

Pinellas County Schools

Leila Davis Elementary School



2020-21 Schoolwide Improvement Plan

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Leila Davis Elementary School

2630 LANDMARK DR, Clearwater, FL 33761

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

Demographics

Principal: William Durst

Start Date for this Principal: 7/3/2017

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	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	39%
2019-20 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 Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (66%) 2017-18: C (52%) 2016-17: A (64%) 2015-16: A (64%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* 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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Leila Davis Elementary School

2630 LANDMARK DR, Clearwater, FL 33761

<http://www.davis-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	34%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	29%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	C	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 mission of Leila G. Davis Elementary is to prepare students for middle school by providing a nurturing and academically challenging education through the unified efforts of the total school community.

Provide the school's vision statement.

100% Student Success

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
Durst, William	Principal	
Gualtieri, Kathryn Gualtieri	Assistant Principal	

Demographic Information

Principal start date

Monday 7/3/2017, William Durst

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.*

2

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.*

12

Total number of teacher positions allocated to the school

46

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

2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	39%
2019-20 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 Black/African American Students 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
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Year	
Support Tier	
ESSA Status	N/A
* 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	120	122	130	99	135	102	0	0	0	0	0	0	0	708
Attendance below 90 percent	0	21	21	13	13	10	0	0	0	0	0	0	0	78
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	1	2	4	0	0	0	0	0	0	0	7
Course failure in Math	0	0	0	1	2	4	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	1	0	2	6	0	0	0	0	0	0	0	9

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

Date this data was collected or last updated

Monday 6/29/2020

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	122	125	88	135	105	122	0	0	0	0	0	0	0	697
Attendance below 90 percent	0	18	6	12	6	16	0	0	0	0	0	0	0	58
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	5	1	8	0	0	0	0	0	0	0	14
Level 1 on statewide assessment	0	0	0	2	7	21	0	0	0	0	0	0	0	30

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	2	4	3	0	0	0	0	0	0	0	9

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	3	2	0	0	0	0	0	0	0	0	0	7
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	122	125	88	135	105	122	0	0	0	0	0	0	0	697
Attendance below 90 percent	0	18	6	12	6	16	0	0	0	0	0	0	0	58
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	5	1	8	0	0	0	0	0	0	0	14
Level 1 on statewide assessment	0	0	0	2	7	21	0	0	0	0	0	0	0	30

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	2	4	3	0	0	0	0	0	0	0	9

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	3	2	0	0	0	0	0	0	0	0	0	7
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%	66%	53%	55%
ELA Learning Gains	67%	59%	58%	66%	53%	57%
ELA Lowest 25th Percentile	58%	54%	53%	55%	47%	52%
Math Achievement	74%	61%	63%	70%	62%	61%
Math Learning Gains	69%	61%	62%	63%	61%	61%
Math Lowest 25th Percentile	60%	48%	51%	53%	48%	51%
Science Achievement	64%	53%	53%	72%	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	75%	56%	19%	58%	17%
	2018	72%	53%	19%	57%	15%
Same Grade Comparison		3%				
Cohort Comparison						
04	2019	66%	56%	10%	58%	8%
	2018	45%	51%	-6%	56%	-11%
Same Grade Comparison		21%				
Cohort Comparison		-6%				
05	2019	61%	54%	7%	56%	5%
	2018	57%	50%	7%	55%	2%
Same Grade Comparison		4%				
Cohort Comparison		16%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	79%	62%	17%	62%	17%
	2018	66%	62%	4%	62%	4%
Same Grade Comparison		13%				
Cohort Comparison						
04	2019	73%	64%	9%	64%	9%
	2018	58%	62%	-4%	62%	-4%
Same Grade Comparison		15%				
Cohort Comparison		7%				
05	2019	67%	60%	7%	60%	7%
	2018	62%	61%	1%	61%	1%
Same Grade Comparison		5%				
Cohort Comparison		9%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	62%	54%	8%	53%	9%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	66%	57%	9%	55%	11%
Same Grade Comparison		-4%				
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	52	61	69	45	61	63	43				
ELL	56	65		56	70		55				
BLK	40	46		50	77		45				
HSP	59	78	58	65	70	60	74				
MUL	55			64							
WHT	73	68	67	77	69	62	66				
FRL	52	57	53	58	58	50	45				
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	49	25	40	38	39	33	71				
ELL	46	37	36	67	47						
ASN	69			62							
BLK	32	35		50	30		50				
HSP	55	41		59	54		68				
MUL	47	18		44	55						
WHT	64	39	33	68	62	50	71				
FRL	43	32	20	54	54	45	56				
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	52	33		48	42						
ELL	53	63	40	65	75						
BLK	54	60		58	40						
HSP	53	63		64	60		40				
MUL	73			73							
WHT	68	66	53	71	66	51	77				
FRL	54	63	50	62	56	50	60				

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)	N/A
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	78
Total Points Earned for the Federal Index	539
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	56
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	63
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	
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	52
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	67

Hispanic Students	
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	60
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	70
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	56
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.

2019 FSA Learning Gains in Mathematics and English Language Arts for our lowest 25%. The performance numbers of our L25 students grew considerably from the previous year, however an evaluation of our intervention blocks indicated a school-wide need for fidelity of time, the effectiveness of prescribed intervention, and use of data to make necessary changes in the actual intervention used in reading.

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

2019 SSA Science - two new 5th grade teachers to grade level, one started 2nd 9-weeks, New science adoption, Science SLAGS need to be supplemented, tracking of standards and large concepts over the years, and development of comprehensive review of 3rd & 4th grade standards.

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.

Presently Davis continues to perform above the state average in all content areas.

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

2019 FSA ELA/Math Learning gains and proficiency. 1) Entire school clustered based on academic need (gifted, ESE, EL, high-performing, low-performing, on grade level, Tier 2/3, etc.) 2) "Push In" service model for VE Resource teachers. 3) Purposeful and focused PLC's and Collaborative Planning Hubs 4) School-wide alignment of standards-based teaching and planning 5) Extensive progress-monitoring and creating action plans in response to data trends and performance. 6) Use of growth data from Measures of Academic Progress (MAP) for student growth goal-setting. 7) Prominent display of grade level and classroom growth data that was used in conversations with students. 8) Administrative schedule and focus built around instructional needs and supports in the classroom 9) Timely coaching support in all content areas.

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

1. Attendance in 3rd and 5th grade
2. Number level 1's in 5th grade

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

1. View all work through an Equitable Lens and develop action steps to mitigate achievement gaps
2. Reading Intervention
3. Science
4. Math Intervention
5. Increase enrollment in ELP

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%, as evidenced in FSA 2019. We expect our performance level to be 80% by 2021 FSA. The problem/gap is occurring because of a misalignment of learning target to student-centered task alignment with ample practice at the complexity level of the standard and fidelity of reading intervention time/block. With greater alignment of instructional practices, the problem would be reduced by 11%

Measurable Outcome: The percent of all students achieving ELA proficiency will increase from 69% to 75%, as measured by 2021 FSA. Overall Student Learning Gains will increase from 68% to 75%.

Person responsible for monitoring outcome:

William Durst (durstw@pcsb.org)

Evidence-based Strategy:

-Alongside ELA Champions we will facilitate ELA-focused, consistent and sustained professional development with a focus on standards-based instruction, target and task alignment, and the shifts (Regular practice with complex texts and academic language; Reading, writing, & speaking grounded in evidence from texts; Building knowledge through content-rich nonfiction)

-Intervention time will be used to remediate and enrich standards to our students. For our students performing in the lowest 35% and ESE students, general education and VE Resource teachers will implement small group instruction using the inclusion model so that ESE students are exposed to grade level standards and text. Students who have mastered the standards will be provided with enrichment so that he/she will be challenged during intervention time.

Rationale for Evidence-based Strategy:

To support 100% success rate of all students and our L25 students receive individualized ELA instruction to ensure academic learning gains. Evidence is based on MAP scores, module assessments, and ISIP.

Action Steps to Implement

1. Teachers will ensure students have ample time every day to practice independently what was taught in reading and writing. This time will allow for strategic practice, build stamina for longer reading and writing tasks across the grade levels and the calendar year.
2. Intervention time will be used to reteach standards with targeted skills to students who are struggling academically. ESE Resource teachers will implement small group instruction using the inclusion model so that ESE students are exposed to grade level standards and text. Students who have mastered the standards will receive enrichment so that he/she can be challenged during intervention time.

Person Responsible William Durst (durstw@pcsb.org)

3. Grade Level ELA teachers will use student data to group students, plan and deliver differentiated instruction. Groups with LLI/Reading hourly teachers will be fluid to reflect needs of students approaching proficiency.
4. Teachers will help students become critical thinkers, write and talk in response to text, read fiction and nonfiction and write and talk around the text. Teachers will use strategies listed in Domain 3 of the Marzano framework.

Person Responsible William Durst (durstw@pcsb.org)

5. Use of MAP and OPM standards performance data to communicate progress with all stakeholders. (Data walls in main hallway, classrooms, individual student data portfolios, and via parent communication folders)
6. School-wide implementation of student data folders will occur for goal-setting and articulation.
7. Teachers and administration will participate in weekly collaborative planning hubs to create rich tasks/ activities with an emphasized focus on daily learning target to student task alignment and formative assessments that are aligned to specific standards performance.

Person Responsible William Durst (durstw@pcsb.org)

No description entered

Person Responsible William Durst (durstw@pcsb.org)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Our current level of performance is 74%, as evidenced in 2019 FSA. We expect our performance level to be 80% by 2021 FSA. The problem/gap is occurring because of inconsistent target/task alignment and planning of student-centered rich math tasks. If the daily learning target and task are aligned and students are engaged in frequent student-centered task work, the problem would be reduced by 6%.
Measurable Outcome:	The percent of all students achieving Mathematics proficiency will increase from 74% to 80%, as measured by 2021 FSA. Overall student Learning Gains will increase from 69% to 75% and our L25 gains will increase from 60% to 75%.
Person responsible for monitoring outcome:	Kathryn Gualtieri Gualtieri (gualtierik@pcsb.org)
Evidence-based Strategy:	Ensure that rigorous, student-centered instruction occurs daily through the exceptional use of Ready Classroom Mathematics and Dreambox Learning. We will support this work through curriculum meetings, PLCs, feedback in iObservation, and RigorWalks by teachers.
Rationale for Evidence-based Strategy:	To support 100% success rate of all students and our L25 students receive individualized Math instruction to ensure academic learning gains. Evidence is based on MAP scores, progress-monitoring assessments, and Dreambox progress.

Action Steps to Implement

1. Facilitate mathematics-focused, consistent and sustained professional development through monthly curriculum meetings and weekly PLCs. Empower mathematics teacher leaders to facilitate alongside administrators (MTLI).
2. Utilize multiple forms of assessment to inform instruction, including Unit pre-requisite checks, Assessments, Exit Tickets, MFAS and Illustrative Mathematics tasks, and/or "in the moment" student work analysis. Use student work to guide analysis of student learning in grade level PLCs.
3. Ensure feedback, professional development, and PLCs align with the Key Shifts in Mathematics [Focus, Coherence, Rigor] and promote strong alignment between standard, target, and task.

Person Responsible Kathryn Gualtieri Gualtieri (gualtierik@pcsb.org)

4. Teachers and administration participate in weekly collaborative planning hubs to create rich student-centered tasks/activities and formative assessments that are aligned to specific standards performance.
5. Use of MAP and OPM standards performance data to communicate progress with all stakeholders. (Data walls in main hallway, classrooms, individual student data portfolios, and via parent communication folders)
6. School-wide implementation of student data folders will occur for goal-setting and articulation.

Person Responsible Kathryn Gualtieri Gualtieri (gualtierik@pcsb.org)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Our current level of performance is 64% proficient, as evidenced by the State Science Assessment (SSA). We expect our performance level to be 80 by April 2021. The problem/gap is occurring because of teacher planning and instruction. If high leveraged strategies that support Standards-Based Planning and Instruction would occur, the problem would be reduced by 16%.

Measurable Outcome: The percent of all students achieving Science proficiency will increase from 64% to 80%, as measured by 2021 SSA.

Person responsible for monitoring outcome: Kathryn Gualtieri Gualtieri (gualtierik@pcsb.org)

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

Rationale for Evidence-based Strategy: To accurately target a review from 3rd and 4th grade standards that indicate a need for remediation. This review of science standards will be differentiated for each learner.

Action Steps to Implement

1. Implement and monitor science academic gaming based on data, with a priority focus on the 60 Power Words and other related vocabulary based on grade level standards.
2. Support and utilize formal and informal assessment strategies that inform instruction. Identify proficiency levels and implement instructional strategies to increase conceptual development of key content.
3. Develop, implement and monitor a data driven 5th grade standards review plan using the 3rd and 4th Grade Diagnostic Assessment.
4. Monitor for consistent effective instruction that promotes student-centered science instruction with rigor for all grades 1-5.

Person Responsible [no one identified]

5. Implement unit assessments in 4/5 grade. Identify low performing standards and incorporate into review plan with 3rd and 4th grade standards review.

6. Utilize systemic documents to effectively plan for science units that incorporate the 10-70-20 science instructional model (10% setting the purpose, 70% core science, 20% confirming the learning) and include appropriate grade level utilization of science labs in alignment to the 1st – 5th grade standards.

Person Responsible [no one identified]

#4. ESSA Subgroup specifically relating to African-American

Area of Focus	Bridging the Gap - Black students are currently meeting the ESSA federal index proficiency. Our current level of performance is 59% scoring level 1 or 2 in ELA and 46% scoring level 1 or 2 in Mathematics, as evidenced in 2019 FSA.
Description and Rationale:	
Measurable Outcome:	Reduce numbers of students achieving Level 1 on the Florida Standards Assessment from 59% to 40% in ELA and 46% to 30% in Mathematics by May 2021.
Person responsible for monitoring outcome:	William Durst (durstw@pcsb.org)
Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Continually review performance data and classroom instruction through an equity lens to ensure our black students are receiving the necessary and equitable supports to succeed. 2. Intentional plan culturally responsive content. 3. Use of data chats to analyze black student performance through an equitable lens.
Rationale for Evidence-based Strategy:	Our Black students perform at lower levels of proficiency with 59% scoring a level 1 or 2 in ELA and 46% in Mathematics, as measured by the 2019 FSA. A need exists to intentionally frame conversations around black student performance in all content areas. Intentional action plans that focus on inclusion of culturally relevant material with familial supports and communication will help close the performance gap.

Action Steps to Implement

1. Equity Champions will serve as a resource when data is disaggregated and will help develop action plans to address any gaps in performance.
2. 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. Black students will be more engaged in learning, motivated to complete work and develop stronger relationships with teachers and classmates. This will lead to improved scores in ELA, especially in writing, where these students tend to struggle.
3. Ensure black students are participating in extended learning opportunities, extended school year programs through recruitment and targeted resources. By ensuring black students' participation in ELA and Math ELP, students learning gaps will be able to filled in a smaller group setting without then having to lose time during the core.

Person Responsible [no one identified]

4. Ensure staff pulls real-time data specific to black students in order to have effective data chats and targeted support for improved learning. By looking closely at the academic data of black students, teachers will be able to adjust their instruction accordingly. They can meet with these students specifically to go over data and set goals. They will better be able to monitor student progress throughout the year and push these students to higher levels. Academic conversations will occur at all PLC's.

Person Responsible [no one identified]

5. Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for black students. Teachers will be able to implement CRT with ease in their daily lessons across all subjects, but especially in ELA. Their awareness of the needs of Black students will increase, and they will be better equipped to build stronger, positive relationships with black students and families. This will lead to increase scores on FSA.

6. Leverage utilization of virtual resources (Microsoft Teams for virtual conferences, monthly check-ins, Meet the teacher, etc) to personally connect with families. Face-to-face interactions help to cultivate strong home-school relationships and break down barriers that can arise with written correspondence (i.e. use of email or student planner).

Person
Responsible [no one identified]

7. Increase equitable opportunities for students to enroll in virtual ELP sessions with extended hours. This will afford us the chance to mitigate transportation barriers for student participation and increase teacher participation in the program.

Person
Responsible [no one identified]

#5. Other specifically relating to Conditions for Learning

Area of Focus Description and Rationale:	Conditions for Learning - All measured subgroups do not perform at the same levels of proficiency. Specific focus on black students, Students with Disabilities, and Economically Disadvantaged Students.
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Measurable Outcome:	All measured subgroups will perform at grade level proficiency within 5%.
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Person responsible for monitoring outcome:	[no one identified]
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Evidence-based Strategy:	Every teacher and school-based staff engages in strategies and supports that the academic, social-emotional and behavioral needs of each and every student are known and met.
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Rationale for Evidence-based Strategy:	Performance of every subgroup is not systematically analyzed or problem-solved through an equitable lens.
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Action Steps to Implement

1. All teachers will be responsible for communicating a plan of action for the subgroups represented in their classroom that is based in equitable practices.
2. Create learning environment where students feel they belong and are welcomed.
3. Continuously reflect on and improve personal teaching practices utilized in meeting the needs of each and every student.
4. Actively display, (re)teach and implement schoolwide Tier 1 practices and strategies.
5. Ground data conversations while looking at disaggregated data for all ESSA categories.
6. Gifted staff will introduce "Mindfulness" practices with all staff and ongoing support of PBIS.

Person Responsible	[no one identified]
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7. Fully implement restorative practices in all areas of the school.
8. Model ways to handle disruptive behaviors in the classroom.
9. Conduct learning opportunities for staff members.
10. Monitor and support all staff for implementation with fidelity and provide specific feedback.
11. Address students with repeated behavior concerns in MTSS meetings to provide timely and effective strategies to implement in the classroom.

Person Responsible	[no one identified]
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1. Utilize Equity Champions within the school to conduct survey with respect to current understanding of equity practices (to be completed by end of August)
2. Share CRT walk-through tool through grade level PLC's to build a common understanding/ language prior to consistent implementation
3. Have teachers conduct self-audit using the CRT rubric
4. Develop year-long scope of PD (to include analysis of survey results) that will take place monthly to include equitable grading practices, the impact of CRT (theory and strategies) and district developed equity modules
5. Progress monitor data (district assessments, classroom performance) through MTSS of our black/non-black achievement and meet with teachers based on the analysis to provide support

6. Refresh training on Restorative Practices with strategies for social distancing.
7. Full implementation of PBIS schoolwide.

Person Responsible [no one identified]

#6. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: Our current attendance rate is 95.2%. 7% of student the population was absent 10% or more of the school year.

Measurable Outcome: We expect our attendance rate will increase to 98% by May 2021. We anticipate our high absentee percentage to decrease from 7% to 5%.

Person responsible for monitoring outcome: [no one identified]

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

Rationale for Evidence-based Strategy: The problem/gap in attendance is occurring because correlation between attendance and achievement is not understood. If targeted information was communicated directly to individual parents in their home language on the attendance/achievement correlation, the problem would be reduced by 2.8 %.

Action Steps to Implement

1. Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).
2. Review data and effectiveness of school-wide attendance strategies on a biweekly basis.
3. Engage students and families in attendance related activities to ensure they are knowledgeable of the attendance data and aware of the correlation between attendance and achievement

Person Responsible [no one identified]

4. When possible, communication sent to parents for attendance purpose will be translated into home language.
5. We will also work to strengthen the implementation of tier two and three interventions to address and support the needs of the students and parents.
5. Develop and implement attendance incentive programs.
6. Intentional focus will be on analysis of attendance rates with classroom teachers and staff to develop action plans to decrease numbers of students absent more than 10%..

Person Responsible [no one identified]

#7. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale:	A need exists to ensure all groups that attend events at Davis are representative of our school population. Equitable measures will be employed to ensure this.
Measurable Outcome:	Numbers of parents that attend academic and community events will be representative of our school population as measured by event attendance records.
Person responsible for monitoring outcome:	William Durst (durstw@pcsb.org)
Evidence-based Strategy:	Purposefully involve families with opportunities for academic engagement through intentional and positive relationships with family and community partners.
Rationale for Evidence-based Strategy:	It is imperative for us to build strong school to home relationships with families through an equitable lens in an effort to enfranchise all families.

Action Steps to Implement

1. Staff will Increase positive interaction with parents/families on a regular basis that address student academic needs through after-school and evening events.
2. Staff will increase academic communication efforts based on equitable needs.
3. Streamline family engagement efforts that are result-oriented (linked to learning), by confirming families. practice new tips or tools; learn new tips to support their child a home; share knowledge about their child with teacher.
4. Conduct regular data chats with parents/students to discuss student progress (FSA scale score), MAP, Grade-level standards).

Person Responsible [no one identified]

5. Utilize focus groups to gather parents and family input for development of school improvement.
6. Translate communication to parents in native language for academic and community events.
7. Provide academic tools to families in support of student achievement at home. (Content committees will coordinate curriculum events designed to help engage parents in our academic programs and technologies).
8. All parent meetings will be available through virtual platforms.
9. Extensive advertising of virtual options for parents to attend virtually in place of face-to-face meetings. We will communicate these options through social media, school website, School Messenger, and school marquee.

Person Responsible [no one identified]

#8. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale: Our current level of performance is 41% of our EL students are making Learning Gains in ELA as evidenced by the 2019 FSA. The problem/gap is occurring because of need for collaboration with classroom teachers and changes in servicing. If collaborative planning and a "push-in" service model would occur with EL assistants, students will be more likely to have supports necessary to grapple with grade level vocabulary and texts.

Measurable Outcome: Percentage of EL students making Learning Gains in English Language Arts will increase from 41% to 75% as measured by 2021 FSA.

Person responsible for monitoring outcome: Kathryn Gualtieri Gualtieri (gualtierik@pcsb.org)

Evidence-based Strategy:

1. Strengthen school processes for engaging ELL students and families through meaningful communication.
2. Support instructional staff on utilizing data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
3. Plan and provide instruction that is based on students levels of English proficiency, is aligned to grade level standards, and includes language objectives.

Rationale for Evidence-based Strategy: A need exists to enfranchise our limited English speaking families with the educational setting. With equitable efforts from school staff to communicate more effectively this barrier to success will be eliminated. Our EL students also need more time with grade level material with support and assistance from EL staff members during core content instruction.

Action Steps to Implement

1. Review school-based data in a dis-aggregate manner and thoughtfully plan for remediation and enrichment interventions.
2. Provide learning opportunities for teachers and staff to plan and implement effective instruction that engages English learners to advance learning and language development across all content areas.
3. EL assistants will work with general education teachers to create a schedule that promotes a "push-in" model of learning support.
4. All means of communication with parents will be translated into native language when possible. We will also offer virtual conferences to EL families using native language translators when possible.
5. Utilize learning opportunities for teachers and staff on the use of the WIDA Ellevation reports and "Can Do" Approach for all teachers to support classroom differentiated planning and instruction, based on student language proficiency levels.

Person Responsible [no one identified]

6. Utilize Ellevation to obtain length of time and language proficiency levels in US schools for students coded LY; use this data to inform scheduling according to the ESOL department recommendations and provide this data to all teachers who will be working with them, so they can plan for effective instruction.
7. Utilize and monitor the implementation of "Can Do" Name charts and the Model Performance Indicators in the planning practice within all classrooms to ensure the instruction matches the needs of ELs and scaffolding provides an appropriate entry-point for grade -level content with ongoing student feedback.
8. Have a school plan for meaningful communication with families via Microsoft Teams, phone calls, school website, newsletter, parent letters, and utilize LionBridge interpretation phone services.

Person Responsible [no one identified]

9. EL Assistant will schedule a resource event for EL families at the beginning school year. This event will be held virtually. We will also reach out to our district EL Department for additional human resources to serve families in their native language for this event.

10. Pre-school professional development given to staff on district resources available, EL model performance indicators, and EL Can Do's.

Person Responsible [no one identified]

#9. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Our current level of performance is 62% of students making gains in ELA, as evidenced in 2019 FSA data. We expect our performance level to be 75% by Spring 2021. The problem/gap is occurring because of a lack in collaborative teacher planning and instruction. If high leveraged strategies that support Standards-Based Planning and Instruction would occur, the problem would be reduced by 31%.

Measurable Outcome: 1. The percent of ESE students making Learning Gains in ELA will increase from 62% to 75% and in Mathematics from 70% to 75%, as measured by 2021 FSA.

Person responsible for monitoring outcome: Kathryn Gualtieri Gualtieri (gualtierik@pcsb.org)

Evidence-based Strategy: Students requiring ESE services work towards mastery of meaningful Individualized Education Plan (IEP) goals while learning the foundational skills they need to engage in rigorous, grade-level content in the Least Restrictive Environment (LRE).

Rationale for Evidence-based Strategy: Our ESE students continue to struggle with mastery of grade level content as evidence by the percentages of Level 1 & 2 on the FSA. Our continued efforts to collaboratively plan grade level material with general education teachers and servicing our ESE students via a "push-in" model and will provide timely support for increases in proficient performance.

Action Steps to Implement

1. Implement a process for placing students requiring ESE services in master schedules first in order to optimize service delivery and focused on a clustering process to meet student needs.
2. Provide opportunities for ESE and general education teachers to co-plan for differentiated instruction and support delivery of services.
3. Embed metacognitive strategies into content-based instruction to teach students critical memory and engagement processes they can use to access, retain, and generalize important content.
4. Make rigorous texts, materials, content and activities accessible to students through supplementary aids including annotated texts and assistive technology.
5. Collect and interpret data from DreamBox, iStation, OPM and MAP to monitor progress with IEP goals and objectives and drive instruction based on student need including regular and purposeful adjustment to accommodations and interventions.
6. VE Resource staff will work with general education teachers to create a schedule that promotes a "push-in" model of learning support.
7. Begin exploring AVID strategies to give our SWD the tools needed for academic success. We will begin to use the strategies in context of content instruction.

Person Responsible Erin Ornot (ornote@pcsb.org)

#10. Other specifically relating to Gifted Students

Area of Focus Description and Rationale: Gifted students scoring a level 4 & 5 on the ELA and Mathematics portions of the FSA are 9% and 5% below the state average respectively.

Measurable Outcome: Gifted students at Davis will meet the state average of students scoring a level 4 or 5 in ELA and Mathematics. In addition, we expect that 90% of our gifted students will make Learning Gains in ELA and Mathematics by May 2021.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: Strengthen staff ability to engage students in complex tasks.

Rationale for Evidence-based Strategy: As a school our gifted students increased the percent of students making learning gains from 52% to over 84% in ELA. With that said, in all content areas the students at Davis exceed district and state levels of performance. Our gifted students scoring a level 4 or 5 are below the averages at the district and state level.

Action Steps to Implement

1. Continue to cluster group gifted and talented students so that the process of engaging gifted students in complex tasks is more accessible.
2. Help gifted learners understand “supported risk” and utilize to help gifted learners more effectively engage in complex tasks.
3. Provide opportunities for gifted learners that incorporate “fuzzier problems”.
4. Incorporate opportunities for gifted learners to “transfer” knowledge.
5. Offer gifted learners opportunities for real world problem solving that incorporate critical and creative thinking.
6. Teachers/Staff obtain the gifted micro-credential and/or the gifted endorsement so they can better engage gifted learners in complex tasks.
7. Teachers attend professional development on “embedding creativity in the content areas”.
8. Teachers attend professional development on “differentiation for gifted learners” .
9. Administrators recommend that Deliberate Practice Plans incorporate opportunities for growth in the area of engaging gifted students in complex tasks.

Person Responsible [no one identified]

#11. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale: There were 18 referrals in the 2019-2020 school year. 15 of these referrals were from male students.

Measurable Outcome: Reduce the percentage and numbers of male students receiving disciplinary referrals and Parent Communication Forms by June 2021.

Person responsible for monitoring outcome: Kathryn Gualtieri Gualtieri (gualtierik@pcsb.org)

Evidence-based Strategy: PBIS supports the success of all students and establishes an environment where appropriate behavior is the norm and is rewarded. Use of PBIS Rewards as a system will be used to promote, acknowledge, and reward desired behavioral outcomes.

Rationale for Evidence-based Strategy: Employing PBIS ensures a consistent and proactive approach for all students. As a school, Leila Davis has 18 referrals in the 2019-2020 school year; 15 of the referrals were for male students. PBIS was introduced to staff and students with positive feedback.

Action Steps to Implement

Action Steps:

1. Full Implementation of PBIS and the PBIS Rewards App on Clever.
2. Continue the use of PBIS Rewards for teachers who were trained last year.
3. Train new teachers and staff, or teachers who didn't participate last year in how to use PBIS Rewards.
4. Re-teach processes and procedures to students for using PBIS Rewards.
5. Establish a PBIS committee to meet monthly. This team will lead the work of PBIS Rewards system and initiative on campus.
6. PBIS Committee will create Guidelines For Success (GFS) for each area of the school. GFS posters will be purchased and displayed in all areas around campus. Staff will have digital access to all posters to model and reteach as needed.
7. Family and Community Liaison will actively recruit mentors that are representative of our population.
9. PBIS committee will actively address gender issues through research and professional development during staff meetings and other after-school offerings around the district.
11. With student input, create and implement classroom and school-wide incentives for students to purchase with rewards points in PBIS Rewards app.
12. Seek opportunities for face-to-face and virtual AVID CRT training for all instructional staff.

Person Responsible Karen Collier (collierka@pcsb.org)

#12. Other specifically relating to Healthy Schools**Area of Focus
Description and
Rationale:**

Our current level of performance is eligible for silver status in 5 out of the 6 modules, as evidenced in the Alliance for a Healthier Generation-Healthy Schools Program Assessment.

1. We expect our performance level to be working towards being eligible for silver status in 6 out of 6 of the modules by improving in an item on the assessment by May 2021.

2. The problem/gap is occurring because as a healthy school team we are prioritizing the healthy school items that we want to improve in.

**Measurable
Outcome:**

As a school, we will maintain our silver status in 6 out of 6 modules, as measured by The Alliance for a Healthier Generation-Healthy Schools Program Assessment.

**Person responsible
for monitoring
outcome:**

Kathryn Gualtieri Gualtieri (gualtierik@pcsb.org)

**Evidence-based
Strategy:**

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

**Rationale for
Evidence-based
Strategy:**

Our school achieved the silver level for healthy schools in the 2019-20 school year.

Action Steps to Implement

1. We will meet as a Healthy School Team to develop an action plan to improve in one of the items on the Healthy School Assessment so that we can work on achieving gold status in another module on the Healthy School Assessment. We will meet to monitor our progress on this goal.
2. Healthy School Team Leader will attend trainings as they are offered by the district.
3. Monthly meetings to learn practices that promote schoolwide health and wellness

Person**Responsible**

[no one identified]

1. We will meet as a Healthy School Team to develop an action plan to improve in one of the items on the Healthy School Assessment so that we can work on achieving gold status in another module on the Healthy School Assessment. We will meet to monitor our progress on this goal.
2. Healthy School Team Leader will attend trainings as they are offered by the district.
3. Monthly meetings to learn practices that promote schoolwide health and wellness

Person**Responsible**

[no one identified]

#13. Culture & Environment specifically relating to Equity & Diversity**Area of Focus Description and Rationale:**

To increase the use of equitable practices. Our current data illustrates we have a disproportionate gap between the black students and white students both academically and behaviorally. Our current data indicates a gap in achievement between our black and non-black students as evidenced by the 2019 FSA and 2019 Winter Map data. Winter MAP data indicates that 43% of our black students were not proficient in ELA and 71% were not proficient in math. To close the achievement gap we will participate in equity-centered PD school-wide. The problem/gap is occurring because our black students are not demonstrating mastery of standards at the appropriate level of complexity. As a result of equity-centered problem solving within an MTSS framework, we will develop an equity goal to build relational capacity, as well as provide professional development on the use of equitable practices to close the opportunity gap.

Measurable Outcome:

To address mindset shift for the adoption of equitable practice, we will participate in equity-centered PD school-wide. Our current data illustrates an opportunity gap between our black and non-black students. The issue may be positively impacted by strengthening culturally relevant practice through targeted, sustained professional development (to include equitable grading and continued PD on Restorative Practice). We will measure progress by recording the number of PD sessions and those who attend. We will also measure medium-term outcomes by examining changes in teacher practice using a CRT classroom walk-through tool and identify positive trends in the data with respect to observable CRT practices and the number of teachers using them. Long-term measures of student outcome will be seen in achievement data where the opportunity gap will decrease by 50% as evidenced by the 2021 FSA in ELA and Math.

Person responsible for monitoring outcome:

William Durst (durstw@pcsb.org)

Evidence-based Strategy:

Implementation of Restorative Practices, Culturally Relevant Teaching strategies, and PBIS. We will provide PD around these concepts through the following outlets (whole school, MTSS, SBLT and grade level PLC's). We will utilize the CRT classroom walk-through tool to provide weekly feedback to individual teachers as well as communicate and highlight evidence based practices that are impacting the opportunity gap with the entire staff.

Rationale for Evidence-based Strategy:**Action Steps to Implement**

1. Utilize members of MTSS to conduct survey with respect to current understanding of equity practices (to be completed by end of August)
2. School Leadership Team (SLT) will utilize CRT walk-through tool during grade level PLC's to build a common understanding/
language prior to consistent implementation, This will also support equitable action plans for each classroom.
3. During pre-school planning teachers will take self-audit using the CRT rubric.
4. SLT will develop year-long scope of PD (to include analysis of survey results) that will take place monthly to include equitable grading practices, the impact of CRT (theory and strategies)

and district developed equity modules

5. Teachers, administrators, and members of MTSS will monitor data (district assessments, classroom performance) of our black/non-black achievement. Teacher leaders, administrators, and MTSS will meet with teachers to provide support as needed.
6. Restorative Practices Trainer will refresh all staff on Restorative Practices with strategies for social distancing.
7. Full implementation of PBIS school-wide will be monitored by PBIS Committee and through the use of the PBIS Rewards app on CLEVER.
8. Professional development will continue from 2019-20 school year on "mindfulness" with teachers and will begin to explore ways to incorporate in the class.
9. Increase numbers of Equity Champions at Leila Davis by working with Equity Department to schedule a cohort for our school.

Person Responsible Kathryn Gualtieri Gualtieri (gualtierik@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.

Establishing, maintaining and growing a positive school culture is a major priority for us here at Davis. We continually use feedback from various surveys throughout the year with Microsoft FORMS and our annual AdvancED survey results to address concerns and continually improve. Feedback from surveys is provided to our School Advisory Council (SAC), PTA board and general membership, and our staff to determine areas of celebration and growth opportunity. We have made great strides to engage our parents and community in all aspects of our school life/culture. These events include: Meet the Teacher, Open House, extensive volunteer opportunities, content are Family Nights, and numerous social events that bring our community together. Our volunteer coordinator and PTA have well-established partnerships with local businesses and community service organizations. Membership on SAC is representative of our school community and meets monthly providing valuable feedback on our School Improvement Plan (SIP), progress of meeting our goals in the SIP, culture and climate, and other school-wide initiatives. Our communication efforts to families ensure information reaches them in a consistent and timely manner. We

communicate operational and academic information to our families primarily through our monthly/weekly newsletters, website, Facebook, Twitter, and School Messenger. As school leaders, the principal and assistant principal are accessible to students, staff, families, and community. Our major focus this year is to make all meetings accessible via virtual portals.

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				\$750.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0991 - Leila Davis Elementary School	School Improvement Funds		\$750.00
			<i>Notes: Purchase of iReady Classroom materials for Intervention Block. Focus on students in our lowest 35% on FSA ELA.</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	3376	120-Classroom Teachers	0991 - Leila Davis Elementary School	School Improvement Funds		\$500.00
			<i>Notes: Instructional rounds in Mathematics instruction</i>			
3	III.A.	Areas of Focus: Instructional Practice: Science				\$0.00
4	III.A.	Areas of Focus: ESSA Subgroup: African-American				\$0.00
5	III.A.	Areas of Focus: Other: 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: ESSA Subgroup: English Language Learners				\$0.00
9	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
10	III.A.	Areas of Focus: Other: Gifted Students				\$750.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	3376	120-Classroom Teachers	0991 - Leila Davis Elementary School	School Improvement Funds		\$750.00
			<i>Notes: Confratute at the University of Connecticut.</i>			
11	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21

	1530	692-Computer Software Non-Capitalized	0991 - Leila Davis Elementary School	School Improvement Funds		\$1,000.00
			<i>Notes: Help to purchase PBIS Rewards system embedded in Clever and used by students and staff.</i>			
12	III.A.	Areas of Focus: Other: Healthy Schools				\$0.00
13	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity				\$750.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	3376	120-Classroom Teachers	0991 - Leila Davis Elementary School	School Improvement Funds		\$750.00
Total:						\$3,750.00