

Pinellas County Schools

NORTH SHORE ELEMENTARY 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

North Shore Elementary is a family-oriented community that provides a safe and positive environment to spark a lifelong love of learning.

Provide the school's vision statement

The Vision of North Shore Elementary 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

Heidi Bockover Goldstein

Position Title

Principal

Job Duties and Responsibilities

- Oversees the school and Instructional Leadership Team
- Facilitated professional development and the MTSS process
- Oversees all budgets, SAC, PTA, Family Engagement, CST
- Teacher Evaluations
- Monitors all academics using data chats and walk-through tools
- Facilitates the School Leadership Team and School Improvement Plan

Leadership Team Member #2

Employee's Name

Amy Stewart

Position Title

Assistant Principal

Job Duties and Responsibilities

- Learning Specialist
- Instructional Walk-throughs
- Teacher evaluations
- Testing Coordinator
- MTSS Team Member
- CST Member
- School-based Leadership Team Member

Leadership Team Member #3

Employee's Name

Barbie Paetzold

Position Title

5th Grade Teacher

Job Duties and Responsibilities

- 5th Grade Self-contained teacher
- Team Leader
- Member of our School-based Leadership Team
- Pro-ed Facilitator
- Safety Patrol Facilitator

Leadership Team Member #4

Employee's Name

Dawn Mehaffey

Position Title

4th Grade Teacher

Job Duties and Responsibilities

- 5th Grade Self-contained teacher
- Team Leader
- Member of our School-based Leadership Team

Leadership Team Member #5

Employee's Name

Bekah Edmondson

Position Title

3rd Grade Teacher

Job Duties and Responsibilities

- 3rd Grade Self-contained teacher
- Team Leader
- Member of our School-based Leadership Team

Leadership Team Member #6

Employee's Name

Faith Graham

Position Title

2nd Grade Teacher

Job Duties and Responsibilities

- 2nd Grade Self-contained teacher
- Team Leader
- Member of our School-based Leadership Team

Leadership Team Member #7

Employee's Name

Angelique Niendorf

Position Title

1st Grade Teacher

Job Duties and Responsibilities

- 1st Grade Self-contained teacher
- Team Leader
- Member of our School-based Leadership Team

Leadership Team Member #8

Employee's Name

Diana Rojas

Position Title

Kindergarten Teacher

Job Duties and Responsibilities

- Kindergarten Grade Self-contained teacher
- Team Leader
- Member of our School-based Leadership Team

Leadership Team Member #9

Employee's Name

Tracy Leskanic

Position Title

Advanced Academics

Job Duties and Responsibilities

- KG-5th Grade Advanced Academics Teacher
- Member of our School-based Leadership Team

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.

The School Improvement Plan is developed with input from School-Based Leadership Team (SBLT), SIP Goal Managers, and School Advisory Council. There is a minimum of one person on SBLT from each grade level team / PLC. Data and information are articulated vertically and horizontally between teams.

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))

SIP Teams meet monthly to review goals and revise action steps as needed using the four-step problem-solving model to identify subgroups and individual students in need of additional support.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY KG-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	42.9%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	76.0%
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)* ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK)* HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: C 2022-23: C* 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	1	24	16	23	18	13	0	0	0	95
One or more suspensions	0	0	2	0	2	0	0	0	0	4
Course failure in English Language Arts (ELA)	0	0	0	1	0	0	0	0	0	1
Course failure in Math	0	0	0	2	1	0	0	0	0	3
Level 1 on statewide ELA assessment	0	0	0	3	14	9	0	0	0	26
Level 1 on statewide Math assessment	0	0	0	8	20	16	0	0	0	44
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	2	1	8	9	14	0	0	0	34

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	2	2	0	3	0	1	0	0	0	8
Students retained two or more times	0	0	0	0	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	31	21	20	26	14	33				145
One or more suspensions		2	1		2	1				6
Course failure in ELA				18	3	2				23
Course failure in Math				8						8
Level 1 on statewide ELA assessment				26	19	20				65
Level 1 on statewide Math assessment				27	16	23				66
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)				46						112

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				21	10	15				46

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				10						10
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 *	53			47	54	53	53	55	56
ELA Grade 3 Achievement **	53			50	54	53			
ELA Learning Gains	54						58		
ELA Learning Gains Lowest 25%	38						54		
Math Achievement *	53			52	61	59	48	51	50
Math Learning Gains	48						64		
Math Learning Gains Lowest 25%	43						50		
Science Achievement *	62			49	62	54	43	62	59
Social Studies Achievement *								65	64
Graduation Rate								57	50
Middle School Acceleration								52	52
College and Career Readiness									80
ELP Progress	45			39	64	59	64		

*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	51%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the FPPI	404
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
51%	50%	54%	43%		51%	53%

* 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	26%	Yes	3	2
English Language Learners	45%	No		
Black/African American Students	32%	Yes	4	
Hispanic Students	62%	No		
Multiracial Students	45%	No		
White Students	66%	No		
Economically Disadvantaged Students	39%	Yes	2	

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	22%	Yes	2	1
English Language Learners	39%	Yes	1	
Black/African American Students	24%	Yes	3	1
Hispanic Students	52%	No		
Multiracial Students	50%	No		
White Students	61%	No		
Economically Disadvantaged Students	30%	Yes	1	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	36%	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%
English Language Learners	43%	No		
Native American Students				
Asian Students				
Black/African American Students	34%	Yes	2	
Hispanic Students	50%	No		
Multiracial Students	43%	No		
Pacific Islander Students				
White Students	69%	No		
Economically Disadvantaged Students	45%	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	53%	53%	54%	38%	53%	48%	43%	62%					45%
Students With Disabilities	11%	7%	35%	31%	20%	35%	38%	29%					
English Language Learners			30%			60%							
Black/African American Students	23%	19%	44%	33%	23%	37%	44%	36%					
Hispanic Students	59%		69%		59%	62%							
Multiracial Students	40%				50%								
White Students	67%	70%	57%		67%	52%		81%					
Economically Disadvantaged Students	31%	32%	46%	41%	33%	38%	37%	57%					

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	47%	50%			52%			49%					39%
Students With Disabilities	21%	22%			21%			25%					
English Language Learners	33%				33%								50%
Black/African American Students	21%	24%			24%			25%					
Hispanic Students	46%				65%			45%					
Multiracial Students	50%				50%								
White Students	60%	58%			63%			62%					
Economically Disadvantaged Students	26%	24%			38%			30%					

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.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	53%		58%	54%	48%	64%	50%	43%					64%
Students With Disabilities	40%		50%	27%	30%	44%	38%	20%					
English Language Learners	17%		40%		25%	70%							64%
Native American Students													
Asian Students													
Black/African American Students	20%		42%	42%	18%	56%	50%	8%					
Hispanic Students	44%		61%		36%	58%							
Multiracial Students	50%		40%		33%	50%							
Pacific Islander Students													
White Students	72%		68%		69%	73%		64%					
Economically Disadvantaged Students	36%		49%	58%	29%	54%	53%	14%					67%

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?

The data component which showed the most improvement was in the area of Science. Our scores grew from 47% in 2023 to 62% proficiency in 2024.

The action steps we contribute to this growth was a concentrated effort of infusing science standards into ELA, an after-school Science in a Snap program which was well attended by our 5th grade students, and intense data analysis of beginning of the year and mid-year science diagnostic assessment results to determine which science standards students did not fully understand to re-teach throughout the year.

Lowest Performance

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

Learning gains among our L25 continue to be our lowest performance component and our primary area of focus in ELA.

We saw a 14 point drop in L25 gains in ELA from 54% in 2022 to 40% in 2024.

Contributing factors include lack of consistency with student-centered instruction and standards-based instruction with rigor.

We need to increase time on task reading grade-level text, engaging in discussion, and increase writing with feedback. We need more emphasis on foundational skills, with high-quality feedback and opportunities to use that feedback.

We need to focus on VPK and kindergarten early literacy, as well as provide the necessary resources to intermediate grades to provide targeted instruction to students lacking foundational skills.

We also need to consistently assess (formally and informally) and analyze data in PLCs to inform instruction in whole group, small group, and one-to-one instruction.

Greatest Decline

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

Based on spring 2024 FAST data all our cells grew from 2023 to 2024. The area with the smallest amount of growth is our math proficiency from 52% in 2023 to 53% in 2023.

Contributing factors include a lack of consistency with student-centered instruction, standards-based instruction with rigor and productive struggle provided.

We need to consistently use Purposeful Questions, Number Routines, and multiple forms of assessment to inform instruction (Unit Assessments, Exit Tickets, MFAS, Illustrative Mathematics tasks, and/ or “in the moment” student work analysis). We will also use student work to guide the analysis of student learning.

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 following are the grade level gaps for both 2024 FAST ELA and Math in comparison to the state average:

- 3rd grade ELA was 54% proficient compared to 55% state average
- **3rd grade Math was 49% proficient compared to 61% state average - 13 point gap**
- **4th grade ELA was 48% proficient compared to 53% state average - 14 point gap**
- 4th grade Math was 45% proficient compared to 58% state average
- 5th grade ELA was 51% proficient compared to 55% state average
- 5th grade Math was 55% proficient compared to 56% state average.

The data shows a 13 point gap between North Shore Elementary 3rd grade math and a 14 point gap for 4th grade math.

The contributing factors for the 13 point gap in third grade include the following:

- Team-teaching in third grade where a long-term substitute was in place for the permanent teacher who was out on maternity leave who had limited math experience.
- Lack of consistency with student-centered instruction and standards-based instruction with rigor and an increase of productive struggle at the grade level standards limits.

The contributing factors for the 14 point gap in fourth grade include the following:

- 2 of the 3 team members were new to fourth grade this year.
- Lack of consistent collaborative planning and sharing between team members.
- Lack of consistency with student-centered instruction and standards-based instruction with rigor and an increase of productive struggle at the grade level standards limits.

EWS Areas of Concern

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

An area of concern in ESW is the number of Level 1 students in ELA and Math. Based on 2024 FAST data. We have 29 Level 1 students in ELA and 22 Level 1 students in Math. The grade level breakdown is as follows:

- 3rd grade ELA - 13 Level 1 students
- 3rd grade Math - 6 Level 1 students
- 4th grade ELA - 10 Level 1 students
- 4th grade Math - 6 Level 1 students
- 5th grade ELA - 6 Level 1 students
- 5th grade Math - 10 Level 1 students

We will assign a staff mentor to these students in August and create an action plan to close the gap.

Students in grades 3-5 not making learning gains based on the 2024 FAST Data will work with staff members in small groups based on their specific area on need to help close gaps. There will be a focus in grades 1-3 to increase reading accuracy to help support the intermediate grades as students progress through their learning.

A second area of concern is attendance. We have 153 students below the 90% in KG - 5th grade.

The Child Study Team will meet with these students and reach out to their families in August. Building a strong home school connection will be the best indicator of student success.

Highest Priorities

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

This year, as North Shore Elementary continues its journey to an "A" school, our highest priorities to increase student achievement will be to focus on teacher clarity through collaborative planning, adaptable groupings based on student data and in the moment formative assessments and student learning environment

Teacher **Clarity** through collaborative planning:

- What am I learning today? The Learning Target
- Why am I learning this? The Relevance
- How do I know I learned it? The Success Criteria
- "You will know you are successful when you have a hook, central idea, and supporting details..."
- Monitoring the Learning with Feedback: Providing meaningful in the moment feedback to move

student's learning forward.

Adaptable Groupings

- Differentiation within and outside of the core
- Pop-up Small Groups: Quick, in a flash, pop in and teach, pop out and give students time to work on the independent task, then circle back.
- Intervention Groups: Make the plan, work the plan, and shuffle the plan monthly.

Environment

- Learning Targets & Anchors on current content
- Productive Struggle
- Student work posted and celebrated
- Visible goal setting and data tracking

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.

Deepen understanding of the Florida's B.E.S.T./FSASS for ELA, Math and Science as a non-negotiable for improving student outcomes. Benchmark-aligned instruction collected from the 2023-24 school year showed students performing below grade level in Math, ELA, and Science because of a lack of consistency in task aligned to grade-level appropriate standards, lack of opportunities for students to engage in rigorous problem-solving tasks, and a need utilize data to plan for instruction.

Based on spring 2024 ELA FAST data:

- Primary grades showed a need in Foundational Skills/Language Craft and Structure in kindergarten, and Foundational Skills and reading accuracy for 1st and 2nd-grade students.
- 3rd grade needs to focus on Reading Across Genres and Vocabulary, specifically Comparative Reading.
- 4th and 5th grades need to focus on Reading Across Genres.
- In addition, 5th grade needs to concentrate on Reading Prose and Poetry.

We also see Vocabulary Acquisition and Use as a need in kindergarten - 5th grade. Contributing factors include a lack of consistency with student-centered instruction and standards-based instruction with rigor. We need to increase time on task reading grade-level text, engaging in discussion, and writing with feedback. We need more emphasis on foundational skills with high-quality feedback, and opportunities to use that feedback.

Based on spring FAST Math data

- 3rd grade needs to focus on Number Sense and Additive Reasoning as well as, Multiplicative Reasoning.
- 4th-grade students need to focus on Number Sense and Operations with Whole Numbers.
- 5th-grade students need on Number Sense and Operations with Whole Numbers.

Contributing factors include lack of consistency with student-centered instruction and standards-based instruction with rigor. We need to consistently use Purposeful Questions, Number Routines, and multiple forms of assessment to inform instruction (Unit Assessments, Exit Tickets, MFAS, Illustrative Mathematics tasks). We will also use student work to guide the analysis of learning.

Based on 5th grade SSA, Nature of Science is our focus in kindergarten - 5th grade. Contributing factors include a lack of consistency with the scientific method, experiment variables, and empirical evidence. We need to focus on standards articulation in vertical PLC's.

Based on 2024 FAST Data within our ESSA Subgroups:

- Black subgroup was 24% proficient in ELA.
- Black subgroup was 22% proficient in Math.
- Multi-racial subgroup was 33% proficiency in ELA.
- Multi-racial subgroup was 42% proficiency in Math.
- ESE subgroup was 13% proficient in ELA.
- ESE subgroup was 19% proficient in Math.
- ELL subgroup was 21% proficient in ELA.
- ELL subgroup was 36% proficient in Math.
- ED subgroup was 32% proficient in ELA.
- ED subgroup was 30% proficient in Math.

Contributing factors include the need for increased professional development associated with utilizing a multi-sensory, direct, explicit way of teaching and specially designed instruction.

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.

Our current level of performance:

ELA proficiency increased from 49% in 2023 to 53% proficiency in 2024.

Math proficiency decreased from 55% in 2023 to 53% proficiency in 2024.

Our 5th grade Science proficiency increased from 49% in 2023 to 62% proficient in 2024.

Our 3rd grade stand-alone proficiency increased from 47% in 2023 to 53% in 2024.

Overall proficiency in ELA will increase from 53% to 60%, as measured by State Progress Monitoring Assessment, PM3.

Overall proficiency in Math will increase from 53% to 60%, as measured by State Progress Monitoring Assessment, PM3.

Overall proficiency in Science will increase from 62% to 65%, as measured by State Progress

Monitoring Assessment, PM3

Overall proficiency for third grade will increase from 53% to 60% as measured by the ELA PM3 FAST Assessments.

Based on 2024 FAST Data our goal is to increase each of our subgroups proficiency to 41% or more by the 2025 PM3 FAST Assessment:

- Black subgroup will increase from 24% proficient in ELA to 41% proficiency.
- Black subgroup will increase from 22% proficient in Math to 41% proficiency.
- Multi-racial subgroup will increase from 33% proficient in ELA to 41% proficiency.
- ESE subgroup will increase from 13% proficient in ELA to 41% proficiency.
- ESE subgroup will increase from 19% proficient in Math to 41% proficiency.
- ELL subgroup will increase from 21% proficient in ELA to 41% proficiency.
- ELL subgroup will increase from 36% proficient in Math to 41% proficiency.
- ED subgroup will increase from 32% proficient in ELA to 41% proficiency.
- ED subgroup will increase from 30% proficiency in Math to 41% proficiency.

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, Instructional Practice specifically related to Benchmark-aligned Instruction, will be monitored by FAST Assessment (Florida Assessment of Student Thinking.)

In addition, we will also monitor progress towards our goals using:

- Formative Assessments for each subject area
- Benchmark and Diagnostic Assessments for ELA, Math and Science
- ISIP
- On Demand monthly iStation Assessments
- DreamBox
- Weekly Targeted Data Chats in grade-level PLCs
- Monthly Tier 1 SBLT meetings with all team leaders
- Monthly Tier 2 and Tier 3 SBLT meetings with all team leaders to review PSWs for academics/behavior
- ELFAC
- Running Records
- Walk-through data

Person responsible for monitoring outcome

Heidi Bockover, Principal

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:

1. Gain a deep understanding of the B.E.S.T./FSASS as a non-negotiable for improving student outcomes. 2. Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles. 3. Celebrate students' growth with regard to goal setting and academic progress to encourage the use of high-yield strategies and ensure continuous academic growth.

Rationale:

We are still deepening our understanding of the B.E.S.T. Standards (Benchmarks for Excellent Student Thinking) and continue to will use the B.E.S.T. Standards for all instruction. School-wide focus on aligning the level of rigor to standard-based instruction, as it relates to teacher clarity and instructional delivery of tasks, and assessments while addressing unfinished learning in ELA, Math, and Science. Teacher Clarity: When focusing on Teacher Clarity, it is important for teachers to have clear intentions and success criteria in mind when presenting science content. Teachers also need to be able to provide effective feedback on and for learning.

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

Teacher Clarity

Person Monitoring:

Heidi Bockover, Principal

By When/Frequency:

daily/weekly/ongoing

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

Through weekly grade level collaborative planning, instructional staff will use state and district resources (such as the BEST ELA Standards, PCS Gold Documents, the B1G-M (Best Instructional Guide for Mathematics) and the MTR's) to engage in data/student work analysis as well as intellectual prep and lesson rehearsal including planning for scaffolds that address gaps in student learning with a focus on: What am I learning today? The Learning Target Why am I learning this? The Relevance How do I know I learned it? The Success Criteria "You will know you are successful when you have a hook, central idea, and supporting details..." Monitoring the Learning with Feedback: Providing meaningful in the moment feedback to move student's learning forward.

Action Step #2

Adaptable Groupings

Person Monitoring:

Heidi Bockover, Principal

By When/Frequency:

daily/weekly/ongoing

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

Implement a plan for identifying and supporting students not meeting benchmark, including targeted instruction to include adaptable groupings to differentiate within and outside of the core, hold Pop-up Small Groups (Quick, in a flash, pop in and teach, pop out and give students time to work on the independent task, then circle back), and hold planned for Intervention Groups (Make the plan, work the plan, and shuffle the plan monthly or sooner, if needed).

Action Step #3

Student Environment

Person Monitoring:

Heidi Bockover, Principal

By When/Frequency:

daily/weekly/ongoing

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

Cultivate a trusting and motivating student learning environment where curiosity, improvement and risk-taking is valued. Learning Targets & Anchor Charts on current content supports learning, productive Struggle with grade level standards instruction is encouraged, student work posted and celebrated and visible goal setting and data tracking is evident and expected.

Area of Focus #2

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)**Area of Focus Description and Rationale**

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.

North Shore Elementary has been identified for ATSI for the 2024-25 school year for the areas of Black Students.

Standards-based data collected from the 2023-24 school year showed students performing below grade level in Math, ELA, and Science with a lack of consistency in task aligned to grade-level appropriate standards.

Students are not provided consistent opportunities to be successful with standards-aligned tasks, and teachers have limited effective teaching methods to support learning.

Our current level of performance for our students in our Black ESSA Subgroup is:

24% of our Black ESSA Subgroup were proficient ELA.

22% of our Black ESSA Subgroup were proficient in Math

31% of our Black ESSA Subgroup were proficient in Science

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.

Black Student Proficiency in ELA will increase from 24% to 41% or higher, as measured by State Progress Monitoring Assessment.

Black Student Proficiency in Math will increase from 22% to 41% or higher, as measured by State Progress Monitoring Assessment.

Black Student Proficiency in Science will increase from 31% proficient to 41%, as measured by State Progress Monitoring 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 by FAST Assessment (Florida Assessment of Student Thinking.)

In addition, we will monitor progress towards our goals using:

- Formative Assessments for each subject area
- Benchmark and Diagnostic Assessments for ELA, Math and Science
- ISIP
- DreamBox
- Targeted Data Chats
- ELFAC
- Running Records
- Walk-through data

Person responsible for monitoring outcome

Heidi Bockover, Principal

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 and monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles.

Rationale:

Standards-based data (FAST, common assessments, walk-through, etc.) collected from the 2023-24 school year showed that our Black Students performing below grade level in ELA and Math with a

lack of consistency in tasks.

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

Small Group Instruction

Person Monitoring:

Heidi Bockover, Principal

By When/Frequency:

daily/weekly/ongoing

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

Provide Professional Development on Specifically Designed Instruction to help close gaps and monitor the use of appropriate practices and scaffolding to ensure students' needs are met.

Action Step #2

Specially Designed Instruction

Person Monitoring:

Heidi Bockover, Principal

By When/Frequency:

daily/weekly/ongoing

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

Utilizing Title I funding, we have hired an MTSS support person to provide intensive supports and mentoring to our students identified in this ESSA Subgroup to close gaps.

Action Step #3

Goal Setting

Person Monitoring:

Amy Stewart, Assistant Principal

By When/Frequency:

ongoing

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.

Area of Focus #3

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.

North Shore Elementary has been identified for ATSI for the 2024-25 school year for the areas of Students with Disabilities (SWD).

Standards-based data collected from the 2023-24 school year showed students performing below grade level in Math, ELA, and Science with a lack of consistency in task aligned to grade-level appropriate standards.

Students are not provided consistent opportunities to be successful with standards-aligned tasks, and teachers have limited effective teaching methods to support learning.

Our current level of performance for our students in our SWD ESSA Subgroup is:

13% of our SWD Subgroup were proficient ELA.

19% of our SWD Subgroup were proficient in Math

33% of our SWD Subgroup were proficient in Science

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.

- SWD Student Proficiency in ELA will increase from 13% to 41% or higher, as measured by State Progress Monitoring Assessment.
- SWD Student Proficiency in Math will increase from 19% to 41% or higher, as measured by State Progress Monitoring Assessment.
- SWD Student Proficiency in Science will increase from 33% proficient to 41%, as measured by State Progress Monitoring 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 by FAST Assessment (Florida Assessment of Student Thinking.)

In addition, we will monitor progress towards our goals using:

- Formative Assessments for each subject area
- Benchmark and Diagnostic Assessments for ELA, Math and Science
- ISIP
- DreamBox
- Targeted Data Chats

- ELFAC
- Running Records
- Walk-through data

Person responsible for monitoring outcome

Heidi Bockover, Principal

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:

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

Rationale:

ESE students require mediation and skill development in order to meet the BEST standard through collaborative planning and appropriate scaffolding of grade level material alongside the gen. ed teacher and to provide timely support for increase in proficient performance.

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:

Heidi Bockover, Principal

By When/Frequency:

daily/weekly/ongoing

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

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

Action Step #2

Goal Setting

Person Monitoring:

Amy Stewart, Assistant Principal

By When/Frequency:

ongoing

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.

Area of Focus #4

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

ESSA Subgroups specifically relating to English Language Learners (ELL)

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.

North Shore Elementary has been identified for ATSI for the 2024-25 school year for the area of ELL Students.

Standards-based data collected from the 2023-24 school year showed students performing below grade level in Math, ELA, and Science with a lack of consistency in task aligned to grade-level appropriate standards.

Students are not provided consistent opportunities to be successful with standards-aligned tasks, and teachers have limited effective teaching methods to support learning.

Our current level of performance for our students in our ELL ESSA Subgroup is:

21% of our ELL Subgroup were proficient ELA.

36% of our ELL ESSA Subgroup were proficient in Math

33% of our ELL ESSA Subgroup were proficient in Science

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.

ELL Student Proficiency in ELA will increase from 21% to 41% or higher, as measured by State Progress Monitoring Assessment.

ELL Student Proficiency in Math will increase from 36% to 41% or higher, as measured by State Progress Monitoring Assessment.

ELL Student Proficiency in Science will increase from 33% proficient to 41%, as measured by State Progress Monitoring 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 by FAST Assessment (Florida Assessment of Student Thinking.)

In addition, we will monitor progress towards our goals using:

- Formative Assessments for each subject area
- Benchmark and Diagnostic Assessments for ELA, Math and Science
- ISIP
- DreamBox
- Targeted Data Chats
- ELFAC
- Running Records
- Walk-through data

Person responsible for monitoring outcome

Heidi Bockover, Principal

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:

Establish and implement processes that create a system of support for ELs.

Rationale:

As schools become more organized and focused on developing its own philosophy and a system of support for delivering EL services, they will see remarkable positive change in students' performance and sense of belonging, as well as remarkable positive changes in the ability and capacity of staff to service the students in appropriate ways.

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

Testing Accommodations

Person Monitoring:

Amy Stewart, Assistant Principal

By When/Frequency:

ongoing

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

Create a plan for each student coded LY and LF to receive appropriate testing accommodations starting day one for each assessment; create a plan for monitoring.

Action Step #2

Schedule for Bilingual Associate

Person Monitoring:

Amy Stewart, Assistant Principal

By When/Frequency:

ongoing

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

Create a schedule for the Bilingual Assistant to directly support standards-based instruction for ELs.

Action Step #3

Goal Setting

Person Monitoring:

Amy Stewart, Assistant Principal

By When/Frequency:

ongoing

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 #4

Specially Designed Instruction

Person Monitoring:

Amy Stewart, Assistant Principal

By When/Frequency:

ongoing

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

Utilizing Title I funding, we have hired an MTSS support person to provide intensive supports and mentoring to our students identified in this ESSA Subgroup to close gaps.

Action Step #5

On grade level, rigorous instruction

Person Monitoring:

Amy Stewart

By When/Frequency:

ongoing

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

Provide grade-level appropriate comprehensible instruction appropriate to the level of English language proficiency through appropriate universal (built into core lesson), supplemental (additional and differentiated), and alternative (outside of the core) supports and interventions. This will help address the root cause of underperformance: access to grade-level, rigorous instruction.

Area of Focus #5

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

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

- Strategically focus on fully implementing the Pinellas Early Literacy Initiative in all VPK-2 classrooms 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

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

- Strategically focus on 3-5 teachers and instruction by ensuring equitable use of resources including instructional supports, school-based professional development, cycles of coaching, and feedback. In grades 3-5, 53% of the students scored at or above proficiency.

Grades K-2: Measurable Outcome(s)

Overall ELA proficiency in grades K-2 will increase by 10% or more as measured by State Progress Monitoring.

Grades 3-5: Measurable Outcome(s)

Overall ELA proficiency in grades 3-5 will increase by 10% or more as measured by State Progress Monitoring.

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, Instructional Practice specifically related to Benchmark-aligned Instruction, will be monitored by FAST Assessment (Florida Assessment of Student Thinking.)

In addition, we will also monitor progress towards our goals using:

- Formative Assessments for each subject area
- Benchmark and Diagnostic Assessments for ELA, Math and Science

- ISIP
- On Demand monthly iStation Assessments
- DreamBox
- Weekly Targeted Data Chats in grade-level PLCs
- Monthly Tier 1 SBLT meetings with all team leaders
- Monthly Tier 2 and Tier 3 SBLT meetings with all team leaders to review PSWs for academics/behavior
- ELFAC
- Running Records
- Walk-through data

Person responsible for monitoring outcome

Heidi Bockover, Principal

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 that each student reads connected text every day to support reading accuracy, fluency and comprehension.

Rationale:

To develop literacy, students need instruction in two related sets of skills: foundational reading skills and reading comprehension skills. Employing the evidence-based strategies and action steps will enable students to read words, 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

Professional Learning - Book Study

Person Monitoring:

Heidi Bockover

By When/Frequency:

First Quarter - weekly

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

Teacher in VPK through 3rd grade will participate in a weekly Book Study using the book, 7 Mighty

Moves, by Lindsey Kemeny. We will focus on a critical areas of foundational reading—from the most efficient ways to teach phonemic awareness and phonics to the most effective ways to boost comprehension.

Action Step #2

Literacy Leadership

Person Monitoring:

Heidi Bockover, Principal

By When/Frequency:

ongoing

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

The School-based Literacy Leadership Team will meet regularly to look at data to make informed decisions about what supports need to be in place to maximize student growth in reading. Regular data chats will be held to monitor growth towards goals in ELA. In addition, we will hold a Title I Literacy Night during Semester 1 to support home to school connections and provide families with evidence-based skills and strategies to support their learners at home.

Action Step #3

Literacy Leadership

Person Monitoring:

Amy Stewart, Assistant Principal

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 support the full implementation of the Pinellas Early Literacy Initiative in grades VPK-2. It is an expectation that all VPK-2 classrooms support their learners in the six components of reading (phonemic awareness, phonics, fluency, oral language, comprehension and vocabulary) through explicit systematic, and sequential approach to reading instruction, including multi-sensory intervention strategies outlined in the Pinellas Early Literacy Initiative. In addition, all KG-2nd grade classrooms will utilize UFLI to support their learners and close gaps.

Area of Focus #6

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

ESSA Subgroups specifically relating to Economically Disadvantaged Students (FRL)

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.

North Shore Elementary has been identified for ATSI for the 2024-25 school year for the areas of Economically Disadvantaged Students.

Standards-based data collected from the 2023-24 school year showed students performing below grade level in Math, ELA, and Science with a lack of consistency in task aligned to grade-level appropriate standards.

Students are not provided consistent opportunities to be successful with standards-aligned tasks, and teachers have limited effective teaching methods to support learning.

Our current level of performance for our students in our ELL ESSA Subgroup is:

32% of our ED Subgroup were proficient ELA.

30% of our ED ESSA Subgroup were proficient in Math

52% of our ED ESSA Subgroup were proficient in Science

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.

- ED Student Proficiency in ELA will increase from 32% to 41% or higher, as measured by State Progress Monitoring Assessment.
- ED Student Proficiency in Math will increase from 30% to 41% or higher, as measured by State Progress Monitoring Assessment.
- ED Student Proficiency in Science will increase from 52% proficient to 60%, as measured by State Progress Monitoring 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 by FAST Assessment (Florida Assessment of Student Thinking.)

In addition, we will monitor progress towards our goals using:

- Formative Assessments for each subject area
- Benchmark and Diagnostic Assessments for ELA, Math and Science
- ISIP
- DreamBox
- Targeted Data Chats
- ELFAC
- Running Records
- Walk-through data

Person responsible for monitoring outcome

Heidi Bockover, Principal

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:

Monitor whole group and small group instruction to ensure instruction is designed and implemented to support increased Teacher Clarity (Hattie, 0.75 effect size) and Classroom Discussion with productive struggle (Hattie, 0.82 effect size).

Rationale:

Teacher Clarity: When focusing on Teacher Clarity, it is important for teachers to have clear intentions and success criteria in mind when presenting science content. Teachers also need to be able to provide effective feedback on and for learning. 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. Classroom Discussion: Classroom discussion is a method of teaching, that involves the entire class in a discussion. The teacher stops lecturing and students get together as a class to discuss an important issue. Classroom discussion allows students to improve communication skills by voicing their opinions and thoughts. Teachers also benefit from classroom discussion as it allows them to see if students have learned the concepts that are being taught. Moreover, a classroom discussion creates an environment where everyone learns from each other.

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:

Amy Stewart, Assistant Principal

By When/Frequency:

ongoing

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

Student-led Conferences

Person Monitoring:

Amy Stewart, Assistant Principal

By When/Frequency:

Semester 2

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

Implement student-led conferences to allow students to share their academic goals and their progress with family members.

Area of Focus #7

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

ESSA Subgroups specifically relating to Multiracial Students (MUL)

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.

North Shore Elementary has been identified for ATSI for the 2024-25 school year for the areas of Multiracial Students.

Standards-based data collected from the 2023-24 school year showed students performing below grade level in Math, ELA, and Science with a lack of consistency in task aligned to grade-level appropriate standards.

Students are not provided consistent opportunities to be successful with standards-aligned tasks, and teachers have limited effective teaching methods to support learning.

Our current level of performance for our students in our Multiracial ESSA Subgroup is:

33% of our Multiracial ESSA Subgroup were proficient ELA.

42% of our Multiracial ESSA Subgroup were proficient in Math

40% of our Multiracial ESSA Subgroup were proficient in Science

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.

Multiracial Student Proficiency in ELA will increase from 33% to 41% or higher, as measured by State Progress Monitoring 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 by FAST Assessment (Florida Assessment of Student Thinking.)

In addition, we will monitor progress towards our goals using:

- Formative Assessments for each subject area
- Benchmark and Diagnostic Assessments for ELA, Math and Science
- ISIP

- DreamBox
- Targeted Data Chats
- ELFAC
- Running Records
- Walk-through data

Person responsible for monitoring outcome

Heidi Bockover, Principal

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 and monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles.

Rationale:

Standards-based data (FAST, common assessments, walk-through, etc.) collected from the 2023-24 school year showed that our Multiracial Students performing below grade level in ELA with a lack of consistency in tasks.

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

Specially Designed Small Group Instruction

Person Monitoring:

Heidi Bockover, Principal

By When/Frequency:

ongoing

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

Utilizing Title I funding, we have hired an MTSS support person to provide intensive supports and mentoring to our students identified in this ESSA Subgroup to close gaps.

Action Step #2

Goal Setting

Person Monitoring:

Heidi Bockover, Principal

By When/Frequency:

ongoing

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.

IV. Positive Culture and Environment**Area of Focus #1**

Multiple Early Warning Signs

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.

Based on the Early Warning Systems collected from the 2023-2024 school year displays 153 students that are absent more than 10% of the time. This Early Warning Indicator can directly impact student achievement, therefore student engagement and positive behavior strategies will be implemented to increase student attendance and decrease other affected early warning indicators.

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.

Increase overall student attendance rates and decrease number of students that are absent more than 10% of the time from 145 students to 70.

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.

In order to monitor the desired outcome, the Child Study Team (CST) will meet twice a month to monitor student attendance rates and monitor students with Early Warning Indicators. Necessary steps will be made to reach out to families regarding attendance, including but not limited to phone calls, letters, and celebratory correspondence with attendance rates increase. In addition, data chats and PLCs with instructional staff members will be utilized to measure this desired outcome.

Person responsible for monitoring outcome

Erica Ferro, School Social Worker

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:

Positive behavior strategies implemented within the classroom to increase connections and relationships to empower students to increase attendance rates. PLCs among staff members to analyze and disaggregate the data for students with multiple Early Warning Indicators.

Rationale:

This strategy was selected to improve student attendance rates and support students with multiple Early Warning Indicators while ultimately increasing the positive learning experience for all students.

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**

Attendance Goal Setting

Person Monitoring:

Heidi Bockover, Principal

By When/Frequency:

Quarterly

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 academic, behavior and attendance goals throughout the year, revising goals based on data and celebrating successes.

Action Step #2

Calendar SBLT/CST Meeting

Person Monitoring:

Erica Ferro, School Social Worker

By When/Frequency:

ongoing

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

Calendar out SBLT meeting with invites to team leads for both SBLT meetings and CST meetings. This will provide a platform for discussions regarding select students who need attendance supports.

Action Step #3

Attendance Codes

Person Monitoring:

Kelly Taylor, DMT

By When/Frequency:

Daily

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

Monitor attendance coding in FOCUS for accuracy and assign a front office staff member to change attendance codes based on parent communication via phone/email.

Action Step #4

Parent Communication

Person Monitoring:

Erica Ferro, School Social Worker

By When/Frequency:

Bi-weekly

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

Teachers will be the first point of contact with parents/guardians when a child is absent for 3 or more days. The parent contact attempt should be entered into the FOCUS parent log. These logs will be monitored during CST meetings when addressing students with accumulated absences.

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.

Our School Improvement Plan and our Title I Plan will be shared with North Shore Elementary Families in the following ways:

Title I Plan

- will be shared during our Annual Title I Meeting scheduled in September
- on our school website - <https://www.pcsb.org/northshore-es>
- in our weekly "News from the Castle" family newsletter
- Title I Station located in the main office

SIP

- SIP will be shared during an advertised SAC meeting
- the SIP one-pager will be sent home with all families
- the SIP will be posted on our school website
- the SIP one-pager will be in our weekly "News from the Castle" family

Our school website is: <https://www.pcsb.org/northshore-es>

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 foster strong relationships with feeder day cares to support a seamless transition between preschool/kindergarten. Throughout the year, we invite families utilizing these day care centers to join us for parent/family events (Fall Festival, Ready, Set, Kindergarten and Discovery Tours).

North Shore is proud to share that we have relatively few behavior incidents and referrals. We believe this is due to having consistent school-wide positive behavior processes/procedures in place to support all students. A full-time behavior specialist and student services team help to provide individualized student and teacher support, as needed.

Our students and staff will follow our "Guidelines for Success" which are embedded in all things North Shore! Daily "Dragon Fire" is shared on the announcements to spotlight students, teachers and classes.

North Shore is a family-oriented school, and we love to have parents on campus! We invite parents to join us for our Monthly Knights in the Courtyard where we celebrate students for academic and social accomplishments throughout each specific month. Students are also celebrated each month for having perfect attendance. They earn a brag tag, are announced on the morning news and in our "News from the Castle" Newsletter. Families are invited to participate in weekly Family Friday Lunches held in the courtyard and Walking Club.

We have a strong core of parents who help in our garden, mentor students, help out in classrooms and go on field trips. Our parents, teachers, students and staff work as a family and is what makes North Shore a special and unique place to learn and grow.

We will communicate with parents via the agenda, School Messenger, various social media platforms and our school "News from the Castle" weekly newsletter. We will make every reasonable effort to provide our parents with information in an understandable language and format.

Our Parent and Family

Engagement Plan (PFEP) is located on our website <https://www.pcsb.org/northshore-es>, at our Title I Parent Station, and you may request a complete copy by contacting Heidi Bockover Goldstein (bockovergoldsteinh@pcsb.org).

Our school website is: <https://www.pcsb.org/northshore-es>

Plans to Strengthen the Academic Program

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

- BEST Standards implementation with fidelity in all grade levels and on-going professional development.
- Provide Title I targeted support for students in our ESSA Subgroups (ELL and Black) in grades 3-5.
- Identify students are invited and encouraged to participate in extended learning opportunities before and after school.
- Formative Assessments following lesson to be analyzed to determine next steps in instruction.
- Walk-throughs and fidelity checks with feedback
- Monthly grade level data chats are scheduled to help monitor student progress towards goals, identify areas of concern and facilitate differentiated instruction to close gaps in learning.
- School Wide Goal Setting with individualized celebrations for meeting goals
- North Shore will host 4 after school enrichment program sessions throughout the school year to include programs such as Challenge Island, Mad Science, Spanish and many more.

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))

NA

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))

North Shore Elementary School hosts a full students services team including guidance counselor, social worker, school psychologist and behavior specialist. This team meets bi-weekly to discuss academic and behavior concerns, tier 1 and tier 2 behavior/academic support data and any referrals made by individual classroom teachers.

Small group and individual social skill groups and counseling groups are held by team members on a weekly or bi-weekly basis to ensure the individual needs of our students are being met.

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))

NA

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)).

Our MTSS team meets bi-weekly. Our team consists of our Principal, Assistant Principal, Psychologist, Social Worker, Guidance Counselor and Behavior Specialist. The weeks alternate between an attendance focus and a behavior focus. Academic support/interventions are consistently discussed, as well as, quarterly data meetings with teachers. Interventions, both behavior and academic, are discussed. Data is gathered and reviewed weekly for academics, behavior and/or attendance. Based on the data, decisions are made regarding interventions.

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)).

Grade-level teams meet weekly in Learning Communities where specific professional development is provided by district content coaches, instructional staff developers and/or our administrative team. Decisions regarding professional development is made based on academic data, teacher needs assessments and teacher request.

New teachers to North Shore attend Embrace Pinellas which includes a full day on-site to work with our administrative team and behavior specialist to help them to navigate the various PCS platforms and all things North Shore. New teachers are also paired with a mentor to help provide daily support and academic support. The mentor/mentee meet bi-weekly or more frequently, if needed.

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))

North Shore Elementary fosters strong relationships with feeder day cares to support a seamless transition between preschool/kindergarten. Throughout the year, we invite families utilizing these day care centers to join us for parent/

family events such as our Fall Festival, Ready, Set, Kindergarten and Discovery Tours. In addition, we host bi-weekly tours and private tours for families interested in joining our North Shore Family.

We host a Squire Session in July for all incoming KG families where students work with our KG teachers and families are invited to ask questions of our PTA and administration. All new to North Shore families are invited to coming into school during July to learn a little bit more about North Shore, how to access our FOCUS system, enter absences and how to contact their child's teacher among other things.

The Saturday before the first day of school, we host a Popsicles in the Park event for all incoming PreK, VPK and KG families where they get to meet their classroom teachers, network with staff members and other families.

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.

Pinellas County Schools Superintendent and the Pinellas County School Board have invested in a strong support structure that creates an increasing number of strategies and interventions to support schools in need. The district has robust systems, processes, and measures to continually review the progress in the schools in support of their continued improvement. Data review has informed the various aspects of this plan. It connects several ongoing monitoring systems to support the schools: Effective Leadership, Collaborative Teaching, Ambitious Instruction and Learning, Safe and Supportive Environment, and Family and Community Engagement. The Leadership Team will continue to meet weekly to monitor the progress of our school. Issues identified in the process include but are not limited to the following: teacher concerns, staffing model, technology, facilities, instructional practices, the effectiveness of School-based Leadership Teams, coaching support model, allocation of resources, progress monitoring, and student performance. The team evaluates identified issues weekly and establishes a plan of action to resolve them effectively and efficiently. The process to review school improvement funding at North Shore Elementary is reviewed by the content goal managers and team monthly by staff. The budget plan is reviewed also by our Title I office, who offers technical assistance and reviews the budget to ensure spending is focused on school Improvement action steps and resources. Stakeholders such as parents and the community are also afforded an opportunity to review the budget of the SIP is used based on the needs of the school identified in the plan at SAC meetings

Specifics to Address the Need

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

Grades K-2: Instructional Practice specifically relating to Reading/ELA to strategically focus on VPK-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

District Coaches and Instructional Leadership team will strategically support teachers in grades 3 - 5 through the equitable use of resources including instructional supports, school-based professional development, cycles of coaching and feedback.

Overall proficiency in ELA will increase from 53% to 60%, as measured by State Progress Monitoring Assessment, PM3.

Overall proficiency in Math will increase from 53% to 60%, as measured by State Progress Monitoring Assessment, PM3.

Overall proficiency in Science will increase from 62% to 65%, as measured by State Progress Monitoring Assessment, PM3

Overall proficiency for third grade will increase from 53% to 60% as measured by the ELA PM3 FAST Assessments.

Based on 2024 FAST Data our goal is to increase each of our subgroups proficiency to 41% or more by the 2025 PM3 FAST Assessment:

- Black subgroup will increase from 24% proficient in ELA to 41% proficiency.
- Black subgroup will increase from 22% proficient in Math to 41% proficiency.
- Multi-racial subgroup will increase from 33% proficient in ELA to 41% proficiency.
- ESE subgroup will increase from 13% proficient in ELA to 41% proficiency.
- ESE subgroup will increase from 19% proficient in Math to 41% proficiency.
- ELL subgroup will increase from 21% proficient in ELA to 41% proficiency.
- ELL subgroup will increase from 36% proficient in Math to 41% proficiency.
- ED subgroup will increase from 32% proficient in ELA to 41% proficiency.
- ED subgroup will increase from 30% proficiency in Math to 41% proficiency.

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