

Pasco County Schools

West Zephyrhills Elementary School



2021-22 Schoolwide Improvement Plan

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West Zephyrhills Elementary School

37900 14TH AVE, Zephyrhills, FL 33542

<https://wzes.pasco.k12.fl.us>

Demographics

Principal: Christina Twardosz

Start Date for this Principal: 4/30/2017

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	83%
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 (42%) 2017-18: C (43%) 2016-17: D (39%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	YEAR 1
Support Tier	IMPLEMENTING
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 Pasco 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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<https://wzes.pasco.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	80%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	47%

School Grades History

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

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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.

Learn together, grow together, lead together.

Provide the school's vision statement.

Empowering students to believe, achieve, and persevere.

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
Atkins, Scott	Principal	
Gilbert, Peggy	Assistant Principal	
Daughtery, Kendra	Instructional Coach	Instructional Coach for Mathematics
Gregory, Andrea	Instructional Coach	Instructional Coach for Reading
Tracy, Dina	Teacher, PreK	PreK VE Teacher
Burke, Robin	Teacher, K-12	Kindergarten Teacher
Schmitz, Joanne	Teacher, K-12	1st Grade Teacher
Fox, Jamie	Teacher, K-12	2nd Grade Teacher
Bee, Kelsie	Teacher, K-12	3rd Grade STEM Teacher
Hewlett, Camillia	Teacher, K-12	3rd Grade LATIC Model Gifted Inclusion Teacher
Hinchey, Michelle	Teacher, K-12	4th Grade LATIC Model Teacher
Kessler, Katherine	Teacher, K-12	4th Grade LATIC Model Teacher
Buckler, Emily	Teacher, K-12	4th Grade LATIC Model Gifted Inclusion Teacher
Howell, Audrey	Teacher, K-12	5th Grade STEM Teacher
Elie, Michelle	Teacher, K-12	5th Grade LATIC Model Gifted Inclusion Teacher
Kanner, Aaron	Teacher, K-12	PE Teacher
Sharp, Lisa	Teacher, ESE	5th Grade Support Facilitator
Torres, Deb	Science Coach	STEM Lab Teacher

Demographic Information

Principal start date

Sunday 4/30/2017, Christina Twardosz

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.*

8

Total number of teacher positions allocated to the school

35

Total number of students enrolled at the school

686

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

7

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

4

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	92	109	88	113	121	127	0	0	0	0	0	0	0	650
Attendance below 90 percent	35	47	33	35	42	53	0	0	0	0	0	0	0	245
One or more suspensions	2	4	8	18	24	26	0	0	0	0	0	0	0	82
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failures ELA or Math	22	24	7	14	52	38	0	0	0	0	0	0	0	157
Level 1 on 2019 statewide ELA or Math	0	0	0	0	11	44	0	0	0	0	0	0	0	55

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	24	37	18	24	39	46	0	0	0	0	0	0	0	188

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	3	0	0	21	1	0	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Tuesday 7/20/2021

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	83	113	90	111	134	123	0	0	0	0	0	0	0	654
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	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	0	0	0	0	0	0	0	0	0	0	0	

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

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	83	113	90	111	134	123	0	0	0	0	0	0	0	654
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	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	0	0	0	0	0	0	0	0	0	0	0	

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

Part II: Needs Assessment/Analysis

School Data 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				35%	58%	57%	43%	56%	56%
ELA Learning Gains				41%	56%	58%	47%	51%	55%
ELA Lowest 25th Percentile				42%	54%	53%	53%	45%	48%
Math Achievement				36%	60%	63%	42%	59%	62%
Math Learning Gains				55%	61%	62%	42%	57%	59%
Math Lowest 25th Percentile				47%	50%	51%	33%	44%	47%
Science Achievement				41%	53%	53%	39%	56%	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	34%	60%	-26%	58%	-24%
Cohort Comparison						
04	2021					
	2019	37%	59%	-22%	58%	-21%
Cohort Comparison		-34%				
05	2021					
	2019	32%	55%	-23%	56%	-24%
Cohort Comparison		-37%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	21%	59%	-38%	62%	-41%
Cohort Comparison						
04	2021					
	2019	48%	62%	-14%	64%	-16%
Cohort Comparison		-21%				
05	2021					
	2019	35%	57%	-22%	60%	-25%
Cohort Comparison		-48%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	39%	53%	-14%	53%	-14%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

N/A

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

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	13	17	40	7	15		5				
ELL	21	43		11	19		13				
BLK	31			23							
HSP	31	54		23	35		27				
MUL	64			36							
WHT	34	41	35	28	43	56	39				
FRL	33	39	43	24	39	55	30				
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	20	33	43	20	41	52	24				
ELL	17	43	67	38	75	75	31				
BLK	24	31	10	18	33						

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	34	41	53	41	65	61	37				
MUL	48	43		36	43						
WHT	36	42	45	36	54	39	43				
FRL	34	39	42	32	53	46	40				
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	34	55	50	25	36	26	11				
ELL	13	53	45	33	55						
BLK	30	43	57	20	23	29	32				
HSP	37	53	53	40	50	36	32				
MUL	63	75		32	36						
WHT	45	43	50	47	44	32	45				
FRL	40	48	52	39	42	31	35				

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	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	35
Total Points Earned for the Federal Index	309
Total Components for the Federal Index	8
Percent Tested	94%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	16
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	24
English Language Learners Subgroup Below 41% in the Current Year?	YES

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	27
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	34
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	50
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	39
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

SWDs:

Strengths – 47% of students (K-2) scored at the 40th percentile or higher on MAPS Math Assessment, 39% of students (3-5) scored at the 50th percentile or above in ELA; 33% of students (3-5) scored at the 50th percentile or above in Math

Gaps – 39% of students (K-2) scored at the 40th percentile or higher on MAPS ELA Assessment

Black:

Strengths – 44% of students (K-5) scored at the 40th percentile or higher on MAPS Math assessment, 41% of students (K-5) scored at the 40th percentile or higher on MAPS ELA assessment
Gaps – 24% are at-risk or off-track for attendance

Hispanic:

Gaps – 51% are at-risk or off-track for attendance, 40% of students (K-5) scored at the 40th percentile or higher on the MAPS ELA assessment, 37% of students (K-5) scored at the 40th percentile or higher on the MAPS Math assessment

From 2019 statewide assessment - 3rd grade math had the lowest performance with 21% proficient (District: 59%, State: 62%).

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

3rd grade math showed the greatest decline from the prior year. We had 21% proficient in math in 2019 and 42% proficient in math in 2018. There was a 21% decline from the prior year. The decline was evident for the same reasons stated above.

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

Student performance on district and state assessments contributed to the need for improvement in 3rd grade math.

Actions taken to address the need for improvement include:

- specialized instruction so teachers could focus on planning for fewer subjects
- additional half-day planning sessions
- district and school-based coaching supports during planning and completion of coaching cycles

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

Our 4th grade math cohort comparison made a 6% gain during the 2019-2020 year.

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

We focused on analyzing grade level results on common formative assessments and then adjusting our instruction based on the results. For example, we retaught the math standard to the students who struggled with the first common formative assessment. Then we re-assessed these students to see if they gained a better understanding of the math concept.

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

We are going to triangulate data to identify learning gaps to provide tier 2 and 3 supports in an effort to close learning gaps. Our school will be providing advanced math in order to provide extended learning opportunities for our 3rd and 4th graders. We will also be implementing the InSync platform from Eureka Math to identify gaps in learning and assist in the development of targeted lesson plans to address those gaps.

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.

Ongoing professional development opportunities will be provided by our instructional trainer coaches around the Florida BEST Standards and new curriculum resources.

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

Our ITC for Mathematics will provide professional development opportunities around the InSync platform. Academic Tutors will work with students to assist in closing student learning gaps. Also, the addition of instructional assistants in every kindergarten classroom will assist teachers in instilling foundational skills in our youngest students.

Part III: Planning for Improvement

Areas of Focus:

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

Our grade level teams will meet weekly in Professional Learning Communities and use common formative assessments to monitor student progress and adjust their instructional practices based on student data. Teachers will also plan and implement tier II and tier III targeted interventions for struggling students to close learning gaps. Academic Tutors will diagnose student reading and mathematics strengths and deficits, will plan and provide intensive tutoring using explicit, systematic and multisensory interventions, and will monitor interventions for effectiveness. Coaches will provide structures for Learning Walks to continue to encourage and develop collaboration and giving and receiving feedback.

Measurable Outcome: By the end of June 2022, 50% of our third, fourth, and fifth grade students will be proficient in reading and math based on the results of the Florida Standards Assessment (FSA) tests.

Monitoring: Student data resulting from tiers of instruction will be monitored by administration and instructional coaches during PLCs and quarterly during grade level planning days, and adjustments to instructional practices will be made as necessary. Coaches will be debriefing their walkthroughs with administration for ongoing monitoring of instructional practices and feedback being given to teachers. Academic tutors will utilize diagnostic and formative assessment data in conjunction with classroom and intervention teachers to make ongoing instructional decisions, and will provide ongoing progress monitoring and adjust tutoring services based on students' response as part of the MTSS process.

Person responsible for monitoring outcome:

Scott Atkins (satkins@pasco.k12.fl.us)

Evidence-based Strategy:

Grade level teams are going to meet weekly to discuss student data and provide tiered supports.

Rationale for Evidence-based Strategy:

We are going to use our school's Independent Reading Level Assessment (IRLA) data and NWEA MAPS assessments to determine each student's needs. Students will be grouped based on their targeted need and receive 20 minutes of tier III targeted instruction four days per week with a certified teacher. In addition, the classroom teacher is going to assess the student weekly and graph their data. Administration and our school-based coaches are going to meet with each grade level every six weeks to progress monitor. Tier II supports will be given to students who do not show mastery of the reading and math standards taught during their assigned reading/math blocks. The teacher will also reassess the student once they receive additional support.

Action Steps to Implement

Identify students needing tier III supports based on IRLA data and MAPS assessments. Students will be grouped based on their targeted need.

Person Responsible Scott Atkins (satkins@pasco.k12.fl.us)

Classroom teachers are going to meet with these students four days a week for 20 minutes providing tier III support.

Person Responsible Scott Atkins (satkins@pasco.k12.fl.us)

Administration, school-based, and district-based coaches are going to progress monitor our lowest 35%. Classroom teachers are going to use "common formative assessments" to monitor student progress on

the Florida Standards. Classroom teachers are going to provide tier II support for the student who do not do well on their "common formative assessment". They are also going to provide enrichment for the students who demonstrate proficiency on the standard taught.

Person Responsible [no one identified]

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

Area of Focus Description and Rationale: Staff will adhere to a collective commitment centered around student achievement and well being. Due to a social skills deficit in the majority of our students, teachers will deliver Skills Streaming lessons daily.

Measurable Outcome: By June 2022, we will process 20% less discipline referrals compared the the number of referrals processed during the 2020-2021 school year.

Monitoring: Walkthroughs will be done during the daily Skills Streaming block in order to ensure the lessons are being taught.
Lessons will be documented and monitored through weekly lesson plans.

Person responsible for monitoring outcome: Scott Atkins (satkins@pasco.k12.fl.us)

Evidence-based Strategy: Staff will receive professional development around teaching social skills and will implement Skills Streaming into their daily routines.

Rationale for Evidence-based Strategy: As a result of our school's 2020-21 discipline data, it is evident that some of our students do not respond to our school's tier I and tier II PBIS structures. In addition, some of our students need additional support with learning appropriate social skills.

Action Steps to Implement

Administration and School Counselor will train all instructional staff around the Skills Streaming curriculum and provide materials.

Person Responsible Scott Atkins (satkins@pasco.k12.fl.us)

Teachers will deliver instruction around Skills Streaming strategies daily. Teachers will focus on one skill per week and will reinforce skills through observation and feedback.

Person Responsible Scott Atkins (satkins@pasco.k12.fl.us)

#3. Other specifically relating to Data Driven Decisions and Student Achievement

Area of Focus	Administration, coaches, academic tutors, and teachers will analyze data from Early Warning System, DIBELS and NWEA MAPS assessments, and Common Formative Assessments to identify, support, and monitor student achievement and behavior.
Description and Rationale:	
Measurable Outcome:	By the end of June 2022, 50% or more of our students in the lowest 25% as well as our ESSA subgroups, in third, fourth, and fifth grade will make a learning gain on their reading and math Florida Standards Assessment (FSA) tests.
	Every six weeks, administration and coaches will conduct data review meetings around our tiered instruction during PLCs.
Monitoring:	Student data resulting from tiers of instruction will be monitored during PLCs and quarterly during grade level planning days, and adjustments to instructional practices will be made as necessary.
Person responsible for monitoring outcome:	Scott Atkins (satkins@pasco.k12.fl.us)
Evidence-based Strategy:	Grade level teams will create, provide, and monitor tier II and III interventions for universal skills in ELA and math.
Rationale for Evidence-based Strategy:	We will use our school's reading data and NWEA MAP assessment data to determine each student's needs. Students will be grouped based on their targeted need and receive 20 minutes of tier III targeted instruction four days per week with a certified teacher. In addition, the classroom teacher is going to assess the student weekly and graph their data. Administration and our school-based coaches are going to meet with each grade level every six weeks to progress monitor.

Action Steps to Implement

1. Identify students needing tier II and III supports based on reading data and NWEA MAP assessments
2. Group students based on targeted need
3. Classroom teachers are going to meet with these students four days a week for 20 minutes providing tiered supports
4. Administration, school-based, and district-based coaches are going to progress monitor our lowest 35%
5. Classroom teachers are going to use "common formative assessments" to monitor student progress on the Florida BEST Standards
6. Classroom teachers are going to provide tier II support for the student who do not do well on their "common formative assessment". They are also going to provide enrichment for the students who demonstrate proficiency on the standard taught.

Person Responsible Scott Atkins (satkins@pasco.k12.fl.us)

#4. Instructional Practice specifically relating to ELA

Based on historical FSA, NWEA MAP, IRLA, and common formative assessment data, we identified ELA as an area of critical need. Our overall proficiency rates have not historically been strong, even though there has been some slight improvements over time.

Area of Focus Description and Rationale:

Due to this analysis of our data, we are utilizing monthly professional development sessions to focus on core instruction in ELA with our entire instructional staff. Additionally, we are providing targeted professional development sessions to grade level teams based on student and staff needs. Teachers will also plan and implement tier II and tier III targeted interventions for struggling students to close learning gaps in ELA. Biweekly PLCs will plan for questioning and activities to meet Core Actions 2 and 3, to deepen student engagement and develop depth of understanding in using our core resource in ELA. Instructional coaches will also be engaging in mandatory coaching cycles with all instructional staff throughout the year, as well as supporting grade level planning meetings weekly.

Measurable Outcome:

By June 2022, the majority of students in grades K-5 will be performing at the 40th percentile or higher on the NWEA MAP Assessment in ELA.

Monitoring:

Our Professional Learning Communities will use common formative assessments, module assessments, DIBELS, NWEA MAP ELA assessments, and teacher observation to monitor student progress and adjust their instructional practices in ELA based on this student data. Administration and Instructional Trainer Coaches (both school and district-based) will conduct walkthroughs, grade level data chats, and one-on-one data chats with teachers.

Person responsible for monitoring outcome:

Scott Atkins (satkins@pasco.k12.fl.us)

Evidence-based Strategy:

Instructional staff will engage in intentional planning for instruction in ELA based on the Science of Reading and the Florida BEST Standards.

Rationale for Evidence-based Strategy:

We selected this strategy based on the need to strengthen core instruction. The number of students requiring tier III instruction has ballooned over the past year. In order to combat this, we need to engage in efforts to tighten up structures within our ELA block.

Action Steps to Implement

Implement monthly professional development sessions to focus on core instruction in ELA with our entire instructional staff.

Person Responsible

Andrea Gregory (acgregor@pasco.k12.fl.us)

Provide targeted professional development sessions to grade level teams based on student and staff needs.

Person Responsible

Andrea Gregory (acgregor@pasco.k12.fl.us)

Teachers will also plan and implement tier II and tier III targeted interventions for struggling students to close learning gaps in ELA.

Person Responsible

Peggy Gilbert (pgilbert@pasco.k12.fl.us)

Biweekly PLCs will plan for questioning and activities to meet Core Actions 2 and 3, to deepen student engagement and develop depth of understanding in using our core resource in ELA.

Person Responsible Scott Atkins (satkins@pasco.k12.fl.us)

Instructional coaches will engage in mandatory coaching cycles with all instructional staff throughout the year, as well as supporting grade level planning meetings weekly.

Person Responsible Andrea Gregory (acgregor@pasco.k12.fl.us)

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.

Primary area of concern:

Lack of respect and following adult directions

Actions/Monitoring:

- Social skills instruction will occur in every classroom every day
- School Counselor and Social Worker will provide targeted skills groups for students requiring additional support
- PBIS Tier II supports are in place (check-in/check-out program)
- Schoolwide incentives (clubs, etc.)
- Schoolwide expectations are posted all across campus and reviewed daily in classrooms (including after long breaks, i.e. Thanksgiving break, Spring break, etc.)

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.

There are a number of things that we do throughout the school year to impact our school's culture and environment. Administration hosts a staff BBQ each quarter. We also organize various staff social activities. Several times throughout the school year, themed spirit weeks are organized for school staff to have a bit of fun and enjoy one another's camaraderie. Scavenger hunts are held for staff every so often for some

additional enjoyment. Our school has a School Advisory Council that meets 8 times throughout the year. This committee is made up of administration, classroom teachers, support staff, and business partners.

Our district and school work closely with Gallup and survey our staff sometime in October. Results from the survey are then shared with administration. The administrative team shares the results with the school leadership team and develops an Action Plan based on the results of the survey.

Administration set up a Brag Board bulletin board outside their office to capture positive notes that staff write about each other. Administration will read these notes monthly at the start of the faculty meetings to recognize staff. They also purchase gift cards from Starbucks and Dunkin Donuts that are given to the staff member recognized along with the note. We also created a fifth grade Leadership Team to teach the students leadership skills and provide experiences in the community. For example, students will go on a college tour and eat dinner at a 5 star restaurant. In addition, administration established a Leadership Team with staff that meets monthly.

Lastly, our school has also formed relationships with a local church, St. Leo University, and the new Sarah Vande Berg Tennis Complex. The Wesleyan Church of Zephyrhills provides a weekly after school program for approximately 30 students focusing on homework and life skills. St. Leo University conducts an after school tutoring program for our ELL students. Lastly, we just started a new partnership with a local tennis complex that is going to start in October 2020. A tennis pro is going to give approximately 20-30 students free tennis lessons.

School staff will also be working this year to partner up grade level teams to create a larger sense of community within the school, provide mentoring opportunities for students, and increase school pride.

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

Principal - Scott Atkins; role: establishing a positive culture and creating, organizing, and monitoring various activities/systems/structures that create and maintain said culture and environment.

Assistant Principal - Peggy Gilbert; role: establishing a positive culture and creating, organizing, and monitoring various activities/systems/structures that create and maintain said culture and environment.

Leadership Team - TBA; role: to share information with grade level teams from administration. To support the culture within their grade level teams. To share feedback from grade level teams with administration.

School Advisory Council - TBA; to advise and assist principal and assistant principal with vision for the school and its future.

PTA - Anna Jean Hewlett, President; role: to promote positive school culture with families, students, and staff, through providing engaging activities, fundraising to benefit the school environment.

Social Committee - TBA; role: to create engaging and fun activities for school staff to promote positive culture.