Fuguitt Elementary School

2022-23 Schoolwide Improvement Plan

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Fuguitt Elementary School

13010 101ST ST, Largo, FL 33773

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

Demographics

Principal: Kathlene Bentley

Start Date for this Principal: 6/24/2022

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)	100%
2021-22 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	2021-22: A (64%) 2018-19: B (61%) 2017-18: C (42%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org.](http://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	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	52%

School Grades History

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

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

The mission of Fuguitt Elementary is to prepare tomorrow's leaders today by engaging and inspiring students for success on a daily basis by connecting learning to real life.

Provide the school's vision statement.

The vision of Fuguitt Elementary is 100% student success.

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
Lentz, Eliza	Assistant Principal	
Byrd, Tania	Teacher, ESE	
DeMeza, Niki	Attendance/ Social Work	
Hagan, Kathy	Teacher, K-12	
Harkins, Nancy	Psychologist	
Warner, Angie	School Counselor	
	Other	
Bentley, Kathlene	Principal	The roles and responsibilities for the team members include providing leadership for a common vision, ensuring implementation of MTSS delivering Tier 1, 2 and 3 instruction based on the student need, providing necessary professional development as it relates to the MTSS process, facilitating discussions as our SIP plan is planned, written and implemented by all staff. Our team meets weekly to address, monitor and problem solve the current status of Tiered interventions and SIP goals. Parents are included in the problem-solving system and regularly updated on current status and ongoing progress of SIP goals.

Demographic Information

Principal start date
Friday 6/24/2022, Kathlene Bentley

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.*

4

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.*

11

Total number of teacher positions allocated to the school

37

Total number of students enrolled at the school

490

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

4

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	69	62	79	66	81	87	0	0	0	0	0	0	0	444
Attendance below 90 percent	0	26	22	32	21	29	0	0	0	0	0	0	0	130
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	2	2	5	0	0	0	0	0	0	0	9
Course failure in Math	0	0	0	2	1	0	0	0	0	0	0	0	0	3
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	14	5	8	0	0	0	0	0	0	0	27
Level 1 on 2022 statewide FSA Math assessment	0	0	0	13	7	16	0	0	0	0	0	0	0	36
Number of students with a substantial reading deficiency	2	1	5	3	8	7	0	0	0	0	0	0	0	26

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	0	0	0	5	3	0	0	0	0	0	0	0	8

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

Date this data was collected or last updated

Friday 6/24/2022

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	45	65	81	66	79	88	0	0	0	0	0	0	0	424
Attendance below 90 percent	0	20	21	20	20	28	0	0	0	0	0	0	0	109
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 FSA ELA assessment	0	0	0	0	4	19	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	5	20	0	0	0	0	0	0	0	25
Number of students with a substantial reading deficiency	1	0	2	7	9	4	0	0	0	0	0	0	0	23

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	1	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	0	0	8	0	0	0	0	0	0	0	0	0	8
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	45	65	81	66	79	88	0	0	0	0	0	0	0	424
Attendance below 90 percent	0	20	21	20	20	28	0	0	0	0	0	0	0	109
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 FSA ELA assessment	0	0	0	0	4	19	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	5	20	0	0	0	0	0	0	0	25
Number of students with a substantial reading deficiency	1	0	2	7	9	4	0	0	0	0	0	0	0	23

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	1	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	0	0	8	0	0	0	0	0	0	0	0	0	8
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	58%	55%	56%				48%	54%	57%
ELA Learning Gains	71%						75%	59%	58%
ELA Lowest 25th Percentile	68%						76%	54%	53%
Math Achievement	57%	51%	50%				49%	61%	63%
Math Learning Gains	73%						70%	61%	62%
Math Lowest 25th Percentile	69%						54%	48%	51%
Science Achievement	55%	62%	59%				53%	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	38%	56%	-18%	58%	-20%
Cohort Comparison		0%				
04	2022					
	2019	49%	56%	-7%	58%	-9%
Cohort Comparison		-38%				
05	2022					
	2019	51%	54%	-3%	56%	-5%
Cohort Comparison		-49%				

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	42%	62%	-20%	62%	-20%
Cohort Comparison		0%				
04	2022					
	2019	47%	64%	-17%	64%	-17%
Cohort Comparison		-42%				
05	2022					
	2019	57%	60%	-3%	60%	-3%
Cohort Comparison		-47%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	54%	54%	0%	53%	1%
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	30	44	36	29	55	53	44				
ELL	47	90		40	80						
BLK	42	66	64	34	65	62	38				
HSP	44	71		41	59		55				
MUL	83			75							
WHT	65	69	57	68	77	75	61				
FRL	54	65	68	51	71	66	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	34	42		36	46		41				
BLK	35	40		28	53		23				
HSP	45	67		59	73		50				
MUL	44			63							
WHT	59	45		51	52		48				
FRL	46	51	67	42	59	60	42				

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	27	67	74	30	64	52	30				
ELL	33	62		33	77						
BLK	35	70		43	62		29				
HSP	45	86		45	73						
MUL	33			42							
WHT	52	74	79	51	70	62	60				
FRL	42	72	73	41	65	54	40				

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)	N/A
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	515
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
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	64
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	53
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	54
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	79
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
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	67
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	60
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?

Our ELA scores had a minimal increase, there was a 4% increase of students who were proficient on MAP from fall to winter comparing this year to last year. There were minimal decreases in ELA for African-American and Hispanics subgroups while all subgroups showed increases in Math.

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

The area demonstrating the greatest need for improvement is in ELA proficiency and learning gains.

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

We have a transient population and we have a lower attendance rate. We are working with our families to increase attendance and implement an after-school program with transportation to ensure higher participation levels.

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

Overall proficiency levels and Learning gains in ELA and Math as measured by FSA all showed improvement with L25 in Math showing the most improvement.

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

Increase emphasis on Math across curriculum. A strong focus on small groups in math and our ELP program including Math as well as Reading. We will continue this momentum with a full-time Math Interventionist for grades K-3 and continue with professional development through PLC's focused on Math strategies and research-based interventions.

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

Implement research-based interventions across grade levels and core subjects. Create a master schedule that accommodates collaborative planning and data-driven weekly PLC's. Continue implementation of Restorative Practices with Culturally Relevant teaching strategies. Increase level of participation in after school Extended Learning.

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.

We will continue to provide school level professional development through pre-school, after school and collaborative weekly PLC's. We will fully utilize our Reading and Math Interventionists, ELA Champions, Dreambox Champs, Curriculum Specialists, MTSS Coach and district Coaches to incorporate ongoing and relevant professional development for all teachers increasing teacher capacity in all grade levels.

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

* Cognitively stimulating curriculum with a strong emphasis on literacy and mathematics;
* Age'-appropriate science, social studies, art, music, technology and physical education experiences;
* Attention to the whole child, including his/her social, emotional, and physical/motor development;
* Opportunities and encouragement for parents to be engaged in their children's education;

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 B.E.S.T. Standards	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	(What) Description of Area of Focus: Instructional Practice specifically relating to standards- aligned instruction will focus on supporting teachers with research-based practices that follow state adopted B.E.S.T. standards within the specific content area and the NGSSS for Science. (Why) Rational for Area of Focus: New state standards will require teachers to have a deep understanding of the standards and level of rigor required for increased student achievement. Standards-based data (New State Assessments, common assessments, walkthrough data, etc.) collected from 2021-2022 school year showed minimal increases in ELA and Science with Math slightly higher. Student data indicated a lack of consistency in tasks aligned to grade-appropriate standards.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By October 2022, at least 80% of teachers will provide opportunities for students to engage in standards-aligned tasks according to the new BEST standards. By December 2022, 100% of teachers will provide opportunities for students to engage in standards-aligned tasks at the appropriate level of rigor as measured by the new state assessments showing at least a 5% increase in proficiency in ELA, Math and NGSSS for Science.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Student, teacher, grade and school data: classwork, teacher-made assessments, district assessments and walkthrough observation data focused on standards-based and target/task alignment through data chats and PLC's. Administration will monitor coaching plans for teachers.
Person responsible for monitoring outcome:	Kathlene Bentley (bentleyk@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Gain a deep understanding of the B.E.S.T. Standards/NGSSS as a non-negotiable for improving student outcomes.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Due to the change in state standards to the new BEST standards/NGSSS, teachers will need to provide students opportunities to engage in grade appropriate standards-based tasks teachers will be supported through a structure for professional learning communities focused on effective teaching methods for learning.

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.

Establish structures and Expectations for PLCs to include the following:
• Become familiar with the design to better understand what students are expected to master.
• Synthesize the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards.
• Purposefully combine/stack standards and benchmarks to support learning so that a benchmark is spotlighted and supporting benchmarks (such as ELA Expectations/MTRs) that enhance instruction are incorporated in the lesson to meet the demands of the spotlighted benchmark.

Person Responsible   Kathlene Bentley (bentleyk@pcsb.org)

#2. 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.	Eliminate the gap between the proficiency rates in reading (ELA) and mathematics for black and non-black students. Current data indicates the gap between our black students and our non-black students was 31% in ELA and 36% in Math. The problem/gap is occurring because the depth of knowledge of standards and the varying use of high yield engagement strategies by teachers is not evident or seen regularly or used with fidelity. The Instructional Practice will focus on supporting teachers understanding and usage of research-based practices.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Decrease the gap by at least 5% in ELA and Math as measured by the new state assessment between black and non-black students.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Student, teacher, grade and school data: classwork, teacher-made assessments, district assessments and walkthrough observation data focused on standards-based and target/task specific to black vs. non-black student achievement. Administration will monitor professional development and implementation of Restorative, Culturally Relevant teaching and high yield engagement strategies for teachers.
Person responsible for monitoring outcome:	Kathlene Bentley (bentleyk@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Implement the 6 M's of culturally relevant teaching. (Meaning, Models, Monitoring, Mouth, Movement, and Music). Ensure black students are participating in extended learning opportunities before and after school. Ensure SEL and Restorative practices are in place to support students.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for	If the implementation of the 6M's, SEL, and Restorative practices are being used with fidelity, the gap between black and non-black students would be minimized or eliminated.

selecting this strategy.

1. Provide ongoing professional development and support on implementing 6M's in instruction, SEL, and Restorative Practices.
2. Support teachers in lesson planning of 6M's.
3. Ensure black students are in ELP.
4. Regularly monitor lesson plans and professional development of teachers and staff.

Person Responsible   Eliza Lentz (lentze@pcsb.org)

#3. Positive Culture and Environment specifically relating to Attendance	
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 attendance rate is 29% absent 10% or more of the time. We expect our attendance rate to be under 10% absent 10% or more of the time.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Our current attendance rate is 29% absent 10% or more of the time. We expect our attendance rate to be under 10% absent by May 2023.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	This Area of Focus will be monitored through bi-monthly Child Study Team meetings.
Person responsible for monitoring outcome:	Kathlene Bentley (bentleyk@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis and implement a school-wide reward based system for attendance. Using the Positive Behavior Intervention Support (PBIS) and Restorative Practices framework to increase the involvement of our families in supporting their child's learning, including attendance and behavior.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	This strategy was selected because the problem requires uncovering the root causes of the students' absences. We believe the problem continues because families lack the understanding of the importance of attending school every day. We will use intrinsic and extrinsic rewards for student, class and grade level recognition and celebrations.

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. Review attendance taking process with all staff to ensure attendance is accurately recorded and updated in a timely manner.
2. Implement school-wide attendance incentives that help students meet short and long term goals.
3. Engage students and families in attendance related activities to ensure and educate our families on the importance of daily attendance.
4. Implement Tier 2 and 3 plans for student specific needs to review barriers and effectiveness on a bi-

weekly basis.
5. School Social Worker reach out to the families of students returning in grades 3-5 with attendance below 90% to share attendance and academic data and provide any needed family services.

Person Responsible   Niki DeMeza (demezan@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

K-2 teachers gain a deep understanding gaining knowledge and implementing instruction aligned to B.E.S.T standards in order to improve student outcomes.

22% percent of kindergarten students are not on track for the level 3 or above on the statewide standardized ELA assessment. 33% percent of 1st grade students are not on track for the level 3 or above on the statewide standardized ELA assessment. 55% percent of 2nd grade students are not on track for the level 3 or above on the statewide standardized ELA assessment.

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

Strategically focus on 3-5 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, etc.

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)

Last year, 37% of students in grade K-2 scored in the Lo or LoAvg range on the Spring Reading MAP. Our goal is for our K-2 students to increase proficiency by 5% (from 63% to 68%) as measured by the new statement.

Grades 3-5: Measureable Outcome(s)

Proficiency in English Language Arts will increase 10% (From 61% to 71%) as measured by the new state assessment.

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.

Student, teacher, grade and school data: classwork, teacher-made assessments, district assessments and walkthrough observation data focused on standards-based and target/task alignment. Administration will monitor
coaching plans for teachers.

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

Bentley, Kathlene, bentleyk@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?

Monitor instruction in the ELA block to ensure instruction in both reading and writing is designed and implemented according to research based principles ensuring rigorous target/tasks and aligned to the new BEST standards. .

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?

The problem/gap is occurring because instruction should be designed and implemented around research based principles and tasks are not aligned to the rigor of the standard. If the target and task are aligned to the rigor of the new BEST standards, the problem will be reduced by 5%.

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
• Ensure teachers have a clear understanding of the K-2 and 3-5 B.E.S.T. ELA Standards • Increase teacher knowledge of the science of reading & evidence-based practices. • Implement a plan for identifying students not meeting benchmark in the early grades, including targeted instruction, and frequently monitoring progress to ameliorate gaps early. • Engage in ongoing professional development on the implementation of the high-quality curricular materials, including norming walks for excellence, studying student responses, and robust & constructive feedback.	Lentz, Eliza, lentze@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.

Fuguitt Elementary will start the year with a family invite to Meet and Greet on August 10. Will will host at least 1 monthly parent events (curriculum support, performance or fun family event) in addition to our Fuguitt PTA and SAC monthly meetings. We communicate with families through our daily agenda books (2-way communication), Class Dojo, weekly phone message that includes school information for the upcoming week, monthly newsletter, our Fuguitt PTA Facebook page and our website. All of our written communication (including the emails of the weekly phone message) is translated into Spanish. We also have our Title 1 Annual Meeting in which we will share with parents our Title 1 plan, resources available and what it means to be a Title 1 School. This will include reviewing our Title 1 Compact with with expectations for students as well as what support teachers and parents will give to help all their students succeed.

To address behavior, Fuguitt is a PBIS model school with few discipline problems. Our goal will be to continue implementing our school-wide behavior expectations through PBIS practices and our Leader in Me philosophy. Our action steps will be to review and update our school mission statement, school-wide expectations, and classroom behavior plans. We will collaborate on school-wide incentives, class and individual rewards for students. The School Wide Behavior Plan is a guide for managing discipline in the learning environment so that all students and teachers at Fuguitt Elementary School are assured of a safe, secure environment in which to work. It is designed to establish a fair and consistent way of work for both students and teachers where the rights of all individuals to work and learn are honored. We will teach our students these expectations through class lessons that include all common areas of the school and individual classrooms. The School-Wide Positive Behavior Support is a set of strategies and systems to increase the capacity of schools to (a) reduce school disruption, and (b) educate all students including those with problem behaviors

? Clearly defined outcomes
? Research-validated practices
? Supportive administrative systems
? Use of information for problem solving

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

All school staff are stakeholders. We regularly gather input from staff regarding the culture and climate of our school. Our parents, community members, volunteers, families and students are all part of our stakeholder group. We encourage family involvement with their child's education academically and behaviorally. We host many family events to seek community involvement throughout the year. Parents, teachers, staff, community members and
administration all play a positive role in each child's elementary experience through daily school activities, PTA, SAC and volunteer opportunities.