

Pinellas County Schools

Paul B. Stephens ESE Center School



2023-24

Schoolwide Improvement Plan (SIP)

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Paul B. Stephens ESE Center

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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.

Prepare each student for a life of purpose and independence.

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
Csaszar, Katherine	Principal	Administrative and supervisory work in the area of instruction, personnel, curriculum, safety, budget, purchasing, public relations, plant operations, food service, and transportation
Crosby, Amie	Assistant Principal	Transportation, Testing, Extended Transition
Poteet, Melissa	Instructional Coach	Curriculum alignment and coaching
Parks, Krystyne	Instructional Technology	Technology alignment, literacy, teacher support
Sullivan, Victoria	Teacher, ESE	ET Team Leader
Guerra, Alison	Teacher, ESE	Case Manager
Lewis, Dona	Administrative Support	Sr DMT
Rawl, Janet	Administrative Support	Secretary/Bookkeeper
Clawson, Nancy	Behavior Specialist	Behavior
Evans, Debbie	Teacher, ESE	Elementary Team leader
Cairns, Kelly	Teacher, ESE	Middle/High Team Leader
Levy, Mandy	Teacher, ESE	VE Specialist

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.

Stakeholder input and feedback is received through a variety of means and formats.

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))

Monthly discussions and analysis through staff and SBLT meetings.

Demographic Data	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	Special Education
2022-23 Title I School Status	No
2022-23 Minority Rate	34%
2022-23 Economically Disadvantaged (FRL) Rate	54%
Charter School	No
RAISE School	No
2021-22 ESSA Identification	CSI
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)* White Students (WHT)* Economically Disadvantaged Students (FRL)*
School Grades History	
School Improvement Rating History	2021-22: MAINTAINING 2018-19: MAINTAINING 2017-18: UNSATISFACTORY
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	3	3	4	2	3	3	5	4	27
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	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	0

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	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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	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	0

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

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	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	
Absent 10% or more days	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0

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

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

The number of students identified retained:

Indicator	Grade Level								Total
	K	1	2	3	4	5	6	7	
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

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*	7	63	57	6	70	61
ELA Learning Gains	30	56	55	16	63	59
ELA Lowest 25th Percentile		42	46	17	56	54
Math Achievement*	10	65	55	2	72	62
Math Learning Gains	26	60	60	35	63	59
Math Lowest 25th Percentile		51	56		54	52

Accountability Component	2022			2019		
	School	District	State	School	District	State
Science Achievement*	23	58	51	6	64	56
Social Studies Achievement*	11	82	72	4	81	78
Middle School Acceleration						
Graduation Rate	100			100		
College and Career Acceleration	0			0		
ELP Progress						

* 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)	CSI
OVERALL Federal Index – All Students	26
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	207
Total Components for the Federal Index	8
Percent Tested	91
Graduation Rate	100

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	26	Yes	3	3
ELL				
AMI				
ASN				

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%
BLK				
HSP				
MUL				
PAC				
WHT	14	Yes	3	3
FRL	18	Yes	3	3

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	7	30		10	26		23	11		100	0	
SWD	7	30		11	26		24	12		100	0	
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT	0	20		10	25		24	7				
FRL	8	30		13				20				

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	6	18		6	23		0			95	0	
SWD	6	18		6	23		0			95	0	
ELL												

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
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT	6	23		9	21					94	0	
FRL	8	17		13	20					92	0	

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	6	16	17	2	35		6	4		100	0	
SWD	6	16	17	2	35		6	5		100	0	
ELL												
AMI												
ASN												
BLK												
HSP	0	30		0			0					
MUL												
PAC												
WHT	8	13		2	37		4	4		100	0	
FRL	8	27		2	45		8	7				

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.

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.

This past year we used a data spreadsheet to monitor student progress for communication and level of response. We are using this as a baseline for improvement of student communication and level of response for the upcoming school year.

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

The measuring of student progress focused primarily on communication of students. There was an opportunity for increased alignment between classroom teacher reports and student progress. This was in part due to an inconsistent procedure for what and how to collect data. While we continued to see progress and an increase in learning gains, there is a strong need to define and implement methods to maintain fidelity.

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

The greatest gap when compared to the state average was related to learning gains in math. The school was at 26% and the state was at 60%. Contributing factors to this include the format and process for data collection to continually assess student progress.

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

Science achievement showed the most improvement. Increasing from 6% in 2019 to 23% in 2022. Continued focus on improving student communication and access to curriculum has had a positive impact on many data components.

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

Due to the medical needs of many of our students, our most significant concern is students with more than 10% absent rate.

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

Student communication continues to be our top priority. Ensuring that our students are able to meaningfully participate in all aspects of their school day (academically and socially) ensures they have a choice and a voice.

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 Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

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

A rubric utilizing levels of prompting and 3-2-1 choice support will provide consistent monitoring of achievement. Grade band teams review weekly progress monitoring data and make adjustments to instruction based on student need. Team leaders share progress during bi-weekly school-based leadership team meeting. An increase in real world connections and more culturally relevant instruction through the use of a consistent mode of communication, core vocabulary and accurate form of assessment will lead to more students making learning gains.

Measurable Outcome:

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

The percent of students making learning gains will increase from 29%-34% for ELA and 28%-33% for Math.

Monitoring:

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

Leadership team will monitor completion of the rubrics and collection of data. This will provide data to ensure instruction is being provided

Person responsible for monitoring outcome:

Katherine Cszaszar (csaszark@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.)

Use of consistent progress monitoring tools supports the validity and consistency of data in order to drive school improvement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Alignment of understanding and monitoring of choice making (3, 2, 1) allows for a more comprehensive understanding of student 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.

Instructional staff will progress monitor students weekly with grade band progress monitoring assessments aligned to learning targets. A rubric utilizing levels of prompting and 3-2-1 choice support will provide consistent monitoring of achievement.

Person Responsible: Katherine Cszaszar (csaszark@pcsb.org)

By When: weekly monitoring throughout the school year

Speech therapists will provide weekly modeling in the use of a variety of communication modes that meet the needs of individual students and collaborate with classroom teachers to integrate a variety of communication modes to engage all students during academic activities. Speech therapists will develop and share a Core words focus of the week and activities for teacher intentional planning.

Person Responsible: Mary Katherine Jones (jonesmaryk@pcsb.org)

By When: throughout the school year

Administrators and district staff developers will plan monthly support meetings to problem solve and focus our improvement efforts based on classroom walk-through and teacher input. (Communication Team).

Person Responsible: Amie Crosby (crosbya@pcsb.org)

By When: throughout the year

Provision of curriculum guidance (modeling, lesson planning, PLC collaboration) to provide support in order to allow for teachers to implement lessons, enhance opportunities for student communication and learning.

Person Responsible: Melissa Poteet (poteetm@pcsb.org)

By When: throughout the school year

#2. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**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.

Establishing and maintaining a positive school culture is essential in the recruitment and retention of staff.

Measurable Outcome:

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

The number of open positions will decrease.

Monitoring:

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

Administrators and Principals' secretary/bookkeeper will monitor the number of openings.

Person responsible for monitoring outcome:

Katherine Csaszar (csaszark@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.)

Providing opportunities for recognition of staff to facilitate a positive staff culture will help to recruit and retain staff.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

If staff are recognized for their efforts, there will be a more positive climate and culture.

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.

Points of Pride video and additional advertisements of open positions will be utilized.

Person Responsible: Katherine Csaszar (csaszark@pcsb.org)

By When: Throughout the year.

Involving teachers and support staff in decision making opportunities.

Person Responsible: Amie Crosby (crosbya@pcsb.org)

By When: throughout the year.

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).

We collaborate with the district and stakeholders in using data to review resources and determine the needs of the school.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	\$0.00
Total:			\$0.00

Budget Approval

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

Yes