

Pinellas County Schools

Ozona Elementary School



2022-23 Schoolwide Improvement Plan

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Ozona Elementary School

601 TAMPA RD, Palm Harbor, FL 34683

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

Demographics

Principal: Lisa Freeman

Start Date for this Principal: 6/1/2018

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	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	34%
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 Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (64%) 2018-19: A (66%) 2017-18: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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

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	No	34%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	19%

School Grades History

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

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Ozona's mission is to create highest student achievement, in collaboration with the school community, by developing the whole child in a safe environment, using effective learning systems to close the opportunity gap by preparing all students for career & college readiness and success in a global society.

Provide the school's vision statement.

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
Freeman, Lisa	Principal	The duties include but are not limited to promoting and maintaining high student achievement by shaping a vision of academic success for all students, providing curricular and instructional leadership, maintaining overall school operations, ensuring a safe learning environment, cultivating leadership in others and maintaining a school climate that is supportive to the needs of staff, students and families.
Downes, Jessica	Assistant Principal	Instructional leader, curriculum and instruction manager, supports, Early Childhood learning, SIP goals, assists in monitoring data, school testing coordinator, teacher evaluations and walk throughs, discipline, Family Engagement, Safety/Emergency Drills, Transportation, CST, MTSS member, PBIS
Repetosky, Nicola	School Counselor	See Something, Say Something coordinator, MTSS facilitator, bully investigator, 504 coordinator, gifted coordinator, STEPS coordinator, provides guidance lessons whole group/small group. Assists in monitoring action steps in our SIP, reviews school wide data, supports initiatives, part of decision making team with respect to school wide initiatives, instructional support and data monitoring.
Strausbaugh, Vanessa	Behavior Specialist	PBIS/Restorative practice, ensures supports are in place and monitors, assists in monitoring action steps in our SIP, reviews school wide data, supports initiatives, part of decision making team with respect to school wide initiatives, instructional support and data monitoring.
Hering, Sheryl	Teacher, K-12	1st Grade Teacher Assists in monitoring action steps in our SIP, reviews school wide data, supports initiatives, part of decision making team with respect to school wide initiatives, instructional support and data monitoring.
Danneman, Carolyn	Teacher, K-12	2nd Grade Teacher Assists in monitoring action steps in our SIP, reviews school wide data, supports initiatives, part of decision making team with respect to school wide initiatives, instructional support and data monitoring.
Russell, Alexis	Teacher, K-12	3rd Grade Teacher Assists in monitoring action steps in our SIP, reviews school wide data, supports initiatives, part of decision making team with respect to school wide initiatives, instructional support and data monitoring.
Hollenbeck, Bridgett	Teacher, K-12	4th Grade Teacher Assists in monitoring action steps in our SIP, reviews school wide data,

Name	Position Title	Job Duties and Responsibilities
		supports initiatives, part of decision making team with respect to school wide initiatives, instructional support and data monitoring.
Teig, Jordie	Teacher, K-12	5th Grade Teacher Assists in monitoring action steps in our SIP, reviews school wide data, supports initiatives, part of decision making team with respect to school wide initiatives, instructional support and data monitoring.
Miller, Colleen	Teacher, ESE	Teacher of ASD 3rd-5th Assists in monitoring action steps in our SIP, reviews school wide data, supports initiatives, part of decision making team with respect to school wide initiatives, instructional support and data monitoring.
Magee, Margaret	Teacher, ESE	VE Resource teacher Assists in monitoring action steps in our SIP, reviews school wide data, supports initiatives, part of decision making team with respect to school wide initiatives, instructional support and data monitoring.
Keller, Elizabeth		Art teacher Assists in monitoring action steps in our SIP, reviews school wide data, supports initiatives, part of decision making team with respect to school wide initiatives, instructional support and data monitoring.
Evans, Barrie		AVID Coordinator & 4th grade teacher Works with District AVID ISD, leads site based AVID Team Assists in monitoring action steps in our SIP, reviews school wide data, supports initiatives, part of decision making team with respect to school wide initiatives, instructional support and data monitoring.
Allen, Marcia		Social Worker Member of CST, Monitors Early Warning Systems, supports students/ small groups counseling, member of threat assessment team, snack-a-pack coordinator. Assists in monitoring action steps in our SIP, reviews school wide data, supports initiatives, part of decision making team with respect to school wide initiatives, instructional support and data monitoring.
Narkier, Jennifer	Instructional Technology	Library Media Technician Provides leadership and expertise to ensure the school library media/

Name	Position Title	Job Duties and Responsibilities
		technology program is aligned with the mission, goals and objectives of both the district and the school, and is an integral component of the instructional program providing equitable access to diverse information formats. Instills a love of learning and empowers students to be critical thinkers, enthusiastic readers, producers of digital content, savvy technology users, skillful researchers, and ethical users of information.

Demographic Information

Principal start date

Friday 6/1/2018, Lisa Freeman

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.*

7

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

56

Total number of students enrolled at the school

793

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.

2

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	87	103	115	117	129	100	0	0	0	0	0	0	0	651
Attendance below 90 percent	1	29	17	15	14	12	0	0	0	0	0	0	0	88
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	1	3	0	0	0	0	0	0	0	0	4
Course failure in Math	0	0	0	0	1	4	4	0	0	0	0	0	0	9
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	9	19	16	0	0	0	0	0	0	0	44
Level 1 on 2022 statewide FSA Math assessment	0	0	0	8	9	18	0	0	0	0	0	0	0	35
Number of students with a substantial reading deficiency	3	1	4	0	5	16	0	0	0	0	0	0	0	29

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	1	2	2	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	2	1	1	1	0	0	0	0	0	0	0	0	0	5
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

Monday 6/27/2022

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	76	115	118	125	100	133	0	0	0	0	0	0	0	667
Attendance below 90 percent	1	12	7	6	12	13	0	0	0	0	0	0	0	51
One or more suspensions	0	1	2	1	0	0	0	0	0	0	0	0	0	4
Course failure in ELA	0	2	4	7	3	10	0	0	0	0	0	0	0	26
Course failure in Math	0	4	5	7	9	17	0	0	0	0	0	0	0	42
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	9	0	0	0	0	0	0	0	0	0	9
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	4	2	0	2	10	7	0	0	0	0	0	0	0	25

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	1	1	0	0	4	4	0	0	0	0	0	0	0	10

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	2	1	0	0	1	0	0	0	0	0	0	0	5
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	76	115	118	125	100	133	0	0	0	0	0	0	0	667
Attendance below 90 percent	1	12	7	6	12	13	0	0	0	0	0	0	0	51
One or more suspensions	0	1	2	1	0	0	0	0	0	0	0	0	0	4
Course failure in ELA	0	2	4	7	3	10	0	0	0	0	0	0	0	26
Course failure in Math	0	4	5	7	9	17	0	0	0	0	0	0	0	42
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	9	0	0	0	0	0	0	0	0	0	9
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	4	2	0	2	10	7	0	0	0	0	0	0	0	25

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	1	1	0	0	4	4	0	0	0	0	0	0	0	10

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	2	1	0	0	1	0	0	0	0	0	0	0	5
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	68%	55%	56%				69%	54%	57%
ELA Learning Gains	65%						69%	59%	58%
ELA Lowest 25th Percentile	54%						58%	54%	53%
Math Achievement	79%	51%	50%				73%	61%	63%
Math Learning Gains	66%						70%	61%	62%
Math Lowest 25th Percentile	47%						53%	48%	51%
Science Achievement	67%	62%	59%				69%	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	71%	56%	15%	58%	13%
Cohort Comparison		0%				
04	2022					
	2019	69%	56%	13%	58%	11%
Cohort Comparison		-71%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	67%	54%	13%	56%	11%
Cohort Comparison		-69%				

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	74%	62%	12%	62%	12%
Cohort Comparison		0%				
04	2022					
	2019	79%	64%	15%	64%	15%
Cohort Comparison		-74%				
05	2022					
	2019	68%	60%	8%	60%	8%
Cohort Comparison		-79%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	69%	54%	15%	53%	16%
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	23	25	19	49	41	25	24				
HSP	67	67		85	62		65				
WHT	69	66	57	78	67	51	69				
FRL	49	48	38	64	56	52	40				
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	26	38		43	69	55	53				

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
HSP	62	46		65	42		33				
WHT	67	71	40	73	74	67	72				
FRL	48	56	46	53	58	43	50				
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	34	50	46	48	60	55	50				
ELL	55			62	80						
HSP	66	71		57	60						
MUL	80			80							
WHT	69	69	57	75	70	55	71				
FRL	53	58	55	60	72	55	53				

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	64
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	446
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	69
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	65
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	50
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?

Math continues to trend strong in school-wide proficiency 79% (highest proficiency since 2019; +6%) and grade level proficiency (3rd: 82%, 4th: 81%, 5th: 75%). Learning gains in Math were 66%, however L25 learning gains were 47%.

ELA continues to trend in the high 60% range for school-wide proficiency for 2019 (69%), 2021 (66%) and 2022 (68%). Third grade continues to maintain the highest grade level proficiency with 73%.

Historically ELA proficiency in 4th grade is the lowest (-10% from 2019). This includes 4th grade learning gains at 57%, compared to 5th grade at 66%.

Science scores are staying in the range of 67% (2022) to 69% (2019).

Our gifted students continue to show strength in Science 87% level 4 or level 5 and in Math 83% level 4 or level 5. ELA reflects 67% at level 4 or level 5. This year our gifted showed strong learning gains. 88% in Math and 81% in ELA.

Our AA students are 75% proficient in Math (same as 2021), however learning gains are 25%. ELA proficiency is 25% (-25% from 2021) with learning gains at 50%.

SWD have a high percentage of students performing at level 1 & level 2, especially in ELA 82% not proficient. (Proficient: 18% 2022, 30% 2021, 34% 2020). SWD level 1 & level 2 students are 56% not proficient. (Proficient: 44% 2022, 37% 2021, 48% 2019).

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

School-wide ELA and Science performance needs improvement.

We continue to struggle with the proficiency of our L25 students in Science 21%, Math 47% (+16%), ELA 54% (-3%).

SWD continue to struggle in proficiency and learning gains in all core subjects. Science: 21% proficient. ELA: 18% proficient; 24% learning gains; 38% dropped a proficiency level. Math: 44% proficient; 41% learning gains.

AA students need significant improvement in ELA.

Level 1 and Level 2 FSA 3rd graders are being promoted on good cause. Hence our rising 4th grade will consist of 9 Level 1 readers and 26 Level 2 readers.

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

In addition to student absences, we had a significant amount of teacher absences which resulted in students being serviced by various school-based personnel, district substitutes or splitting classes. Lesson plans & implementation of plans were not at a high level of rigor at these times. A fifth grade teacher resigned mid November resulting in 22 fifth grade students having a long term sub for 1 month. To improve we need to return fully staffed or with qualified subs, ensure professional development and support for academics/behavior & SEL are in place and utilized fully.

We continue to send to level 1 and level 2 readers from 3rd to 4th grade. Our rising 4th grade will start the year with 25 students not proficient based on the ELA FSA. To improve must ensure Extended Learning opportunities for these students, we must ensure their data is being monitored and that supports are in place in/out of school/

Third grade teachers must utilize the ELFAC data to form intervention reading groups within the first 2 weeks of school. Fourth grade teachers must utilize FSA & MAP data to form intervention groups within

the first 2 weeks of school. Groups must be have the correct research-based intervention and be provided intervention with fidelity. K-5 reading intervention groups will be monitored. Intermediate teachers/VE resource teachers need to teach phonics to close opportunity gaps.

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

Math proficiency showed the most improvement and ELA L25 proficiency increased to 54% (+16%).

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

Formatives were used to drive instruction. PLCs focal point was comparative results reports and action steps.

Dreambox PD was provided, usage expectations were set, monitored and celebrated. L25 students participated in Extended Learning to ensure Dreambox usage was at expected level.

We were being told math would have gaps (due to pivot in 2020) so we intentionally planned to close the gaps with spiral review.

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

Deeper learning through complex and meaningful problems, projects and questioning techniques. Moving forward into grade-level content, with support.

Determining the most efficient and effective way to help students experience grade-level learning based on where they are today.

Access to grade-level content despite the absence of some knowledge and skills from previous grades. identifying the most crucial knowledge and skills that students need and integrating those into lessons.

A long-range plan, building on a foundation of assets, not deficiencies.

Scaffolding up, not down to build rigor.

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.

~Use of Just in Time Coaching support based on teacher need

~Breaking down data to understand the foundational gaps that exist for students

~Teacher leaders will lead sessions on varied topics for teachers to self-select areas of need/interest

~Bring in district staff developer from the Gifted department to support teachers in planning for and writing high impact questions and how to scaffold content up

~Provide PD on how to analyze Running Record data and ELFAC data to form small group support that is better matched to student need

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

Continued implementation of 2 hourly reading interventionists.

Utilize Read Across Pinellas tutors K-1st

Continued use of District Instructional Staff Developers

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.	<p>Area of Focus: Planning scaffolded questions to match the rigor of the benchmark while building content knowledge.</p> <p>Rationale: Standards-based data (FSA, MAP, walkthrough/observation data, etc.) collected and reviewed from the 2021-2022 school year showed gaps in performance in all content areas. Not only were our L25 students underperforming, we also saw our talented and gifted students performance waiver. These same trends emerged in our subgroups. After careful discussion and analysis of the data it was determined that students are not being provided with the opportunity to respond to questions that require deeper thinking, and that we remain rooted in Level 1 and Level 2 questions/tasks no matter the standard. There is a lack of consistency in tasks/questions aligned to grade-appropriate standards. Students are not provided with consistent opportunities to be successful with standards-aligned tasks and higher levels of questioning. In addition, the AVID CCI Survey reflects that there are pockets of students across various grade levels and content areas actively participate in questioning and Costa's Levels of Thinking during class lessons, discussions and problem-solving activities. Our current level of performance in ELA as measured by the FSA is 68% proficient. Our current level of performance in Math as measured by the FSA is 79% proficient. Our current level of performance in Science as measured by SSA is 67% proficient.</p>
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Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>By October 2022, at least 80% of instructional staff will plan and implement higher level questioning as evidenced in walk-throughs, formal evaluations and ISM data. By December 2022, 100% of instructional staff will plan and implement higher level questioning as evidenced in walk-throughs, formal evaluations and ISM data .</p> <p>The percentage of students achieving ELA proficiency of Level 3 or higher will be 75%. The percentage of students achieving Math proficiency of Level 3 or higher will be 85%. The percentage of students achieving Science proficiency of Level 3 or higher will be 75%. Black student proficiency in ELA/Math/Science will increase 5% as measured by FAST assessments & SSA. The above goals will be measured by the 2023 state approved standardized assessment.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>Administrative walk-throughs MTSS review of grade level data Report card grades</p>
Person responsible for monitoring outcome:	Lisa Freeman (freemanl@pcsb.org)
Evidence-based Strategy: Describe the	Teachers will gain a deeper understanding on how to plan and deliver lessons aligned to the B.E.S.T Standards/NGSSS to include criteria to push "elevate" questions higher, as well as align tasks to those standards.

evidence-based strategy being implemented for this Area of Focus.

Students actively participate in questioning and Costa's levels of Thinking during class lessons, discussions and problem-solving activities.

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

By asking higher levels of questions, students deepen their knowledge and create connections to the material being presented, which in turn prepares them for inquiry.

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.

Become familiar with the design in order to understand what students are expected to master.

Person Responsible Lisa Freeman (freemanl@pcsb.org)

Pre-test students in order to appropriately differentiate with leveled or tiered questions and/or tasks.

Person Responsible Jessica Downes (downesj@pcsb.org)

Expect teachers to intentionally plan questions at the top of Costa's levels of Thinking.

Person Responsible Lisa Freeman (freemanl@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.

Person Responsible Lisa Freeman (freemanl@pcsb.org)

Create flexible grouping so that the process of grouping students in rigorous tasks occurs easily and frequently.

Person Responsible Lisa Freeman (freemanl@pcsb.org)

Utilize the Depth & Complexity Framework.

Person Responsible Lisa Freeman (freemanl@pcsb.org)

Utilize AVID strategies: Intentionally plan (weekly) and deliver instruction that is engaging to students while allowing appropriate time for students to apply their learning (AVID strategies). This includes the use

of Costa's Levels of Thinking (AVID), the use of Florida's B.E.S.T. Standards grades K-5, including ALDs 3rd-5th

Person Responsible Lisa Freeman (freemanl@pcsb.org)

Teachers will engage in professional development on adding criteria to push "elevate" questions higher and matching tasks to the B.E.S.T. (on site and district wide)

Person Responsible Lisa Freeman (freemanl@pcsb.org)

Invite the gifted department and AVID ISD onto campus to facilitate PD around adding criteria to push "elevate" questions higher and matching tasks to the standards.

Person Responsible Lisa Freeman (freemanl@pcsb.org)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus
Description and
Rationale:
Include a
rationale that
explains how it
was identified as
a critical need
from the data
reviewed.**

Students with disabilities (ESE) overall proficiency and learning gains data reflects math is at a higher proficiency than ELA .

The African American student data reflects a strength in Math and a lesser proficiency in ELA.

We also saw our talented and gifted students performance waiver within the scale score. After careful discussion and analysis of the data it was determined that students are not being provided with the opportunity to respond to questions that require deeper thinking, and that we remain rooted in Level 1 and Level 2 questions/tasks no matter the standard. There is a lack of consistency in tasks/questions aligned to grade-appropriate standards. Students are not provided with consistent opportunities to be successful with standards-aligned tasks and higher levels of questioning.

In addition, the AVID CCI Survey reflects that there are pockets of students across various grade levels and content areas actively participate in questioning and Costa's Levels of Thinking during class lessons, discussions and problem-solving activities.

By October 2022, at least 80% of instructional staff will plan and implement higher level questioning as evidenced in walk-throughs, formal evaluations and ISM data. By December 2022, 100% of instructional staff will plan and implement higher level questioning as evidenced in walk-throughs, formal evaluations and ISM data .

**Measurable
Outcome:
State the
specific
measurable
outcome the
school plans to
achieve. This
should be a data
based, objective
outcome.**

The ESE subgroup will make 60% learning gains in ELA and Math.

The percentage of ESE students achieving ELA proficiency of Level 3 or higher will be 50%.

The percentage of ESE students achieving Math proficiency of Level 3 or higher will be 50%

The percentage of ESE students achieving Science proficiency of Level 3 or higher will be 50%

The percentage of Black students achieving ELA proficiency of Level 3 or higher will be 75%

The percentage of Black students achieving Math proficiency of Level 3 or higher will be 85%

The percentage of Black students achieving Science proficiency of Level 3 or higher will be 75%

The percentage of Gifted students achieving ELA proficiency of Level 4 or higher will be 75%

The percentage of Gifted students achieving Math proficiency of Level 4 or higher will be 85%

The percentage of Gifted students achieving Science proficiency of Level 4 or higher will be 90%

The above goals will be measured by the 2023 state approved standardized assessment.

**Monitoring:
Describe how
this Area of
Focus will be
monitored for
the desired
outcome.**

All subgroups: Monitor exposure to grade level texts, math & science tasks and level of questioning/tasks and student engagement during walk-throughs/observations (Administration) then provide feedback to support teacher growth.

ESE: Student progress will be monitored on this area of focus through data review cycles with teachers following each PM cycle. MTSS and Leadership Team will be

analyzing data including formative assessments, reading records, Dreambox reports and other available data monthly.
Students requiring ESE services work toward mastery of Individualized Education Plan (IEP) goals while learning the foundational skills they need to engage in rigorous grade level content in the Least Restrictive Environment (LRE).

Person

**responsible for
monitoring
outcome:**

Nicola Repetosky (repetoskyn@pcsb.org)

**Evidence-based
Strategy:**

**Describe the
evidence-based
strategy being
implemented for
this Area of
Focus.**

Teachers will gain a deeper understanding on how to plan and deliver lessons aligned to the B.E.S.T Standards/NGSSS to include criteria to push "elevate" questions higher, as well as align tasks to those standards.
Teachers intentionally plan and ask questions that progress to the top of Costa's Levels of Thinking.
Students actively participate in questioning and Costa's Levels of Thinking during class lessons, discussions and problem-solving activities.

**Rationale for
Evidence-based
Strategy:**

**Explain the
rationale for
selecting this
specific
strategy.
Describe the
resources/
criteria used for
selecting this
strategy.**

The students in each subgroup must have access to aligned, grade level standards both in the core learning environment and while engaging in intervention and enrichment groups across the many departments that service the varying needs of our student population.
Students will increase proficiency when they are given the opportunity to respond to questions that go beyond the lower level of Costa's Level of Thinking to raise the rigor, as well as complete independent tasks that are tightly aligned to the rigor of the standards.

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.

Become familiar with the design in order to understand what students are expected to master.

Person

Responsible

Jessica Downes (downesj@pcsb.org)

Pre-test students in order to appropriately differentiate with leveled or tiered questions.

Person

Responsible

Jessica Downes (downesj@pcsb.org)

ESE, Gifted and classroom teachers will collaborate and select questioning and/or tasks aligned to the rigor of the standards to intentionally plan and deliver instruction that is engaging to students while allowing appropriate time for students to apply their learning (AVID strategies). This includes the use of Costa's Levels of Thinking for higher level questioning (AVID), the use of ALDs in grade 3-5 and focus on K-2 B.E.S.T. standards in primary grades. Quarterly the VE Resource teachers and Gifted teacher will observe students within the classroom and provide feedback to classroom teacher on

practices to increase engagement, rigor and level of questioning of students.

Person Responsible Lisa Freeman (freemanl@pcsb.org)

ESE, Gifted and classroom teachers strengthen core instruction by increasing the amount of time students are engaged in level texts, rigorous tasks, materials and content. Including reading, writing, speaking and listening. (AVID strategies).

Person Responsible Lisa Freeman (freemanl@pcsb.org)

Professional development: Utilize Equity and AVID within the school Professional Development Plan. Teachers and Administrators will engage in monthly professional development for AVID strategies around instruction, leadership, systems and culture. All are encouraged to take AVID Path, AVID Climate & Culture or Gifted Micro-credentialing PD.

Person Responsible Barrie Evans (evansba@pcsb.org)

#3. Positive Culture and Environment specifically relating to Behavior**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 is an median average of 30 behavior calls per month, as measured by the classroom behavior log. Total 300 classroom behavior calls in the school year. The problem is occurring because of an inconsistency in the understanding and application behavioral expectations.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

For 2022-2023, there will be a 50% reduction in the number of calls to the office for behavior support as measured by the average calls per month on the classroom behavior call log. This would be a reduction from the end-of-the-year mean average of 30 behavior calls per month to no more than 15 calls per month.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Fidelity checks to ensure that all understand and are applying the behavior expectations consistently, review of the daily call logs on a weekly basis by Behavior Specialist and through MTSS on a monthly basis.

Person responsible for monitoring outcome:

Vanessa Strausbaugh (strausbaughv@pcsb.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

If structures addressing behaviors and/or positive student relationships for students are clearly defined, communicated, agreed on, implemented by staff, and explicitly taught to students, the problem would be reduced as student understanding of what is expected of them would increase.

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

As evidenced by the PBIS framework, the Tier 1 Universal Feature of Teaching Expectations indicates that active and explicit teaching of school-wide expectations clarifies concepts for students and adults, allows for practice and performance feedback, and reduces misunderstandings regarding what is appropriate at school. Integrating and aligning restorative elements with PBIS will enhance the effectiveness of the system.

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.

During summer and preschool a final review of T1 expectations/guidelines for success will be shared with our SBLT and input will be gathered on any edits to the draft (PBIS committee and SAC reviewed)

Person Responsible

Vanessa Strausbaugh (strausbaughv@pcsb.org)

The PBIS Team will review beginning of the year lesson plans for teaching expectations based on feedback from the SBLT. These will be shared with staff during pre-school.

Person Responsible

Vanessa Strausbaugh (strausbaughv@pcsb.org)

Administrators will conduct informal visits to classrooms during the first 10 days of school to ensure delivery of lesson plans.

Person Responsible

Jessica Downes (downesj@pcsb.org)

The PBIS Coordinator or Behavior Specialist will use the Tier 1 Walkthrough Tool to ensure signage reflecting Guidelines for Success (expectations) are displayed in designated locations both inside and outside of the classroom (to include common areas, cafeteria, arrival/dismissal, Media Center, special events, Ozona Service Center/PreK).

Person Responsible Vanessa Strausbaugh (strausbaughv@pcsb.org)

During the first semester, all staff will be trained in how to develop lesson plans to teach and re-teach classroom rules and procedures using restorative circles and how to use impromptu conversations for in the moment teaching of expectations

Person Responsible Jessica Downes (downesj@pcsb.org)

Fidelity checks will be conducted for circles and conversations to provide targeted, actionable feedback.

Person Responsible Vanessa Strausbaugh (strausbaughv@pcsb.org)

A system of recognition will be further enhanced to provide continued rewards to students for demonstration of positive and appropriate behaviors that are identified in the expectations.

Person Responsible Vanessa Strausbaugh (strausbaughv@pcsb.org)

Establish a larger PBIS Committee (a member from each team) to meet monthly who will lead the work of the PBIS Rewards initiative on campus.

Person Responsible Jessica Downes (downesj@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 positive classroom and school culture is of utmost importance at Ozona Elementary School. Ozona is a community school established in 1895, and our goal is to maintain that "close knit" sense of community, no matter the student enrollment numbers. Our staff participate in ongoing professional development focused on culture, climate and core values. Recently we have adopted the slogan, "Living the Ozona Life" to symbolize the importance of unity as a community.

Our Administration Team makes themselves visible and accessible to all staff, students, families and stakeholders to ensure that the school culture is reflective in all aspects of the learning day. Our mission and vision were re-written (2022) with staff & community input to align with AVID.

An annual school climate survey is presented to all staff, students and families. The results and feedback is then shared with staff at faculty meetings and with families and stakeholders during monthly SAC and PTA meetings. The feedback helps the Administration Team adjust and continue to make improvements to continue our positive school climate.

We have a growing VPK center which reaches out to surrounding Early Childhood providers, learning about incoming students and the curriculum they have been exposed to. Our VPK

team collaborates with Early Childhood centers and families to ensure a fluid transition for our Little Ospreys. Once ready to move to our main building at the end of the year, our VPK team works closely with our Kindergarten team to continue the fluid transition to our main campus readying the students for Kindergarten standards and daily processes.

Ozona Elementary School welcomes families and students with a variety of activities throughout the year sponsored by our partnership with our PTA. Families enjoy events such as Ospreys Invade the Library, Fall Festival, MEGA Field Day & Move-a-thon, AVID parent education night (1 per semester) and Student Showcase. Ozona Elementary values the partnerships with families and stakeholders and knows that Volunteers are a valuable way to help our students progress even further. We hold Volunteer Orientations and celebrate our Volunteers through an End of Year Volunteer luncheon. Our Family & Community Liaison is striving to increase our Mentorship Program.

Ozona has a strong partnership with St. Pete College and opens our doors to all levels of interns. We use our positive school climate to help train and teach all those in their teaching program. Our teachers provide positive and constructive feedback to St. Pete college advisors which helps grow future teachers for Pinellas County.

Our school shares our positive culture guidelines with all families at Open House at the beginning of each year. To ensure our school climate continues to progress throughout the year, students, families and stakeholders review the School Guidelines for Success.

We continue to strengthen our PBIS ways of work, including the use of Restorative Practice. Each month Administration hosts an award celebration where students are recognized for Osprey Effort as well as Citizen of the Month recognition. We established a National Elementary Honor Society to promote student excellence. This is in addition to Student Council and PMAC which promote inclusivity and community based service projects.

Ongoing communication from the Administration team is also evident through monthly newsletters, Social Media platforms, our school website as well as School Messenger. Ozona Elementary School values all partnerships

(staff, students, families and stakeholders) and knows it takes a village to help our Ospreys soar to success.

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

All stakeholders play a critical role in building a positive culture and environment at the school, around student achievement, behavior and social emotional learning.

Administrators monitor the moral of the staff and provide support when needed. Build and maintain a community to promote high student achievement.

School staff work together to ensure that all students feel safe while on campus and eager to come to school to learn. Also set high expectations, while monitoring the whole student. (i.e. equity, SEL, etc.)

Students come to campus every day with a growth mindset and positive outlook. They engage in discussion to better the school environment. They also participate in other clubs that promote leadership and student/school growth for the whole student body.

Parents/Families volunteer at school and from home to support the classroom and student achievement. They participate in school activities and programs. They also provide resources to teachers to enhance the classroom.

Community/Business Owners are able to volunteer their time to be mentors to students. They can also provide services and resources that may not be available at the school level to support the needs of the students and staff.

PTA and SAC work not only to support teachers through programs and grants but also to increase family engagement in and out of the school day.