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Tarpon Springs Elementary School

555 PINE ST, Tarpon Springs, FL 34689

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

Demographics

Principal: Kimberly Cook

Start Date for this Principal: 7/1/2014

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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: C (49%) 2017-18: C (44%) 2016-17: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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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Tarpon Springs Elementary School

555 PINE ST, Tarpon Springs, FL 34689

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	70%

School Grades History

	2020-21	2019-20	2018-19	2017-18
Year				
Grade		C	C	C

School Board Approval

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SIP Authority

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Mission: To promote highest student achievement in a safe learning environment.

Provide the school's vision statement.

Vision: 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	Position Title	Job Duties and Responsibilities
Steullet, Art	Principal	Manage all school operations, including recommending and supervising all staff, maintaining a safe learning environment, managing all budgets and funding, assuring fidelity of implementation of all processes and procedures.
Saccasyn, Thea	Assistant Principal	Assists principal in managing all school operations, including recommending and supervising all staff, maintaining a safe learning environment, managing all budgets and funding, assuring fidelity of implementation of all processes and procedures; manages school attendance and achievement data; coordinates testing procedures and processes.
Ryan, Lisa	Curriculum Resource Teacher	MTSS-Title 1
Harper, Tania	Other	Serves as school behavior specialist: creates and supports behavior plans for students at tier 2 and 3 levels; provides support to all teachers and students; manages behavioral data for school; works in conjunction with EBD staff, school social worker and School Based Leadership Team to assure all campus and classroom processes are implemented with fidelity.
Chaisson, Joanne	School Counselor	Coordinates all ESE and RTI processes; provides support to all students and staff;

Demographic Information

Principal start date

Tuesday 7/1/2014, Kimberly Cook

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.*

7

Total number of teacher positions allocated to the school

17

Total number of students enrolled at the school

460

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

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

2

Demographic Data

Early Warning Systems

2021-22

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	80	86	80	85	65	85	0	0	0	0	0	0	0	481
Attendance below 90 percent	0	31	23	29	21	36	0	0	0	0	0	0	0	140
One or more suspensions	0	1	1	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	5	0	0	0	0	0	0	0	0	0	0	0	5
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	33	31	0	0	0	0	0	0	0	64
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	40	26	0	0	0	0	0	0	0	66
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	2	1	1	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	0	0	1	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Wednesday 6/30/2021

2020-21 - 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	48	69	89	70	76	86	0	0	0	0	0	0	0	438
Attendance below 90 percent	0	24	17	17	34	21	0	0	0	0	0	0	0	113
One or more suspensions	0	0	2	2	3	2	3	0	0	0	0	0	0	12
Course failure in ELA	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	19	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	15	0	0	0	0	0	0	0	15

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	1	2	10	0	0	0	0	0	0	0	14

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

2020-21 - 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	48	69	89	70	76	86	0	0	0	0	0	0	0	438
Attendance below 90 percent	0	24	17	17	34	21	0	0	0	0	0	0	0	113
One or more suspensions	0	0	2	2	3	2	3	0	0	0	0	0	0	12
Course failure in ELA	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	19	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	15	0	0	0	0	0	0	0	15

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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				45%	54%	57%	41%	50%	56%
ELA Learning Gains				58%	59%	58%	39%	47%	55%
ELA Lowest 25th Percentile				52%	54%	53%	29%	40%	48%
Math Achievement				55%	61%	63%	53%	61%	62%
Math Learning Gains				57%	61%	62%	51%	56%	59%
Math Lowest 25th Percentile				52%	48%	51%	45%	42%	47%
Science Achievement				27%	53%	53%	50%	57%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	41%	56%	-15%	58%	-17%
Cohort Comparison						
04	2021					
	2019	54%	56%	-2%	58%	-4%
Cohort Comparison		-41%				
05	2021					
	2019	42%	54%	-12%	56%	-14%
Cohort Comparison		-54%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	50%	62%	-12%	62%	-12%
Cohort Comparison						
04	2021					
	2019	75%	64%	11%	64%	11%
Cohort Comparison		-50%				
05	2021					
	2019	42%	60%	-18%	60%	-18%
Cohort Comparison		-75%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	29%	54%	-25%	53%	-24%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

All grades are progressed monitored using MAP for ELA, in addition to Istation and classroom assessments. In math, Dreambox data as well as MAP and classroom assessments are used to progress monitor.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	55	49	55
	Economically Disadvantaged	55	49	55
	Students With Disabilities	50	40	31
	English Language Learners	50	40	30
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	56	57	61
	Economically Disadvantaged	56	57	61
	Students With Disabilities	40	60	42
	English Language Learners	40	60	54

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	48	41	68
	Economically Disadvantaged	48	41	68
	Students With Disabilities	40	30	31
	English Language Learners	41	50	65
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	37	35	37
	Economically Disadvantaged	37	35	37
	Students With Disabilities	0	8	50
	English Language Learners	36	50	65

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	53	27	33
	Economically Disadvantaged	53	27	33
	Students With Disabilities	40	30	20
	English Language Learners	50	60	80
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	47	27	51
	Economically Disadvantaged	47	27	51
	Students With Disabilities	50	60	20
	English Language Learners	50	70	72
	Number/% Proficiency	Fall	Winter	Spring
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	47	43	NA
	Economically Disadvantaged	47	43	NA
	Students With Disabilities	40	60	NA
	English Language Learners	20	40	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	54	43	59
	Economically Disadvantaged	54	43	59
	Students With Disabilities	50	60	60
	English Language Learners	50	50	30

Grade 5					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		54	64	NA
	Economically Disadvantaged		54	64	NA
	Students With Disabilities		15	50	NA
	English Language Learners		15	50	NA
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		58	64	58
	Economically Disadvantaged		58	64	58
	Students With Disabilities		30	60	32
	English Language Learners		57	76	37
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students		69	78	n/a
	Economically Disadvantaged		66	78	n/a
	Students With Disabilities		64	81	n/a
	English Language Learners		68	79	n/a
		Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	32	62		37	60	70	40				
ELL	38	86		61	86		29				
BLK	24	47		35	44		22				
HSP	47	70		58	81		36				
MUL	50			73							
WHT	49	64		74	70		61				
FRL	39	63	88	55	71	75	40				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	35	56	64	48	77	77	31				
ELL	47	64	63	60	55	55	18				
BLK	27	46	45	41	53	45	8				

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
HSP	49	58	59	58	57	58	35				
MUL	50	70		50	50						
WHT	57	67	55	64	60	57	44				
FRL	43	56	51	51	56	51	28				
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	62		54	81	92	50				
ELL	20	29	19	48	46		20				
BLK	33	32	18	37	39	41	52				
HSP	23	30	29	55	43	50	31				
MUL	50	23		50	46						
WHT	55	49	50	62	64	57	62				
FRL	35	38	30	49	47	48	42				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	63
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	76
Total Points Earned for the Federal Index	503
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	50
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	63
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
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%	
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%	
Hispanic Students	
Federal Index - Hispanic Students	61
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	62
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	
White Students	
Federal Index - White Students	64
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	64
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

Our previous state data showed a decline in science scores, although our current year's assessments demonstrate an increase in science achievement. Our students with disabilities are lagging behind in reading and math at most grade levels.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

At this time, based on our progress monitoring data, we will focus on our students with disabilities and English language learners to assure those subgroups continue to make adequate progress.

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

Contributing factors may include poor attendance, shift to online learning. We will address the needs of these students with our specialists staff including our ESE and ESOL teachers, as well as our reading and math interventionists. We will monitor all progress monitoring data closely and work with the school based leadership team to allocate resources where needed.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Our science data has showed the most improvement in comparison to 2019 state assessment data.

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

We assessed students early and worked to fill in gaps from grades 3 and 4 standards. Additionally, we provided extended learning opportunities for students, including lunch time learning labs to fill in gaps based on progress monitoring data. We hosted PLC planning meetings for science, and worked to understand the limit of the standards.

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

We will continue to focus on early assessment to determine student need, and create rich and engaging lessons that will facilitate the closing of any gaps that exist for students.

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

Teachers will be offered professional development on culturally responsive teaching, with a focus on the B.E.S.T. standards to assure teachers are knowledgeable about the standards and able to collaboratively plan rich and engaging lessons.

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

We will utilize the services of our reading and math interventionists, as well as our curriculum specialist and Title I interventionist to assure we are maximizing resources, analyzing data and meeting students' needs in the most effective manner.

Part III: Planning for Improvement

Areas of Focus:

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

Continuously improving reading instruction is of high priority. Our data shows continued growth needed with a current proficiency rate of 42% on 2021 FSA.

Measurable Outcome: By the spring of 2022, the percentage of students achieving 3 or above on the Florida Standards Assessment will exceed 54%.

Monitoring: Administrative walkthroughs with observational feedback will be utilized to monitor implementation, and allocate resources to best meet staff needs. Data analysis meetings will be held regularly to review progress. The school based leadership team will action plan and make adjustments and improvements in allocation of resources to best meet students' needs.

Person responsible for monitoring outcome:

Thea Saccasyn (saccasynt@pcsb.org)

Evidence-based Strategy: Strategically focus on K-5 teachers and instruction by ensuring equitable use of resources including instructional supports, school-based professional development, cycles of coaching, feedback.

Rationale for Evidence-based Strategy:

Daily implementation of rigorous, culturally relevant, standards-based lessons is necessary to assure that learning is maximized. The ELA Interventionist, Title I, ESE and ESOL personnel will all be utilized to assure that every student is receiving targeted, differentiated instruction based on individual needs.

Action Steps to Implement

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

Person Responsible Thea Saccasyn (saccasynt@pcsb.org)

Increase teacher knowledge of the science of reading and evidence based practices.

Person Responsible Thea Saccasyn (saccasynt@pcsb.org)

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

Person Responsible Thea Saccasyn (saccasynt@pcsb.org)

Provide support and feedback focused on explicit, systematic and sequential approaches to reading instruction including a gradual release of responsibility model of instruction.

Person Responsible Thea Saccasyn (saccasynt@pcsb.org)

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

Person Responsible Thea Saccasyn (saccasynt@pcsb.org)

Prioritize engaging students in immense amounts of reading, discussion and writing with feedback. The most important component of the literacy block is ensuring ample time is given to students to read and write appropriate grade-level text with high quality feedback and opportunities to use that feedback.

Person Responsible Thea Saccasyn (saccasynt@pcsb.org)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Continuously improving math instruction is of high priority. Our data shows that continued growth is needed with our school scoring 57% on the 2021 FSA.

Measurable Outcome: By spring of 2022, the percentage of students scoring 3 or above on the Florida Standards Assessment will increase to 62%.

Monitoring: Administrative walkthroughs with observational feedback will be utilized to monitor implementation, and allocate resources to best meet staff needs. Data analysis meetings will be held regularly to review progress. The school based leadership team will action plan and make adjustments and improvements in allocation of resources to best meet students' needs.

Person responsible for monitoring outcome: Art Steullet (steulleta@pcsb.org)

Evidence-based Strategy: Implement a differentiated plan to improve mathematics teacher quality. Incorporate school-wide and individualized training and support.

Rationale for Evidence-based Strategy: Daily implementation of rigorous, culturally relevant, standards-based lessons is necessary to assure that learning is maximized. The math Interventionist, Title I, ESE and ESOL personnel will all be utilized to assure that every student is receiving targeted, differentiated instruction based on individual needs.

Action Steps to Implement

Schedule dates for all trainings and data analysis meetings focused on mathematics, including pre-school, monthly curriculum meetings and weekly PLCs.

Person Responsible: Art Steullet (steulleta@pcsb.org)

Utilize district planning documents to incorporate mathematics unit and assessment (formative and summative) into the calendar.

Person Responsible: Art Steullet (steulleta@pcsb.org)

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

Person Responsible: Art Steullet (steulleta@pcsb.org)

Monitor classroom instruction and provide frequent individualized feedback and support.

Person Responsible: [no one identified]

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

Science achievement has been selected as an area of focus to assure students show marked improvement due to the decline in FSA scores over the past three years.

Measurable Outcome: Our proficiency rate on the 2021 science assessment was 42%. By spring of 2022, the percentage of gr. 5 students taking the Science NGSSS will meet or exceed 54%.

Monitoring: Administrative walkthroughs with observational feedback will be utilized to monitor implementation, and allocate resources to best meet staff needs. Data analysis meetings will be held regularly to review progress. The school based leadership team will action plan and make adjustments and improvements in allocation of resources to best meet students' needs.

Person responsible for monitoring outcome:

Lisa Ryan (ryanli@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.

*Utilize systematic documents to effectively plan for science units that incorporate the 4-1 science instructional routine and include appropriate grade level utilization of science labs in alignment to the 1-5 grade standards.

*Support the 5E instructional model through identification and understanding of each component (Engage, Explore, Explain, Elaborate, Evaluate) as identified in each elementary science unit grades 1-5.

Rationale for Evidence-based Strategy:

A focus on improved instruction in science will enable students to achieve at higher levels and will ultimately reflect higher performance on state assessments.

Action Steps to Implement

Administer Diagnostic Assessment to all 5th graders and use as a guide to remediate third and fourth grade standards.

Person Responsible Lisa Ryan (ryanli@pcsb.org)

Collaborative planning by team to facilitate the development of rigorous, standards based lesson plans with varied instructional strategies addressing 3rd and 4th grade standards evidencing a gap. Lunchtime Learning Labs to review standards and close gaps with grade 5 students.

Person Responsible Lisa Ryan (ryanli@pcsb.org)

#4. ESSA Subgroup specifically relating to African-American

Area of Focus
Description and Rationale: A focus on improved culturally relevant instruction in all academic areas will enable African American students to achieve at higher levels and will ultimately reflect higher performance on state tests.

Measurable Outcome: By spring of 2022, the percentage of African American students in grades 3-5 scoring level 3 or higher on FSA & NGSSS will meet or exceed 54% in all areas.

Monitoring: Administrative walkthroughs with observational feedback will be utilized to monitor implementation, and allocate resources to best meet staff needs. Data analysis meetings will be held regularly to review progress. The school based leadership team will action plan and make adjustments and improvements in allocation of resources to best meet students' needs.

Person responsible for monitoring outcome: Art Steullet (steulleta@pcsb.org)

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

Rationale for Evidence-based Strategy: Human resource will be maximized to increase rigorous, culturally relevant, standards based instruction to students. By utilizing Interventionists, hourly teachers and Specialists through collaborative and facilitated planning and the use of planbook.com, teachers will increase the quality of lesson plans and increase the quality and quantity of instruction delivered to students.

Action Steps to Implement

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

Person Responsible Thea Saccasyn (saccasynt@pcsb.org)

Increase teacher knowledge of the science of reading and evidence based, culturally relevant instructional practices.

Person Responsible Thea Saccasyn (saccasynt@pcsb.org)

Provide support and feedback focused on explicit, systematic and sequential approaches to reading instruction including a gradual release of responsibility model of instruction.

Person Responsible Thea Saccasyn (saccasynt@pcsb.org)

Ensure culturally relevant instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs. These supports include access to grade-level text and beyond, as well as small group instruction based on data.

Person Responsible [no one identified]

Ensure equitable grading practices through professional development, discussion and monitoring.

Person Responsible Thea Saccasyn (saccasynt@pcsb.org)

#5. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: The percentage of students with 10% or more absences in 2018-2019 was 21%. The daily attendance for 2018-2019 was 81.4%. The percentage of students with 10% or more absences in 2019-2020 was 32%. The daily attendance for 2019-2020 was 79.1%. The percentage of students with 10% or more absences in 2020-21 was 39%. The daily attendance for 2020-21 was 65.8%. Attendance was identified as a critical need, particularly after the C19 crisis, the closure of the school building and the shift to online learning. Maintaining daily attendance has been challenging, as reflected in the decline in student attendance.

Measurable Outcome: By spring of 2022, the daily attendance rate will be 90% or higher. By spring of 2022, the percentage of students with 10% or more absences will decrease to 19% from the current 39%.

Monitoring: Administrative walkthroughs with observational feedback will be utilized to monitor implementation, and allocate resources to best meet staff needs. Data analysis meetings will be held regularly to review progress. The school based leadership team will action plan and make adjustments and improvements in allocation of resources to best meet students' needs.

Person responsible for monitoring outcome: Thea Saccasyn (saccasynt@pcsb.org)

Evidence-based Strategy: *Implement restorative practices to build a positive school culture and climate, and enhance conditions for learning. *Implement strategically focused, culturally relevant instruction, providing for the equitable use of resources including instructional supports, school-based professional development, cycles of coaching, feedback.

Rationale for Evidence-based Strategy: Daily implementation of restorative practices, as well as rigorous, culturally relevant, standards-based lessons is necessary to assure that students attend school regularly and learning is maximized. The Interventionists, Title I, ESE and ESOL personnel will all be utilized to assure that every student is receiving targeted, differentiated instruction based on individual needs. Classroom processes and environments will focus on community building and providing safe and secure conditions for learning.

Action Steps to Implement

Provide ongoing professional development to staff in the area of restorative practices and culturally relevant teaching.

Person Responsible Thea Saccasyn (saccasynt@pcsb.org)

Monitor the fidelity of implementation of restorative practices and culturally relevant teaching strategies.

Person Responsible Thea Saccasyn (saccasynt@pcsb.org)

Monitoring of student attendance through the School Based Leadership Team.

Person Responsible Thea Saccasyn (saccasynt@pcsb.org)

Incentives for expected attendance and improved attendance.

Person Responsible Tania Harper (harpert@pcsb.org)

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

Area of Focus Description and Rationale: Establishing effective expectations for learning across campus are critical to creating classrooms that nurture student learning and maximize instructional time. Our school will focus on professional development of all staff to maintain and improve conditions for learning. Our 20-21 data reflects a no significant gap, between subgroups Data shows that 45% of our students receiving referrals were black, while 53% were nonblack. Our goal is to continue our positive behavior support processes in place to provide safe and effective conditions for learning.

Measurable Outcome: By spring of 2022, our school discipline data will reflect a continued balance for referrals written based on race and gender through the implementation of positive behavior supports throughout the school, including adherence to our Guidelines for Success.

Monitoring: The School Based Leadership team will monitor monthly discipline data and take action were needed.

Person responsible for monitoring outcome: Joanne Chaisson (chaissonj@pcsb.org)

Evidence-based Strategy: On-going, targeted professional development will occur focused on equity, culturally relevant instruction and restorative practices. Implementation of rigorous, standards-based, culturally relevant lessons will be a focused strategy. This will include all components and actions detailed in our school's Bridging the Gap Plan, as well as our Restorative Practices already in place, such as the daily teaching of targeted social skills, collaborative planning and necessary professional development. Universal design strategies will be utilized to assure individual and group needs are met.

Rationale for Evidence-based Strategy: By continuously growing the skills and professional knowledge of our staff, we will improve the conditions for learning and maximize student achievement. By teaching rigorous, standards-based, culturally relevant lessons, we will better meet the needs of all students. Resources will include Interventionists, Title I, ESE and ESOL staff, diverse instructional materials including technology resources. A universal design approach will enable all staff to differentiate work so that individual and group needs are met.

Action Steps to Implement

Provide professional development to teachers on culturally relevant and universal design teaching strategies, as well as social skills.

Person Responsible Thea Saccasyn (saccasynt@pcsb.org)

Facilitate clubs that support diverse needs: Little Tutors, Coding Clubs, Stem Clubs, Junior National Honor Society.

Person Responsible Lisa Ryan (ryanli@pcsb.org)

Teachers conduct daily culturally relevant lessons, including social skills and applying universal design strategies to assure individual and group needs are met.

Person Responsible Thea Saccasyn (saccasynt@pcsb.org)

#7. Culture & Environment specifically relating to Community Involvement

Area of Focus Description and Rationale: Productive and respectful relationships with families and community businesses and organizations are crucial in maximizing resources available to students.

Measurable Outcome: By spring of 2022, the number of registered volunteers, business partnerships and PTA memberships will increase each by 10%.

Monitoring: The community involvement liaison will monitor the number of volunteers and business partners, including soliciting school support in these areas. The PTA president will monitor the number of PTA memberships to increase parent involvement.

Person responsible for monitoring outcome: Lisa Ryan (ryanli@pcsb.org)

Evidence-based Strategy:

- *Title I events are held frequently, showcasing available resources as well as students' talents.
- *All classrooms use agendas to communicate daily with families.
- *All families, teachers and administrators sign a compact to acknowledge a commitment to meet expectations for the school year.
- *Funding of a community involvement liaison to solicit volunteers, support community partnerships and encourage support of our school by community businesses and organizations.

Rationale for Evidence-based Strategy: Efforts to include families and community businesses will increase the number of family members registering as volunteers, the number of families joining the PTA and will increase the number of businesses partnering with the school.

Action Steps to Implement

Hold frequent title I events with families.

Person Responsible Lisa Ryan (ryanli@pcsb.org)

Teachers will use student agendas for daily communication.

Person Responsible Lisa Ryan (ryanli@pcsb.org)

All students and families will sign a Title I compact, and teachers will refer to the compact during conferences.

Person Responsible [no one identified]

The community liaison will solicit business partnerships and volunteers to support the school.

Person Responsible [no one identified]

#8. Other specifically relating to Healthy Schools

Area of Focus Description and Rationale:	Maintaining a healthy school environment is important to growing student achievement.
Measurable Outcome:	The school is currently identified as Bronze according to the Healthy Schools Alliance, Generation, Healthy Schools Program Framework. By Spring 2022, the school will be rated Silver.
Monitoring:	The school's wellness champion will monitor the progress of staff using the Limeade program.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Ensure all school fundraisers include useful and/or healthy snacks that adhere to smart snack guidelines. Sell food in the cafeteria that adheres to smart snack guidelines.
Rationale for Evidence-based Strategy:	The program's goal is to build the skills and knowledge that all students need to foster lifelong habits of healthy eating and physical activity.

Action Steps to Implement

Assemble a healthy schools team.

Person Responsible Thea Saccasyn (saccasynt@pcsb.org)

Complete Healthy Schools modules.

Person Responsible Thea Saccasyn (saccasynt@pcsb.org)

Complete Healthy Schools program assessment

Person Responsible Thea Saccasyn (saccasynt@pcsb.org)

Complete the SMART snacks in school documentation.

Person Responsible Thea Saccasyn (saccasynt@pcsb.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Our discipline data shows that in 2020-2021 we fell below both the state and district average with .4 incidents per 100 students, in comparison with the state average of 1.0 incidents per 100 students, and the county average of .6 per 100 students. Our primary area of concern is reported bullying incidents. We will continue to implement our positive behavior supports systems, teach daily social skills and respond to any reports of bullying immediately with a zero tolerance stance. Our secondary area of concern is fighting on campus. Although rare, we also maintain a zero tolerance stance on physical violence on campus and will continue to promote restorative practices and positive behavior support systems to maintain a safe and civil campus.

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.

- The school builds positive relationships with students, families and community stakeholders by
- Implementation of Restorative Practices across campus and embedded into school activities.
 - Clubs and organizations for students to promote excellence, such as Little Tutors, Coding Club, STEM clubs and Junior National Honor Society.
 - Providing of continuous professional development to staff on equity and excellence for all.
 - Providing families with information on Restorative Practices, the school’s Guidelines for Success and all school processes that facilitate equity and excellence for all.
 - Celebrations with staff to recognize efforts and build a collaborative community.
 - Title I events throughout the year inviting families to participate: Open House, Student-led Conference Nights, Books and Bagels Breakfast, Coding and Tech night.
 - Monthly newsletters providing updates, information and celebrations.
 - Funding of a family and community liaison to grow partnerships with volunteers and community organizations.
 - Surveys collect data the School Based Leadership Team shares and utilizes to make school related decisions.

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

- SAC: Advocate for students regarding budgeting and legislative issues.
- PTA: Advocate for students and staff regarding needs and resources.
- Staff: Implement SIP with fidelity and monitor results. Assure equitable education for all.
- Families: Support students, assure they are in school daily and work with staff to promote highest student achievement.
- Students: Work to support their own progress. Come to school daily, do their work and be good citizens.
- Community: Support the school and families with resources needed.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
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2	III.A.	Areas of Focus: Instructional Practice: Math				\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science				\$2,525.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	1110	910-To General Fund	4491 - Tarpon Springs Elementary School	School Improvement Funds	505.0	\$2,525.00
			<i>Notes: National Geographic for Kids have been purchased for all grades K-5 to support science instruction and development of content knowledge.</i>			
4	III.A.	Areas of Focus: ESSA Subgroup: African-American				\$0.00
5	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$0.00
6	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				\$0.00
7	III.A.	Areas of Focus: Culture & Environment: Community Involvement				\$0.00
8	III.A.	Areas of Focus: Other: Healthy Schools				\$0.00
					Total:	\$2,525.00