Fairmount Park Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Fairmount Park Elementary School

575 41ST ST S, St Petersburg, FL 33711

http://www.fairmount-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.

At Fairmount Park Elementary, we will promote the growth of lifelong learning and academic excellence by teaching the WHOLE child through a broad-based curriculum which fosters a positive self-concept, creativity, self-discipline, values and life skills.

Provide the school's vision statement.

100% Scholar Success - Together We Succeed – TEAMWORK!

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
Lawson, LaKisha	Principal	Governs the daily operations of the school and leads teaching and learning.
Akapnitis, Andrew	Assistant Principal	Help governs the daily operations of the school and leads teaching and learning.
Foley, Katy	Instructional Coach	Supports school improvement plan, communicates processes/procedures of MTSS, assist teachers with becoming data wise, SBLT facilitator, fidelity of Tier 2, and monitors resources for curriculum interventions.
Asencio, Caitlin	Psychologist	Participates in the collection, interpretation, and analysis of data; facilitates the development of intervention plans; provides support for intervention fidelity and documentation; provides technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based making activities. The school psychologist will support ESE program ongoing. The psychologist may also facilitate small group and 1 on 1 interventions as needed.
Scheibner, Veronica	Instructional Coach	Monitors Core Literacy instruction, Coaches teachers through the use of Coach Coaching Cycles, provides enrichment and professional development.
Cunningham, Destanee	Instructional Coach	Coaches teachers through the 3 I's, 5 E's, 10-70-20, support Science Labs and Core Science instruction, and provides professional development.
DeMent, Dominique	Attendance/ Social Work	Monitors the attendance of scholars and provide services to scholars and families.
Klausing, Katrina	Teacher, ESE	Provide targeted exceptional education instruction to scholars with an Individual Educational Plan.
McCall-Davis, Untilla	Behavior Specialist	Supports school improvement plan, communicates processes/procedures of PBIS, assist teachers with behavior strategies, fidelity of Tier 2, and monitors resources for behavior interventions.
Logsdon, Monica	Teacher, ESE	Provide gifted instruction to scholars with a Gifted Educational Plan.

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.

Stakeholders' input from various surveys were taken into consideration when developing this year's areas of focus.

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 SIP Areas of Focus are reviewed during School Based Leadership Team (SBLT) meetings, Academic Professional Learning Community (PLC) meetings, grade level planning and data analysis meetings. Revisions will be made based upon our ongoing progress monitoring results.

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	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) Black/African American Students (BLK) Hispanic Students (HSP)* 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: D
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	0	0	0	0	0	0	0	0	0	
One or more suspensions	8	5	11	18	15	10	0	0	0	67
Course failure in English Language Arts (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	34	31	23	0	0	0	88
Level 1 on statewide Math assessment	0	0	0	45	47	23	0	0	0	115
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	15	9	22	34	31	23	0	0	0	134

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	
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	40	40	34	51	33	42	0	0	0	240
One or more suspensions	20	14	9	28	23	25	0	0	0	119
Course failure in ELA	4	8	8	46	47	25	0	0	0	138
Course failure in Math	0	20	13	46	47	25	0	0	0	151
Level 1 on statewide ELA assessment	0	0	0	54	33	32	0	0	0	119
Level 1 on statewide Math assessment	0	0	0	62	34	34	0	0	0	130
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	5	20	13	54	33	32	0	0	0	157

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	3	4	1	5	21	22	0	0	0	56

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	3	2	11	0	0	0	0	0	18
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	40	40	34	51	33	42	0	0	0	240
One or more suspensions	20	14	9	28	23	25	0	0	0	119
Course failure in ELA	4	8	8	46	47	25	0	0	0	138
Course failure in Math	0	20	13	46	47	25	0	0	0	151
Level 1 on statewide ELA assessment	0	0	0	54	33	32	0	0	0	119
Level 1 on statewide Math assessment	0	0	0	62	34	34	0	0	0	130
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	5	20	13	54	33	32	0	0	0	157

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	3	4	1	5	21	22	0	0	0	56

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	3	2	11	0	0	0	0	0	18
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*	28	54	53	23	55	56	16		
ELA Learning Gains				53			25		
ELA Lowest 25th Percentile				62			48		
Math Achievement*	24	61	59	23	51	50	21		
Math Learning Gains				48			14		
Math Lowest 25th Percentile				64			10		
Science Achievement*	26	62	54	28	62	59	15		
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](https://www.floridacims.org).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	27
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	109
Total Components for the Federal Index	4

2021-22 ESSA Federal Index	
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	301
Total Components for the Federal Index	7
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	18	Yes	1	1
ELL				
AMI				
ASN				
BLK	25	Yes	1	1
HSP	47			
MUL				
PAC				
WHT	40	Yes	1	
FRL	29	Yes	1	1

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	46			
ELL				
AMI				
ASN				
BLK	42			
HSP	37	Yes	1	
MUL				
PAC				
WHT				
FRL	41			

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	28			24			26					
SWD	17			10			17				4	
ELL												
AMI												
ASN												
BLK	25			22			26				4	
HSP	64			29							2	
MUL												
PAC												
WHT	40			40							2	
FRL	30			26			29				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	23	53	62	23	48	64	28					
SWD	22	57	67	14	52	70	42					
ELL												
AMI												
ASN												
BLK	22	51	59	21	47	63	28					
HSP	33			40								
MUL												
PAC												
WHT												
FRL	22	51	59	22	46	59	25					

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	16	25	48	21	14	10	15					
SWD	16	21		16	19	20	7					
ELL												
AMI												
ASN												
BLK	15	26	47	20	14	11	13					
HSP	33			42								
MUL												
PAC												
WHT												
FRL	16	23	47	21	15	12	17					

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	27%	57%	-30%	54%	-27%
04	2023 - Spring	27%	58%	-31%	58%	-31%
03	2023 - Spring	30%	53%	-23%	50%	-20%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	30%	62%	-32%	59%	-29%
04	2023 - Spring	17%	66%	-49%	61%	-44%
05	2023 - Spring	30%	61%	-31%	55%	-25%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	27%	60%	-33%	51%	-24%

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.

For the 22-23 school year, Math proficiency demonstrated the lowest performance (23%). In analyzing grade-level data, 3rd and 5th grade both showed an increase of 16% in proficiency from the year prior. In 4th grade, there was a decrease of 14% proficiency from year prior due to teacher vacancies and several long-term substitutes implementing curriculum. Overall, math performance was lowest due to implementation and learning of new B.E.S.T. math standards, and a Math Coach vacancy, which hindered the development of our math teachers.

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

The data component with the greatest decline was the proficiency scores in 4th grade math. Several factors contributed which include teacher vacancies and several long-term substitutes implementing curriculum. In addition, the implementation and learning of new B.E.S.T. math standards, and a Math Coach vacancy, which hindered the development of our math teachers.

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.

In our fourth grade, the data reveals that math proficiency has the most significant gap in comparison to the state average. This gap can be attributed to various factors, including the presence of noncertified long-term substitutes teaching math, the introduction of a new math curriculum aligned with new Florida standards, and challenges related to teacher training and planning. Additionally, the absence of a school-based Math Coach might have further contributed to this discrepancy.

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

Overall ELA proficiency showed the most improvement, moving our scholars from 23% to 30%. Throughout the 2022-2023 school year, Fairmount Park Elementary implemented Professional Learning Communities weekly based on academic data and need, more focused identifying our proficient and approaching scholars by Site Based Leadership Team/teachers, and the fidelity of the interventions. Our Instructional Leadership Team intentionally planned small-group instruction for our targeted proficiency scholars. A staff mentor was assigned to meet with targeted scholars weekly. The Leadership Team also conducted Leadership Walks looking for specific trends and developing Professional Development opportunities as well as targeted coaching cycles.

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

One area of concern that will continue to be a focus in 2023-2024 is our student daily attendance, including school tardiness.

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

Student Attendance
School Culture & Environment
Staff Professional Development
Instructional Practice leading to increased proficiency
Parent & Community Involvement

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.

Standards-based data (FAST, common assessments, walkthrough data, etc.) collected from the 2022-2023 school year showed students performing below grade level in ELA with a lack of consistency in tasks aligned to grade-appropriate standards. Teachers are continuing to increase their working knowledge and exposure to the newly adopted B.E.S.T. standards which in turn has not provided scholars with consistent opportunities to be successful with standards-aligned tasks, and teachers have limited tools to effectively implement methods to support learning.

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

Proficiency in English Language Arts will increase 5% (from 30% to 35%), as measured by module assessments, district provided benchmark assessments, state FAST progress monitoring assessments, and formative and summative assessments.

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

The ILT will conduct walk throughs of the classrooms and provide timely feedback to the teachers.
Data chats will occur in a timely manner in order to make data driven decisions in the classroom.
Coaching Cycles will occur based on teacher interest and for whom the data shows a need for improvement.
Data chats will come from module assessments, district provided benchmark assessments, formative and summative assessments.

Person responsible for monitoring outcome:

LaKisha Lawson (lawsonlak@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.)

Gain a deep understanding of the B.E.S.T. Standards as a non-negotiable for improving student outcomes.

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

The state has adopted new standards called the B.E.S.T. Standards. K-2 teachers have had two years of experience with these new standards and the 3-5 teachers have completed one year of exposure to the the B.E.S.T. Standards. The B.E.S.T. standards were made with the thought of being vertically aligned and horizontally aligned.

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.

Data chats will be held during PLCs. In addition, data chats will be held with all stakeholders (i.e. staff, scholars, families, and community) to monitor the progress of scholars and determine the instructional practices. Implementation of data chats allows all stakeholders to know the scholars' current status as well as the expected performance level as it relates to them individually and as a school; resulting in them being able to communicate the data.

Person Responsible: LaKisha Lawson (lawsonlak@pcsb.org)

By When: Ongoing throughout 23-24 year

Instructional Leadership Team will facilitate weekly collaborative opportunities to refine practices, study K-5 B.E.S.T. standards, examine tasks, assignments, student work, and multiple data points to determine progress and plan forward, as well as provide teachers with sustained follow-up, structured feedback, and opportunities to transfer what they learned.

Person Responsible: Andrew Akapnitis (akapnitisa@pcsb.org)

By When: Ongoing throughout 23-24 year

During PLCs, the Instructional Leadership Team and classroom teachers will engage in data analysis meetings to monitor the progress of all subgroups as identified by the Every Student Succeeds Act.

Teachers and scholars will have ongoing data chats to analyze and discuss progress, motivate, and celebrate improvements.

Implement a plan for identifying scholars not meeting benchmark in the early grades and bottom quartile, including targeted instruction, and frequent progress monitoring to narrow and close learning gaps early.

Person Responsible: Katy Foley (foleyk@pcsb.org)

By When: Ongoing throughout 23-24 year

#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.

In order to increase proficiency and ensure scholar success, we will create a culture of learning by implementing a system for equitable standards-based planning and implementation as well as school-wide processes and procedures centered around the Positive Behavioral Interventions and Supports (PBIS) model.

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

in 2023-24, we will measure the total number of office referrals. Our goal is to decrease the overall number of referrals by 10% from year prior.

In 2023-24, we will continue to implement our school-wide PBIS system using Class Dojo. We will measure teacher participation with this PBIS system though the collection of data related to 'dojo points' awarded to scholars. Our goal is for 100% teacher participation using this PBIS system.

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

SBLT will review behavior data (office referrals, etc.) on a monthly basis. A plan of action will be developed and adjusted as needed during these team meetings.

Tier-1 fidelity checks will be conducted bi-monthly and data collected and analyzed to identify any areas of concern. Targeted intervention will be determined as needed.

Person responsible for monitoring outcome:

LaKisha Lawson (lawsonlak@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.)

Align school PBIS plan to the 2023-24 District Climate plan and practices. School-based team will gain a deep understanding of the PBIS best practices and work with school community to implement for improving student outcomes.

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

District PBIS plan for the 2023-24, including behavior and climate, has been updated and implemented. School-bases staff will receive training on the new policies and implementation practices. All teachers will be exposed to this new way of work for the first time this school year.

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.

Student Services team will provide ongoing training to all staff regarding both school and District PBIS model for the 23-24 school year. This would include teachers and staff identified for coaching cycles to improve implementation of best practices.

Person Responsible: Untilla McCall-Davis (mccall-davisu@pcsb.org)

By When: Ongoing throughout 23-24 year.

Positive recognition will be continued to celebrate scholars and staff for appropriate implementation of our PBIS model and plan.

Person Responsible: Andrew Akapnitis (akapnitisa@pcsb.org)

By When: Ongoing throughout the 23-24 year.

#3. 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.

Instructional practice specifically relating to math was selected because when looking at our data in Math our goal is to increase scholar learning and proficiency. To promote scholar learning we must improve instructional
practice and build capacity in our teachers. By strengthening the instructional practice, we will increase scholar proficiency.

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

Proficiency in Mathematics will increase by 5% as measured by the Math FAST

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

The ILT will conduct walk throughs of the classrooms and provide timely feedback to the teachers.
Data chats will occur in a timely manner in order to make data driven decisions in the classroom.
Coaching Cycles will occur based on teacher interest and for whom the data shows a need for improvement.
Data chats will come from module assessments, district provided benchmark assessments, formative and summative assessments.

Person responsible for monitoring outcome:

Andrew Akapnitis (akapnitisa@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.)

Gain a deep understanding of the Florida's B.E.S.T. Standards for Mathematics as non-negotiable for improving student outcomes.

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

The state has adopted new standards called the B.E.S.T. Standards. K-5 teachers will be exposed to the the B.E.S.T. Standards for the second year. The B.E.S.T. standards were made with the thought of being vertically aligned and horizontally aligned.

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.

Data chats will be held during PLCs. In addition, data chats will be held with all stakeholders (i.e. staff, scholars, families, and community) to monitor the progress of scholars and determine the instructional practices. Implementation of data chats allows all stakeholders to know the scholars' current status as well

as the expected performance level as it relates to them individually and as a school; resulting in them being able to communicate the data.

Person Responsible: LaKisha Lawson (lawsonlak@pcsb.org)

By When: Ongoing 23-24 year

Instructional Leadership Team will facilitate weekly collaborative opportunities to refine practices, study K-5 B.E.S.T. standards, examine tasks, assignments, student work, and multiple data points to determine progress and plan forward, as well as provide teachers with sustained follow-up, structured feedback, and opportunities to transfer what they learned.

Person Responsible: Andrew Akapnitis (akapnitisa@pcsb.org)

By When: Ongoing 23-24

During PLCs, the Instructional Leadership Team and classroom teachers will engage in data analysis meetings to monitor the progress of all subgroups as identified by the Every Student Succeeds Act.

Teachers and scholars will have ongoing data chats to analyze and discuss progress, motivate, and celebrate improvements.

Implement a plan for identifying scholars not meeting benchmark in the early grades and bottom quartile, including targeted instruction, and frequent progress monitoring to narrow and close learning gaps early.

Person Responsible: Katy Foley (foleyk@pcsb.org)

By When: Ongoing 23-24

#4. 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.

Instructional practice specifically relating to science was selected because when looking at our data in science our goal is to increase scholar learning and proficiency. To promote scholar learning we must improve instructional practice and build capacity in our teachers. By strengthening the instructional practice, we will increase scholar proficiency.

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

Proficiency in Science will increase 5% as measured by Florida Statewide Science Assessment (Grade 5).

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

The ILT will conduct walk throughs of the classrooms and provide timely feedback to the teachers.
Data chats will occur in a timely manner in order to make data driven decisions in the classroom.
Coaching Cycles will occur based on teacher interest and for whom the data shows a need for improvement.
Data chats will come from module assessments, district provided benchmark assessments, formative and summative assessments

Person responsible for monitoring outcome:

Andrew Akapnitis (akapnitisa@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.)

Gain a deep understanding of the Next Generation Sunshine State Standards (NGSSS) as a non-negotiable for improving student outcomes.

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

The state adopted the Next Generation Sunshine State Standards (NGSSS) for science in 2008 and the necessity for all lessons to be aligned to these standards. CPALMS (www.CPALMS.org) lessons are vetted carefully for alignment.

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.

Data chats will be held during PLCs. In addition, data chats will be held with all stakeholders (i.e. staff, scholars, families, and community) to monitor the progress of scholars and determine the instructional practices. Implementation of data chats allows all stakeholders to know the scholars' current status as well

as the expected performance level as it relates to them individually and as a school; resulting in them being able to communicate the data.

Person Responsible: LaKisha Lawson (lawsonlak@pcsb.org)

By When: Ongoing 23-24

Instructional Leadership Team will facilitate weekly collaborative opportunities to refine practices, study science standards, examine tasks, assignments, student work, and multiple data points to determine progress and plan forward, as well as provide teachers with sustained follow-up, structured feedback, and opportunities to transfer what they learned.

Person Responsible: Andrew Akapnitis (akapnitisa@pcsb.org)

By When: Ongoing 23-24

During PLCs, the Instructional Leadership Team and classroom teachers will engage in data analysis meetings to monitor the progress of all subgroups as identified by the Every Student Succeeds Act.

Teachers and scholars will have ongoing data chats to analyze and discuss progress, motivate, and celebrate improvements.

Implement a plan for identifying scholars not meeting benchmark in the early grades and bottom quartile, including targeted instruction, and frequent progress monitoring to narrow and close learning gaps early.

Person Responsible: Katy Foley (foleyk@pcsb.org)

By When: Ongoing 23-24

#5. ESSA Subgroup specifically relating to Hispanic

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.

According to 2021-2022 FSA data, Hispanic students were identified as below the threshold for the Federal Percentage of Points Index (41%) at 25%.

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

Hispanic scholars will increase proficiency and/or make a year's worth of growth, increasing the subgroup's Federal Percent of Points Index to 41% as measured by the Every Student Succeeds Act (ESSA) report based on FAST.

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

The ILT will conduct walk throughs of the classrooms and provide timely feedback to the teachers.
Data chats will occur in a timely manner in order to make data driven decisions in the classroom.
Coaching Cycles will occur based on teacher interest and for whom the data shows a need for improvement.
Data chats will come from module assessments, district provided benchmark assessments, formative and summative assessments

Person responsible for monitoring outcome:

LaKisha Lawson (lawsonlak@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.)

Fairmount Park Elementary instructional staff will participate in weekly Professional
Learning Communities (PLC) focusing on standards-based planning, scholar work analysis
protocol, collaborative structures and analyzing data. The work of the
PLCs will be centered around DeFour's PLC questions:
1. What is it we want our scholars to learn?
2. How will we know if each scholar has learned it?
3. How will we respond when some scholars do not learn it?
4. How can we extend and enrich the learning for scholars who have demonstrated proficiency?

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

In order to provide scholars opportunities to engage in grade appropriate standards-based tasks, teachers will be supported through a structure for PLCs focused on effective teaching methods for learning, PD and data analysis.

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.

Content Coaches will assist teachers with utilizing multiple forms of assessments to inform instruction, including unit assessments, formative & summative assessments, exit tickets and "in the moment" scholar work analysis. In addition, teachers will implement daily routines to increase comprehension and fluency skills. Anecdotal notes taken by the teacher can help guide the analysis of scholar learning in grade level Professional Learning Communities (PLCs)

Person Responsible: Katy Foley (foleyk@pcsb.org)

By When: Ongoing 23-24

The Instructional Leadership Team and classroom teachers will engage in data analysis meetings to monitor the progress of all subgroups as identified by the Every Student Succeeds Act.
Teachers and scholars will have ongoing data chats to analyze & discuss progress, motivate, and celebrate improvements.

Person Responsible: LaKisha Lawson (lawsonlak@pcsb.org)

By When: Ongoing 23-24

Data chats will be held with all stakeholders (i.e. staff, scholars, families, and community) to monitor the progress of scholars and determine the instructional practices.

Person Responsible: Andrew Akapnitis (akapnitisa@pcsb.org)

By When: Ongoing 23-24

#6. 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.

Black/African-American students were identified as the largest sub-group of students in the 2022-23 school year. The sub-group was below the threshold for the Federal Percentage of Points Index (41%) at 28% in 2022-23.

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

Black/African-Americanscholars will increase proficiency and/or make a year's worth of growth, increasing the subgroup's Federal Percent of Points Index to 41% as measured by the Every Student Succeeds Act (ESSA) report based on FAST

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

Regularly scheduled instructional walks will be conducted by the ILT team, providing weekly intentional feedback to teachers. Feedback and coaching shall be deliberate in nature as any need(s) are identified in teaching and/or learning gaps. Utilizing formative assessments, data chats will occur throughout the year in a timely manner in order to make data driven decisions in the classroom.
Coaching Cycles will occur based on teacher interest and for whom the data shows a need for improvement.
Data chats will come from module assessments, district provided benchmark assessments, formative and summative assessments

Person responsible for monitoring outcome:

LaKisha Lawson (lawsonlak@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.)

Fairmount Park Elementary instructional staff will participate in weekly Professional
Learning Communities (PLC) focusing on standards-based planning, scholar work analysis
protocol, collaborative structures and analyzing data. The work of the PLCs will be centered around DeFour's PLC questions:
1. What is it we want our scholars to learn?
2. How will we know if each scholar has learned it?
3. How will we respond when some scholars do not learn it?
4. How can we extend and enrich the learning for scholars who have demonstrated proficiency?

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

In order to provide scholars opportunities to engage in grade appropriate standards-based tasks, teachers will be supported through a structure for PLCs focused on effective teaching methods for learning, PD and data analysis.

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.

Content Coaches will assist teachers with utilizing multiple forms of assessments to inform instruction, including unit assessments, formative & summative assessments, exit tickets and "in the moment" scholar work analysis. In addition, teachers will implement daily routines to increase comprehension and fluency skills. Anecdotal notes taken by the teacher can help guide the analysis of scholar learning in grade level Professional Learning Communities (PLCs).

Person Responsible: Katy Foley (foleyk@pcsb.org)

By When: Ongoing 23-24

The Instructional Leadership Team and classroom teachers will engage in data analysis meetings to monitor the progress of all subgroups as identified by the Every Student Succeeds Act.
Teachers and scholars will have ongoing data chats to analyze & discuss progress, motivate, and celebrate improvements.

Person Responsible: LaKisha Lawson (lawsonlak@pcsb.org)

By When: Ongoing 23-24

Data chats will be held with all stakeholders (i.e. staff, scholars, families, and community) to monitor the progress of scholars and determine the instructional practices.

Person Responsible: Andrew Akapnitis (akapnitisa@pcsb.org)

By When: Ongoing 23-24

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).

Pinellas County Schools Superintendent and the Pinellas County School Board have invested in a strong support structure that creates an increasing number of strategies and interventions to support schools in need. The district has robust systems, processes, and measures to continually review the progress in the schools in support of their continued improvement. Data review has informed the various aspects of this plan. It connects several ongoing monitoring systems to support the schools in alignment with the domains for school turnaround: Effective Leadership, Collaborative Teaching, Ambitious Instruction and Learning, Safe and Supportive Environment, and Family and Community Engagement. The Leadership Team will continue to meet weekly to monitor the progress of our Differentiated Accountability (DA) schools. Issues identified in the process include but are not limited to the following: teacher concerns, staffing model, technology, facilities, instructional practices, the effectiveness of School-based Leadership Teams, coaching support model, allocation of resources, progress monitoring, and student performance. The team evaluates identified issues weekly and establishes a plan of action to resolve them effectively and efficiently.

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.

Last year, 50% of students in grade K-2 scored within the red or orange bands on the PM3 STAR assessment. Our goal is for 60% of students in grades K-2 to be on track to pass the STAR ELA assessment.

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

Continue full implementation of the B.E.S.T. Standards, ensuring equitable use of resources including instructional supports, school-based professional development, cycles of coaching, and feedback.

Proficiency in English Language Arts will increase 9% (from 30% to 39%), as measured by module assessments, district provided benchmark assessments, formative and summative assessments.

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

Last year, 50% of students in grade K-2 scored within the red or orange bands on the PM3 STAR assessment. Our goal is for 60% of students in grades K-2 to be on track to pass the STAR ELA assessment.

Grades 3-5 Measurable Outcomes

Proficiency in English Language Arts will increase 9% (from 30% to 39%), as measured by FAST assessment, module assessments, district provided benchmark assessments, formative and summative assessments.

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.

Monitoring implementation of best practices during learning walks, data analysis through Professional Learning Communities (PLCs), school, grade level, and individual goal setting with progress monitoring.

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

Lawson, LaKisha, lawsonlak@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?

In grades K-5:
Provides print rich, explicit, systematic, and scaffolded instruction
Teach students to decode words, analyze word parts, and recognize words
Reinforce the effectiveness of instruction in alphabetics, fluency, and vocabulary
Provide instruction in broad oral language skills
Teach students how to use reading comprehension strategies
Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension
Data chats of school wide, district and state assessments in a timely manner.
Data driven decision making, derived from data chats.
Lesson study protocol
Coaching cycles
Professional Development
University of Florida Lastinger Flamingo Small Group Model

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.

Based on STAR & FAST data there is a majority of scholars in K-5 that are not proficient in ELA. These practices are researched based and proven to increase proficiency.

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
Implement the instructional materials, understanding how the materials connect to evidence-based practices and B.E.S.T. Standards.	Lawson, LaKisha, lawsonlak@pcsb.org
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	Lawson, LaKisha, lawsonlak@pcsb.org
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 (using various methods such as Lesson Study, Peer to Peer observations, Fishbowls).	Lawson, LaKisha, lawsonlak@pcsb.org
Implement the instructional materials, understanding how the materials connect to evidence-based practices and B.E.S.T. Standards. Full implementation of the Pinellas Early Literacy Initiative in grades K-2.	Scheibner, Veronica, scheibnerv@pcsb.org
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 (using various methods such as Lesson Study, Peer to Peer observations, Fishbowls). Data analysis protocols will be implemented to analyze various assessments (iReady, Early Literacy Formative Assessment Check or ELFAC, and other progress monitoring assessments).	Scheibner, Veronica, scheibnerv@pcsb.org

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.

At the start of the school year, the principal will open the school year with a State of the School meeting where this information is shared with school staff. A Title I Annual Meeting & Open House will be hosted by the school on a weeknight and open to all families and students to attend. On a monthly basis, the principal will host a School Advisory Council meetings, at which important school events, planning updates, and school data is shared with the school community. Also on a monthly basis, the principal will hold a staff meeting after school at which current school-wide data is shared with all staff. Lastly, school data is published on the state website, accessible through both school and District websites.

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))

The school will engage in a variety of activities to support the relationship between school and community and promote a positive school community relationship. These activities include:
Title-I sponsored Family events
All stakeholders are encouraged to attend school-wide events
School will hold parent workshops with various topics
Parent conferences throughout the school year
Positive phone calls and communication tools to families
Family and Community Liaison outreach
PTA/SAC committees
Quarterly progress reports and report cards

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)

To enhance the learning process, educators will integrate effective teaching techniques and direct instruction aimed at accelerating students' progress. Scholars will engage with grade-appropriate texts and challenging tasks that promote a deeper grasp of learning objectives. Additionally, they will receive personalized support and enrichment opportunities while their progress is closely monitored using tools like iReady and standards trackers.

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

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: Positive Culture and Environment: Other	$0.00
3	III.B.	Area of Focus: Instructional Practice: Math	$0.00
4	III.B.	Area of Focus: Instructional Practice: Science	$0.00
5	III.B.	Area of Focus: ESSA Subgroup: Hispanic	$0.00
6	III.B.	Area of Focus: ESSA Subgroup: Black/African-American	$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.

No