematic explicit literacy instruction in 3rd grade using resources aligned to the Science of Reading.

Rationale:

Our teachers need to be provided with the tools and knowledge to pinpoint the reasons why a given student is struggling in reading and have the skills necessary to fill in the gaps. They also need to have the skills necessary to implement literacy instruction that successfully incorporates all aspects of Scarborough's Reading Rope.

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

Our two new third grade teachers will participate in job embedded PD related to whole group and small group reading instruction.

Person Monitoring:

Garyn Boyd

By When/Frequency:

Ongoing during the 24-25 School year

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

Our new 3rd grade teachers will participate in job embedded coaching such as; observing quality ELA instruction at their grade level and participating in debriefs with the teacher they just observed, attending site based Flamingo PD, and participating in grade level collaborative planning facilitated by a teacher leader and administration.

Area of Focus #7

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

Instructional Practice specifically relating to ELA required by RAISE (specific questions)**Grades K-2: Instructional Practice specifically relating to Reading/ELA**

Strategically focus on K-2 teachers and instruction, where acceleration can occur more rapidly, by ensuring equitable use of resources including instructional supports, school-based professional development, cycles of coaching, and feedback.

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.

Strategically focus on K-2 teachers and instruction, where acceleration can occur more rapidly, by ensuring equitable use of resources including instructional supports, school-based professional development, cycles of coaching, and feedback.

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

No Answer Entered

Grades K-2: Measurable Outcome(s)

We will increase proficiency in K-2 from 48% to 60% on the 24-25 PM 3 Reading FAST Assessment.

Grades 3-5: Measurable Outcome(s)

No Answer Entered

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 actions steps for this goal will be monitored by administration attending all PD with the teachers,

and by using OPM data, fidelity check data, and classroom walkthrough data.

Person responsible for monitoring outcome

Garyn Boyd

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:

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

Rationale:

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

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

School Literacy Leadership teams support the full implementation of the Pinellas Early Literacy Initiative in grades VPK-2

Person Monitoring:

Garyn Boyd

By When/Frequency:

Ongoing

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

School Literacy Leadership teams support the full implementation of the Pinellas Early Literacy Initiative in grades VPK-2 by participating in PELI PD, debriefing and planning with the PELI coach weekly, by participating in collaborative planning for small group Flamingo instruction, and by conducting walk throughs with the PELI coach and PELI supervisor.

Action Step #2

School Literacy Leadership Teams are meeting regularly to look at data to make informed decisions about what professional learning and supports need to be in place to maximize student growth in reading.

Person Monitoring:

Garyn Boyd

By When/Frequency:

Ongoing

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

School Literacy Leadership Teams are meeting regularly to look at data to make informed decisions about what professional learning and supports need to be in place to maximize student growth in reading. PD will be scheduled and implemented with administration and other members of the Literacy Leadership Team in attendance.

IV. Positive Culture and 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.

Research shows that students perform better and are more likely to succeed when they show up. Poor attendance can create learning gaps. This can lead to students feeling overwhelmed and subsequently missing more school due to this stress or anxiety.

Measurable Outcome

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

We intend to decrease the number of scholars who have less than 90% average daily attendance by 50% from 42 to 21 scholars for the 24-25 school year.

Monitoring

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

This area of focus will be monitored by administration and the school social worker at our bi-weekly Child Study Team meetings. Research shows that student perform better and are more likely to success when they are in school.

Person responsible for monitoring outcome

Robyn Royall

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 implement new Tier 1 strategies to motivate scholars to attend school and to keep them off the targeted list that include student experiences that are generated from our scholars themselves.

Rationale:

Research shows that providing students with a voice and choice motivates them to want to be in school and it helps create a sense of belonging and community.

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**

Increase Student Experience to Increase Attendance

Person Monitoring:

Garyn Boyd

By When/Frequency:

May, 2025

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

1. Students will participate in an interest survey at the beginning of the school year. 2. Student interest data will be used to develop Tier 1 student experiences. 3. CST will disaggregate attendance data and share it with SBLT monthly. 4. SBLT will develop attendance graphs for each grade level to post.

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.

No Answer Entered

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))

No Answer Entered

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))

No Answer Entered

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))

No Answer Entered

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.

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

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

No

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