

Pinellas County Schools

PINELLAS CENTRAL ELEM. SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 2
 - A. School Mission and Vision 2
 - B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2
 - C. Demographic Data..... 8
 - D. Early Warning Systems 9
- II. Needs Assessment/Data Review 12
 - A. ESSA School, District, State Comparison 13
 - B. ESSA School-Level Data Review 14
 - C. ESSA Subgroup Data Review 15
 - D. Accountability Components by Subgroup..... 16
 - E. Grade Level Data Review 19
- III. Planning for Improvement..... 20
- IV. Positive Learning Environment 28
- V. Title I Requirements (optional)..... 30
- VI. ATSI, TSI and CSI Resource Review 34
- VII. Budget to Support Areas of Focus 35

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Create a safe, positive learning environment where all individuals feel valued and challenged to reach their highest potential.

Provide the school's vision statement

Implement a professional community of educators promoting 100% student success.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Jennifer Swanson

Position Title

Kindergarten Teacher

Job Duties and Responsibilities

Facilitate grade level meetings as instructional leader, deliver administrative information, support team members, be administration thought partners

Leadership Team Member #2

Employee's Name

Crystal Smith

Position Title

1st Grade Teacher

Job Duties and Responsibilities

Facilitate grade level meetings as instructional leader, deliver administrative information, support team members, be administration thought partners

Leadership Team Member #3

Employee's Name

Kelly Hoylman

Position Title

2nd Grade Teacher

Job Duties and Responsibilities

Facilitate grade level meetings as instructional leader, deliver administrative information, support team members, be administration thought partners

Leadership Team Member #4

Employee's Name

Jenni Herman

Position Title

3rd Grade Teacher

Job Duties and Responsibilities

Facilitate grade level meetings as instructional leader, deliver administrative information, support team members, be administration thought partners

Leadership Team Member #5

Employee's Name

Cyndi Bradford

Position Title

4th Grade Teacher

Job Duties and Responsibilities

Facilitate grade level meetings as instructional leader, deliver administrative information, support team members, be administration thought partners

Leadership Team Member #6

Employee's Name

Patrice Redington

Position Title

5th Grade Teacher

Job Duties and Responsibilities

Facilitate grade level meetings as instructional leader, deliver administrative information, support team members, be administration thought partners

Leadership Team Member #7**Employee's Name**

Ron Tuttle

Position Title

PE Teacher

Job Duties and Responsibilities

Facilitate grade level meetings as instructional leader, deliver administrative information, support team members, be administration thought partners

Leadership Team Member #8**Employee's Name**

Dr. Anne Coletti

Position Title

ESOL Teacher

Job Duties and Responsibilities

Facilitate grade level meetings as instructional leader, deliver administrative information, support team members, be administration thought partners

Leadership Team Member #9**Employee's Name**

Sarah Cooman

Position Title

VE Teacher

Job Duties and Responsibilities

Facilitate grade level meetings as instructional leader, deliver administrative information, support team members, be administration thought partners

Leadership Team Member #10

Employee's Name

Johanna Bayliss

Position Title

MTSS/Reading Coach

Job Duties and Responsibilities

Facilitate grade level meetings as instructional leader, deliver administrative information, support team members, be administration thought partners

Leadership Team Member #11

Employee's Name

Mary Odrzywolski

Position Title

School Counselor

Job Duties and Responsibilities

Facilitate grade level meetings as instructional leader, deliver administrative information, support team members, be administration thought partners

Leadership Team Member #12

Employee's Name

Cheryl Zellner

Position Title

School Secretary/Bookkeeper

Job Duties and Responsibilities

Facilitate grade level meetings as instructional leader, deliver administrative information, support team members, be administration thought partners

Leadership Team Member #13

Employee's Name

Stephanie Wager

Position Title

Assistant Principal

Job Duties and Responsibilities

co-lead the work, vision, and goals of the school

Leadership Team Member #14

Employee's Name

Abby Cannata

Position Title

Principal

Job Duties and Responsibilities

Facilitate grade level meetings as instructional leader, deliver administrative information, support team members, be administration thought partners

Leadership Team Member #15

Employee's Name

Lisa Robertson

Position Title

LMT

Job Duties and Responsibilities

Facilitate grade level meetings as instructional leader, deliver administrative information, support team members, be administration thought partners

2. Stakeholder Involvement

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

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

Our School Advisory Committee met May 22, 2026 and reviewed the 25-26 SIP and the revisions recommended to make to the 26-27 SIP. The SAC voted unanimously to approve the recommendations for implementation.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for

those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The SIP will be reviewed after each administration of FAST to monitor our data in alignment with goals written on the SIP. Following PM2, our administrative team will review PM2 data and SIP goals with our School Advisory Committee. PM2 data will be shared in January 2027 in our State of the School meeting. Revisions to the SIP will take place based on the feedback given in these meetings.

C. Demographic Data

2026-27 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
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 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) ASIAN STUDENTS (ASN) 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>	2025-26: A 2024-25: A 2023-24: A 2022-23: B 2021-22: B

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	60	84	92	85	87	97				505
Absent 10% or more school days	1	26	32	19	13	22				113
One or more suspensions	0	1	1	1	1	0				4
Course failure in English Language Arts (ELA)	0	0	0	1	8	0				9
Course failure in Math	0	0	0	1	6	3				10
Level 1 on statewide ELA assessment	0	1	20	25	12	8				66
Level 1 on statewide Math assessment	2	8	16	27	11	8				72
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	1	1	4	4	0				10
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	4	7	6	0	0				18

Current Year 2026-27

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	1	3	21	26	16	9				76

Current Year 2026-27

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	1	1	3	1	1				9
Students retained two or more times			1							1

Prior Year (2025-26) 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	
School Enrollment	62	63	72	76	79	71				423
Absent 10% or more school days	2	21	20	12	18	10				83
One or more suspensions	1	1				2				4
Course failure in English Language Arts (ELA)				4						4
Course failure in Math										0
Level 1 on statewide ELA assessment			24	37	11					72
Level 1 on statewide Math assessment	2	10	19	24	8	4				67
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)			7	7	7					21
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	5	13	11	5					35

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	7	13	14	10	9				55

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	2	4	8						16
Students retained two or more times					1					1

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	71	68	62	60	64	59	57	61	57
Grade 3 ELA Achievement	58	70	61	61	67	59	59	63	58
ELA Learning Gains	73	65	63	67	62	60	69	64	60
ELA Lowest 25th Percentile	74	63	58	76	59	56	58	62	57
Math Achievement*	81	72	66	66	69	64	57	66	62
Math Learning Gains	81	69	64	87	67	63	70	68	62
Math Lowest 25th Percentile	82	56	50	100	56	51	61	58	52
Science Achievement	85	72	62	73	70	58	64	69	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					67	63		65	61

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	76%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	605
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
76%	75%	64%	56%	57%	52%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	55%	No		
English Language Learners	74%	No		
Asian Students	92%	No		
Black/African American Students	75%	No		
Hispanic Students	70%	No		
Multiracial Students	71%	No		
White Students	80%	No		
Economically Disadvantaged Students	72%	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.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS										
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.
All Students	71%	58%	73%	74%	81%	81%	82%	85%		
Students With Disabilities	41%	40%	58%		67%	67%				
English Language Learners	55%	44%	78%	74%	77%	89%	100%	75%		
Asian Students	92%				92%					
Black/African American Students	71%	53%	70%		80%	75%		100%		
Hispanic Students	55%	44%	65%	69%	73%	83%	92%	76%		
Multiracial Students	72%		73%		74%	63%				
White Students	76%	62%	78%		87%	84%		95%		
Economically Disadvantaged Students	66%	51%	73%	67%	77%	79%	78%	82%		

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	60%	61%	67%	76%	66%	87%	100%	73%					87%
Students With Disabilities	29%		73%		60%	93%							
English Language Learners	54%	60%	64%	82%	65%	100%	100%						87%
Asian Students	75%		67%		87%	100%							90%
Black/African American Students	50%	50%	68%		49%	74%		62%					
Hispanic Students	57%	53%	68%	90%	68%	94%		67%					85%
Multiracial Students	65%				69%								
White Students	63%	59%	69%	54%	68%	88%	100%	80%					
Economically Disadvantaged Students	55%	52%	71%	74%	63%	86%	100%	66%					89%

Page 17 of 36

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	57%	59%	69%	58%	57%	70%	61%	64%					78%
Students With Disabilities	32%		53%		55%	53%							60%
English Language Learners	40%	42%	63%	60%	57%	73%	70%	62%					78%
Asian Students	67%		79%		79%	84%		79%					100%
Black/African American Students	37%	60%	50%		40%	71%	62%	38%					
Hispanic Students	58%	44%	69%	70%	49%	72%		73%					68%
Multiracial Students	82%				64%								
White Students	63%	62%	76%	55%	63%	64%	42%	59%					82%
Economically Disadvantaged Students	53%	55%	67%	60%	48%	65%	62%	54%					68%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	54%	68%	-14%	60%	-6%
ELA	4	73%	66%	7%	60%	13%
ELA	5	72%	66%	6%	61%	11%
Math	3	63%	71%	-8%	66%	-3%
Math	4	88%	72%	16%	65%	23%
Math	5	74%	69%	5%	62%	12%
Science	5	77%	70%	7%	60%	17%

III. Planning for Improvement

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

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

Most Improvement

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

Our proficiency across all content areas is where we saw the most improvement. We were intentional in having administrators in grade level collaborative planning. We also continued focusing on our classroom make-up, ensuring that students' needs are matched to teacher strengths. We continued scaffolding to differentiated needs, while, maintaining fluid classrooms.

Lowest Performance

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

Our 3rd grade ELA Achievement/Proficiency showed the lowest performance. We had a significant number of students enter 3rd grade that were multiple grade levels behind in reading.

Greatest Decline

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

Our greatest decline was in our Math L25 Gains. Last year, we had 100% L25 gains in Math. This year, we had 82% in L25 gains in Math. One of the largest contributors to this data is that this year, we had 3 students that were "tie back" to our school data. None of these students made gains and impacted our overall data.

Greatest Gap

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

Our 3rd grade reading proficiency had the greatest gap compared to the state average. One of the factors that could have contributed to this gap is the number of students that entered 2nd grade reading multiple grade levels below grade level. These students did make gains in reading, but not enough to be able to move to grade level proficiency.

EWS Areas of Concern

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

Level 1's in 2nd and 3rd grade

Attendance below 90% in 1st, 2nd, and 5th grades

Highest Priorities

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

3rd grade Reading Proficiency/Achievement

K-2 Reading Proficiency

K-2 Math Proficiency

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

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

Instructional Practice specifically relating to ELA, Math, Science

Area of Focus Description and Rationale

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

To increase data in each cell across all subject areas in all grade levels, data-driven collaborative planning must take place regularly to positively affect student learning. This intentional lens of collaborative planning for all subject areas will increase student outcomes by ensuring that the benchmarks are planned for, thought through, and differentiated. With a significant number of new teachers to PCE this year, it is crucial that intentional time is set aside for teams and administrators to collaboratively plan across content areas.

Measurable Outcome

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

The percentage of students meeting learning gains at 12 points a month or more between PM1 and PM3 will increase from 56% to 70% as measured by the FAST assessment.

K-2 ELA Proficiency will increase from 56% to 62% as measured by PM3 STAR Early Literacy and STAR Reading.

ELA Grade 3 Proficiency will increase from 58% to 65% as measured by PM3 FAST assessment.

ELA 3-5 Proficiency will increase from 71% to 76% as measured by PM3 FAST assessment.

ELA Learning Gains will increase from 73% to 80% as measured by PM3 FAST assessment.

ELA L25 Learning Gains will increase from 75% to 80% as measured by PM3 FAST assessment.

K-2 Math Proficiency will increase from 60% to 65% as measured by PM3 STAR Math assessment.

Math 3-5 Proficiency will increase from 81% to 86% as measured by PM3 FAST assessment.

Math Learning Gains will increase from 80% to 85% as measured by PM3 FAST assessment.

Math L25 Learning Gains will increase from 82% to 87% as measured by PM3 FAST assessment.

5th Grade Science Proficiency will increase from 85% to 90% as measured by PM3 SSA.

Monitoring

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

Unit assessments

Topic assessments

FAST PM cycles

Mid-year Formative assessments

Person responsible for monitoring outcome

Abby Cannata, Stephanie Wager, Johanna Bayliss

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Pinellas Central Elementary will be intentional on the implementation of differentiated instruction throughout core and small group instruction with fidelity. This collaborative planning will focus on PreK-5th grades ELA and Math, as well as 5th grade Science.

Rationale:

We will be utilizing planning around core and small group instruction as a way to ensure that grade-level and differentiated instruction is occurring to get students to mastery of the grade level benchmarks.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

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

Action Step #1

3rd - 5th ELA and Math: Use of GOLD Document and ALDs to ensure assessments and exit tickets - ensure written to benchmark while utilizing the Planning Tips and Math GOLD Document in Canvas

Person Monitoring:

ILT

By When/Frequency:

on-going

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

Teams will ensure assignments and assessments will align to grade level benchmarks.

Action Step #2

K-5th Grades ELA and Math: Weekly administration-partnered, data driven Collaborative Planning that reviews weekly data PK ELA and Math: monthly administration-partnered, data driven

Collaborative Planning that reviews data

Person Monitoring:

ILT

By When/Frequency:

on-going

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

Admin team will partner with grade levels weekly to ensure collaborative planning is data-driven and intentional.

Action Step #3

PreK-5th Grades ELA and Math: Frequent classroom walkthroughs with timely and actionable feedback PreK specific walkthrough observations and feedback to look for based on CLASS data: monitor the Concept Development, Quality of Feedback, and Language Development

Person Monitoring:

ILT

By When/Frequency:

on-going

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

ILT will conduct regular walkthroughs.

Action Step #4

K-2 ELA and K-5th Math: ISD professional development with in-classroom modeling, observation, and feedback

Person Monitoring:

ILT

By When/Frequency:

on-going

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

ISD will be working with teachers based on their scheduled visits.

Action Step #5

K-5th Math: Use and implementation of PCSB resources in planning lessons, assessments, and exit tickets (BIG-M) K-2nd Math: use and implementation of manipulatives and lesson rehearsal in collaborative planning

Person Monitoring:

ILT

By When/Frequency:

on-going

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

Teachers will implement resources provided by PCSB. This will be monitored through classroom walkthroughs and in collaborative planning.

Action Step #6

PreK: Regularly review student and classroom performance data (CLASS, Star, Gold, Walkthroughs)

Person Monitoring:

ILT

By When/Frequency:

on-going

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

Review data as assessments and feedback are provided.

Action Step #7

PreK: Monitor implementation of module curriculum and Kickstart Literacy

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

on-going

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

Action Step #8

3rd - 5th Grades ELA: intentional implementation of frequent formative assessments through PCSB "Pit Stops"

Person Monitoring:

ILT

By When/Frequency:

on-going

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

Formative assessments will be given according to the assessment calendar.

Action Step #9

Kindergarten - 5th Grades ELA, Math, and Science: Intentional and planned for academic discourse across grade levels and content areas throughout whole group and small group

Person Monitoring:

ILT

By When/Frequency:

on-going

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

Teachers will ensure academic discourse is planned for ahead of the lesson. They will integrate tools such as collaboration mats, planned turn and talk, etc. Teachers will utilize this work throughout whole group and small group instruction.

Area of Focus #2

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

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

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

Ensuring that the gap remains limited between black and non-black students remains a focus at PCE. We maintain this goal as a reminder that this work needs to remain intentional and at the forefront of the work we do.

Measurable Outcome

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

Black ELA Proficiency will increase from 71% to 76% as measured by PM3 FAST.

Black Math Proficiency will increase from 80% to 85% as measure by PM3 FAST.

Monitoring

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

We will monitor this Area of Focus through FAST. Other data monitoring will include topic and unit assessments.

Person responsible for monitoring outcome

Abby Cannata, Stephanie Wager, Johanna Bayliss

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Collaborative Planning

Rationale:

Utilizing collaborative planning to assess our black versus non-black student data allows our team to lend an intentional lens on ways to problem solve and plan to continue closing the gap.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

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

Action Step #1

Ensure data is being filtered to assess black v. non-black students when looking at data sets.

Person Monitoring:

Team Leaders and Admin

By When/Frequency:

on-going

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

This will be filtered at end of data cycles to include formative. Admin will be training team leaders on ensuring this data is being filtered at collaborative planning and PLCs.

Area of Focus #3

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

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

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

We are focusing on ELA in primary as it has been consistently low comparative to like schools, district, and state data. Our data is showing a crucial need for intentional early intervention in our primary grade levels.

Measurable Outcome

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

Kindergarten proficiency will increase from 65% to 70% as PM3 as measured by STAR Early Literacy and STAR Reading.

1st grade proficiency will increase from prior year PM3 65% to 70% current year PM3 as measured by STAR Early Literacy and STAR Reading.

2nd grade proficiency will increase from prior year PM3 57% to 65% current year PM3 as measured by STAR Early Literacy and STAR Reading.

Monitoring

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

STAR Early Literacy and STAR Reading
ELFAC

Person responsible for monitoring outcome

Abby Cannata, Stephanie Wager, Johanna Bayliss

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Implementation of Flamingo, UFLI, independent tasks, and data-driven differentiated work stations

Rationale:

Ensuring the above evidence-based interventions will ensure students' academic needs are being met in all facets of the ELA block: core, small group, and independent.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Administrator-partnered, data-driven collaborative planning

Person Monitoring:

By When/Frequency:
on-going

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

Action Step #2

Frequent and regular classroom walk-throughs with timely and actionable feedback. This includes using the Flamingo observation and UFLI tool.

Person Monitoring:

By When/Frequency:
on-going

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

Action Step #3

Continued ISD professional development with in-classroom modeling, observations, and feedback. This will be especially important with our new teachers.

Person Monitoring:

By When/Frequency:
on-going

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

Action Step #4

Participation in PCSB restructuring of K-2 ELA CHAMP work

Person Monitoring:

By When/Frequency:
on-going

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

IV. Positive Learning Environment

Area of Focus #1

Other: Family/Community Engagement

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.

Pinellas Central has struggled immensely with parent engagement. We desire to have families as an

integral part of their student's educational experience and are eager to build this work as we combine two school communities this year.

Measurable Outcome

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

We will increase our parent engagement/involvement from less than 10% to 20% as measured by volunteer log.

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.

Volunteer log

Person responsible for monitoring outcome

Abby Cannata and Stephanie Wager

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

We will ensure two-way communication is open, build trust in relationships, and provide surveys as needed.

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Utilize Family Community Liaison to recruit and maintain family involvement/engagement/volunteering

Person Monitoring:

Isabel Hernandez

By When/Frequency:

on-going

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

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

<https://pincen-es.pcsb.org/>

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

<https://pincen-es.pcsb.org/>

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Based on the goals written in the SIP, we follow the action steps of implementation to strengthen the academic programs.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs,

adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Any student that is in need of services, is referred to our school-based team (Counselor, Psychologist, Social Worker). If families are in need of services outside of what the school offers, the person with the appropriate information provides the family with the resources requested/needed.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

We implement a schoolwide PBIS system that rewards students for positive behavior. We also utilize a minor infraction system that allows students an opportunity for discipline with redirection without a referral.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Professional Development is offered through different content areas throughout Pinellas County Schools. Our school also provides PD as needed throughout the year based on data taken from classroom walkthroughs and student data.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Our school padtners with our PreK families to assist them in ensuring their students are ready for Kindergarten. We also provide a Kindergarten academic screener prior to Kindergarten to ensure students that remain at our school are academincally and appropriately placed with teacher strengths.

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 (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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