

Pinellas County Schools

Anona Elementary School



2020-21 Schoolwide Improvement Plan

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Anona Elementary School

12301 INDIAN ROCKS RD, Largo, FL 33774

<http://www.anona-es.pinellas.k12.fl.us>

Demographics

Principal: Denise Ballard

Start Date for this Principal: 3/15/2015

2019-20 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	73%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (79%) 2017-18: A (64%) 2016-17: A (70%) 2015-16: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* 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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Anona Elementary School

12301 INDIAN ROCKS RD, Largo, FL 33774

<http://www.anona-es.pinellas.k12.fl.us>

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	74%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	30%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The Anona community will unite and maintain a quality academic and safe learning environment enabling each student to succeed 100%.

Provide the school's vision statement.

100% Student Success – Each student at Anona earns at least a 1-year learning gain

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Welsh, Ann	Principal	Principal
McNamee, Carolyn	School Counselor	School-Based Counselor
Black, Bill	Teacher, K-12	5th Grade Math Teacher - Lead Math teacher (3 - 5)
McCord, Karen	Teacher, K-12	Kindergarten classroom teacher
Carneiro, Daniel	Other	School based Behavior Specialist
Huey, Holly	Assistant Principal	Assistant Principal
Ledbetter, Kristen	Teacher, ESE	ASD teacher
Kanellopoulos, Sophia	Teacher, K-12	3rd Grade Teacher
Bellack, Mary	Teacher, K-12	1st Grade Teacher
Mello, Leah	Teacher, K-12	2nd Grade Teacher
Adikes, Kathryn	Teacher, K-12	4th grade teacher
Calder, Melissa	Teacher, K-12	Kindergarten teacher

Demographic Information

Principal start date

Sunday 3/15/2015, Denise Ballard

Number of teachers with a 2019 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.*

6

Number of teachers with a 2019 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.*

4

Total number of teacher positions allocated to the school

22

Demographic Data

2020-21 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
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2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
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2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	

Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

The number of students by 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	36	74	88	82	69	72	0	0	0	0	0	0	0	421
Attendance below 90 percent	0	15	17	12	8	7	0	0	0	0	0	0	0	59
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	2	5	0	0	0	0	0	0	0	7
Course failure in Math	0	0	0	0	6	6	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide ELA assessment	0	0	0	9	6	4	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide Math assessment	0	0	0	9	7	2	0	0	0	0	0	0	0	18

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	0	0	0	1	4	0	0	0	0	0	0	0	5

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	0	1	1	0	0	0	0	0	0	0	0	0	0	2
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

Wednesday 7/1/2020

Prior Year - As Reported

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	54	82	87	69	69	70	0	0	0	0	0	0	0	431
Attendance below 90 percent	0	6	13	5	3	6	0	0	0	0	0	0	0	33
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	2	1	3	0	0	0	0	0	0	0	6
Level 1 on statewide assessment	0	0	0	2	13	9	0	0	0	0	0	0	0	24

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	0	0	1	2	4	0	0	0	0	0	0	0	7

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	1	1	0	2	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - Updated

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	54	82	87	69	69	70	0	0	0	0	0	0	0	431
Attendance below 90 percent	0	6	13	5	3	6	0	0	0	0	0	0	0	33
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	2	1	3	0	0	0	0	0	0	0	6
Level 1 on statewide assessment	0	0	0	2	13	9	0	0	0	0	0	0	0	24

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	0	0	1	2	4	0	0	0	0	0	0	0	7

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	1	1	0	2	0	0	0	0	0	0	0	0	0	4
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

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	69%	54%	57%	72%	53%	55%
ELA Learning Gains	77%	59%	58%	67%	53%	57%
ELA Lowest 25th Percentile	74%	54%	53%	55%	47%	52%
Math Achievement	79%	61%	63%	79%	62%	61%
Math Learning Gains	90%	61%	62%	80%	61%	61%
Math Lowest 25th Percentile	84%	48%	51%	58%	48%	51%
Science Achievement	82%	53%	53%	79%	53%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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
03	2019	59%	56%	3%	58%	1%
	2018	61%	53%	8%	57%	4%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	65%	56%	9%	58%	7%
	2018	67%	51%	16%	56%	11%
Same Grade Comparison		-2%				
Cohort Comparison		4%				
05	2019	79%	54%	25%	56%	23%
	2018	64%	50%	14%	55%	9%
Same Grade Comparison		15%				
Cohort Comparison		12%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	74%	62%	12%	62%	12%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	61%	62%	-1%	62%	-1%
Same Grade Comparison		13%				
Cohort Comparison						
04	2019	77%	64%	13%	64%	13%
	2018	77%	62%	15%	62%	15%
Same Grade Comparison		0%				
Cohort Comparison		16%				
05	2019	87%	60%	27%	60%	27%
	2018	84%	61%	23%	61%	23%
Same Grade Comparison		3%				
Cohort Comparison		10%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	82%	54%	28%	53%	29%
	2018	75%	57%	18%	55%	20%
Same Grade Comparison		7%				
Cohort Comparison						

Subgroup Data

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	48	69	65	57	76	76	45				
BLK	25			42							
HSP	55	53		80	73						
MUL	53			80							
WHT	75	82	83	82	91	94	87				
FRL	61	76	71	73	88	81	68				

2018 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 2016-17	C & C Accel 2016-17
SWD	36	38	40	40	48	42	33				
HSP	55	68	50	69	77		69				
MUL	53			80							
WHT	68	54	30	77	79	65	77				
FRL	55	53	39	66	75	70	74				

2017 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 2015-16	C & C Accel 2015-16
SWD	42	48	42	53	52	29	45				
BLK	40			50							
HSP	67	65		74	71						
MUL	67			83							
WHT	75	70	59	82	82	56	82				
FRL	67	56	47	76	79	58	76				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	79
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	555
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	62
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners

Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	65
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	67
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	85
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	74
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Anona's lowest performance is in the area of ELA. Specifically, the greatest area of concern is 3rd-grade proficiency scores which continue to show a declining trend and proficiency rates of students identified with disabilities. The percent of Black students proficient in reading was 25% (3 out of 12 students). This data represents scores on the 2018-19 FSA, no 2019-20 data is available due to COVID.

ELA Winter MAP projections compared to the previous year:

3rd-2019 ELA projected level 3 on FSA = 71%; and 2018 = 57%

4th-2019 ELA projected level 3 on FSA = 58%; and 2018 = 47%

5th-2019 ELA projected level 3 on FSA = 72%; and 2018 = 67%

Math Winter MAP projections compared to the previous year:

3rd-2019 Math projected level 3 on FSA = 88%; and 2018 = 82%

4th-2019 Math projected level 3 on FSA = 68%; and 2018 = 66%

5th-2019 Math projected level 3 on FSA = 71% and 2018 = 81%

According to MAP, the percentage of students projected proficiency scores on FSA increased in every grade level for math and ELA with the exception of 5th-grade math.

According to the winter MAP growth projections, 72% of our L25 group were projected to make learning gains ELA. In 2018-2019, 74% of our L25 group made learning gains according to FSA. In disaggregating the ELA data, we found a specific need to focus on writing. Anona's 4th grade writing average was a 5.2, which falls below the district average of 6.

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

3rd-grade proficiency rates and the proficiency rate of students with disabilities showed the greatest decline. Factors that contributed to this decline include a lack of targeted reading interventions in grades K - 3 specific to foundational reading skills.

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.

Anona did not have a gap in any component when compared with the state average.

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

Anona showed gains in all 7 school grade calculation components/cell. Specifically, learning gains in Math showed the most improvement with a 12%age point gain increasing gains from 78% in 2018 to 90% in 2019. Actions that contributed to the gains in math included effective standards-based math instruction with regular use of rigorous assessments to ascertain the learning status of students. Appropriate and timely interventions for struggling students.

Based on 2019 Winter MAP scores when compared to 2018 Winter MAP scores, the percentage of students projected to make a proficient score on FSA increased in every grade level in both math and ELA with the exception of 5th-grade math.

New actions taken during the 2019 - 20 school year included an increased focus on targeted reading interventions and the increased opportunities for peer coaching in math and ELA.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

According to our EWS data, one area of concern is the number of level 1 students in ELA who will be moving into our intermediate grades. In 2020-2021, we will have 9 students who scored level 1 in 4th grade and 6 students in 5th grade. These students will make up a portion of our L25 subgroup and will need additional interventions to make learning gains and work towards proficiency.

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

1. ELA proficiency rates across all grades
2. ELA proficiency rates for SWD students
3. ELA proficiency rates for black students
4. ELA learning gains for L25 students
5. Math proficiency rates for black students

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA**Area of****Focus****Description**
and**Rationale:**

Our current level of performance is 69% proficiency, as evidenced in FSA.
We expect our performance level to be 75% by May 2021.

Measurable
Outcome:

The percent of all students proficient will increase from 69% to 75%, as measured by FSA

Person
responsible
for
monitoring
outcome:

Ann Welsh (welsha@pcsb.org)

Evidence-
based
Strategy:

Empower ELA champions/cohort teachers to develop as literacy leaders and peer coaches (ex. co-facilitate PD sessions alongside administrators, open classrooms for observations and feedback, coach colleagues in literacy practices)

Rationale
for
Evidence-
based
Strategy:

During the 2020-21 school year, all teachers will be trained and empowered to utilize and embed technology into lessons. Examples of technology will include Canvas, Nearpod, Teams, and FlipGrid

As a result of the development of a cohort of Literacy Leaders at Anona and the implementation of a peer coaching model, ELA instructional practices will improve. Effective collaboration and coaching will encourage ongoing observation and feedback among colleagues where a culture of professional sharing, dialogue, experimentation, and critique becomes commonplace. ELA champions and mentor teachers selected will utilize learning walk protocols, and peer observations to coach teachers in the area of ELA. Specifically, peer coaching will focus on the following:

Enhancing staff capacity to support students through purposeful activation and transfer strategies.

Strengthening staff ability to engage students in complex tasks.

Supporting staff to utilize data to organize students to interact with content in manners, which differentiates/scaffold.

Implementation of Teams, Canvas, FlipGrid, and Nearpod to ensure continuity/differentiation of learning.

Action Steps to Implement

1. Training of Literacy Leaders utilizing the work of Costa and Garmston - Cognitive Coaching
2. Schedule developed for necessary coverage of classrooms
3. Implementation of peer coaching cycles
4. Coaching leaders identified to lead PD in use of Seeing Stars as a preferred reading intervention
5. Utilize Seeing Stars as targeted intervention for struggling readers in grades 1-3
6. Utilize Kilpatrick's phonemic awareness activities in grades during ELA instruction.
7. Utilize Sounds Sensible as a targeted intervention for identified Kindergarten students
8. Train all teachers on the use of Canvas, Teams, FlipGrid, and Nearpod
8. Vertical articulation between grade levels
9. Effective and efficient scaffolding
10. Monitoring of implementation

Person
Responsible

Ann Welsh (welsha@pcsb.org)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

Our current level of performance is 79% proficiency, as evidenced in FSA. We expect our performance level to be 83% by May 2020.

Measurable Outcome:

The percent of all students proficient will increase from 4% to as measured by FSA

Person responsible for monitoring outcome:

Ann Welsh (welsha@pcsb.org)

Evidence-based Strategy:

Empower MTLI/cohort teachers to create and sustain a culture of feedback and openness, including ongoing teacher to teacher feedback, learning walks, etc. For example, using the Coached Observation Protocol. Utilize the practices for cognitive coaching recommended by 'Castro and Garmston',

During the 2020-21 school year, all teachers will be trained and empowered to utilize and embed technology into lessons. Examples of technology will include Canvas, FlipGrid, Nearpod, and TEAMS.

As a result of the development of a cohort of MTLI at Anona and implementation of peer coaching model, mathematical instructional practices will improve. Effective collaboration and coaching will encourage ongoing observation/ feedback among colleagues where a culture of professional sharing, dialogue, experimentation, and critique becomes commonplace. MTLI champions/peer coaches selected will utilize learning walk protocols/ peer observations to coach teachers in area of Math.

Rationale for Evidence-based Strategy:

Specifically, peer coaching will focus on the following:

Enhancing staff capacity to support students through purposeful activation and transfer strategies.

Strengthening staff ability to engage students in complex tasks.

Supporting staff to utilize data to organize students to interact with content allowing for differentiation.

Designing targeted interventions for struggling mathematicians

Resources/ books - "Cognitive Coaching - Developing Self-Directed Leaders and Learners' - Castro/ Garmstom

Implementation of TEAMS/Canvas/FlipGrid/Nearpod to ensure continuity/differentiation of learning

Action Steps to Implement

1. Continue MLTI for math teacher leaders - develop lead coach in the area of math
2. Identify lead coach as a resource to peer coaches on campus
3. Schedule developed for necessary coverage of classrooms and coaching sessions
4. Implementation learning from the work of Castro and Garmston ' Cognitive Coaching - Developing self-directed Leaders and Learners'.
5. Train all teachers in the use of TEAMS, Canvas, Flip Grid, and Nearpod.
6. Vertical articulation between grade level teachers
7. Effective and efficient scaffolding of content
6. Monitoring of implementation

Person Responsible Ann Welsh (welsha@pcsb.org)

#3. Instructional Practice specifically relating to Science

Area of Focus

Description and Rationale: Our current level of performance is 82% proficiency, as evidenced in SSA.

Measurable Outcome: We expect our performance level to be 85% by May 2020.

Person responsible for monitoring outcome: Ann Welsh (welsha@pcsb.org)

Evidence-based Strategy: Develop, implement, and monitor a data-driven 5th-grade review plan using the 3rd and 4th Grade Standards Diagnostic Review Assessment.

Rationale for Evidence-based Strategy: Due to the inclusion of 3rd, 4th and 5th grade standards within the SSA a review plan is of paramount importance. In prior years data shows the gap in 3rd and 4th-grade mastery of standards.

Action Steps to Implement

1. Administer the 3rd and 4th Grade Diagnostic
2. Analyze the data from the diagnostic assessment
- 3, Utilize the resources in the continuity guides to meet the needs of all students
3. Develop a review plan
4. Implement and monitor academic vocabulary gaming
5. With the use of technology implement nature of science learning opportunities
6. Monitor implementation

Person Responsible Ann Welsh (welsha@pcsb.org)

#4. Other specifically relating to Bridging the Gap

Area of Focus Description and Rationale: Our current level of performance is 25% proficiency in reading and 42% proficiency in math as evidenced in FSA 2018-2019 data. For the 2019-2020 school year, 50% of our black students in K-2 are proficient according to winter ELA MAP. In grades 3-5, we have 33% students proficient in winter. In Math, 30% of our K-2 students are proficient and 27% of students in grades 3-5 were proficient.

Measurable Outcome: The percent of black student students proficient will increase to 50% in ELA and Math as measured by FSA.

Person responsible for monitoring outcome: Ann Welsh (welsha@pcsb.org)

Evidence-based Strategy: Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music, and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans.

Teachers are expected to:
 hold high academic expectations for all students
 demonstrate cultural competence, the understanding that their own worldview and understandings may or may not align with those of their students, and are sociopolitically aware, that is, they have a willingness to acknowledge and critique inequity.

Rationale for Evidence-based Strategy: In order to close the achievement gap, teachers must understand the components and examples of culturally relevant instruction. Teachers will be able to reach all students when they implement practices that recognize and teach to students assets and interests, scaffold learning and provide specific feedback, and build and foster strong and positive relationships with students. Strategies such as the 6M's can be utilized into unit lesson plans to allow us to reach all students.

Action Steps to Implement

1. Teachers will attend district level training on Culturally Relevant Teaching practices
2. Incorporate a focus on the CRT strategies during grade level unit planning
3. Monitor the use CRT strategies during classroom visits and observations
4. Utilize CRT strategies when conducting professional development
5. Track subgroup data and analyze data during SBLT and grade-level data chats
6. Throughout the school year - incorporate PD focused on increasing awareness of Black History utilizing the essays from 'Teaching for Black Lives'.

Person Responsible Ann Welsh (welsha@pcsb.org)

No description entered

Person Responsible [no one identified]

#5. Other specifically relating to School Climate/Conditions for Learning

Area of Focus Description and Rationale:	To create conditions for learning that promote a positive school climate and culture.
Measurable Outcome:	The current number of students receiving Office Discipline Referrals is 10 students. We expect that number to remain less than 10 students by June 2021.
Person responsible for monitoring outcome:	Ann Welsh (welsha@pcsb.org)
Evidence-based Strategy:	Strengthen the ability of all staff to establish and maintain positive relationships with all students. Strengthen the implementation of research-based practices that communicate high expectations for each student. Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures Utilizing Restorative Practices techniques will enhance relationships and build and maintain a positive classroom culture. Emphasis on guidelines for success and positive behavior supports communicate high expectations for students. An increased focus on equitable practices will proliferate an emotionally, intellectually, and physically safe environment for all students.
Rationale for Evidence-based Strategy:	

Action Steps to Implement

1. School-wide PBIS (review during preschool)
 2. School-wide Behavior celebrations once per grading period.
 3. Equity PD for all staff 3 hours of preschool and ongoing throughout the year.
 4. Continue school-wide implementation of restorative practices.
 5. Conduct learning opportunities for students (New Student Orientation and Reteach)
 6. Increase the usage of Positive Behavior referrals and positive calls to families
 7. Train teachers and monitor the implementation of CRT strategies
- Person Responsible** [no one identified]

#6. Culture & Environment specifically relating to Student Attendance

Area of Focus Absenteeism negatively impacted on academic achievement in reading, math, and general knowledge in the early school years. Sustained efforts and focus on regular attendance will lead to improved outcomes for all students

Description and Rationale:

Measurable Outcome: Our current attendance level is 94.3%. We expect our attendance level to be 96% by May 2021

Person responsible for monitoring outcome: Ann Welsh (welsha@pcsb.org)

Evidence-based Strategy: Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis.

Rationale for Evidence-based Strategy: The percent of all students missing more than 10% of school will decrease from 16% to 9%, as measured by attendance dashboard data.

Action Steps to Implement

1. Review attendance taking process and school-wide strategies for positive attendance with staff.
2. Asset map attendance resources, interventions, incentives at our school to support increased attendance for each Tier.
3. Develop and implement attendance incentive programs and competitions. Examples: Daily announcements stating whose class achieved 100% attendance; Quarterly perfect attendance recognized on morning announcements. (Step dependent on COVID 19 status)
4. Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance. Examples: Flyers sent home outlining When to stay home vs. When to send your student to school; Statistics stating What's missed when not here vs. What's gained when present.
5. Review data and effectiveness of school-wide attendance strategies bi-weekly.
6. Ensure attendance accurately taken daily basis reflecting appropriate entry codes (Pending entries cleared)

Person Responsible Ann Welsh (welsha@pcsb.org)

#7. Culture & Environment specifically relating to Parent Involvement

Area of Focus
Description and Rationale: The school will build and sustain relationships with all families and the community

Measurable Outcome: The school will increase the number of Family and Community Engagement events throughout the school year which are focused on improving student outcomes.

Person responsible for monitoring outcome: Ann Welsh (welsha@pcsb.org)

Evidence-based Strategy: Effectively communicate with families about their students’ progress and school processes/practices and purposefully involve families with opportunities for them to advocate for their students.

Rationale for Evidence-based Strategy: When families, schools, and communities work effectively together, engagement becomes a powerful tool that boosts student achievement and better prepares our children to lead healthy, happy, and productive lives.

Action Steps to Implement

1. Effectively communicate with families in using multiple tools (Class DoJo, agendas, student-led conferences, phone calls home etc)
2. Provide academic tools to families in support of their students’ achievement at home
3. Invite and involve families in school-wide events focused on improving student outcomes
4. Utilize Student Services to provide families/ parents and students with resources, tools, triage support and outside agency referrals
5. Utilize technology resources (Videos, Teams, etc.) to communicate with families

Person Responsible Ann Welsh (welsha@pcsb.org)

#8. Culture & Environment specifically relating to Community Involvement

Area of Focus
Description and Rationale: The school will build and sustain relationships with all families and the community

Measurable Outcome: The school will increase the number of Family and Community Engagement events throughout the school year which are focused on improving student outcomes.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: Effectively communicate with community members about school processes/practices and purposefully involve the community with opportunities to participate in school related events or initiatives

Rationale for Evidence-based Strategy: When families, schools, and communities work effectively together, engagement becomes a powerful tool that boosts student achievement and better prepares our children to lead healthy, happy, and productive lives.

Action Steps to Implement

1. Effectively communicate with community members through our weekly messages, marquee, SAC, PTA, our website and Facebook page
2. Invite and involve community partners in school-wide events focused on improving student outcomes
3. Show support to our local community by participating in various community events
4. Reach out and encourage community partners to participate in volunteer opportunities and mentoring programs.

Person Responsible Ann Welsh (welsha@pcsb.org)

#9. ESSA Subgroup specifically relating to African-American

Area of Focus Description and Rationale: Our current level of performance is 25% proficiency in reading and 42% proficiency in math as evidenced in FSA.

Measurable Outcome: The percent of black student students proficient will increase to 50% in ELA and Math as measured by FSA.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music, and movement, explicit vocabulary instruction, monitoring with feedback, and deliberate use of cultural references in lesson plans.

Teachers are expected to:
 hold high academic expectations for all students
 demonstrate cultural competence, the understanding that their own worldview and understandings may or may not align with those of their students, and are sociopolitically aware, that is, they have a willingness to acknowledge and critique inequity.

Rationale for Evidence-based Strategy: In order to close the achievement gap, teachers must understand the components and examples of culturally relevant instruction. Teachers will be able to reach all students when they implement practices that recognize and teach to students assets and interests, scaffold learning and provide specific feedback, and build and foster strong and positive relationships with students. Strategies such as the 6M's can be utilized into unit lesson plans to allow us to reach all students.

Action Steps to Implement

1. Train teachers in Culturally Relevant Teaching 3 hours during Pre-school
2. Incorporate a focus on the CRT strategies during grade level unit planning
3. Monitor the use CRT strategies during classroom visits and observations
4. Utilize CRT strategies when conducting professional development
5. Track subgroup data and analyze data during SBLT and grade-level data chats

Person Responsible Ann Welsh (welsha@pcsb.org)

#10. Other specifically relating to Healthy Schools

Area of Focus Description and Rationale: Develop and sustain a healthy, respectful, caring and safe learning environment for students, staff, and community members.

Measurable Outcome: We will increase the number of eligible assessment modules throughout the year and complete action plans for the Alliance for a Healthier Generation, Healthy School Program.

Person responsible for monitoring outcome: Holly Huey (hueyh@pcsb.org)

Evidence-based Strategy: Develop and Implement Healthy School Program Action Plan.

Rationale for Evidence-based Strategy: The Healthy School Action Plan will identify for areas of improvement and allow us to work toward Silver Status in the Alliance for a Healthier Generation, Healthy School Program.

Action Steps to Implement

1. Assemble a Healthy School Team made up of a minimum of four (4) individuals including, but not limited to: PE Teacher/Health Teacher, Classroom Teacher, Wellness Champion, Administrator, Cafeteria Manager,
2. Attend district-supported professional development Healthy School Team
3. Complete Healthy Schools Program Assessment Healthy School Team
4. Complete eligible assessment modules throughout the year
5. Apply for recognition

Person Responsible Caryn Lee (leeca@pcsb.org)

#11. Culture & Environment specifically relating to Equity & Diversity

Area of Focus Description and Rationale:	As the result of equity-centered problem solving within an MTSS framework, the school will develop an equity goal to build relational capacity, empower student's voice, and hold high expectations within one of the following school improvement areas for equity systems change: Due to the ongoing achievement gap, a continued focus will occur at Anona with the goal of providing equity for each and every student. Teachers at Anona will increase the use of equitable practices (grading, CRT and restorative practices)
Measurable Outcome:	Achievement gaps in all curriculum areas to be reduced to none. 100% success for all students in all sub groups with a year's worth of learning as measured by FSA.
Person responsible for monitoring outcome:	Ann Welsh (welsha@pcsb.org)
Evidence-based Strategy:	On-going Equity PD utilizing the work of 'Teaching for Black Lives' and appropriate protocols Ongoing PD utilizing district provided modules Increase the use of equitable practices. (equitable grading, culturally relevant teaching, restorative practices, etc.)
Rationale for Evidence-based Strategy:	Ongoing PD around equity in schools will continue at Anona to build a better understanding across the campus of the inequities that exist. In addition, efforts in recognizing the contributions of various subgroups on campus and the individuality of students will occur throughout the year.

Action Steps to Implement

1. Utilizing 'Teaching for Black Lives' as a resource during faculty and curriculum meetings. Facilitated by Equity Champions (A. Welsh, C. McNamee)
2. Selecting culturally relevant text to use for instruction
3. Utilize the morning news show to celebrate and acknowledge the contributions of all subgroups
4. Establish and hold every student to high expectations of academic work and behavior
5. Embed PD to address equitable grading, CRT practices, and restorative practices during pre-school faculty meetings and weekly PLCs
6. Monitor the implementation of culturally relevant teaching practices via lesson plans, PLC work and observations

Person Responsible Ann Welsh (welsha@pcsb.org)

#12. Other specifically relating to Gifted Students

Area of Focus

Description and Rationale: The percent of Level 4 and 5 Gifted students is 74% in ELA and 85% math.

Measurable Outcome: The percent of Level 4 and 5 Gifted students is 74% in ELA and 85% math.

Person responsible for monitoring outcome: Ann Welsh (welsha@pcsb.org)

Evidence-based Strategy: Support staff to utilize data to organize students to interact with content in manners that differentiate/scaffold instruction to meet the needs of every student as well as clustering gifted students into gifted micro-credentialed classrooms.

During the 2020-21 schoolyear teachers will be trained and empowered to utilize and embed technology into lessons. Examples of technology will include Canvas, Nearpod and Teams

Rationale for Evidence-based Strategy: Data identifying a significant number of underperforming gifted students was utilized to determine a more suitable grouping strategy for gifted learners. The work of Marcia Gentry (Vanderbilt University) was studied to support the initiative to cluster gifted students for the upcoming year.

Implementation of TEAMS, Canvas and Nearpod to ensure continuity/differentiation of learning

Action Steps to Implement

1. Teachers intentionally plan for differentiation (using MAP or FSA data) for gifted learners and administrators monitor and provide feedback
2. Teachers/Staff obtain the gifted micro-credential and/or the gifted endorsement so that they can better differentiate for gifted learners
3. Cluster group gifted and talented students so that the process of differentiating is more effective for gifted learners
4. Pre-test gifted students in order to better differentiate and meet their needs
5. Allow gifted students to utilize “curriculum compacting” as a means for differentiation and/or scaffolding
6. Pace learning for gifted learners in response to students individual needs
7. Differentiate for gifted learners through adapting content, thinking skills, resources, and/or objectives
8. Teachers attend professional development on “differentiation for gifted learners”
9. Train all teachers in the use of Canvas, Teams and Nearpod

Person Responsible Ann Welsh (welsha@pcsb.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

N/A

Part IV: 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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

The Anona Elementary staff create emotionally supportive classrooms where students feel safe to engage in challenging tasks and have equitability of voice. The teachers design authentic and meaningful lessons where students are engaged and deeply invested in their learning while developing a positive attitude toward school. Anona staff members utilize affective statements that honor student's feelings, promote supportive relationships, and empower them to solve problems. Anona Elementary has four Guidelines for Success 1. Be Safe 2. Be Respectful 3. Be Responsible 4. Try Your Best. Our Positive Behavior Support System aligns to the GFS and correlates with student conduct grades. Students earn an E, V, S, N, or U daily, which provides consistent behavioral data school-wide. The system is utilized across all grade levels, making it easy for students and their families to understand. The criteria for earning an E, V, S, N, and U are clearly defined. At the end of each grading period students who earn an E, V, or S 90% of the grading period or more are celebrated at the grade level celebration. Students who model the Commitment to the Character trait of the month are eligible to be honored as the monthly Character Kid. Every month a student is selected from each class as Character Kid and recognized on the morning news and in the school newsletter. We also celebrate student excellence at the end of each grading period during the school-wide celebration assembly. Expectations and GFS are communicated to parents in the school newsletter, at parent and community involvement activities, and during PTA and SAC meetings. They are also evident in the affective language utilized throughout the campus. These supports help create a safe, secure, and healthy culture that encourages student success. Newly designed Guidelines for Success banners have been posted.

Anona Elementary teachers use restorative circles and questions in their classrooms to develop a positive community. Restorative practices are used for class meetings, positive discussions, and classroom learning.

At the end of each grading period, students who have not met expectations for conduct are provided re-teaching opportunities with the school Behavior Specialist and School Counselor.

Positive student referrals are awarded on a regular basis for students who exemplify and model the GFS system and they are celebrated schoolwide, as well as shared with family members via a phone call. Students new to Anona meet with the School Counselor and Behavior Specialist to connect with other grade level peers new to Anona. Guidelines for Success are explained and students are given opportunities to connect with schoolwide staff.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$1,100.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
		140-Substitute Teachers	0051 - Anona Elementary School	School Improvement Funds		\$1,100.00
			<i>Notes: Professional Development</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$1,150.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
		140-Substitute Teachers	0051 - Anona Elementary School	School Improvement Funds		\$1,150.00
			<i>Notes: TDEs for professional development and data debriefs</i>			
3	III.A.	Areas of Focus: Instructional Practice: Science				\$0.00
4	III.A.	Areas of Focus: Other: Bridging the Gap				\$0.00
5	III.A.	Areas of Focus: Other: School Climate/Conditions for Learning				\$0.00
6	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$0.00
7	III.A.	Areas of Focus: Culture & Environment: Parent Involvement				\$0.00
8	III.A.	Areas of Focus: Culture & Environment: Community Involvement				\$0.00
9	III.A.	Areas of Focus: ESSA Subgroup: African-American				\$0.00
10	III.A.	Areas of Focus: Other: Healthy Schools				\$0.00
11	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity				\$0.00
12	III.A.	Areas of Focus: Other: Gifted Students				\$0.00
					Total:	\$2,250.00