San Jose Elementary School

2022-23 Schoolwide Improvement Plan

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San Jose Elementary School

1670 SAN HELEN DR, Dunedin, FL 34698

http://www.sanjose-es.pinellas.k12.fl.us

Demographics

Principal: Lisa Brown

Start Date for this Principal: 7/1/2016

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	93%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (57%) 2018-19: B (54%) 2017-18: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	<u>Lucinda Thompson</u>
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <u>click here</u>.	

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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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	93%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	32%

School Grades History

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

School Board Approval

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SIP Authority

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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.

The mission of San Jose Elementary School is to create a safe learning environment which promotes academic excellence for college, career and life readiness through the partnership of students, families, staff and community.

Provide the school's vision statement.

The vision of San Jose Elementary School is 100% student engagement and success 100% of the time.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Brown, Lisa	Principal	The Principal is the instructional and operational leader within the school community and is critical to improving student outcomes, through the hiring, development, support, supervision and retention of high-quality instructional and support staff. As the school leader, the Principal creates a culture of rigorous learning, belonging and engagement for staff, students and families through collaboration and distributive leadership. In alignment with the Florida Principal Standards, the Principal leads the school team to increased school and student outcomes by prioritizing instruction while effectively balancing the operational, safety, and policy responsibilities of a school-building leader.
Wignall, Stephanie	Assistant Principal	The Assistant Principal is an instructional and operational leader within the school community and is critical to improving student outcomes through staff development and effectiveness. In collaboration with and aligned to the direction of the Principal, the Assistant Principal supports the creation of the culture of rigorous learning, belonging and engagement for staff, students and families throughout the school community. In alignment with the Florida Assistant Principal Standards, the Assistant Principal supports and leads assigned school teams to increased school and student outcomes through ongoing training, coaching, feedback and support by prioritizing instruction while effectively balancing operational, safety and policy responsibilities, as assigned.
Pack, Jennifer	Teacher, K-12	Kindergarten Team Leader Assist teachers in analyzing instructional practices and evidence, identifying possible practice changes, sharing resources and planning how and when to try new practices. Facilitate teams by scheduling meetings, drafting agendas, locating resources and recording team activities.
Scott, Andrea	Teacher, K-12	Gr 1 Team Leader Assist teachers in analyzing instructional practices and evidence, identifying possible practice changes, sharing resources and planning how and when to try new practices. Facilitate teams by scheduling meetings, drafting agendas, locating resources and recording team activities.
Digirolamo, Joanne	Teacher, K-12	Gr 2 Team Leader Assist teachers in analyzing instructional practices and evidence, identifying possible practice changes, sharing resources and planning how and when to try new practices. Facilitate teams by scheduling meetings, drafting agendas, locating resources and recording team activities.
Corder, Lauren	Teacher, K-12	Gr 3 Team Leader Assist teachers in analyzing instructional practices and evidence, identifying

Name	Position Title	Job Duties and Responsibilities
		possible practice changes, sharing resources and planning how and when to try new practices. Facilitate teams by scheduling meetings, drafting agendas, locating resources and recording team activities.
Laughlin, Karen	Teacher, K-12	Gr 4 Team Leader Assist teachers in analyzing instructional practices and evidence, identifying possible practice changes, sharing resources and planning how and when to try new practices. Facilitate teams by scheduling meetings, drafting agendas, locating resources and recording team activities.
Clayton, Amanda	Teacher, K-12	Gr 5 Team Leader Assist teachers in analyzing instructional practices and evidence, identifying possible practice changes, sharing resources and planning how and when to try new practices. Facilitate teams by scheduling meetings, drafting agendas, locating resources and recording team activities.
Molina, Rachel	Teacher, ESE	ESE Team Leader Assist teachers in analyzing instructional practices and evidence, identifying possible practice changes, sharing resources and planning how and when to try new practices. Facilitate teams by scheduling meetings, drafting agendas, locating resources and recording team activities.
Mueller, Anthony	Teacher, K-12	Specialist Team Leader Assist teachers in analyzing instructional practices and evidence, identifying possible practice changes, sharing resources and planning how and when to try new practices. Facilitate teams by scheduling meetings, drafting agendas, locating resources and recording team activities.

Demographic Information

Principal start date
Friday 7/1/2016, Lisa Brown

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

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
6

Total number of teacher positions allocated to the school
31

Total number of students enrolled at the school

309

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

3

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

4

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	33	54	44	42	45	36	0	0	0	0	0	0	0	254
Attendance below 90 percent	0	19	12	8	7	9	0	0	0	0	0	0	0	55
One or more suspensions	0	0	1	0	0	1	0	0	0	0	0	0	0	2
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 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 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	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	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	

Date this data was collected or last updated

Friday 6/17/2022

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

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Number of students enrolled	29	35	40	39	31	26	0	0	0	0	0	0	0	200
Attendance below 90 percent	0	9	11	5	4	7	0	0	0	0	0	0	0	36
One or more suspensions	0	0	0	1	1	1	0	0	0	0	0	0	0	3
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	

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

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

The number of students identified as retainees:

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

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	29	35	40	39	31	26	0	0	0	0	0	0	0	200
Attendance below 90 percent	0	9	11	5	4	7	0	0	0	0	0	0	0	36
One or more suspensions	0	0	0	1	1	1	0	0	0	0	0	0	0	3
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	

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	59%	55%	56%				57%	54%	57%
ELA Learning Gains	56%						56%	59%	58%
ELA Lowest 25th Percentile	46%						59%	54%	53%
Math Achievement	66%	51%	50%				57%	61%	63%
Math Learning Gains	62%						53%	61%	62%
Math Lowest 25th Percentile	77%						48%	48%	51%
Science Achievement	35%	62%	59%				51%	53%	53%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	57%	56%	1%	58%	-1%
Cohort Comparison		0%				
04	2022					
	2019	54%	56%	-2%	58%	-4%
Cohort Comparison		-57%				
05	2022					
	2019	54%	54%	0%	56%	-2%
Cohort Comparison		-54%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	50%	62%	-12%	62%	-12%
Cohort Comparison		0%				
04	2022					
	2019	67%	64%	3%	64%	3%
Cohort Comparison		-50%				
05	2022					
	2019	45%	60%	-15%	60%	-15%
Cohort Comparison		-67%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	48%	54%	-6%	53%	-5%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	26	50		33	55						
BLK	29	50		31							
HSP	44	45		67	82						
WHT	72	60		76	71		50				
FRL	55	54		63	62		46				

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	43	50		50	69		57				
BLK	42			44							
HSP	50			50							
WHT	70	56		72	64		70				
FRL	55	52		61	57		52				

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	51	67		49	67						
ELL	55			36							
BLK	57			71							
HSP	48	46		48	54						
MUL	45			36							
WHT	61	60	69	60	51	44	56				
FRL	51	45	57	48	54	62	45				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	401
Total Components for the Federal Index	7
Percent Tested	98%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	60
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	66
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

Part III: Planning for Improvement

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

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

English Language Arts FSA proficiency level in grades 3 & 4 exceed Pinellas County Schools district averages and state averages. Mathematics FSA proficiency level in grades 3 & 4 exceed Pinellas County Schools district averages and state averages. Grade 5 proficiency levels for English Language Arts and Mathematics were below Pinellas County Schools district averages and state averages.

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

Proficiency levels for grade 5 English Language Arts and Mathematics demonstrate the greatest need for improvement.

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

For the 2021-2022 school year, one of the fifth grade teacher was teaching fifth grade for the first time. A lack of experience at the grade level contributed to the need for improved understanding of the grade level standards and task alignment.

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

Math proficiency of the 3rd and 4th grade students exceeded 70% and demonstrated the highest proficiency areas. Additionally, learning gains for ELA were 56% and math were 62%

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

Data analysis, collaborative planning and focused core and individualized instruction resulted in high levels of mathematics proficiency by students in grades 3 and 4. High learning gains were achieved by identifying student needs early in the school year, monitoring closely and adjusting instruction as often as needed.

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

Effective implementation of high-leverage strategies which support standards-based instruction and access extensions and more advanced texts.

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.

The following professional development opportunities will be provided to support teachers to accelerate learning: B.E.S.T. study, AVID strategies staff training, Equity district and school goals and action steps with data analysis, progress monitoring data analysis, professional learning community study of student work and formative assessments.

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

Ongoing study and implementation of the B.E.S.T. standards will ensure sustainability of improvement for future years.

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

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Standards-based data (FSA, MAP, formative assessments, etc.) collected from the 2021-2022 school year indicated proficiency levels of 59% on the Florida State Assessment of English Language Arts, 66% on the Florida State Standards Assessment of Mathematics and 48% on the Florida State Science Standards Assessment. MAP data from winter 2022 indicates projected proficiency levels of 51% for English Language Arts and 58% for Mathematics. Students need to be provided with increased consistent tasks aligned to grade level appropriate standards. Proficiency will increase with consistent opportunities for student to be successful with standards-aligned tasks. Teachers need increased effective teaching methods to support learning.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percent of all students achieving English Language Arts proficiency will increase from 59% to 65% as measured by the Florida Assessment of Student Thinking for English Language Arts. The percent of all students achieving Mathematics proficiency will increase from 66% to 68% as measured by the Florida Assessment of Student Thinking for Mathematics. Our 2022 level of performance was 35% proficient as evidenced by the 2022 Florida State Science Standards Assessment. We expect our science proficiency level to be 62% by May of 2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring by administrators will occur by leaders partnering with teachers attending ELA, math and science professional development sessions. Administrators will attend site based, grade level Professional Leadership Communities to support collaborative planning. Follow up monitoring will occur through classroom visits followed by actionable feedback and collaborative data analysis.
Person responsible for monitoring outcome:	Lisa Brown (brownlisa@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented	1. Gain a deep understanding of the B.E.S.T. Standards/NGSSS as a requirement for improving student outcomes. 2. Plan, implement and monitor whole group and small group instruction to ensure instruction is aligned to standards and implemented according to evidenced-based principles. 3. Utilize goal setting and progress monitoring to celebrate academic progress and encourage the use of high yield strategies and ensure continuous academic growth.

for this Area of Focus.

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

A lack of proficiency is occurring because of the need for students to be provided with increased consistent tasks aligned to grade level appropriate standards. Proficiency will increase with consistent opportunities for students to be successful with standards-aligned tasks. Teachers need increased effective teaching methods to support learning for proficiency to increase.

Action Steps to Implement

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

1. Become knowledgeable with the design to enable an understanding of what students are expected to master.

Person Responsible Lisa Brown (brownlisa@pcsb.org)

2. Synthesize the benchmarks, benchmark qualifications and appendices to fully understand the expected outcomes that carry the full weight of the standards.

Person Responsible Lisa Brown (brownlisa@pcsb.org)

3. Utilize the B.E.S.T. Mathematics Course Descriptions and Instructional Guides (B1G-M) for planning student learning and instruction of mathematics.

Person Responsible Lisa Brown (brownlisa@pcsb.org)

4. Purposefully plan instruction to support learning by utilizing combined standards that meet the demands of the spotlighted benchmark.

Person Responsible Lisa Brown (brownlisa@pcsb.org)

5. Regularly assess (formally and informally) and analyze data in Professional Learning Communities to inform instruction in whole group, small group as well as one on one instruction.

Person Responsible Lisa Brown (brownlisa@pcsb.org)

1. 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 advance texts for students above the benchmark. These supports include access to grade level text as well as data informed small group instruction.

Person Responsible Lisa Brown (brownlisa@pcsb.org)

2. Employ instructional practices to motivate and deepen student engagement including positive expectations for success, meaningful tasks related to student interests and cultural backgrounds, opportunities for students to ask questions, set goals and make choices.

Person Responsible   Lisa Brown (brownlisa@pcsb.org)

3. Strengthen student inquiry skills through the implementation and monitoring of routine use of higher-level thinking through questioning, class discussions, problem solving activities and collaborative groups.

Person Responsible   Lisa Brown (brownlisa@pcsb.org)

4. Strategically plan for identifying students not meeting expectations, plan targeted instruction and frequently progress monitor to adjust instruction and close the proficiency gap.

Person Responsible   Lisa Brown (brownlisa@pcsb.org)

1. Implement goal setting opportunities where students regularly and visibly participate in setting their own goals, monitoring their progress, revising their goal based on data and celebrating successes.

Person Responsible   Lisa Brown (brownlisa@pcsb.org)

2. Implement student led conferences to allow students to share their academic goals and progress with family members.

Person Responsible   Lisa Brown (brownlisa@pcsb.org)

3. Conduct learning opportunities that include AVID strategies and highly engaging strategies for diverse learners.

Person Responsible   Lisa Brown (brownlisa@pcsb.org)

#2. Positive Culture and Environment specifically relating to Discipline	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our current level of performance in school-wide behavior is a referral risk ratio of 8.4% as reported in the School Profiles data base. We expect our level of performance to be a risk level of 1.5 % as reported in School Profiles by May 2023.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The number of students receiving referrals will decrease from 23 students to 13 students, as evidenced by School Profiles discipline data. The percent of students missing 10% or more days of school will decrease from 31% to 15% as evidenced by School Profiles data.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring by administrators will occur by leaders partnering with staff to participate in professional development sessions with a focus on PBIS, Equity and Restorative Practices. Administrators, PBIS coordinator and Restorative Practices trainer will facilitate site based, professional collaborative planning and dialog. Follow up monitoring will occur through school walkthroughs followed by actional feedback and collaborative data analysis.
Person responsible for monitoring outcome:	Lisa Brown (brownlisa@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Strengthen the ability of all staff to establish and maintain positive relationships with all students.

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

1. Prior to the first day of school, the PBIS coordinator will use the walkthrough document to ensure signage reflecting the schoolwide guidelines for success are posted in common areas.

Person Responsible   Lisa Brown (brownlisa@pcsb.org)

2. All staff will receive training on how to teach classroom rules and procedures using restorative circles and use of impromptu conversations. Staff will proactively review rules and expectations with students.

Person Responsible   Lisa Brown (brownlisa@pcsb.org)

3. The Restorative Practices trainer will provide resources and modeling on how to incorporate use of affective language when providing positive praise and corrective feedback.

Person Responsible   Lisa Brown (brownlisa@pcsb.org)

4. Utilize a system of recognition to provide rewards to students for demonstration of positive and appropriate behaviors that are identified in the schoolwide expectations. 100% of school members will participate in the reward system and the rewards will be varied and reflect student interests.

Person Responsible   Lisa Brown (brownlisa@pcsb.org)

5. Orient students, staff and families to the Schoolwide Positive Behavior System and conditions for learning.

Person Responsible   Lisa Brown (brownlisa@pcsb.org)

6. Each day, classroom teachers will greet and welcome students using trust generated actions, building rapport and strong relationships.

Person Responsible   Lisa Brown (brownlisa@pcsb.org)

7. Analyze and monitor discipline data and plan necessary strategies at monthly PBS meetings.

Person Responsible   Lisa Brown (brownlisa@pcsb.org)

8. During the first week of school, teachers and students will collaboratively develop classroom agreements that reflect the schoolwide expectations by engaging student voices and submit class agreements/expectations to the PBIS coordinator

Person Responsible   Lisa Brown (brownlisa@pcsb.org)

9. Classroom teachers will conduct weekly class meetings/community building circles that reflect the schoolwide expectations.

Person Responsible   Lisa Brown (brownlisa@pcsb.org)

Intentionally build positive relationships with families and community partners through activities designed to build respect and trust between home and school. Classroom teachers make positive phone calls home on a regular basis.

Person Responsible   Lisa Brown (brownlisa@pcsb.org)

#3. ESSA Subgroup specifically relating to Black/African-American	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our 2022 level of performance is 29% of black students were proficient as evidenced in the 2022 Florida State Assessment of English Language Arts. We expect our performance level to be increased to 62% of black students will be proficient as measured the Florida Assessment of Student Thinking by May of 2023.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percent of black students increasing proficiency will increase from 29% to 62% as measured by the Florida Assessment of Student Thinking by May 2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring by administrators will occur by leaders partnering with Equity Champions attending Equity professional development sessions. Administrators will attend site based, grade level Professional Leadership Communities to support collaborative planning with a focus on equitable practices. Follow up monitoring will occur through classroom visits using the walkthrough tool to observe practices, target growth areas and provide actionable feedback related to highly engaging strategies for diverse learners and data analysis.
Person responsible for monitoring outcome:	Lisa Brown (brownlisa@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Implement highly engaging instructional practices in classrooms such as music and movement, explicit vocabulary instruction and monitoring with feedback.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria	The problem/gap is occurring because of the need for increased implementation of highly engaging instructional practices for diverse learners.

used for selecting this strategy.

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

1. Implement Restorative Practices throughout the school. Provide Social Emotional Learning and programs to help students develop specific social emotional competencies.

Person Responsible
Lisa Brown (brownlisa@pcsb.org)

2. Support teachers by providing staff professional development opportunities with a focus on Equity with Excellence to increase building relationships and deeper cultural understanding.

Person Responsible
Lisa Brown (brownlisa@pcsb.org)

3. Analyze black/non-black discipline data monthly and implement strategies to eliminate disparity, if needed.

Person Responsible
Lisa Brown (brownlisa@pcsb.org)

4. Implement universal screening for gifted identification to expand the number of black students served within the talent development program and/or identified as gifted learners.

Person Responsible
Lisa Brown (brownlisa@pcsb.org)

RAISE

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

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Gain a deep understanding of the B.E.S.T. ELA Standards as a non-negotiable for improving student outcomes.

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

Utilize new 3-5 curricular materials to create a common foundation of standards-aligned, rigorous expectations for all students.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

The percent of K-2 students achieving English Language Arts proficiency will be 65% as measured by the Florida Assessment of Student Thinking for English Language Arts.

Grades 3-5: Measureable Outcome(s)

The percent of Grade 3-5 students achieving English Language Arts proficiency will increase from 59% to 65% as measured by the Florida Assessment of Student Thinking for English Language Arts.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Monitoring by administrators will occur by leaders partnering with teachers attending ELA, math and science professional development sessions. Administrators will attend site based, grade level Professional Leadership Communities to support collaborative planning. Follow up monitoring will occur through classroom visits followed by actionable feedback and collaborative data analysis.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Brown, Lisa, brownlisa@pcsb.org

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

• Leveled Literacy Instruction
• Jan Richardson Guided Reading Program
• Footprints to Literacy
• Fun with Phonics
• Module Anthologies
For the 2022-2023 school year, our K-2 classrooms will implement a small group instruction based on data gathered for EFLAC Data and PD from district ISD on what that looks like. For the 2022-2023 identified K-3 scholars will receive 25 to 30 minutes of additional small group reading instruction. For the 2022-2023 school year, our 3rd-grade classrooms will focus on specific small group instructional practices that align with the B.E.S.T. standards. Implementation of LLI, an instructional routine, as well as reciprocal teaching, will be in place to promote comprehension skills and fluency practice.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified practices/programs show proven record of effectiveness for the target population?

Pinellas County Schools Curriculum selection committee reviewed materials to determine alignment to the BEST standards.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
• Become familiar with the vertical progression and standards design in order to understand what students are expected to master.	Brown, Lisa, brownlisa@pcsb.org
• Purposefully combine/stack standards and benchmarks to support learning so that a benchmark is spotlighted and supporting benchmarks (such as ELA Expectations) that enhance instruction are incorporated in the lesson to meet the demands of the spotlighted benchmark.	Brown, Lisa, brownlisa@pcsb.org
• Orient to and implement the new materials, understanding how the materials connect to evidence-based practices and B.E.S.T. Standards.	Brown, Lisa, brownlisa@pcsb.org
• Make strategic decisions about implementation of the new curriculum to maximize impact on student learning.	Brown, Lisa, brownlisa@pcsb.org
• Provide all students with consistent opportunities to engage in in complex, grade-level content and activities aligned to the rigor of the standard/benchmark.	Brown, Lisa, brownlisa@pcsb.org
• Articulate and advance high expectations for all students consistent with the shared vision for teaching and learning.	Brown, Lisa, brownlisa@pcsb.org

Positive Culture & Environment

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

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

A. The School Advisory Council (SAC) is representative of the ethnic, racial and economic community served by the school. The majority of the SAC members are not employees of the school district. Administrators, teachers, parents and community members meet monthly to employ school improvement strategies that impact the positive school culture and environment. Monthly SAC meetings are open and advertised through social media, phone calls and the school website encouraging participation in the development, analysis, revision and approval of the school improvement plan. By consulting key stakeholders, a positive school culture and climate is established, reflecting 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.

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

B. Key stakeholders responsible for promoting a positive school culture and climate include school administrators, instructional and support staff in collaboration with the School Advisory Council members. School administrators are responsible for collaboratively developing and communicating a clear vison and mission. Survey input from all stake holders should be considered when planning and implementing action steps for a positive culture and climate. Effective use of equitable practices, restorative practices, collaboration, clear and effective communication in a safe environment are necessary to maintain a positive school culture and climate.