Mcmullen Booth Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Mcmullen Booth Elementary School

3025 UNION ST, Clearwater, FL 33759

http://www.mcmullen-es.pinellas.k12.fl.us

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 parent), 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://www.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)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: 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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

McMullen Booth Elementary believes in educating the whole child to become global thinkers. We are preparing our students to be lifelong learners who share open-mindedness and a spirit of inquiry. Students will acquire an awareness of their place in the world, and how they impact those around them.

Provide the school's vision statement.

100% Student Success.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Whitaker, Stephanie	Principal	Facilitate the development and implementation of the school improvement plan. Maintain a safe and secure learning environment. Monitor student data for academic gains and proficiency. Monitor implementation of whole group and small group instructional practices.
Garcia, Nicole	Instructional Coach	Facilitate PLC work, MTSS meetings and develop and monitor schedules of hourly teachers.
Alderman, Nicole	Assistant Principal	Facilitate the development and implementation of the school improvement plan. Maintain a safe and secure learning environment. Monitor student data for academic gains and proficiency. Monitor implementation of whole group and small group instructional practices.
Taylor, Lori	School Counselor	Identify how student needs impact academic performance and help develop Tier 2 and Tier 3 plans which help students to overcome/develop tools to overcome challenges to reach academic goals. This includes both attendance and behavior related needs.
O'Rourke, Kara	Behavior Specialist	Identify how student needs impact academic performance and help develop Tier 2 and Tier 3 plans which help students to overcome/develop tools to overcome challenges to reach academic goals. This includes both attendance and behavior related needs.

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. (ESSA 1114(b)(2))

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

During the spring stakeholder groups met to determine needs of the school for the upcoming school year. These groups included IB team leaders, PLC groups, SAC and PTA. These meetings occurred in March, April, and May. It was determined that we needed to align the goals we have as a school seeking IB candidacy and authorization with high yields strategies proven to move students in both whole group and small group instructional settings

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's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Progress will be monitored monthly during MTSS meetings held with our SBLT, as well as with PLC's and individual data chats which will be scheduled monthly. Based on evolving data, adjustments will be made regarding PD provided, just in time PD offered and PLC topics based on fluid changes in student data and data collected during weekly walk throughs.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	59%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 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	2021-22: C

*2022-23 school grades will serve as an informational baseline.	2019-20: B
	2018-19: B
	2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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 days	3	2	10	8	10	9	0	0	0	42
One or more suspensions	0	0	0	0	0	1	0	0	0	1
Course failure in English Language Arts (ELA)	1	1	13	11	9	10	0	0	0	45
Course failure in Math	1	1	0	0	0	0	0	0	0	2
Level 1 on statewide ELA assessment	0	0	0	0	26	22	0	0	0	48
Level 1 on statewide Math assessment	0	0	0	0	28	30	0	0	0	58
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	1	8	4	4	0	0	0	19

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	16	11	21	18	0	0	0	68

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

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Retained Students: Current Year	1	1	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially 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 days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	2	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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 days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	2	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
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.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	50	54	53	52	55	56	46		
ELA Learning Gains				55			38		
ELA Lowest 25th Percentile				40			45		
Math Achievement*	46	61	59	56	51	50	45		
Math Learning Gains				59			42		
Math Lowest 25th Percentile				41			39		
Science Achievement*	38	62	54	42	62	59	41		
Social Studies Achievement*					65	64			
Middle School Acceleration					52	52			
Graduation Rate					57	50			
College and Career Acceleration						80			
ELP Progress	53	64	59	56			55		

* 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.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	240
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	401
Total Components for the Federal Index	8
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

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%
SWD	24	Yes	2	1
ELL	41			
AMI				
ASN				
BLK	35	Yes	4	
HSP	45			
MUL				
PAC				
WHT	53			

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%**
FRL	42			

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%**
SWD	34	Yes	1	
ELL	48			
AMI				
ASN				
BLK	40	Yes	3	
HSP	48			
MUL	75			
PAC				
WHT	57			
FRL	44			

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)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	**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	50			46			38					53
SWD	27			24			17				5	26
ELL	39			35			32				5	53
AMI												
ASN												
BLK	39			22			40				4	
HSP	41			43			32				5	52
MUL												

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	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
PAC												
WHT	56			52			43				4	
FRL	40			39			31				5	52

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	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	52	55	40	56	59	41	42					56
SWD	27	31	24	37	46	47	0					56
ELL	44	48	46	49	55	50	33					56
AMI												
ASN												
BLK	42	36		36	46							
HSP	46	49	40	56	57	47	35					55
MUL	70			80								
PAC												
WHT	57	67		59	59		45					
FRL	48	49	26	48	51	39	40					47

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	46	38	45	45	42	39	41					55
SWD	23	25		18	30	30	5					33
ELL	37	35		46	48		45					55
AMI												
ASN												
BLK	33			27	30		18					
HSP	37	38	50	45	47		48					53
MUL												
PAC												
WHT	56	37		47	37		39					
FRL	45	40	44	41	46	42	48					58

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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	57%	57%	0%	54%	3%
04	2023 - Spring	53%	58%	-5%	58%	-5%
03	2023 - Spring	51%	53%	-2%	50%	1%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	54%	62%	-8%	59%	-5%
04	2023 - Spring	41%	66%	-25%	61%	-20%
05	2023 - Spring	53%	61%	-8%	55%	-2%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	39%	60%	-21%	51%	-12%

III. Planning for Improvement

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

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

Science proficiency showed the lowest performance. Science performance should closely mirror the previous year's ELA scores. This past year, both teachers were new to fifth grade. Student proficiency on September/October assessments in Earth Science mirrored this performance. The contributing factor was use of vocabulary within lessons and while having discourse relating to Earth Science with students. Questions were not using enough science vocabulary, which was rectified going forward.

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

Overall proficiency in mathematics saw the greatest decline. The main contributing factor was a change in teacher assignment in our fourth grade, which had a great impact on fourth grade mathematics scores.

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 greatest gap we are currently experiencing is with our students in the SWD subgroup. Currently proficiency for this subgroup is at 26% as measured by the FAST ELA assessment and 27% proficiency as measured by the FAST mathematics assessment both data points taking place in the spring of 2024. While this is an upwards trend when compared to the year prior when proficiency of the SWD subgroup was measured at 19% in ELA as measured by the spring 2022 FSA and

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

Proficiency in our African American Subgroup increased from 38% to 47% in ELA. We intentionally planned for their grouping and assigned check in staff members who also provided additional reading intervention times with our African American students.

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

1. Attention given to Fourth to Fifth grade students with two or more early warning indicators.
2. Attention given to 2nd to 3rd grade students with two or more early warning indicators.

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

1. Increased Science Proficiency
2. Increased growth and proficiency measures in our SWD subgroup in both mathematics and ELA
3. Increased proficiency in mathematics
4. Increased proficiency in ELA
5. Increased proficiency for our African American Subgroup in both mathematics and ELA

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

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

As we continue to thrive towards becoming an A school, it is imperative that we raise our ELA proficiency to 60% or above. Achieving this level of proficiency will result in our Hispanic subgroups(37%) and African American subgroup(15%) proficiency to increase because of our percentages of students that represent these subgroups in our school.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Proficiency in grades 3-5 will increase from 54% to 60% proficiency as measured by FAST by the spring of 2024. Proficiency in 3rd grade will increase to 70%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Proficiency will be monitored through small group data collection, whole group assessments (istation progress and standards based module assessments), as well as progress being made from PM1 to PM2.

Person responsible for monitoring outcome:

Stephanie Whitaker (whitakers@pcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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

Strategies this will support include:
Teacher clarity of standard
Classroom discussions
Feedback
Posing purposeful questions

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

As a school that is seeking IB authorization, it will be imperative that teachers have a clear understanding of the standards as they are planning lessons. Lessons will need to cover the Florida standard as well as incorporate IB unit expectations, ensuring that it is clear to the student the end goal of the lesson. Students should be making progress towards standards mastery, as well as providing evidence of IB standard mastery.

In order to do this, classroom discussions need to be carefully planned for, questions need to be exact, ensuring standards are being covered and they are meeting the rigor of the standard while incorporating IB standards as well. Feedback during small group intervention will become critical during this transitional phase.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

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 as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Ensure collaborative planning expectations are clear and goals are stated that allows for teams to engage in prep of questions and standards based tasks. Design team leaders learning opportunities so this work can continue facilitated within teams and develop a calendar of optional just in time training which will provide additional professional development opportunities during both small group and whole group lessons to continue the learning into the classroom during instructional practice.

Person Responsible: Stephanie Whitaker (whitakers@pcsb.org)

By When: First semester PD calendar developed by August. Ongoing collaborative planning and instructional PD cycles.

2. Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, EL supports as well as extensions/more advanced texts for students above benchmarks. These supports include access to grade-level text and beyond, small group instruction based on data, review of previously taught benchmarks as well as preview of upcoming benchmarks.

Person Responsible: Stephanie Whitaker (whitakers@pcsb.org)

By When: Ongoing

3. Utilize administrator walk through tool to provide weekly feedback to teachers and communicate/highlight evidence-based practices during both whole group and small group instructional settings.

Person Responsible: Stephanie Whitaker (whitakers@pcsb.org)

By When: Ongoing

4. Monitor to ensure that instructional practices are employed that result in students doing the work of the lesson. This can include tasks to deepen student engagement, setting positive expectations for success, novel tasks to stimulate curiosity, developing compelling introductions or "pitches", thought provoking challenges, opportunities for students to ask their own questions, set their own goals and make their own choices.

Person Responsible: Stephanie Whitaker (whitakers@pcsb.org)

By When: Ongoing

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

As we continue to thrive towards becoming an A school, it is imperative that we raise our mathematics proficiency to 60% or above. Achieving this level of proficiency will result in our Hispanic subgroups(37%) and African American subgroup(15%) proficiency to increase because of our percentages of students that represent these subgroups in our school.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Proficiency in grades 3-5 will increase from 49% to 60% proficiency as measured by FAST mathematics by the spring of 2024.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Proficiency will be monitored through small group data collection, whole group assessments (standards based module assessment) as well as progress being made from PM1 to PM2 and formative assessments used within the classroom.

Person responsible for monitoring outcome:

Stephanie Whitaker (whitakers@pcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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

Strategies this will support include:
Teacher clarity of standard
Classroom discussions
Feedback
Posing purposeful questions

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

As a school that is seeking IB authorization, it will be imperative that teachers have a clear understanding of the standards as they are planning lessons. Lessons will need to cover the Florida standard as well as incorporate IB unit expectations, ensuring that it is clear to the student the end goal of the lesson. Students should be making progress towards standards mastery, as well as providing evidence of IB standard mastery.

In order to do this, classroom discussions need to be carefully planned for, questions need to be exact, ensuring standards are being covered and they are meeting the rigor of the standard while incorporating IB standards as well. Feedback during small group intervention will become critical during this transitional phase.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

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 as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Ensure collaborative planning expectations are clear and goals are stated that allows for teams to engage in prep of questions and standards based tasks. Design team leaders learning opportunities so this work can continue facilitated within teams and develop a calendar of optional just in time training which will provide additional professional development opportunities during both small group and whole group lessons to continue the learning into the classroom during instructional practice.

Person Responsible: Stephanie Whitaker (whitakers@pcsb.org)

By When: Calendars developed by August 2023 and Ongoing Collaborative planning and PD structures in place.

2. Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, EL supports as well as extensions/more advanced texts for students above benchmarks. .

Person Responsible: Stephanie Whitaker (whitakers@pcsb.org)

By When: Ongoing

3. Utilize administrator walk through tool to provide weekly feedback to teachers and communicate/ highlight evidence-based practices during both whole group and small group instructional settings.

Person Responsible: Stephanie Whitaker (whitakers@pcsb.org)

By When: Ongoing

4. Provide all students with consistent opportunities to engage in complex, grade-level content and activities aligned to the level of rigor of the standard.

Person Responsible: Stephanie Whitaker (whitakers@pcsb.org)

By When: Ongoing

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

As we continue to thrive towards becoming an A school, it is imperative that we raise our science proficiency to 50% or above. Achieving this level of proficiency will result in our Hispanic subgroups(37%) and African American subgroup(15%) proficiency to increase because of our percentages of students that represent these subgroups in our school.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

5th grade science proficiency will increase from 39% - 50% as measured by the State Science Assessment in the Spring of 2024.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Standards based mastery checks given during vocabulary gaming checks, as well as module checks, formative assessments which check for 3rd and 4th grade standards mastery and mid year diagnostic check.

Person responsible for monitoring outcome:

Stephanie Whitaker (whitakers@pcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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

Strategies this will support include:
Teacher clarity of standard
Classroom discussions
Feedback
Posing purposeful questions

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

As a school that is seeking IB authorization, it will be imperative that teachers have a clear understanding of the standards as they are planning lessons. Lessons will need to cover the Florida standard as well as incorporate IB unit expectations, ensuring that it is clear to the student the end goal of the lesson. Students should be making progress towards standards mastery, as well as providing evidence of IB standard mastery.

In order to do this, classroom discussions need to be carefully planned for, questions need to be exact, ensuring standards are being covered and they are meeting the rigor of the standard while incorporating IB standards as well. Feedback during small group intervention will become critical during this transitional phase. High Frequency, academic/science based vocabulary must be incorporated into all of the above components being monitored.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

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 as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Ensure collaborative planning expectations are clear and goals are stated that allows for teams to engage in prep of questions and standards based tasks. Design team leaders learning opportunities so this work can continue facilitated within teams and develop a calendar of optional just in time training which will provide additional professional development opportunities during both small group and whole group lessons to continue the learning into the classroom during instructional practice.

Person Responsible: Stephanie Whitaker (whitakers@pcsb.org)

By When: Calendar established by August and Ongoing Collaborative planning and PLC work.

2. Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, EL supports as well as extensions/more advanced texts for students above benchmarks.

Person Responsible: Stephanie Whitaker (whitakers@pcsb.org)

By When: Ongoing

3. Utilize administrator walk through tool to provide weekly feedback to teachers and communicate/highlight evidence-based practices during both whole group and small group instructional settings.

Person Responsible: Stephanie Whitaker (whitakers@pcsb.org)

By When: Ongoing

4. Utilize the 3-I daily instructional routine, to ensure daily science lessons are presented as a whole while monitoring student understanding through the use of informal data collection.

Person Responsible: Stephanie Whitaker (whitakers@pcsb.org)

By When: Ongoing

#4. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

As our subgroup with the lowest measured proficiency in both ELA (26%) and mathematics (27%), we need to ensure that we have systems in place which allows for authentic inclusive practices within the classroom and increased time for PLC work and collaborative planning opportunities between ESE teachers and general education teachers.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the spring of 2024, proficiency in ELA of students in the SWD subgroup will increase by 10% as measured by the FAST ELA assessment, rising to 36% proficiency.

By the spring of 2024, proficiency in mathematics of students in the SWD subgroup will increase by 10% as measured by the FAST mathematics assessment, rising to a proficiency rate of 37%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored through systematic standards mastery checks through module assessments, progress monitoring checks through PM1 and PM2 using FAST data in both mathematics and ELA.

Person responsible for monitoring outcome:

Stephanie Whitaker (whitakers@pcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Create a master schedule that allows for collaboration between gen ed and ESE teachers to ensure students receive all services and accommodations through their school day, with the greatest amount of services being provided in an inclusive setting.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

ESE students require mediation and skill development in order to meet the BEST standards. Through collaborative planning and appropriate scaffolding of grade level material alongside the gen ed teacher, students have more access points to the standards being presented and this provides timely support for increased proficient performance.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

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 as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

Person Responsible: Nicole Garcia (garcian@pcsb.org)

By When: Ongoing

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

Person Responsible: Nicole Garcia (garcian@pcsb.org)

By When: Ongoing

3. Utilize assistive technology, make rigorous texts, content and activities accessible to all students.

Person Responsible: Nicole Garcia (garcian@pcsb.org)

By When: Ongoing

#5. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

As we continue to move towards becoming an A school, it is imperative that we focus on our subgroups that continue to show a gap when compared to other subgroups within the school. Currently our Black/ African American Subgroup, while showing a 9% increase in proficiency this past school year, is still performing at 47% proficiency in ELA which is 7% lower than the school proficiency rate of 54%. Similarly in mathematics.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

ELA proficiency for our African American subgroup will increase by 10% from 47% to 57% as measured by the FAST ELA assessment by the spring progress monitoring period in 2024.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Student progress will be monitored by our SBLT team during monthly MTSS meetings, as well as during individual teacher data chats, where we will monitor istation progress, students tasks which demonstrate standards mastery including module assessments.

Person responsible for monitoring outcome:

Stephanie Whitaker (whitakers@pcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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

Strategies this will support include:
Teacher clarity of standard
Classroom discussions
Feedback
Posing purposeful questions

We will also ensure that each student in this subgroup has a check in adult who has regular goal setting and data chats with the student, creating relational capacity and connection to the school community. This adult will also do periodic checks within the classroom for their assigned student to ensure that the student has access to standards based questions, is actively participating in discussions and is receiving adequate feedback to make progress towards standards mastery.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

As we continue to monitor the proficiency for our entire student body with a similar goal, by assigning an adult to each student in this subgroup, we are ensuring that students in this subgroup are being monitored closely within their whole group lesson as well as small group instructional setting. The student's plan of instruction will be discussed more closely to ensure that we are planning for the needs of identified students, and that students are aware of these goals and they are part of the problem solving process.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

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 as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Connect students in this subgroup to an adult on campus and schedule weekly checkins with students.

Person Responsible: Nicole Garcia (garcian@pcsb.org)

By When: Schedule created by 1st day of school, August 10, 2023

2. Develop and implement walk through plan and PLC/data chat schedule to ensure intentional data analysis and problem solving for identified students so that prompt adjustments to small group instruction and access to rigorous tasks can be made as appropriate to continue to work towards standards mastery.

Person Responsible: Stephanie Whitaker (whitakers@pcsb.org)

By When: Ongoing

#6. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

After looking at our Early Warning Systems, we identified that our fourth grade to fifth grade cohort had the highest number of students with 2 or more Early Warning Indicators. Knowing that fifth grade students account for the greatest number of cells in our school grade formula, if we are committed to moving towards an A school, it is imperative that we overcome these barriers in this cohort, including increased ELA achievement in our level 1 students in the 4th to 5th grade cohort, decreasing the percentage of students with greater than 10% of absences and identifying PBIS strategies that will engage this cohort of students in all aspects of the school day.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

4th grade to 5th grade cohort attendance will improve from 10 students with 10% or more absenteeism to 5 students or less with 10% or more absenteeism maintained through the last day of school in May of 2024.

Secondary Goal: Students identified as having 2 or more Early Warning indicators will improve from level to level 2 or higher as measured by FAST ELA.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Attendance data will be monitored during Child Study Team monthly.

Person responsible for monitoring outcome:

Nicole Garcia (garcian@pcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Provide identified students in this cohort with multiple school connections to increase engagement in school, including but not limited to mentors, check in staff member, intentional placement with small group instruction, access to leadership opportunities and clubs.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Students who have more connections to school have better attendance and this increased attendance leads to increased access points to instructional opportunities and increased time spent in small group instruction to increase ELA proficiency.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

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 as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Identify students with 2 or more Early Warning Indicators and students in 4th to 5th grade cohort with 10% or more absences. Connect these students to an adult starting on the first day of school.

Person Responsible: Nicole Garcia (garcian@pcsb.org)

By When: August 10th 2023

2. Survey students to determine what PBIS opportunities they would be interested in working towards while reaching attendance, behavior and academic goals.

Person Responsible: Stephanie Whitaker (whitakers@pcsb.org)

By When: September 1st, 2023

3. Ensure students are placed in small group instruction with instructor with relational capacity and connection to the students in this cohort.

Person Responsible: Stephanie Whitaker (whitakers@pcsb.org)

By When: Ongoing, adjust as needed based on data

4. Invite students in identified cohort to serve on PBIS student leadership team to plan school wide PBIS opportunities to create further buy in.

Person Responsible: Stephanie Whitaker (whitakers@pcsb.org)

By When: September 2023

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

School Improvement funding is reviewed with multiple parent organizations including SAC and PTA. In addition to this review, our staff has the opportunity to vote on different proposals for utilizing SIP funds in a way that will best help them grow their practice or to ensure that students have the tools they need to achieve the identified goals.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
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 the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The SIP and UNISIG budget are shared through multiple platforms including but not limited to: Staff brainstorming sessions in the spring with whole staff and small group input. Whole group sharing of SIP goals in the fall and small group feedback opportunities. With parents and community members SIP goals are shared via SAC presentations and PTA presentations as well as in person at our annual Title 1

meeting. Our SIP is posted via our school webpage and we have a one page document available for any community member that requests more information about our school.

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 Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Through the use of surveys during the previous school year, we have developed a calendar of family events that is varied by time and topic to allow for the optimal number of families to connect without school at least one time per month. These range from morning family snack and science challenges, lunch and learn sessions and after school family nights with an academic focus. We use multiple means of communication, including weekly email messages, weekly social media posts, daily communication via binders/agendas, progress reports, in person conferences 1 time per semester or as needed/ requested by the family.

We continue to partner with community members in ways that connects our students and families directly with the businesses and other stakeholders that serve our community, including but not limited to the Long Center with the City of Clearwater, multiple tae kwon centers, local vendors and grocery stores and we partner with a master gardener through the UF master garden 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 III of the SIP. (ESSA 1114(b)(7)ii))

By developing a master schedule and meeting schedule which prioritizes facilitated collaborative planning and intentional PLC's which set the data stage for the collaborative planning sessions, our plan to strengthen the academic program focuses on ensuring that high yields strategies are planned for and monitored for implementation during both whole group and small group instruction, which will be imperative as we also continue our IB candidacy phase, developing rigorous standards based questions which bridge the Florida standards and the IB standards. This is a streamlined plan which is aimed at increasing proficiency across each of our content areas, as well as our SWD and Black subgroups.

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). (ESSA 1114(b)(5))

By closely aligning our Title 1 budget and goals to our School improvement plan, as well as in coordination with our mentoring programs, our goals are streamlined in all areas of Focus.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

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

Through our school based counselor and social worker, our team works in coordination to ensure that students identified in targeted subgroups or in proficiency strands are receiving services needed to help to accelerate learning and overcome challenges and/or barriers.

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. (ESSA 1114(b)(7)(iii)(II))

Not applicable.

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 ESSA 1114(b)(7)(iii)(III).

Our school is currently eligible for bronze status per the FL PBIS model. It is our goal to continue to accelerate the PBIS model to meet student needs and meet Silver Status during the upcoming school year.

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. (ESSA 1114(b)(7)(iii)(IV))

Our school provides facilitated collaborative planning opportunities, IB professional development 2 times per month, and PLC's which focus on teachers observing model classrooms. 1st and 2nd year teacher meetings are open to all teachers and cover various professional development, and team leaders is now PD based and open to all teachers who want to work on book studies and broadening their professional toolboxes.

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

We partner with local VPK's to ensure zoned families are aware of and attend our Ready Set Kindergarten program. In addition, we offer incoming kindergarten students the opportunity to participate in a summer program which immerses them in kindergarten classrooms and familiarizes them with their new campus and processes for school.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: ELA	$0.00
2	III.B.	Area of Focus: Instructional Practice: Math	$0.00
3	III.B.	Area of Focus: Instructional Practice: Science	$0.00
4	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	$0.00
5	III.B.	Area of Focus: ESSA Subgroup: Black/African-American	$0.00
6	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes