Pinellas County Schools

SAFETY HARBOR 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

The mission of Safety Harbor Elementary School is to educate and prepare each student for college, career, and life.

Provide the school's vision statement

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

Lisa Roth

Position Title

Principal

Job Duties and Responsibilities

Instructional and operational leader in the school community. Focus includes improving student outcomes through hiring, development support, supervision, and retention of high quality instructional support staff. Create a culture of rigorous learning, belonging and engagement for stakeholders.

Leadership Team Member #2

Employee's Name

Wendy Stryker

Position Title

Assistant Principal

Job Duties and Responsibilities

Instructional and operational leader with a focus on curriculum, instructional materials, Assessment Coordinator, Data Analysis , ELL chairperson, and PBIS Coordinator.

Leadership Team Member #3

Employee's Name
Emily Yowler

Position Title
School Counselor

Job Duties and Responsibilities

MTSS and 504 Coordinator, PBIS Team, Leadership Team

Leadership Team Member #4

Employee's Name
Sarah Denton

Position Title
School Psychologist

Job Duties and Responsibilities

MTSS, Assessing and assisting in supporting individual student needs, PBIS Team, Leadership Team

Leadership Team Member #5

Employee's Name
Alexis Mooney

Position Title
School Social Worker

Job Duties and Responsibilities

Child Study Team, Attendance, PBIS Team, Leadership Team

Leadership Team Member #6

Employee's Name
Scott Hazelton

Position Title
Behavior Specialist

Job Duties and Responsibilities

Monitor school-wide behavior data, develop and monitor behavior interventions and plans (PBIP, FBA), coach instructional staff on relevant behavior interventions and strategies, facilitate small groups (ie.. social skills). PBIS Team, 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.

Stakeholders are involved in the development of the SIP at all stages including by means of an annual survey for families, students and staff during the school year, a SIP review and planning meeting in the summer, and through our SAC which includes members from all stakeholder demographics. Time is taken to review and analyze school data. Our Area of Focus is determined and an action plan is devised with strategies to maximize school improvement.

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))*

Each goal in the School Improvement plan will be monitored by using a PDSA (Plan, Do, Study, Act) process that will include creating checkpoints, ensuring fidelity of implementation and adjusting goals and actions as necessary.

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	**NO**
2023-24 MINORITY RATE	**34.2%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**71.8%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
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)** **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 **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: A** **2022-23: A*** **2021-22: B** **2020-21:** **2019-20: A**

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	8	7	21	12	14				62
One or more suspensions	0	0	0	1	0	0				1
Course failure in English Language Arts (ELA)	0	0	0	2	1	0				3
Course failure in Math	0	0	0	2	1	0				3
Level 1 on statewide ELA assessment	0	0	0	2	3	17				22
Level 1 on statewide Math assessment	0	0	0	2	3	18				23
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	0	1	1	3	5				10

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	1		1						3
Students retained two or more times										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	13	14	15	13	6	10				71
One or more suspensions	1		2							3
Course failure in ELA										0
Course failure in Math				4		1				5
Level 1 on statewide ELA assessment				17	13	15				45
Level 1 on statewide Math assessment				18	11	9				38
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	2	8	6						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		5	3	5	3	6				22

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										0
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 CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	71			57	54	53	63	55	56
ELA Grade 3 Achievement **	80			51	54	53			
ELA Learning Gains	68						62		
ELA Learning Gains Lowest 25%	57						43		
Math Achievement *	77			63	61	59	67	51	50
Math Learning Gains	76						69		
Math Learning Gains Lowest 25%	48						45		
Science Achievement *	80			66	62	54	65	62	59
Social Studies Achievement *								65	64
Graduation Rate								57	50
Middle School Acceleration								52	52
College and Career Readiness									80
ELP Progress	61			36	64	59	72		

*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	68%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	610
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	**2022-23**	**2021-22**	**2020-21**	**2019-20***	**2018-19**	**2017-18**
68%	63%	61%	64%		67%	62%

* 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	57%	No		
English Language Learners	61%	No		
Black/African American Students	44%	No		
Hispanic Students	59%	No		
Multiracial Students	62%	No		
White Students	78%	No		
Economically Disadvantaged Students	60%	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	20%	Yes	1	1
English Language Learners	36%	Yes	1	
Black/African American Students	37%	Yes	1	
Hispanic Students	58%	No		
Multiracial Students	45%	No		
White Students	67%	No		
Economically Disadvantaged Students	54%	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	44%	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%
English Language Learners	52%	No		
Native American Students				
Asian Students				
Black/African American Students	41%	No		
Hispanic Students	60%	No		
Multiracial Students	63%	No		
Pacific Islander Students				
White Students	64%	No		
Economically Disadvantaged Students	54%	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	71%	80%	68%	57%	77%	76%	48%	80%					61%
Students With Disabilities	38%		57%	57%	44%	73%	73%	54%					
English Language Learners	62%				69%								53%
Black/African American Students	22%		43%	50%	44%	62%							
Hispanic Students	60%	65%	53%	40%	72%	64%	38%	79%					57%
Multiracial Students	57%		67%		67%	58%							
White Students	81%	91%	77%	65%	83%	83%	59%	85%					
Economically Disadvantaged Students	56%	68%	55%	58%	66%	69%	41%	65%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	57%	51%			63%			66%					36%
Students With Disabilities	20%	7%			24%			30%					
English Language Learners	13%				40%			10%					79%
Black/African American Students	37%				37%								
Hispanic Students	52%	50%			58%			55%					73%
Multiracial Students	40%				50%								
White Students	62%	60%			69%			75%					
Economically Disadvantaged Students	44%	42%			51%			56%					79%

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	63%		62%	43%	67%	69%	45%	65%					72%
Students With Disabilities	32%		60%	47%	39%	53%	44%	32%					
English Language Learners	30%		61%	50%	35%	61%							72%
Native American Students													
Asian Students													
Black/African American Students	42%		33%		42%	50%		36%					
Hispanic Students	58%		65%	55%	60%	68%	60%	43%					67%
Multiracial Students	61%		63%		70%	56%							
Pacific Islander Students													
White Students	66%		66%	50%	71%	74%	42%	77%					
Economically Disadvantaged Students	47%		57%	43%	50%	65%	50%	49%					73%

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?

Third grade ELA showed tremendous growth with a 28 point gain from the previous year. One contributing factor was the inclusion of a SIP goal specific to 3rd grade ELA. Teacher professional development through our ELA Champions and Module Roll Outs along with collaborative planning for small group instruction had a significant impact on student achievement. Utilizing data by way of data chats and goal setting with students was another key component of 3rd grade ELA success.

Lowest Performance

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

English Language Arts remains the lowest performance area for our 3rd-5th Grade students with 71% of students showing proficiency by scoring a Level 3 or above on the Spring 2024 administration of FAST ELA. Though it is the lowest area, there was an increase of 12% from Spring 2023. With this increase, student outcomes surpassed the 2023 SIP goal of 70%. Factors that contributed to this measure of success were dedication of all staff members to focus on our SIP goals by implementing high yield strategies such using data to set attainable goals and monitoring progress throughout the school year.

Greatest Decline

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

The only component that showed a decline was in the ESSA subgroup of Black students for ELA. Students in this subgroup went from 37% proficiency in 2023 to 22% proficiency in 2024 on the Spring FAST ELA assessment. A new initiative was implemented providing academic mentorship for this subgroup. Data revealed that this extra support was more effective with our K-2 students than the 3rd-5th. Providing academic mentoring in the early grades should carryover and help to decrease the gap between Black students and their Non-black peers.

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.

Safety Harbor Elementary exceeded the state and district in all component areas.

EWS Areas of Concern

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

ELA - Working to have students cognitively engaged with content and assuring that whole group and small group instruction is designed and implemented according to evidence-based principles.

Attendance - Supporting students and families to improve our attendance/tardy rate.

Highest Priorities

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

ELA
ESSA Subgroups (Black and ESE)
Attendance

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.

FAST data collected from the 2023-24 school year showed students performing at a proficiency rate of 72% in ELA, 76% in Math, and 82% in Science. All content areas achieved double digit growth from the 2022-23 school year. This indicates that the actions taken in 2023-24 were successful and should be continued to be implemented and monitored while adding additional supports to keep the trajectory moving forward.

Measurable Outcome

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

Proficiency in ELA grades 3-5 will increase from 72% to 80%, as measured by FAST ELA Spring 2024. Grade 3 Proficiency in ELA will increase from 80% to 85% as measured by FAST ELA Spring 2024. Proficiency in Math will increase from 76% to 80%, as measured by FAST Math Spring 2024. Proficiency in Science will increase from 82% to 86%, as measured by State Science Assessment 2024.

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.

Student data will be monitored using the prescribed state progress monitoring platform, district and classroom assessments. PLC/SBLT will monitor the implementation of data driven PLCs, collaborative planning, professional development, and benchmark-based instruction.

Person responsible for monitoring outcome

Lisa Roth

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:
Deepen understanding of the Florida's BEST Standards as a non-negotiable for improving student outcomes by using district curricular materials to create a common foundation of standards-aligned, rigorous expectations for all students. Accomplishing this will involve establishing ELA, Math, and Science goals by educators and students in order to focus learning.

Rationale:
Safety Harbor Elementary made tremendous gains in 2024. By deepening our understanding of the Florida's BEST Standards and utilizing the district curricular materials teachers be able to focus on providing cognitively engaging content that students need to be successful. Teachers and students will use data to create lofty goals in Reading, Math, and Science that will encourage to strive for excellence as they move towards their goals.

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 Development / Model Classrooms

Person Monitoring:
Lisa Roth

By When/Frequency:
Ongoing throughout the school year / Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
ELA Champions and MAST representatives will be designated as teacher leaders in both primary and intermediate grade levels who will attend district training and bring back professional development to school staff. Through this professional development teacher will gain knowledge in the standard and best practices in whole group and small group instruction. Model classrooms will be developed giving teachers another experience to collaborate and enhance their skills. Monitoring will occur through PLCs, walk-throughs, and student progress monitoring data.

Action Step #2
Data Driven Goal Setting

Person Monitoring:
Lisa Roth

By When/Frequency:
Ongoing throughout the school year / Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Data folders and data chats will take place in the classroom regularly, so that students are able to ask

their own questions, set their own goals and make choices optimizing their chances of success. Students will be able to articulate their learning progress to their families by conducting a Student Lead Conference. Monitoring will occur through PLCs, walk-throughs, and student progress monitoring data.

Action Step #3
Collaborate, Strategic Planning

Person Monitoring:
Wendy Stryker

By When/Frequency:
Ongoing throughout the school year / Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will engage in collaborative planning with their grade level team as well as attend district module rollouts to deepen their understanding of the curriculum and how it aligns with the standards. Attending module rollouts gives teachers access to the lates resources and strategies that they can implement in the classroom including - Cognitive Engagement with Content, Formative Assessment & Feedback, Academic Discourse, Close Reading & Annotation Strategies and Writing to Learn. Monitoring will occur through PLCs, walk-throughs, and student progress monitoring data.

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.

FAST 2024 data indicates that our Black scholars are performing below grade level in ELA with only 22% proficient which is well below the school proficiency of 72%.

Measurable Outcome

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

The percentage of Black scholars achieving ELA proficiency on the 2024 Spring FAST will increase 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.

Monitoring will occur through involvement by the Leadership Team in PLCs while planning for standards-based instruction. Student engagement in standards-based instruction will be monitored via walk-throughs and feedback provided by the administrative team. Formative and summative assessment data will be used to monitor students as they move towards proficiency.

Person responsible for monitoring outcome
Lisa Roth

Evidence-based Intervention:

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

Description of Intervention #1:
Explicit and direct instruction; multi-sensory approach to all learning; utilize a systematic approach for the delivery of instruction along with academic mentoring.

Rationale:
Multi-sensory instruction uses visual, auditory, kinesthetic-tactile modalities in acquisition of reading skills. Direct and explicit instruction includes modeling of the skills along with guided practice until mastery is achieved; direct explanations and clearly explained skills comprises explicit instruction; teachers are clear, unambiguous, direct and visible—until students meet mastery. Systematic instruction includes breaking lessons into sequential and manageable steps that go from simple to complex skills.

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
Explicit and direct instruction; multi-sensory, systematic approach

Person Monitoring:
Lisa Roth

By When/Frequency:
Ongoing throughout the school year / Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Deliver explicit, step-by-step instruction—in multiple, briskly paced cycles. related to scholar interests & cultural backgrounds; opportunities for students to ask their own questions, set their own goals, and make their own choices. Monitoring will occur through PLCs, walk-throughs, and student progress monitoring data.

Action Step #2
Goal Setting / Academic Mentoring

Person Monitoring:
Lisa Roth

By When/Frequency:
Ongoing throughout the school year / Quarterly

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

step:
Through academic mentoring, students will work to understand their data and set small attainable goals throughout the school year with their mentor providing encouragement and guidance. Monitoring will occur through PLCs, walk-throughs, and student progress monitoring data.

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.

FAST 2024 data indicates that our Students with Disabilities are performing below grade level in with 35% proficient in ELA and 38% proficient in Math which is well below the school proficiency of 72% (ELA) and 76% (Math).

Measurable Outcome

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

The percentage of students with disabilities achieving ELA and Math proficiency on the 2024 Spring FAST assessment will increase 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.

Monitoring will occur through involvement by the Leadership Team in PLCs while planning for standards-based instruction. Student engagement in standards-based instruction will be monitored via walk-throughs and feedback provided by the administrative team. Formative and summative assessment data will be used to monitor students as they move towards proficiency.

Person responsible for monitoring outcome

Lisa Roth

Evidence-based Intervention:

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

Description of Intervention #1:
Explicit and direct instruction; multi-sensory approach to all learning; utilize a systematic approach for

the delivery of instruction.

Rationale:
Multi-sensory instruction uses visual, auditory, kinesthetic-tactile modalities in acquisition of reading and math skills. Direct and explicit instruction includes modeling of the skills along with guided practice until mastery is achieved; direct explanations and clearly explained skills comprises explicit instruction; teachers are clear, unambiguous, direct and visible—until students meet mastery. Systematic instruction includes breaking lessons into sequential and manageable steps that go from simple to complex skills.

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
Explicit and direct instruction; multi-sensory, systematic approach

Person Monitoring:
Lisa Roth

By When/Frequency:
Ongoing throughout the school year / Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Deliver explicit, step-by-step instruction—in multiple, briskly paced cycles. related to scholar interests & cultural backgrounds; opportunities for students to ask their own questions, set their own goals, and make their own choices. Monitoring will occur through ESE PLCs, walk-throughs, and student progress monitoring data.

Action Step #2
Collaborative Planning

Person Monitoring:
Lisa Roth

By When/Frequency:
Ongoing throughout the school year / Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Opportunities will be provided for ESE and general education teachers to co plan for differentiated instruction and support delivery of services. Monitoring will occur through ESE PLCs and student progress monitoring data. Monitoring will occur through ESE PLCs, walk-throughs, and student progress monitoring data.

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.

During the 2023-24 school year, twelve percent of students were absent more than 10% of the school year. Tardies are also affecting many of these same students. Regular on time attendance is critical in order for students to succeed in school; a plan must be implemented to obtain evidence as to the cause of the absences and provide an intervention that will promote student attendance.

Measurable Outcome

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

The number of students K - 5 attending school regularly and on time will increase to an overall school average of 95% attendance by the end of the 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.

The Child Study Team will monitor the progress and take steps to communicate with families and staff to improve attendance.

Person responsible for monitoring outcome

Lisa Roth

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:

The goal of CST is to give families the support they need and provide students with a positive school experience in order to increase attendance. Along with a system for tracking, problem-solving, and monitoring attendance, a system for celebrating outstanding attendance can facilitate improved attendance.

Rationale:

It is imperative to understand why students are absent in order to find a solution. As CST works to build relationships with families and students who are at risk of frequent absences, they will be able to work together to find solutions. By promoting attendance school-wide, students and families will grow to see the importance of daily attendance and reap the benefits of being in school and on time each and every day.

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 Recognition Program

Person Monitoring:
Alexis Mooney

By When/Frequency:
Ongoing throughout the school year / Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Develop and implement a classroom or grade-level recognition program to celebrate classes/grade levels with outstanding attendance. Monitoring will take place by checking data weekly and awarding classrooms with high attendance rates.

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