

Pinellas County Schools

Pinellas Park Elementary School



2022-23 Schoolwide Improvement Plan

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Pinellas Park Elementary School

7520 52ND ST N, Pinellas Park, FL 33781

<https://www.pcsb.org/pp-es>

Demographics

Principal: Carmen Harris

Start Date for this Principal: 6/16/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students* Multiracial Students* White Students* Economically Disadvantaged Students*
School Grades History	2021-22: C (51%) 2018-19: C (47%) 2017-18: D (36%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 Florida Department of Education 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.

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Pinellas Park Elementary School

7520 52ND ST N, Pinellas Park, FL 33781

<https://www.pcsb.org/pp-es>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	67%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

School Board Approval

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

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 Florida Department of Education 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

All stakeholders will work together in a cooperative partnership which will enable our students to become college and career ready. Together we will provide a balanced curriculum which is driven by data and based on individual student needs.

Provide the school's vision statement.

As a community, we will provide the necessary support to all students so they are college and career ready, reaching the highest level of achievement.

School Leadership Team

Membership

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.:

Name	Position Title	Job Duties and Responsibilities
Frodine, Lori	Principal	<p>The Principal is the instructional and operational leader within the school community and is critical to improving student outcomes, through the hiring, development, support, supervision and retention of high-quality instructional and support staff. As the school leader, the Principal creates a culture of rigorous learning, belonging and engagement for staff, students and families through collaboration and distributive leadership. In alignment with the Florida Principal Standards, the Principal leads the school team to increased school and student outcomes by prioritizing instruction while effectively balancing the operational, safety, and policy responsibilities of a school-building leader.</p>
Vargus, Karen	Assistant Principal	<p>The Assistant Principal is an instructional and operational leader within the school community and is critical to improving student outcomes through staff development and effectiveness. In collaboration with and aligned to the direction of the Principal, the Assistant Principal supports the creation of the culture of rigorous learning, belonging and engagement for staff, students and families throughout the school community. In alignment with the Florida Assistant Principal Standards, the Assistant Principal supports and leads assigned school teams to increased school and student outcomes through ongoing training, coaching, feedback and support by prioritizing instruction while effectively balancing operational, safety and policy responsibilities, as assigned</p>
Hasson, Laura	Reading Coach	<p>To provide assistance and ongoing professional development to teachers, including training and mentoring in the use of materials, assessment strategies, and best practices to generate improvement in reading/literacy instruction and student achievement</p>
Todd, Jennifer	Math Coach	<p>To provide assistance and ongoing professional development to teachers, including training and mentoring in the use of materials, assessment strategies, and best practices to generate improvement in reading/literacy instruction and student achievement</p>
Branton, Jennifer	Instructional Coach	<p>To provide assistance and ongoing professional development to teachers, including training and mentoring in the MTSS Process, assessment strategies, and best practices to generate improvement in reading/literacy/math instruction and student achievement</p>

Demographic Information

Principal start date

Thursday 6/16/2022, Carmen Harris

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

34

Total number of students enrolled at the school

500

Identify the number of instructional staff who left the school during the 2021-22 school year.

12

Identify the number of instructional staff who joined the school during the 2022-23 school year.

13

Demographic Data

Early Warning Systems

Using prior year's 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	9	10	11	12	
Number of students enrolled	79	76	70	80	72	73	0	0	0	0	0	0	0	450
Attendance below 90 percent	5	27	23	14	15	25	0	0	0	0	0	0	0	109
One or more suspensions	0	1	3	5	3	9	0	0	0	0	0	0	0	21
Course failure in ELA	2	19	12	15	10	12	0	0	0	0	0	0	0	70
Course failure in Math	2	22	33	11	5	25	0	0	0	0	0	0	0	98
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	34	30	24	0	0	0	0	0	0	0	88
Level 1 on 2022 statewide FSA Math assessment	0	0	0	30	18	23	0	0	0	0	0	0	0	71
Number of students with a substantial reading deficiency	0	0	0	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 who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	4	25	39	42	20	41	0	0	0	0	0	0	0	171

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	1	1	9	1	1	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 7/26/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	75	71	72	87	68	81	0	0	0	0	0	0	0	454
Attendance below 90 percent	25	26	26	28	17	26	0	0	0	0	0	0	0	148
One or more suspensions	0	0	1	0	2	1	0	0	0	0	0	0	0	4
Course failure in ELA	0	1	7	18	11	22	0	0	0	0	0	0	0	59
Course failure in Math	0	1	7	18	11	22	0	0	0	0	0	0	0	59
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	5	49	0	0	0	0	0	0	0	54
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	5	26	0	0	0	0	0	0	0	31
Number of students with a substantial reading deficiency	7	1	7	18	6	4	0	0	0	0	0	0	0	43

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	4	2	6	10	0	0	0	0	0	0	0	23

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	4	2	15	2	3	0	0	0	0	0	0	0	30
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	75	71	72	87	68	81	0	0	0	0	0	0	0	454
Attendance below 90 percent	25	26	26	28	17	26	0	0	0	0	0	0	0	148
One or more suspensions	0	0	1	0	2	1	0	0	0	0	0	0	0	4
Course failure in ELA	0	1	7	18	11	22	0	0	0	0	0	0	0	59
Course failure in Math	0	1	7	18	11	22	0	0	0	0	0	0	0	59
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	5	49	0	0	0	0	0	0	0	54
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	5	26	0	0	0	0	0	0	0	31
Number of students with a substantial reading deficiency	7	1	7	18	6	4	0	0	0	0	0	0	0	43

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	4	2	6	10	0	0	0	0	0	0	0	23

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	4	2	15	2	3	0	0	0	0	0	0	0	30
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	39%	55%	56%				38%	54%	57%
ELA Learning Gains	53%						45%	59%	58%
ELA Lowest 25th Percentile	53%						46%	54%	53%
Math Achievement	50%	51%	50%				57%	61%	63%
Math Learning Gains	63%						56%	61%	62%
Math Lowest 25th Percentile	44%						40%	48%	51%
Science Achievement	57%	62%	59%				46%	53%	53%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	34%	56%	-22%	58%	-24%
Cohort Comparison		0%				
04	2022					
	2019	37%	56%	-19%	58%	-21%
Cohort Comparison		-34%				
05	2022					
	2019	40%	54%	-14%	56%	-16%
Cohort Comparison		-37%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	63%	62%	1%	62%	1%
Cohort Comparison		0%				
04	2022					
	2019	61%	64%	-3%	64%	-3%
Cohort Comparison		-63%				
05	2022					
	2019	44%	60%	-16%	60%	-16%
Cohort Comparison		-61%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	44%	54%	-10%	53%	-9%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE 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
SWD	18	42	57	28	41	33					
ELL	34	52		51	65		55				
ASN	69	80		69	90						
BLK	16	41	33	20	43	25	38				
HSP	38	54		52	59	50	50				
MUL	50			64							
WHT	47	58	64	60	71		65				
FRL	34	49	46	40	62	48	53				
2021 SCHOOL GRADE 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
SWD	11	28	42	18	38	36	16				
ELL	36	55		43	26		37				
ASN	63			74							
BLK	31	53		27	40		33				
HSP	42	63		40	31		47				
MUL	25			25							
WHT	36	37	36	44	30		39				
FRL	35	41	41	35	27	29	40				
2019 SCHOOL GRADE 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
SWD	18	32	29	31	48	40	13				
ELL	37	41		67	72		24				
ASN	55	59		81	77		70				
BLK	30	42	55	40	36	30	33				
HSP	43	48		59	57	40	59				
MUL	21	67		42	53						
WHT	39	37	32	59	58	42	44				
FRL	34	43	45	53	54	46	41				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	68
Total Points Earned for the Federal Index	427

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	54
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	77
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	31
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	57
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Math out performed reading, however we made progress in all areas over the prior year. Specifically, we had large gains for Learning Gains and our L25 students.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Our Africa American and ESE students are the two areas where we did not meet our expected outcome.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Not enough focus on these two subgroups, for the 2022-2023 school year we will focus on these areas with a specific goal of having at least 50% of African American and ESE students will show growth as measured by the State Assessment.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Our math learning gains showed the strongest level of growth, with 28% increase. Also our 5th grade science grew 19%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Specifically math at 4th and 5th grade focused instruction and intervention time based on student data and created daily small groups of like students. For 5th grade science we had one dedicated teacher that taught all of the science curriculum.

What strategies will need to be implemented in order to accelerate learning?

A focus of small group instruction during core and intervention to individualize and differentiate learning for all students.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

PD will be regularly focused on quality small group instruction lessons as well as data tracking so that students needs are be meet ongoingly throughout the year. Flexibility in student movement from group to group will also be managed so that as students progress they are moved into appropriate small groups for instructional purposes.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The addition of 2 hourly teachers to support small group instruction will begin to work with students. We will also focus on Kinder and 1st grade with RAP (Reading Across Pinellas) tutors working with our lowest students.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction**Area of Focus Description and Rationale:**

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

Focus will be given to ensuring the BEST standards are fully implemented in daily classroom lessons K-5 in reading, math, and science.

Measurable Outcome:

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

During the 2022-2023 school year 60% of students will show growth during the school year as measured by the State Assessment.

Monitoring:

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

During the 2022-2023 school year 100% of teachers will implement a data tracking system that individually monitors each BEST standard progress. Monthly data meetings will be held with teachers to review student progress. Each teacher will be required to maintain a data binder in which the principal will review periodically. Weekly observations will be conducted by the admin and coaching staff to ensure BEST Standards are implemented in all classrooms.

Person responsible for monitoring outcome:

Lori Frodine (frodinel@pcsb.org)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

Facilitate Professional Learning Communities (PLC) that have a consistent and sustained professional development focus on standards-based instruction, target and task alignment, while utilizing data practices to lead discussions on BEST Standards implementation. Professional learning communities will be focused on standards-based planning in ELA, Math, Science, student work analysis protocol, development of common assessments, and analyzing data. The work of the PLC will be centered around the research of Richard DuFour's PLC questions:

1. What is it we want our students to learn?
2. How will we know if each student has learned it?
3. How will we respond when some students do not learn it?
4. How can we extend and enrich the learning for students who have demonstrated proficiency?

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Strong PLC collaboration allows growth of teachers ability to track and use data effectively while also sharing best practices relating to instructional methods used. Standards based instruction ensures teachers are meeting the grade level needs of students.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. During PLCs collaboration between Leadership Team and teachers around Standards Based Instruction, Kinder-5th grades, to provide consistency, student-centered, data driven instruction for all students.
2. During PLC collaboration around common assessments and targeted data tracking to ensure instruction relates BEST Standards.
3. Provide targeted Intervention Plans for struggling students which will include push-in, pull-out, after school, and Saturday small group instruction specifically addressing SS subgroups.
4. Implementation of Readers & Writers Workshop K-5 will provide a consistent and systematic approach for our ELA program.
5. Daily use of AVID strategies to engage all students.

Person Responsible

Lori Frodine (frodinel@pcsb.org)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus Description and****Rationale:**

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

Focus will be given to the area of student achievement in our lower performing subgroups, African American and ESE.

Measurable Outcome:

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

During the 2022-20223 school at least 50% of African American and ESE students will show growth as measured by the State Assessment.

Monitoring:

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

Monthly data meetings will be held with teachers to review student progress.

Each teacher will be required to maintain a data binder in which the principal will review periodically.

Person responsible for monitoring outcome:

Lori Frodine (frodinel@pcsb.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Facilitate Professional Learning Communities (PLC) that have a consistent and sustained professional development focus on standards-based instruction, target and task alignment, while utilizing data practices to lead discussions. Professional learning communities will be focused on data analysis for how best differentiated instruction for student growth in subgroups.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Strong PLC collaboration allows growth of teachers ability to track and use data effectively while also sharing best practices relating to instructional methods used.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Use of Daily Five Practices Kinder-5th grades to provide consistency, student-centered, data driven individual instruction for all students.
2. Use of common assessments and targeted data tracking will allow us to track performance of individual subgroups.
- 3 .Provide targeted Intervention Plans for struggling students which will include push-in, pull-out, after school, and Saturday small group instruction specifically addressing SS Subgroups.
4. Daily use of AVID Strategies to promote multiple learning styles.

Person Responsible

Karen Vargus (vargusk@pcsb.org)

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

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

Focus will be given in the area of Engagement campus wide. Students academic achievement will increase when lessons are engaging, provide choice, use of manipulatives, and real world application.

Measurable Outcome:

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

During the 2022-2023 school year 60% of students will show growth during the school year as measured by the State Assessment.

Monitoring:

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

Monthly data meetings will be held with teachers to review student progress. Each teacher will be required to maintain a data binder in which the principal will review periodically. Weekly observations will be conducted by the admin and coaching staff to ensure student engagement is a focus in all classrooms.

Person responsible for monitoring outcome:

Lori Frodine (frodinel@pcsb.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Facilitate Professional Learning Communities (PLC) that have a consistent and sustained professional development focus on standards-based instruction, target and task alignment, while utilizing data practices to lead discussions on how best to differentiate instruction for students needs. Professional learning communities will be focused on standards-based planning in ELA, Math, Science, student work analysis protocol, development of common assessments, and analyzing data. The work of the PLC will be centered around the research of Richard DuFour's PLC questions:

1. What is it we want our students to learn?
2. How will we know if each student has learned it?
3. How will we respond when some students do not learn it?
4. How can we extend and enrich the learning for students who have demonstrated proficiency?

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Strong PLC collaboration allows growth of teachers ability to track and use data effectively while also sharing best practices relating to instructional methods used. Use of high engagement strategies along with the use of hands on real world examples will increase students overall improvement.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Use of Daily Five Practices Kinder-5th grades to provide consistency, student-centered, data driven instruction for all students.
2. Use of common assessments and targeted data tracking will allow us to track the increased level of engagement.
- 3 .Provide targeted Intervention Plans for struggling students which will include push-in, pull-out, after school, and Saturday small group instruction specifically addressing SS Subgroups.
4. Daily use of AVID Strategies to engage all students.

Person Responsible

Lori Frodine (frodinel@pcsb.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

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

Focus will be given in the area of Differentiation for ELA Kinder to 2nd Grade. Students individual needs must

be taken into account in order to provide the best small group reading instruction for each student. Data will be ongoingly used to identify each students strengths and weaknesses in order to appropriately differentiate small group instruction to address every students needs.

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

Focus will be given in the area of Differentiation for ELA 3rd to 5th Grade. Students individual needs must

be taken into account in order to provide the best small group reading instruction for each student. Data will be ongoingly used to identify each students strengths and weaknesses in order to appropriately differentiate small group instruction to address every students needs.

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 new 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: Measureable Outcome(s)

During the 2022-23 school year 100% of teachers will implement a data tracking system that individually monitors each students progress. 60% of students will show growth during the school year as measured by the State Assessment.

Grades 3-5: Measureable Outcome(s)

During the 2022-23 school year 100% of teachers will implement a data tracking system that individually monitors each students progress. 60% of 3rd-5th Grade students will show growth during the school year as measured by the State Assessment.

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 take place with evaluating impact at the end of the year.

Monthly data meetings will be held with teachers to review student progress.

Each teacher will be required to maintain a data binder in which the principal will review periodically.

Weekly observations will be conducted by the admin and coaching staff to ensure differentiation is happening in all classrooms.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Frodine, Lori, frodinel@pcsb.org

Evidence-based Practices/Programs:

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. Â§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?

Facilitate Professional Learning Communities (PLC) that have a consistent and sustained professional development focus on utilizing data practices to lead discussions on how best to differentiate instruction for students needs. Professional learning communities will be focused on small group instruction and analyzing data. The work of the PLC will be centered around the research of Richard DuFour's PLC questions:

1. What is it we want our students to learn?
2. How will we know if each student has learned it?
3. How will we respond when some students do not learn it?
4. How can we extend and enrich the learning for students who have demonstrated proficiency?

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific 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 practices/programs show proven record of effectiveness for the target population?

Strong PLC collaboration allows growth of teachers ability to track and use data effectively while also sharing best practices relating to instructional methods used. Differentiation of instruction allows students to be more successful because teachers can individualize instruction based on student needs.

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
1. During PLCs collaboration between Leadership Team and teachers around small group differentiated instruction.	
2. During PLC collaboration around common assessments and targeted data tracking to ensure instruction relates to each students individual needs.	
3. Provide targeted Intervention Plans for struggling students which will include push-in, pull-out, after school, and Saturday small group instruction specifically addressing SS subgroups.	Hasson, Laura, hassonl@pcsb.org
4. Implementation of Making Sense of Phonics kits, Equipped for Reading Success, and other intervention curriculum.	
5. Daily use of Daily 5, CAFE, and AVID strategies to engage all students.	

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Pinellas Park ES utilizes restorative practices and PBIS to ensure a positive school culture and environment for all students and staff. Specifically, all teachers and staff receive ongoing training in restorative practices, trauma informed instruction, and social & emotional supports. Additionally, all teachers and staff utilized Bear Hug tickets as a positive behavior support structure, in which students get to shop with their Bear Hugs in the school store.

Identify the stakeholders and their role in promoting a positive school culture and environment.

The PPES Student Services Team, which is made up of our MTSS Coach, Behavior Specialist, Social Worker, Counselor, Psychologist, Assistant Principal and Principal, meet weekly to monitor the campus wide PBIS initiatives. This team is responsible for the training of all staff members and community and parent outreach that is ongoingly conducted.