Campbell Park Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Campbell Park Elementary School

1051 7TH AVE S, St Petersburg, FL 33705

http://www.campbell-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.

The mission of Campbell Park Elementary is to create a high-performing school that produces scholars that are critical thinkers, excellent communicators and globally competitive in an international and technical society.

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
Young, Kathleen	Principal	
Noorbakhsh, Kim	Assistant Principal	
Hires, Megan	Math Coach	
McPherson, Kara	Reading Coach	
Trippett, Kelly	Science Coach	
Shuerger, Stephanie	Instructional Coach	
Coston, Bobby	Instructional Coach	

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.

• School Leadership Team Involvement: The School Leadership Team, consisting of administrators, teachers, and support staff, plays a central role in the SIP development. We conduct regular meetings to discuss the school's vision, goals, and areas for improvement. Their insights and expertise guide the initial planning stages of the SIP.
• Teacher and Staff Input: Teachers and school staff are essential stakeholders in the SIP development process. We conduct data chats with teachers to gather their input on student performance, classroom challenges, and instructional needs. Their input helps identify areas that require additional support and informs strategies to enhance teaching practices.
• Parent and Family Engagement: We actively involve parents and families through surveys, family nights, and parent conferences. By collecting their feedback, we better understand their perspectives, concerns, and aspirations for their children's education. This input is invaluable in shaping the SIP to align with the needs and expectations of our school community.
• Student Voice: Student input is a significant aspect of our SIP development process. We encourage

student participation through surveys and classroom discussions. Understanding students' experiences and opinions allows us to create a student-centered approach and addresses their academic and social-emotional needs.
• Community and Business Leaders: Engaging with business and community leaders is essential for garnering external support and resources. We hold meetings with local leaders to discuss opportunities for partnerships and collaborations that can enrich the SIP with additional resources and experiences for our students.
• Data Analysis and Prioritization: After gathering input from stakeholders, we carefully analyze the data to identify common themes, challenges, and growth opportunities. This analysis helps us prioritize specific goals and strategies within the SIP.

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))

Our School Leadership Team will closely monitor our School Improvement Plan (SIP), which will gather and analyze various data related to student achievement, focusing on those students facing significant achievement gaps. This data includes academic assessments, standardized test scores, classroom performance, attendance, and behavior records.

The team will conduct weekly reviews of attendance and behavior data and bi-monthly reviews of academic data based on classroom assessments. Additionally, district assessment data will be reviewed tri-annually to track progress.

Using data analysis, the School Leadership Team will identify specific areas requiring improvement, such as particular subjects, grade levels, or student groups with persistent achievement gaps. To address these areas, we will implement evidence-based strategies and interventions, including differentiated instruction, targeted tutoring, professional development for teachers, and programs to engage parents.

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	94%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students)	Students With Disabilities (SWD) Black/African American Students (BLK)

(subgroups below the federal threshold are identified with an asterisk)	White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: F
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	1	49	46	31	31	22	0	0	0	180
One or more suspensions	0	0	0	4	4	1	0	0	0	9
Course failure in English Language Arts (ELA)	0	0	0	8	2	2	0	0	0	12
Course failure in Math	0	0	0	4	1	3	0	0	0	8
Level 1 on statewide ELA assessment	0	0	0	5	23	16	0	0	0	44
Level 1 on statewide Math assessment	0	0	0	5	25	13	0	0	0	43
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	9	12	17	10	6	0	0	0	55

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	6	7	12	26	11	0	0	0	62

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	2	1	3	5	0	0	0	0	0	11
Students retained two or more times	0	0	0	3	0	0	0	0	0	3

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	4	63	36	49	30	25	0	0	0	207
One or more suspensions	0	0	3	4	2	0	0	0	0	9
Course failure in ELA	0	0	0	8	2	0	0	0	0	10
Course failure in Math	0	0	0	4	3	0	0	0	0	7
Level 1 on statewide ELA assessment	0	0	0	9	16	0	0	0	0	25
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	8	7	12	12	5	0	0	0	44

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	9	8	8	0	0	0	0	0	29
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

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	4	63	36	49	30	25	0	0	0	207
One or more suspensions	0	0	3	4	2	0	0	0	0	9
Course failure in ELA	0	0	0	8	2	0	0	0	0	10
Course failure in Math	0	0	0	4	3	0	0	0	0	7
Level 1 on statewide ELA assessment	0	0	0	9	16	0	0	0	0	25
Level 1 on statewide Math assessment	0	0	0	5	25	13	0	0	0	43
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	6	7	12	26	11	0	0	0	62

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	9	8	8	0	0	0	0	0	29
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

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*	37	54	53	25	55	56	20		
ELA Learning Gains				54			39		
ELA Lowest 25th Percentile				89			60		
Math Achievement*	45	61	59	28	51	50	19		
Math Learning Gains				58			32		
Math Lowest 25th Percentile				74			36		
Science Achievement*	18	62	54	29	62	59	29		
Social Studies Achievement*					65	64			
Middle School Acceleration					52	52			
Graduation Rate					57	50			
College and Career Acceleration						80			
ELP Progress		64	59						

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)	N/A
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	148
Total Components for the Federal Index	4
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	357
Total Components for the Federal Index	7
Percent Tested	99
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	42			
ELL				
AMI				
ASN				
BLK	37	Yes	1	
HSP				
MUL				
PAC				
WHT				

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	38	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	53			
ELL				
AMI				
ASN				
BLK	50			
HSP				
MUL				
PAC				
WHT	57			
FRL	50			

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	37			45			18					
SWD	42			48							3	
ELL												
AMI												
ASN												
BLK	35			46			18				4	
HSP												
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												
FRL	38			44			20				4	

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	25	54	89	28	58	74	29					
SWD	38	62	80	39	67		32					
ELL												
AMI												
ASN												
BLK	24	54	88	25	58	72	31					
HSP												
MUL												
PAC												
WHT	43			71								
FRL	23	53	92	26	55	70	29					

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	20	39	60	19	32	36	29					
SWD	32	32		36	44		33					
ELL												
AMI												
ASN												
BLK	19	35	53	17	28	32	27					
HSP												
MUL												
PAC												
WHT	23			50								
FRL	18	36	59	19	34	36	28					

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	26%	57%	-31%	54%	-28%
04	2023 - Spring	39%	58%	-19%	58%	-19%
03	2023 - Spring	42%	53%	-11%	50%	-8%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	54%	62%	-8%	59%	-5%
04	2023 - Spring	48%	66%	-18%	61%	-13%
05	2023 - Spring	26%	61%	-35%	55%	-29%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	17%	60%	-43%	51%	-34%

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.

The data component that displayed the lowest performance was Science Proficiency at 18%. According to the state data, we had an 11% decline compared to the previous year.
The contributing factor to last year's low performance in Science Proficiency was student engagement during core instruction, hindering their connection with the subject matter and affecting their overall interest in science. Another contributing factor was insufficient time on task. Science learning often requires hands-on exploration, experimentation, and observation. If students did not have adequate time to participate in these activities actively, it could have hindered their ability to absorb the scientific principles being taught fully.

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

Please see question 1. Science was our lowest performance area and had the greatest decline from the previous year.

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.

Science proficiency also had the most significant gap compared to the state average, with a difference of 33%.

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

The data component that showed the most improvement was Math Proficiency. Our Math Proficiency increased by an impressive 18%, raising our score to 46%.

To achieve this significant improvement, our school took several new actions in the area of Math instruction:
• Enhanced Teacher Clarity: We provided targeted professional development opportunities for our math teachers to deepen their understanding of the benchmarks and content. This clarity enabled them to deliver more effective and engaging math lessons to their students.
• Small Group Lesson Plans: Our teachers implemented intentional small group lesson plans to address specific student gaps in math. This differentiated approach allowed them to cater to individual learning needs and provide additional support where required.
• Data-Driven Instruction: We utilized student performance data to inform our instructional decisions. Regular data analysis allowed us to identify areas of improvement and tailor our teaching strategies accordingly.

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

Upon reflecting on the EWS (Early Warning System) data from Part I, one potential area of concern that stands out is the number of students missing 10% or more of school. While we were able to reduce this number by 27 students from the previous year, it still remains a significant issue that requires attention and improvement.

Another area of concern identified from the EWS data is the increased number of students scoring a level one on the ELA assessment. This indicates that there are challenges in our current ELA instructional approach that need to be addressed to ensure our students achieve proficiency in this subject.

Both of these areas require targeted strategies and interventions to address the underlying issues and support the academic and overall well-being of our students.

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

We have identified two primary priorities for our school:

Improving ELA, Math, and Science Proficiency: We aim to enhance student achievement in English Language Arts (ELA), Mathematics, and Science. By providing targeted instruction, employing instructional practices that result in students doing the lesson's work, and fostering a love for these subjects, we aim to elevate our students' proficiency levels.

Boosting Student Attendance Rates: We recognize the critical role of regular school attendance in students' academic success. We focus on improving student attendance rates through a tiered system of interventions and partnerships with families to ensure students are present and engaged in their learning journey.

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 Small Group Instruction

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.

Standards-based data (FAST, district assessments, classroom data, walkthrough data, etc.) collected from the 2022-2023 school year showed students performing below grade level in ELA, Math, and Science. The main contributing factors were the lack of consistent small-group instruction and the absence of differentiation in the tasks aligned with grade-appropriate standards. As a result, students were not provided with consistent opportunities to excel in tasks aligned with the standards, and teachers need more PD to expand their toolbox of teaching strategies to effectively differentiate lessons.

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

As measured by district and state assessments, proficiency in English Language Arts will increase by 5% (from 40% to 45%).

As measured by district and state assessments, proficiency in 3rd Grade English Language Arts will increase by 8% (from 42% to 50%).

Proficiency in Mathematics will increase by 4% (from 46% to 50%), as measured by district and state assessments.

As measured by district and state assessments, proficiency in Science will increase by 12% (from 18% to 30%).

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

Data will be monitored through ILT meetings, walk-throughs, and bi-weekly data chats with teachers.

Person responsible for monitoring outcome:

Kathleen Young (young-parkerk@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.)

1. Flexible Grouping: Organize students into small groups based on their skill levels and learning needs. This allows teachers to tailor instruction to the specific needs of each group.
2. Data-Driven Instruction: Use ongoing assessment data to inform instructional decisions. Regularly analyze student performance data to identify areas of strength and areas that require further support.
3. Professional Development: Offer teachers ongoing professional development opportunities focused on differentiated instruction and effective small-group teaching strategies.

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

In order to provide students opportunities to engage in grade-appropriate standards-based tasks teachers will be supported through a structure for professional learning communities focused on effective teaching methods for learning.

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.

• Organize students into small groups based on their assessment data, ensuring that each group consists of learners with similar learning needs or skill levels.
• Establish a flexible grouping schedule that allows students to rotate among different groups or learning stations based on their progress and needs.
• Provide targeted instruction to each group, tailoring the teaching approach and level of challenge to match the students' skill levels and learning styles.
• Employ instructional practices that result in students doing the work of the lesson (higher-order questioning, quick demonstration followed by practice, limiting teacher talk, high-quality feedback, and opportunities to use that feedback).
• Orient to and implement the instructional materials, understanding how the materials connect to evidence-based practices and B.E.S.T. Benchmarks/FSASS.
• Collect ongoing formative assessment data to monitor students' progress and identify areas where they may need additional support or challenges.
• Provide all students with consistent opportunities to engage in complex, grade-level content and activities aligned to the rigor of the standard/benchmark.
• Utilize administrator walkthrough tools to provide weekly feedback to individual teachers as well as communicate and highlight evidence-based practices that are impacting student achievement with the entire staff.

Person Responsible: Kathleen Young (young-parkerk@pcsb.org)

By When:

2.Develop a professional learning plan that results in improved practice and better student outcomes.
• Teachers and administrators engage in the just-in-time training they need to support the implementation of the curriculum and other instructional initiatives already underway.
• Ensure professional development is content-focused, teacher and student-focused, instructionally relevant, and actionable.
• Provide regular structures for planning/PLCs where teachers regularly engage in data/student work analysis as well as intellectual prep & lesson rehearsal for upcoming lessons, including scaffolds that address gaps in student learning.
• Regularly collaborate as a leadership team to engage in meaningful discussions and collective goal-setting around improving student outcomes including, but not limited to teacher support, community outreach, and strengthening a culture of high expectations for all students.
• Engage in professional development on various aspects of differentiation.

Person Responsible: Kathleen Young (young-parkerk@pcsb.org)

By When:

#2. Positive Culture and Environment specifically relating to Other

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.

Scholar attendance was selected due to data pulled during the 2022-23 school year, 45% of our scholars were present less than 90% of the instructional school year.

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

The rate of chronic absence 10% and chronic absence 20% will decrease by 10%, as measured by attendance data in Focus (45% to 35%).

The average daily attendance of scholars will increase by 3%, as measured by attendance data in Focus (87% to 90%)

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

Child Study Team (CST) meetings weekly to utilize the problem-solving worksheet for grade-level attendance. The Social Worker/Attendance will conduct home visits and parent conferences with families who have chronic absences and/or tardies.

Person responsible for monitoring outcome:

Kim Noorbakhsh (noorbakhshk@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 three-tiered approach that starts with foundational support for the whole school. These foundational supports are followed by prevention-oriented supports (Tier 1), more personalized outreach (Tier 2), and intensive intervention (Tier 3).

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

Missing more than 10% of school in one school year puts the scholar at risk for retention. Strengthening the Tiered process will build stronger relationships between the schools and families while helping identify barriers to chronic absences.

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.

• Strengthen the implementation of Tier I, Tier II, and Tier III attendance interventions to address and support the needs of our scholars.
• Child Study Team will meet weekly to review and discuss Tier 2 and Tier 3 students.
• Child Study Team and School-Based Leadership Team will review and problem-solve around attendance

data on a monthly basis.
• Attendance Specialist and Social Worker will continue providing parents with district populated letters informing parent/guardian(s) of their child's attendance as well as hold parent conferences, conduct home visits, and/or refer families with chronic attendance issues to the State Attorney's Office.
• Continue offering services from the Suncoast Counselor and Family Navigator as well as other community resources to address and/or eliminate attendance barriers.

Person Responsible: Kim Noorbakhsh (noorbakhshk@pcsb.org)

By When:

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).

The district allocates SIP funds to each school as prescribed by the legislature. Principals present to the School Advisory Council the amount of their SIP Funds, their SIP, and how the SIP funds will support the plan. The SAC reviews and votes on approval of the SIP and use of SIP funds. The SIP funds are spent in alignment with the SIP, and reviewed by the SAC throughout the year. Expenditures that deviate from the approved SIP are presented to the SAC, which votes to approve or deny the expense.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- ◦ The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- ◦ The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- ◦ Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

Strategically focus on fully implementing the Pinellas Early Literacy Initiative by focusing on VKP-2 classrooms ensuring equitable use of resources including instructional supports, school-based professional development, cycles of coaching, and feedback.

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

Strategically focus on students' participation in suitable grade-level tasks aligned with educational standards, teachers will receive support through a professional learning community framework. This

framework will concentrate on enhancing teaching strategies for effective learning, employing adaptable groupings, utilizing data to guide instruction, and tailoring professional development.

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

As measured by district and state assessments, proficiency in VPK-2nd Grade English Language Arts will increase to 50% of scholars scoring in the 40th percentile or higher.

Grades 3-5 Measurable Outcomes

As measured by district and state assessments, proficiency in 3rd Grade English Language Arts will increase by 8% (from 42% to 50%).

As measured by district and state assessments, proficiency in 4th-5th grade English Language Arts will increase by 5% (from 40% to 45%).

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

The school's designated Area(s) of Focus will be closely observed to ensure the intended results through a systematic monitoring approach. This will involve various methods such as ILT (Instructional Leadership Team) meetings, regular classroom walk-throughs, and bi-weekly data discussions with teachers. By consistently tracking data through these mechanisms, the school aims to maintain a continuous pulse on progress and adjustments required to achieve the desired outcomes. This ongoing monitoring process will significantly influence student achievement outcomes by enabling timely identification of strengths and areas needing improvement. Teachers and administrators will have the insights needed to make informed instructional decisions, implement targeted interventions, and optimize teaching strategies to ultimately enhance student success.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Young, Kathleen, young-parkerk@pcsb.org

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

  ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

  ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

  ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

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

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

  ◦ Do the evidence-based practices/programs address the identified need?

  ◦ Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

To develop literacy, students need instruction in two related sets of skills: foundational reading skills and reading comprehension skills. Employing the evidence-based strategies and action steps will enable students to read words (alphabetics), relate those words to their oral language, and read connected text with sufficient accuracy and fluency to understand what they read.

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

  ◦ Literacy Leadership

  ◦ Literacy Coaching

  ◦ Assessment

  ◦ Professional Learning

Action Step	Person Responsible for Monitoring
Literacy Leadership ? School Literacy Leadership Teams are meeting regularly to look at data to make informed decisions about what professional learning and supports need to be in place to maximize student growth in reading. ? School Literacy Leadership teams support the full implementation of the Pinellas Early Literacy Initiative in grades VPK-2. ? Build capacity by identifying teachers, coaches, and district staff who can support training in understanding how high-quality instructional materials connect to evidence-based practices and the B.E.S.T standards. ? School Literacy Leadership Team plan family reading nights grounded in family-friendly evidence-based practices to support the homeschool connection.	Young, Kathleen, young-parkerk@pcsb.org
Assessment ? Develop a structure for ongoing formative assessment is in place to determine where instruction should be modified to meet individual student needs ? Determine a structure for conducting screening, progress monitoring, and diagnostic assessments is in place to identify students with a substantial deficiency in reading. ? Utilize a walkthrough tool to provide feedback to teachers to communicate and highlight how evidence-based practices learned as a part of the Pinellas Early Literacy Initiative professional development are impacting student achievement within the classroom.	Noorbakhsh, Kim, noorbakhshk@pcsb.org
Professional learning ? Professional Learning Communities (PLCs) are guided by assessment data and are ongoing, engaging, interactive, collaborative, and job-embedded and provide time for teachers to collaborate, research, conduct lesson studies, and plan instruction. ? School-based teams support Pinellas Early Literacy Initiative professional learning sessions on the science of reading and evidence-based literacy instruction, materials, and assessment supported by the University of Florida Lastinger Center. ? School-based teams provide training to teachers that integrate the six components of reading (phonemic awareness, phonics, fluency, oral language, comprehension, and vocabulary) into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies outlined in the Pinellas Early Literacy Initiative.	

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 School Improvement Plan (SIP) and School-Wide Program (SWP) progress are effectively disseminated to all stakeholders in a clear and accessible manner through:
School Website and Newsletter: We will post the SIP and SWP progress updates on the school's official

website. Additionally, send out regular newsletters to parents, highlighting key points from the SIP and SWP progress in a language that is easy for parents to understand.

Family Nights and Workshops: We organize regular parent meetings and workshops and discuss the SIP goals and the progress made in achieving those goals. We straightforwardly present the information, using visual aids and charts to enhance understanding.

Parent-Teacher Conferences: Teachers use parent-teacher conferences to share updates on the SIP and SWP progress with individual parents.

Multilingual Materials: Provide translated versions of the SIP, UniSIG budget, and SWP progress documents in languages spoken by parents and families within the school community. Collaborate with bilingual staff or community members to ensure accurate translations.

Social Media: We will leverage social media platforms used by the school community to share updates on the SIP and SWP progress. We will use visuals and infographics to present data engagingly.

School Bulletin Boards: Display summaries of the SIP goals and SWP progress on school notice boards, making them visible and easily accessible for all visitors and 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 Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Our School will implement these strategies to foster a strong sense of community and collaboration among parents, families, and other stakeholders. This collaborative effort will not only support the needs of our students but also contribute to the overall success of our School's mission.

• Open Communication Channels: We will establish open and transparent communication channels to foster a strong partnership with parents and families. This includes regular newsletters, emails, and phone calls to keep parents informed about school events, academic updates, and opportunities for involvement.
• Family Nights and Workshops: Organizing regular and flexible Family Nights and Workshops allows us to provide valuable resources and guidance to parents. These workshops can cover academic support at home, social-emotional development, and curriculum understanding. We will also host family engagement events to create opportunities for families to unite and strengthen their bonds with the school community.
• Parent-Teacher Conferences: Parent-teacher conferences will be scheduled at minimum twice a year, providing an opportunity for teachers to discuss each child's progress, strengths, and areas for growth. These conferences will be conducted in a supportive and collaborative manner to encourage meaningful dialogue between parents and teachers.
• Parent Advisory Committees: Forming parent advisory committees gives parents a voice in decision-making. These committees can provide valuable feedback and input on various school matters, ensuring that parents' perspectives are considered.
• Community Partnerships: We strongly partner with local businesses, organizations, and community leaders. These partnerships provide our students and families with additional resources, support, and opportunities.
• Celebrating Achievements: Acknowledging students' academic and extracurricular achievements through recognition events and ceremonies involving parents and families in celebrating their child's successes.

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)

Through the action steps listed in section 3 of our SIP, we will continue providing targeted and tailored professional development that deep dives into data, improving instruction based on assessment data, working with content area coaches to best implement standards-based instruction with a focus on student-centered learning with rigor, integrating Restorative Practices, Social-Emotional Learning, Positive Behavior Intervention Systems, Culturally Relevant Teaching, and Equity Best Practices in all content areas.

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))

N/A

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))

• School Counseling Services: Our dedicated student services team offers whole class, individual, and group counseling sessions for students. These sessions focus on emotional well-being, social skills, bullying prevention programs, conflict resolutions, and coping mechanisms to help students navigate challenges and build resilience.
• School-Based Mental Health Services: Our school collaborates with mental health professionals and agencies to offer on-site mental health services. These services provide additional support for students dealing with anxiety, depression, or other mental health concerns.
• Specialized Support Services: We provide specialized support services for students with unique learning needs or challenges. This may include interventions such as speech and language therapy, occupational therapy, or behavior support programs.
• Mentoring Programs: Our school offers mentoring programs where students are paired with caring and supportive adult mentors. These mentors provide guidance, encouragement, and positive role modeling to enhance students' social and emotional development.
• Positive Behavior Intervention and Support (PBIS): We have implemented a PBIS framework to foster a positive and supportive school climate. PBIS rewards positive behavior and provides clear expectations for conduct, reinforcing a respectful and responsible school community.
• Family Engagement and Support: We involve families in our students' development through workshops and resources that address parenting challenges, stress management, and communication strategies. This partnership between schools and families enhances students' overall support system.
• Community Partnerships: Collaborating with community organizations and agencies allows us to expand our resources and services. We work with local mental health providers, youth organizations, and community centers to offer additional support for our students.

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))

• Early Introduction to Career Exploration: We introduce age-appropriate career exploration activities within the curriculum and the Great American Teach-In. We expose students to various career paths and the skills required for success through classroom discussions, guest speakers, and educational

resources.
• College and University Visits: We organize college and university visits to familiarize students with postsecondary education. These visits give students a glimpse of campus life and the available academic programs.
• Integration of Life Skills: We incorporate life skills training into the curriculum, teaching students essential competencies such as communication, problem-solving, and teamwork for success in any career.

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).

The main priority of this educational approach is to create a safe and supportive learning environment for all students. Our process involves four components:

1: Utilizing a Tiered Model
The first component is to use a tiered model of support. Tier 1 focuses on prevention and includes implementing a positive behavior intervention and support system and a social-emotional learning curriculum for all students. Regular school climate assessments are conducted to identify areas for improvement. Tier 2 involves early interventions targeting the specific behavioral needs of at-risk students. Collaboration with teachers, counselors, and parents ensures progress monitoring and adjustment of interventions. Tier 3 provides intensive support with individualized behavior intervention plans for students requiring more assistance.

2: Early Intervening Services (EIS) and IDEA Coordination
Data-driven decision-making is used to identify students in need of early interventions. Early intervening services are offered to students not eligible for special education but still requiring support. Coordination with IDEA (Individuals with Disabilities Education Act) services ensure proper alignment of interventions and foster an inclusive school culture.

3: Professional Development and Training
Teachers and staff receive ongoing professional development to effectively implement the tiered model and evidence-based practices in behavior intervention.

4: Family and Community Engagement
Parents, caregivers, and community organizations are involved in problem-solving, providing additional support and resources for students and families.

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))

• Teachers and administrators engage in the just-in-time training they need to support the implementation of the curriculum and other instructional initiatives already underway.
• Ensure professional development is content-focused, teacher and student-focused, instructionally relevant, and actionable.
• Provide regular structures for planning/PLCs where teachers regularly engage in data/student work analysis and intellectual prep & lesson rehearsal for upcoming lessons, including scaffolds that address gaps in student learning.
• Regularly collaborate as a leadership team to engage in meaningful discussions and collective goal-setting around improving student outcomes, including, but not limited to, teacher support, community outreach, and strengthening a culture of high expectations for all students.
• Engage in professional development on various aspects of differentiation.

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))

• Collaboration with Preschools: We establish partnerships with local preschools and early childhood education programs.
• Orientation and Welcome Events: Before the school year begins, we organize orientation and welcome events for incoming preschool children and their families. These events familiarize them with the school environment, teachers, and facilities, creating a sense of belonging and comfort.
• Classroom Visits and Tours: We arrange classroom visits and school tours for incoming preschool children. These visits allow them to explore their new surroundings and interact with future teachers and classmates in a friendly and relaxed setting.
• Parent Workshops and Information Sessions: We conduct workshops and information sessions for parents to provide insights into our elementary school programs, curriculum, and school culture. Parents are encouraged to ask questions and actively engage in the transition process.
• Individualized Transition Plans: For children with specific needs, we create individualized transition plans in collaboration with parents, preschool teachers, and specialists. These plans address any potential challenges and outline targeted support strategies.
• Early Identification of Support Services: We work closely with preschools to identify children who may benefit from additional support services upon entering elementary school. This early identification allows us to tailor intervention plans to meet their needs effectively.
• Social-Emotional Support: We prioritize social-emotional support during the transition period. Our teachers and counselors provide a nurturing environment where children feel safe to express their feelings and build positive relationships with peers and staff.
• Parent Communication and Involvement: Ongoing communication with parents is vital. We maintain an open line of communication, sharing updates on their child's progress and adjustment to the new school environment.