

Pinellas County Schools

Azalea Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Azalea Elementary School

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<http://www.azalea-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.

Attendance + Attitude + Academics = Excellence and Empowerment for College, Career and Life

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 |
|-----------------|---------------------|---|
| Rebman, Michael | Principal | Instructional leader Engage all stakeholders Grow the school community Collaborate in the school's decision making process |
| Butler, Brenda | Assistant Principal | Instructional leader Engage all stakeholders Grow the school community Collaborate in the school's decision making process |
| Pitts, Angela | Other | Instructional leader Engage all stakeholders Grow the school community Collaborate in the school's decision making process |
| Norris, Erin | Behavior Specialist | Instructional leader Engage all stakeholders Grow the school community Collaborate in the school's decision making process |

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 Advisory Council includes Principal, MTSS specialist, 1st grade teacher, Gifted teacher, Family Community Liaison, PTA President and Vice President and local business owner. The council met

monthly to discuss budgets, staffing, parent and family involvement, current goals and data to develop the SIP for the 23-24 school year.

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))

SIP will be monitored and delivered monthly using multiple modalities. There are walkthroughs to monitor instruction and data reviews quarterly to measure student learning. Additionally there are deliverables to ensure staff is trained and remains aware of SIP goals. Intentionality in monitoring and deliverables allows for continued progress and focus on meeting our goals.

Demographic Data

| | |
|--|--|
| 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 | 43% |
| 2022-23 Economically Disadvantaged (FRL) Rate | 98% |
| Charter School | No |
| RAISE School | Yes |
| 2021-22 ESSA Identification | ATSI |
| Eligible for Unified School Improvement Grant (UniSIG) | No |
| 2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL) |
| School Grades History | 2021-22: B 2019-20: B 2018-19: B 2017-18: C |
| School Improvement Rating History | |
| DJJ Accountability Rating History | |

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

| Indicator | Grade Level | | | | | | | | | | Total |
|---|-------------|----|----|---|----|----|----|---|---|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | |
| Absent 10% or more days | 0 | 18 | 21 | 7 | 10 | 14 | 0 | 0 | 0 | 70 | |
| One or more suspensions | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 2 | |
| Course failure in English Language Arts (ELA) | 0 | 0 | 0 | 1 | 4 | 1 | 0 | 0 | 0 | 6 | |
| Course failure in Math | 0 | 0 | 0 | 2 | 3 | 1 | 0 | 0 | 0 | 6 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 5 | 12 | 26 | 0 | 0 | 0 | 43 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 5 | 9 | 13 | 0 | 0 | 27 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 5 | 12 | 0 | 0 | 0 | 0 | 17 | |

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 | 2 | 6 | 10 | 0 | 0 | 0 | 18 |

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 | 1 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 5 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

| Indicator | Grade Level | | | | | | | | | | Total |
|---|-------------|----|----|----|----|---|---|---|---|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | |
| Absent 10% or more days | 0 | 25 | 14 | 13 | 19 | 7 | 0 | 0 | 0 | 78 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | |
| Course failure in ELA | 0 | 0 | 0 | 4 | 2 | 1 | 0 | 0 | 0 | 7 | |
| Course failure in Math | 0 | 0 | 0 | 4 | 0 | 1 | 0 | 0 | 0 | 5 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 3 | 15 | 0 | 0 | 0 | 0 | 18 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |

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

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

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

| Indicator | Grade Level | | | | | | | | | | Total |
|---|-------------|----|----|----|----|---|---|---|---|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | |
| Absent 10% or more days | 0 | 25 | 14 | 13 | 19 | 7 | 0 | 0 | 0 | 78 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | |
| Course failure in ELA | 0 | 0 | 0 | 4 | 2 | 1 | 0 | 0 | 0 | 7 | |
| Course failure in Math | 0 | 0 | 0 | 4 | 0 | 1 | 0 | 0 | 0 | 5 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 3 | 15 | 0 | 0 | 0 | 0 | 18 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |

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

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

The number of students identified retained:

| Indicator | Grade Level | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 0 | 3 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 8 |
| 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 | 2022 | | | 2019 | | |
|---------------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement* | 51 | 55 | 56 | 56 | 54 | 57 |
| ELA Learning Gains | 59 | 62 | 61 | 52 | 59 | 58 |
| ELA Lowest 25th Percentile | 67 | 55 | 52 | 42 | 54 | 53 |
| Math Achievement* | 55 | 62 | 60 | 70 | 61 | 63 |
| Math Learning Gains | 55 | 65 | 64 | 62 | 61 | 62 |
| Math Lowest 25th Percentile | 50 | 54 | 55 | 41 | 48 | 51 |
| Science Achievement* | 64 | 57 | 51 | 58 | 53 | 53 |
| Social Studies Achievement* | | 0 | 50 | | 0 | |
| Middle School Acceleration | | | | | | |
| Graduation Rate | | | | | | |
| College and Career Acceleration | | | | | | |
| ELP Progress | 86 | | | 90 | | |

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

| 2021-22 ESSA Federal Index | |
|--|------|
| ESSA Category (CSI, TSI or ATSI) | ATSI |
| OVERALL Federal Index – All Students | 61 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 2 |
| Total Points Earned for the Federal Index | 487 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 97 |
| Graduation Rate | |

ESSA Subgroup Data Review (pre-populated)

| 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 | 32 | Yes | 3 | |
| ELL | 60 | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | 29 | Yes | 1 | 1 |
| HSP | 61 | | | |
| MUL | | | | |
| PAC | | | | |
| WHT | 60 | | | |
| FRL | 57 | | | |

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)

| 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 | 51 | 59 | 67 | 55 | 55 | 50 | 64 | | | | | 86 |
| SWD | 15 | 35 | 60 | 24 | 23 | 36 | 30 | | | | | |
| ELL | 29 | 73 | | 47 | 67 | | | | | | | 86 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 13 | 27 | | 40 | 36 | | | | | | | |
| HSP | 48 | 61 | 70 | 55 | 59 | 50 | 69 | | | | | 73 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 55 | 63 | 65 | 55 | 57 | 56 | 70 | | | | | |
| FRL | 43 | 57 | 67 | 51 | 58 | 50 | 53 | | | | | 79 |

| 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 | 53 | 54 | 77 | 59 | 57 | 62 | 61 | | | | | 41 |
| SWD | 31 | 56 | | 51 | 61 | | 47 | | | | | |
| ELL | 29 | | | 32 | | | | | | | | 41 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 29 | | | 59 | | | | | | | | |
| HSP | 48 | 54 | | 54 | 38 | | 54 | | | | | 20 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 58 | 59 | | 60 | 70 | | 63 | | | | | |
| FRL | 45 | 55 | | 51 | 52 | | 59 | | | | | 27 |

| 2018-19 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 2017-18 | C & C Accel 2017-18 | ELP Progress |
| All Students | 56 | 52 | 42 | 70 | 62 | 41 | 58 | | | | | 90 |
| SWD | 33 | 36 | 32 | 48 | 53 | 37 | 20 | | | | | |
| ELL | 35 | 27 | | 70 | 73 | | | | | | | 90 |
| AMI | | | | | | | | | | | | |
| ASN | 80 | | | 100 | | | | | | | | |
| BLK | 33 | 44 | 33 | 44 | 50 | 43 | 38 | | | | | |
| HSP | 55 | 60 | | 70 | 62 | | 54 | | | | | 93 |
| MUL | 62 | | | 92 | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 61 | 52 | 37 | 73 | 63 | 33 | 61 | | | | | |
| FRL | 49 | 46 | 47 | 65 | 58 | 41 | 57 | | | | | 89 |

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 | 40% | 57% | -17% | 54% | -14% |
| 04 | 2023 - Spring | 51% | 58% | -7% | 58% | -7% |
| 03 | 2023 - Spring | 53% | 53% | 0% | 50% | 3% |

| MATH | | | | | | |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2023 - Spring | 74% | 62% | 12% | 59% | 15% |
| 04 | 2023 - Spring | 66% | 66% | 0% | 61% | 5% |
| 05 | 2023 - Spring | 51% | 61% | -10% | 55% | -4% |

| SCIENCE | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2023 - Spring | 60% | 60% | 0% | 51% | 9% |

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.

ELA Proficiency showed the lowest performance. Students in 5th grade ELA scored a 40% proficiency rate negatively impacting overall proficiency in grades 3-5. Contrarily, when using diverse methods to determine unofficial gains these students had 70-80% gains. This cohort of students had low proficiency gains in ELA the school year prior as well.

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

ELA Proficiency showed the greatest decline. Students in 5th grade ELA scored a 40% proficiency rate negatively impacting overall proficiency in grades 3-5. Contrarily, when using diverse methods to determine unofficial gains these students had 70-80% gains. This cohort of students had low proficiency gains in ELA the school year prior as well.

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.

ELA Proficiency showed the greatest gap. Students in 5th grade ELA scored a 40% proficiency rate negatively impacting overall proficiency in grades 3-5. The State had 55% proficient average in 5th

grade. Contrarily, when using diverse methods to determine unofficial gains these students had 70-80% gains. This cohort of students had low proficiency gains in ELA the school year prior as well.

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

Math Proficiency showed the greatest improvement. Our school continued the use of iReady Math as our core computer based program, targeted Math tutoring in 2nd semester, grade level action planning around standard support and focus on fluency intervention and progress monitoring for every student.

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

Continued focus on the science of reading and targeted small group work with students with a lens on deficient sub skill areas and text attack in grade level text.

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

Continued focus on the science of reading and targeted small group work with students with a lens on deficient sub skill areas and text attack in grade level text.

Mathematical fluency universal assessments and intervention support

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.

Our current level of performance proficient students is 49% down from 2022 FSA results of 51%, as evidenced on FAST PM3.

We expect our performance level to be 62% by May 2024.

The problem/gap is occurring because differentiation needs to remain data driven, focused on student reading needs utilizing evidence based interventions and implemented with fidelity. If differentiation is data driven, focused on student reading needs utilizing evidence based interventions and implemented with fidelity, the need would be improved by 13%.

Measurable Outcome:

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

The percent of all proficient students on ELA FAST PM3 will increase from 49% to 62% as measured by ELA FAST PM3

The percent of all proficient students on ELA FAST PM3 will increase from 53% to 70% as measured by ELA FAST PM3

Monitoring:

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

Ensure teachers have a clear understanding of the K-5 B.E.S.T. ELA Standards

- provide pre-school PD session
- Schedule PLC sessions throughout the year
- schedule vertical articulation planning meetings with KG - 5 teachers to plan and discuss best practices

Increase teacher knowledge of the science of reading & evidence-based practices.

- select teacher will attend the AIMS institute focused on reading and evidence based practices
- select teachers will be model classrooms for teacher visits and lead PLC

Continue to build on our foundation of AVID Elementary by enhancing our WICOR vertical articulation to establish consistent expectations K-5. Develop and enhance teacher instructional practice of focused note taking, collaborative structures and Inquiry structures (level 1-3 questions) – Costas (Gathering, processing, applying).

Implement a plan for identifying students not meeting benchmark in the early grades, including targeted instruction, and frequently monitoring progress to ameliorate gaps early.

- conduct quarterly universal assessments on the foundations of reading with every student KG - 5
- build intervention plans for each student with classrooms teachers and hourly teachers
- progress monitor students based on tier level weekly or bi-weekly

Person responsible for monitoring outcome:

Michael Rebman (rebmanm@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.)

Strategically focus on K-2 teachers and instruction, where acceleration can occur more rapidly, by ensuring equitable use of resources including instructional supports, school-based professional development, cycles of coaching, and feedback.

Ensure whole group and small group instruction in the ELA block both reading and writing is designed and implemented according to evidence-based principles.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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 (alphabets), relate those words to their oral language, and read connected text with sufficient accuracy and fluency to understand what they read.

Explicit instructional practice for novices in learning new content, skill, or concept: 1) full, clear explanations, 2) teacher modeling, 3) Provide a "worked-out" sample with full teacher explanation, 3) Full guidance during student practice, 4) Teacher corrective feedback. Decades of research clearly demonstrate that for novices (comprising virtually all students), direct, explicit instruction is more effective and more efficient than partial guidance. Teachers are more effective when providing explicit guidance with practice and feedback rather than requiring student discovery while learning new skills/concepts. A review of 70 studies indicates that failure to provide strong instructional support produced measurable loss of learning: minimal guidance can increase the achievement gap.

Differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction. Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile: (1) content—what the student needs to learn or how the student will get access to the information; (2) process—activities in which the student engages in order to make sense of or master the content; (3) products—culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and (4) learning environment—the way the classroom works and feels. The most important factor in differentiation that helps students achieve more and feel more engaged in school is being sure that what teachers differentiate is high-quality curriculum and instruction. For example, teachers can make sure that: (1) curriculum is clearly focused on the information and understandings that are most valued by an expert in a particular discipline; (2) lessons, activities, and products are designed to ensure that students grapple with, use, and come to understand those essentials; (3) materials and tasks are interesting to students and seem relevant to them; (4) learning is active; and (5) there is joy and satisfaction in learning for each student.

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.

Ensure teachers have a clear understanding of the K-5 B.E.S.T. ELA Standards

Increase teacher knowledge of the science of reading & evidence-based practices.

Implement a plan for identifying students not meeting benchmark in the early grades, including targeted instruction, and frequently monitoring progress to ameliorate gaps early.

Continue to build on our foundation of AVID Elementary by enhancing our WICOR vertical articulation to establish consistent expectations K-5. Develop and enhance teacher instructional practice of focused note

taking, collaborative structures and Inquiry structures (level 1-3 questions) – Costas (Gathering, processing, applying).

Person Responsible: Michael Rebman (rebmanm@pcsb.org)

By When: May 2024

Ensure instructional supports are in place for all students during core instruction and independence, as well as extensions/more advanced texts for students above benchmark. These supports include access to grade-level text and beyond as well as small group instruction based on data.

Prioritize engaging students in immense amounts of reading, discussion, and writing with feedback ensuring ample time is given to students to read and write appropriate grade-level text (while applying foundational skills) with high-quality feedback and opportunities to use that feedback.

Utilize the walkthrough tool to provide weekly feedback to teachers as well as communicate and highlight evidence-based practices that are impacting student achievement with the entire staff.

Strengthen student inquiry skills through the implementation and monitoring of routine use of higher-level thinking through questioning, class discussions, problem solving activities, and/or collaborative study groups.

Implement a plan for students not meeting benchmark, including targeted instruction, and frequently monitoring progress.

Focused note taking focused on the STAR format

Person Responsible: Michael Rebman (rebmanm@pcsb.org)

By When: May 2024

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

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

Our current level of performance for proficient students is 64%, up from 2022 FSA results of 51%, as evidenced on FAST PM3.

We expect our performance level to be 70% by May 2023.

The problem/gap is occurring because differentiation needs to remain data driven, focused on student math needs utilizing evidence based interventions and implemented with fidelity. If differentiation is data driven, focused on student math needs utilizing evidence based interventions and implemented with fidelity, the need would improve by 6%.

Measurable Outcome:

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

The percent of all proficient students on Math FAST PM3 will increase from 64% to 70% as measured by Math FAST PM3

Monitoring:

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

Calendar dates for all trainings focused on mathematics, including pre-school, monthly staff trainings, and weekly PLCs.

Utilize assessment schedules to incorporate formative and summative assessment analysis into the calendar.

Train a mathematics teacher leader at each grade level to facilitate planning and assessment protocols.

Ensure the calendar is prioritized and support grade level mathematics teacher leaders as needed.

Monitor classroom instruction and provide individualized feedback and support each week.

Continue to build on our foundation of AVID Elementary by enhancing our WICOR vertical articulation to establish consistent expectations K-5. Develop and enhance teacher instructional practice of focused note taking, collaborative structures and Inquiry structures (level 1-3 questions) – Costas (Gathering, processing, applying).

Person responsible for monitoring outcome:

Michael Rebman (rebmanm@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.)

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

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Shifting from simply stating a standard to communicating learning expectations ensures that goals are appropriate, challenging, and attainable. When goals are specific, revisited throughout the lesson and connect to other mathematics, they become clearer to students. Effective teaching of mathematics establishes clear goals for the mathematics students are learning, situates goals within learning progressions, and uses the goals to inform instructional decisions. Effective Mathematics Teaching Practices (Principles to Actions, NCTM 2014)

Use and connect mathematical representations. Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving.

Facilitate meaningful mathematical discourse. Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments.

Pose purposeful questions. Effective teaching of mathematics uses purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships.

Build procedural fluency from conceptual understanding. Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems.

Support productive struggle in learning mathematics. Effective teaching of mathematics consistently provides students, individually and collectively, with opportunities and supports to engage in productive struggle as they grapple with mathematical ideas and relationships.

Elicit and use evidence of student thinking. Effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend 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.

Teachers and administrators engage in Just-in-Time Content PD to support Implementation of the B.E.S.T. Standards and other instructional initiatives to synthesize the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards.

Teachers and administrators engage in Just-in-Time B.E.S.T. PD to become familiar with the design to understand what students are expected to master; including the progression of standards, coding scheme, MTR's and stages of fluency.

Continue to build on our foundation of AVID Elementary by enhancing our WICOR vertical articulation to establish consistent expectations K-5. Develop and enhance teacher instructional practice of focused note taking, collaborative structures and Inquiry structures (level 1-3 questions) – Costas (Gathering, processing, applying).

Person Responsible: Michael Rebman (rebmanm@pcsb.org)

By When: May 2024

Implementation of the Graham Fletcher Building Fact Fluency Kits

Collaboration with District ISD to progress monitor fluency in K-2.

STAR CBM as a monitoring tool

Utilizing the district Data PLC protocol

Ensure feedback, professional development, and PLC's support the Florida B.E.S.T. Standards and promote strong alignment between standard, target and task.

Ensure instructional supports are in place for all students during core instruction and intervention, based on data, including supports for students with exceptional needs, English Language supports, as well as

extensions/more advanced tasks for students above 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.

Employ instructional practices and routines that promote student-centered learning (Higher-Order Questioning, Pinellas Problem Solving Routine, PEI Routine, Number Routines, Collaborative structures, High-quality feedback and opportunities to use that feedback).

Implement a plan for identifying students not meeting benchmark in the early grades, including targeted instruction, and frequently monitoring progress to ameliorate gaps early.

Focused note taking focused on the STAR format

Person Responsible: Michael Rebman (rebmanm@pcsb.org)

By When: May 2024

#3. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our current level of performance for proficient students is 60%, down from 2022 SSA results of 64%, as evidenced on 2023 SSA.

We expect our performance level to be 70% by May 2024.

The problem/gap is occurring because vocabulary review requires increased rigor and review standards are taught with consistency per the curriculum guides. If the review plan is implemented with fidelity the problem would be reduced by 10%.

Measurable Outcome:

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

The percent of all proficient students on Science SSA will increase from 60% to 70% as measured by Science SSA.

Monitoring:

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

Monitor formal assessment data, targeted planning and instruction. Through the use of informal assessments and implementation the desired outcome will be achieved

Person responsible for monitoring outcome:

Michael Rebman (rebmanm@pcsb.org)

Evidence-based Intervention:

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

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Clarity around goals and making them transparent in the lesson. Goals also need to be appropriately challenging and provide many ways and opportunities to monitor progress from learner entry into the lesson towards the goals of the lesson.

Activating prior knowledge helps students see the connections between previous learning and new instruction, builds on what students already know, provides a framework for learners to better understand new information, and gives instructors formative assessment information to adapt instruction. It is important to slow down, ask our students what they already know about the matter, and make important connections to what is to come.

Classroom discussion is a method of teaching, that involves the entire class in a discussion. The teacher stops lecturing and students get together as a class to discuss an important issue. Classroom discussion allows students to improve communication skills by voicing their opinions and thoughts. Teachers also benefit from classroom discussion as it allows them to see if students have learnt the concepts that are being taught. Moreover, a classroom discussion creates an environment where everyone learns from each other.

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.

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

Utilize administrator walkthrough tool to provide weekly feedback to individual teachers as well as communicate and highlight evidence-based practices in science that are impacting student achievement with the entire staff.

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).

Strengthen student inquiry skills through the implementation and monitoring of routine use of higher-level thinking through questioning, class discussions, problem solving activities, and/or collaborative study groups.

Person Responsible: Michael Rebman (rebmanm@pcsb.org)

By When: May 2024

#4. 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.

Support academic growth of all learners with regards to B.E.S.T Standards and action plan for scaffolded support using collaborative structures and organizational systems.

Measurable Outcome:

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

The percent of all proficient students on ELA FAST PM3 will increase from 49% to 62% as measured by ELA FAST PM3

The percent of all proficient students on Math FAST PM3 will increase from 64% to 70% as measured by Math FAST PM3

The percent of all proficient students on Science FSAA will increase from 60% to 70% as measured by Science FSAA.

Monitoring:

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

Implement and monitor for the routine use of collaborative structures and provide students opportunities to work collaboratively in activities such as Socratic Seminar, Philosophical Chairs, and Collaborative Study Groups.

Implement and monitor an agreed upon, consistent, school-wide organizational system which includes tools such as: color coding, folders, journals, binders, agendas/planners, and digital tools.

Model the use of organizational tools and systems.

Implement students' routine use of organizational tools to keep track of coursework and to organize thinking and learning.

Implement and monitor scaffolded supports, including modifications and accommodations, for all students who are struggling with academic concepts, even at high levels.

Leverage your SBLT & AVID Site Team collaboration to communicate and strengthen your culture of high expectations for all students.

Person responsible for monitoring outcome:

Michael Rebman (rebmanm@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.)

Implement and monitor for the routine use of collaborative structures and provide students opportunities to work collaboratively in activities such as Socratic Seminar, Philosophical Chairs, and Collaborative Study Groups.

Implement and monitor an agreed upon, consistent, school-wide organizational system which includes tools such as: color coding, folders, journals, binders, agendas/planners, and digital tools.

Model the use of organizational tools and systems.

Implement students' routine use of organizational tools to keep track of coursework and to organize thinking and learning.

Implement and monitor scaffolded supports, including modifications and accommodations, for all students who are struggling with academic concepts, even at high levels.

Leverage your SBLT & AVID Site Team collaboration to communicate and strengthen your culture of high expectations for all students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

AVID is closing the opportunity gap in college graduation rates among diverse and underrepresented demographic groups.

The AVID Effect is realized through the delivery of inquiry-based and student-centric instruction, which increases levels of effectiveness.

AVID leaders shift the campus culture to drive change and spread best practices.

With AVID, teachers inspire students to take control over their own 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.

Meet as an AVID site team (K-5 team leaders) and develop goals for each domain (instruction, systems, leadership, culture)

Create vertical articulation map from K-5 based on WICOR

Conduct two annual walkthroughs with the site based and district coordinator to monitor goal implementation and progress

Classroom teachers will complete 5 AVID checks with students

Meet as a SBLT/ AVID Site team every other week to ensure clear communication and to strengthen our culture of high expectations for all students.

Corresponding identified instructional planning days will be meant to ensure seamless communication and expectations

Person Responsible: Michael Rebman (rebmanm@pcsb.org)

By When: May 2024

#5. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our current level of performance is 32% (average of ESSA Cells) as evidenced in ELA, Math and Science from 2022 FSA results. We expect our performance level to be 54% on the 2024 State assessment.

The problem/gap is occurring because core instruction is not supported with fidelity, data driven differentiation is not specific enough, major curriculum data used (not SDI) is not aligned to overall school processes, teacher schedules do not maximize student support and diverse accommodation supports need to be reevaluated.

If data driven differentiation, extensive instruction in specialized curriculum and diverse accommodation supports utilized would occur, the problem would be reduced by 17%.

Measurable Outcome:

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

We expect our performance level to increase from 32% to 54% (average of ESSA Cells) on the 2023 State assessment.

Monitoring:

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

Weekly PLCs with grade level teams to monitor ESE students and review data to make instructional decisions and implement interventions to use resources effectively and target students based on data when compared to their like peers. PLCs will focus on learning the foundational skills they need to engage in rigorous, grade-level content

Monitor EWS indicators in weekly HUB meeting and revise plans utilizing PBIPs and FBAs. Monitoring of the plans and data collection will be utilized to adjust the plans every 6-8 weeks. Students will be taught to receive instruction designed to teach students to advocate for their academic, social and emotional needs

Data Chats with ESE Teachers to review universal and OPM data on IEP goals. PLCs will focus on specialized instructional strategies as well as learning the foundational skills they need to engage in rigorous, grade-level content in the LRE

Person responsible for monitoring outcome:

Michael Rebman (rebmanm@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.)

Explicit and direct instruction; multi-sensory approach to all learning; utilize a systematic approach for the delivery of instruction

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

Tier of Evidence-based Intervention

(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.

Provide instruction that is aligned to student's IEP goals and specially designed to meet the student's unique needs.

Use evidence-based practices for students with disabilities to teach foundational literacy and math skills. Make rigorous texts, materials, content, and activities accessible to students through supplementary aids including assistive technology.

Embed strategies into content-based instruction to teach students critical memory and engagement processes they can use to access, retain, and generalize important content.

Provide multiple opportunities for students to engage in and respond to instruction using their primary mode of communication, which may include the use of augmentative or alternative communication systems or visual supports and other prompts to support student success.

Collect data and monitor progress towards IEP goals and objectives on an intentional and regular schedule. Adjust services and accommodations if supported by data.

Person Responsible: Michael Rebman (rebmanm@pcsb.org)

By When: May 2024

#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.

Our current level of performance is 29% (average of ESSA Cells) as evidenced in ELA, Math and Science from the 2022 FSA results. We expect our performance level to be 54% on the 2024 State assessment. The problem/gap is occurring because students lack the fundamental reading skills teachers need targeted professional development in using highly engaging strategies for a diverse group of learners, restorative practice, and advanced coursework for high achieving black students. We will analyze and review our data quarterly for effective implementation.

Measurable Outcome:

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

We expect our performance level to increase from 29% to 54% (average of ESSA Cells) on the 2024 State assessments.

The gap between black and white students is 29% and 60% (average of ESSA Cells) respectively based on 2022 FSA. The black students new goal is 54% cell average closing the gap with white peers.

Monitoring:

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

Monitor black students specifically and their achievement on school assessments
Develop in intervention plans and OPM protocols for students not meeting proficiency
Invite black students to ELP that are not meeting proficiency; monitor enrollment
Monitor student success in gifted/ talented cluster classrooms and access to advanced coursework
Monitor classroom teacher use of SEL curriculum and equitable conversations
Observe classroom for using highly engaging strategies for a diverse group of learners

Person responsible for monitoring outcome:

Michael Rebman (rebmanm@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.)

Equity and Excellence for ALL (equity mindset and using highly engaging strategies for a diverse group of learners)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Goal is to eliminate or greatly narrowing the achievement gap within between black and non-black learners. Our plan focuses on two of the six goal areas: student achievement and access to advanced coursework

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.

Provide targeted professional development and coaching to entire staff on using highly engaging strategies for a diverse group of learners

Using highly engaging strategies for a diverse group of learners

6 M's

Embed character trait book of the month focused on diversity

Create a "talented" program to serve students that are not gifted but are high performing

Train entire staff on restorative practice

Monitoring of the early warning system

Mentors and goal planning for all black students with an enhanced focus on black students in grades 4 and 5

Invite all black students to ELP

Weekly PLCs in which grade level data is reviewed and compared to promote efficient and effective use of the multitiered system

Person Responsible: Michael Rebman (rebmanm@pcsb.org)

By When: May 2024

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 K-2 teachers and instruction, where acceleration can occur more rapidly, by 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 5th grade teachers and instruction, where acceleration can occur more rapidly, by ensuring equitable use of resources including instructional supports, school-based professional development, cycles of coaching, and feedback.

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

Grade K-2 students will increase their 2023 PM3 proficiency outcome average from 64% to 70%.

Grades 3-5 Measurable Outcomes

Grade 5 students will increase their 2023 PM3 proficiency outcome from 40% to 54% on the 2024 PM3.

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.

Ensure teachers have a clear understanding of the K-5 B.E.S.T. ELA Standards

- provide pre-school PD session
- Schedule PLC sessions throughout the year
- schedule vertical articulation planning meetings with KG - 5 teachers to plan and discuss best practices

Increase teacher knowledge of the science of reading & evidence-based practices.

- select teacher will attend the AIMS institute focused on reading and evidence based practices
- select teachers will be model classrooms for teacher visits and lead PLC

Continue to build on our foundation of AVID Elementary by enhancing our WICOR vertical articulation to establish consistent expectations K-5. Develop and enhance teacher instructional practice of focused note taking, collaborative structures and Inquiry structures (level 1-3 questions) – Costas (Gathering, processing, applying).

Implement a plan for identifying students not meeting benchmark in the early grades, including targeted instruction, and frequently monitoring progress to ameliorate gaps early.

- conduct quarterly universal assessments on the foundations of reading with every student KG - 5
- build intervention plans for each student with classrooms teachers and hourly teachers
- progress monitor students based on tier level weekly or bi-weekly

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Rebman, Michael, rebmanm@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 Ensure whole group and small group instruction in the ELA block both reading and writing is designed and implemented according to evidence-based principles.
 - o Reinforce the effectiveness of instruction in 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?

Explicit instructional practice for novices in learning new content, skill, or concept: 1) full, clear explanations, 2) teacher modeling, 3) Provide a "worked-out" sample with full teacher explanation, 3) Full guidance during student practice, 4) Teacher corrective feedback. Decades of research clearly demonstrate that for novices (comprising virtually all students), direct, explicit instruction is more effective and more efficient than partial guidance. Teachers are more effective when providing explicit guidance with practice and feedback rather than requiring student discovery while learning new skills/ concepts. A review of 70 studies indicates that failure to provide strong instructional support produced measurable loss of learning: minimal guidance can increase the achievement gap.

Differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction. Teachers can

differentiate at least four classroom elements based on student readiness, interest, or learning profile: (1) content—what the student needs to learn or how the student will get access to the information; (2) process—activities in which the student engages in order to make sense of or master the content; (3) products—culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and (4) learning environment—the way the classroom works and feels. The most important factor in differentiation that helps students achieve more and feel more engaged in school is being sure that what teachers differentiate is high-quality curriculum and instruction. For example, teachers can make sure that: (1) curriculum is clearly focused on the information and understandings that are most valued by an expert in a particular discipline; (2) lessons, activities, and products are designed to ensure that students grapple with, use, and come to understand those essentials; (3) materials and tasks are interesting to students and seem relevant to them; (4) learning is active; and (5) there is joy and satisfaction in learning for each student.

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 |
|---|--|
| <p>Ensure teachers have a clear understanding of the K-5 B.E.S.T. ELA Standards</p> <p>Increase teacher knowledge of the science of reading & evidence-based practices.</p> <p>Implement a plan for identifying students not meeting benchmark in the early grades, including targeted instruction, and frequently monitoring progress to ameliorate gaps early.</p> <p>Continue to build on our foundation of AVID Elementary by enhancing our WICOR vertical articulation to establish consistent expectations K-5. Develop and enhance teacher instructional practice of focused note taking, collaborative structures and Inquiry structures (level 1-3 questions) – Costas (Gathering, processing, applying).</p> | <p>Rebman, Michael, rebmanm@pcsb.org</p> |
| <p>Ensure instructional supports are in place for all students during core instruction and independence, as well as extensions/more advanced texts for students above benchmark. These supports include access to grade-level text and beyond as well as small group instruction based on data.</p> <p>Prioritize engaging students in immense amounts of reading, discussion, and writing with feedback ensuring ample time is given to students to read and write appropriate grade-level text (while applying foundational skills) with high-quality feedback and opportunities to use that feedback.</p> <p>Utilize the walkthrough tool to provide weekly feedback to teachers as well as communicate and highlight evidence-based practices that are impacting student achievement with the entire staff.</p> <p>Strengthen student inquiry skills through the implementation and monitoring of routine use of higher-level thinking through questioning, class discussions, problem solving activities, and/or collaborative study groups.</p> <p>Implement a plan for students not meeting benchmark, including targeted instruction, and frequently monitoring progress.</p> <p>Focused note taking focused on the STAR format</p> | <p>Rebman, Michael, rebmanm@pcsb.org</p> |

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.

School webpage
 New Family Orientation
 Back to school staff presentation
 School Advisory Council (SAC)
 School Based Leadership Team (SBLT)
 SIP one pager (parent, community flyers, website, etc.)

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))

School Webpage
 School Advisory Council (SAC)
 Parent Teacher Association (PTA)
 Offer flexible parent meetings
 Provide multiple family events aligned to SIP goals and PFEP
 Send regular communications to all families sharing action steps taken and progress towards SIP goals
 Provide surveys for parent input

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)

We will continue to universally assess our students on Math fluency so proper interventions can be completed both in and outside the class. Help students develop conceptual understanding of operations and fact fluency. Building Fact Fluency invites students to think strategically through multiple, real-world contexts. Shop Addition & Subtraction and Multiplication & Division toolkits. Use of this kit will close learning gaps in Mathematics by building fact fluency for students and supporting effective student strategy use. We will continue to universally assess our students using STAR CBM. We continue to support teacher use of UFLI lessons, the Flamingo model and sound partners. Effective use of these resources will support students development of sound foundational reading skills to best access grade level texts.

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))

Behavior specialist and social worker communicate regularly with parents, outside service providers, foster parents, doctors, etc. to ensure wrap around services for targeted students. The SBLT discusses these students on a bi-weekly basis to monitor and follow up on progress.