

Pinellas County Schools

Ponce De Leon Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	13
Planning for Improvement	16
Positive Culture & Environment	0
Budget to Support Goals	0

Ponce De Leon Elementary School

1301 PONCE DE LEON BLVD, Clearwater, FL 33756

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

Demographics

Principal: Kristy James

Start Date for this Principal: 6/20/2022

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 White Students Economically Disadvantaged Students
School Grades History	2021-22: C (52%) 2018-19: C (45%) 2017-18: F (30%)
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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	13
Planning for Improvement	16
Title I Requirements	0
Budget to Support Goals	0

Ponce De Leon Elementary School

1301 PONCE DE LEON BLVD, Clearwater, FL 33756

<http://www.ponce-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	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	76%

School Grades History

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

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 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.

Educate and prepare each student for college, career and life

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
James, Kristy	Principal	<p>The principal and AP monitor the learning environment and support teacher growth through observation and feedback. Based on that data, teams are provided with differentiated supports from school leaders and coaches. Principal designee. Instructional Leader. Intentional focus on all acts of school improvement. Develop and monitor goals and action steps developed by school leadership team. Curriculum Specialist/Learning Specialist. PBIS Coordinator. Safety and Operations Manager. Instructional walk throughs. Teacher observation and evaluation. Testing Coordinator. MTSS team member. ILT. CST. Engage in Learning Walks with ILT. Oversee all curriculum area. Manage, analyze, and interpret school data from a variety sources, followed by effective action planning to identify and close achievement gaps to meet academic goals. Active participant in collaborative planning. Provide teachers with constructive and honest feedback to continuously improve instructional practice.</p>
Ohmer, Angela	Assistant Principal	<p>The principal and AP monitor the learning environment and support teacher growth through observation and feedback. Based on that data, teams are provided with differentiated supports from school leaders and coaches. Principal designee. Instructional Leader. Intentional focus on all acts of school improvement. Develop and monitor goals and action steps developed by school leadership team. Curriculum Specialist/Learning Specialist. PBIS Coordinator. Safety and Operations Manager. Instructional walk throughs. Teacher observation and evaluation. Testing Coordinator. MTSS team member. ILT. CST. Engage in Learning Walks with ILT. Oversee all curriculum area. Manage, analyze, and interpret school data from a variety sources, followed by effective action planning to identify and close achievement gaps to meet academic goals. Active participant in collaborative planning. Provide teachers with constructive and honest feedback to continuously improve instructional practice.</p>
Angles, Tina	Instructional Coach	<p>Support ELA curriculum lesson planning aligned to standards. Support school leadership by helping to develop and implement goals and action steps to increase reading and writing achievement. Build capacity by increasing teacher leadership. Literacy Leader. Monitor all data related to ELA including computer-based learning programs. Promote a culture of collaboration and high standards for instruction. Help teachers create formative assessments within ELA. Oversee academic pacing calendar to ensure all grade level standards are taught. ELA ILT member. Facilitator of ELA PD. MTSS team member. Participate in instructional walk throughs. Reading Recovery monitoring and support. Attend monthly district coaching meetings and implement ideas/tasks. Apply and communicate knowledge of research-based instructional practices that are effective. Analyze ELA data with teachers and school leadership team and assist with developing action plans. Assist teachers with collaborative planning around the ELA standards using district reading adoption and resources. Provide coaching cycles to improve teacher quality for specific teachers. Pull small groups for students needing</p>

Name	Position Title	Job Duties and Responsibilities
		<p>intervention and enrichment. Support curriculum planning and PLC's using extended planning time. Engage in Learning Walks with ILT. Provide teachers with constructive and honest feedback to continuously improve instructional practice.</p>
Christena, Sarah	Instructional Coach	<p>Promote a culture of collaboration and high standards for instruction. Support school leadership by helping to develop and implement goals and action steps to increase math achievement. Build capacity by increasing teacher leadership. Support math curriculum lesson planning aligned to standards and within grade level limitations. Facilitate Math PD, work with teachers during collaborative planning. Develop, monitor, and assist teachers in analysis and use of math formative assessments to drive instruction. Ensure interim assessment are completed by all grade levels. Monitor pacing of the math instructional calendar to ensure all standards are taught. Assist teachers in Grades 3-5 with using FSA Test Specifications. Engage teachers in doing the math prior to instructing students. Monitoring and supportd math block and intervention. Math ILT leader. Monitor and take action on all data related to math including learning computer-based programs. Participates in instructional walk throughs. Analyze and interpret math data and use it to help guide lesson planning, assessment, coaching, and effective action planning. Pull small groups for students needing intervention and enrichment. Developing math spiral review plans. Supporting curriculum planning and PLC's using extended planning time. Engage in Learning Walks with ILT. Attend monthly district coaching meetings and implement ideas/tasks. Provide teachers with constructive and honest feedback to continuously improve instructional practice.</p>
Perdue, Amanda	Instructional Coach	<p>Support school leadership by helping to develop and implement goals and action steps to increase science achievement. Promote a culture of collaboration and high standards for instruction. Build capacity by increasing teacher leadership. Oversee academic pacing unit calendar to ensure all grade level standards are taught. Intentional focus on grades 3-5 to increase science learning. Implement new district resources with teachers. Coach teachers in science by modeling high yield strategies and assisting in planning and developing engaging lessons aligned to the standards. Teach a review group to fifth graders after school. Establish plans with teachers to assist all subgroups of students in achieving at high levels. Promoting science gaming in the cafe. Analyze and review science data and develop and action plans to close gaps in learning. Developing exit tickets. Establish and monitor fifth grade spiral review and daily question of the day in grades 3 -5. Recognized as a science leader. Conduct leadership walks. Site-based mentor. Monitor and support science lab. Implement coaching cycles to meet the needs of individual teachers. Engage in Learning Walks with ILT. Provide teachers with constructive and honest feedback to continuously improve instructional practice. Attend monthly district coaching meetings and implement ideas/tasks.</p>

Name	Position Title	Job Duties and Responsibilities
Cortez, Keri	School Counselor	School Counselor. Restorative Practices coach. Bully Prevention. Support mental health learning for students. Counseling. Implement guidance lessons. 504 Coordinator. MTSS Team Member. SBLT Member. Analyze student performance in class and identify sources of concerns. Establish meaningful relationships with students and families to know students and their unique needs to offer specialized solutions. Crisis team member. Student Services Member. Facilitate communication between parents, teachers, administrators and students about behavior and academic problems. Assist with school programs and events.

Demographic Information

Principal start date

Monday 6/20/2022, Kristy James

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.*

12

Total number of teacher positions allocated to the school

51

Total number of students enrolled at the school

530

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

15

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

14

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	59	85	83	82	70	76	0	0	0	0	0	0	0	455
Attendance below 90 percent	0	45	32	42	34	31	0	0	0	0	0	0	0	184
One or more suspensions	0	0	1	1	0	2	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	0	0	4	0	0	0	0	0	0	0	4
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	5	13	0	0	0	0	0	0	0	0	18
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	0	0	3	5	1	0	0	0	0	0	0	0	9

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	3	4	5	0	0	0	0	0	0	0	0	0	12
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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	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	0	
Level 1 on 2019 statewide FSA ELA assessment	0	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	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	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	0	
Level 1 on 2019 statewide FSA ELA assessment	0	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	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

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	45%	55%	56%				41%	54%	57%
ELA Learning Gains	64%						51%	59%	58%
ELA Lowest 25th Percentile	53%						49%	54%	53%
Math Achievement	45%	51%	50%				46%	61%	63%
Math Learning Gains	55%						44%	61%	62%
Math Lowest 25th Percentile	44%						35%	48%	51%
Science Achievement	59%	62%	59%				49%	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	43%	56%	-13%	58%	-15%
Cohort Comparison		0%				
04	2022					
	2019	25%	56%	-31%	58%	-33%
Cohort Comparison		-43%				
05	2022					
	2019	36%	54%	-18%	56%	-20%
Cohort Comparison		-25%				

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	39%	62%	-23%	62%	-23%
Cohort Comparison		0%				
04	2022					
	2019	38%	64%	-26%	64%	-26%
Cohort Comparison		-39%				
05	2022					
	2019	43%	60%	-17%	60%	-17%
Cohort Comparison		-38%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	43%	54%	-11%	53%	-10%
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	28	33		41	39	36	39				
ELL	34	62	53	36	57	45	50				
BLK	40	60	70	38	49	46	57				
HSP	43	59	41	40	56	50	53				
WHT	50	65		57	54		70				
FRL	46	63	54	43	51	38	61				
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	42	17	27	34	52	58	26				
ELL	43	71		46	88		60				
BLK	41	25		34	45		33				
HSP	41	68		47	80		71				
WHT	47	40		45	80		71				
FRL	44	43	42	41	65	62	59				

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	42	51	50	43	49	50	35				
ELL	34	52	43	41	40	25	44				
BLK	41	50	44	41	52	45	38				
HSP	38	52	46	45	41	27	43				
WHT	40	52		53	43		69				
FRL	37	49	48	43	43	32	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	52
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	54
Total Points Earned for the Federal Index	419
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	49
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	51
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	49
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	59
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	51
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?

ELA data has shown increases based on ELA FSA scores in proficiency, learning gains and lowest quartile. Math data has shown decreases in learning gains and lowest quartile. Science data has continued at 59% proficient for the last two years.

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

The data component that showed the greatest need for improvement based on 2022 state assessment was the learning gains for the scholars in the lowest quartile in Math. Fourth grade proficiency is also in 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?

The contributing factor were multiple new teachers on all grade levels and sufficient gaps in math due to virtual learning. New actions will include structured whole group and small group lessons with progress monitoring feedback. Math intervention will also be used to work on foundational skills.

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

The data component that showed the most improvement during the 2022 state assessments was ELA learning gains and ELA Lowest quartile learning gains.

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

Contributing factors for this increase included additional support from the ELA coach in both 4th and 5th grade classes and focusing on structured collaborative planning time. New actions included coteaching implementation by the ELA coach. Writing was also a main focus in 4th and 5th grade.

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

In order to accelerate learning this year we will need to develop a system for monitoring small group instruction and making adjustments based on the outcomes of that monitoring. Additionally we will need to implement specific plans for tiered interventions/enrichments, after school tutoring programs, and daily student access to high-quality grade level materials.

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 offered to teachers and staff throughout the year: standard based instruction, effective small group instruction, using data to make instructional decisions, and guided reading.

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

The ELA coach will be focused on 3rd through 5th grade and a new PELI coach will focus on Pre-K through 2nd grade. Leadership members will be pushing into classes to ensure all students are being offered small group instruction. Also, we will be adding a more formal monitoring process to ensure all teachers all pulling small groups.

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.

ELA and Math- Standards-based data (state assessments) collected from the 2021-2022 school year showed students performing below grade level in ELA and Math with a lack of consistency in tasks aligned to grade-appropriate standards. Students are not provided with consistent opportunities to be successful with standards-aligned tasks, and teachers have limited effective teaching methods to support learning.

Science- Standards-based data (state assessments) collected from the 2021-2022 school year showed students performing below grade level in Science lacked prior knowledge in grade- appropriate standards. Students are not provided with consistent opportunities to be successful with standards-aligned tasks in previous grade levels.

Bridging the gap- Standards-based data (state assessments) collected from the 2021-2022 school year showed African American students performing below grade level in content areas due to lack on culturally relevant instruction for all students.

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

ELA- Proficiency in ELA will increase from 45% to 50%, as measured by state assessments.

Math-Proficiency in Math will increase from 45% to 50%, as measured by state assessments.

Science- Proficiency in Science will increase from 59% to 64%%, as measured by NGSSS.

African American students proficiency in content areas will increase by 10% as measured by state assessments.

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

The area of focus will be monitored by daily informal and formal walkthrough observations with actionable feedback. All performance data will be consistently monitored and discussed with content coaches and staff at weekly PLCs.

Lesson plans will be monitored by the leadership team and coaches to ensure they are aligned to the new B.E.S.T standards.

Person responsible for monitoring outcome:

Kristy James (jameskr@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

B.E.S.T. Standards will be new next year and targeted planning will ensure teachers all well-prepared for daily lessons.

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

Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles.

Develop a professional learning plan that results in improved practice and better student outcomes.

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.

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

Person Responsible Kristy James (jameskr@pcsb.org)

Implement the instructional materials, understanding how the materials connect to evidence-based practices and B.E.S.T. Standards/NGSSS.

Person Responsible Kristy James (jameskr@pcsb.org)

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

Person Responsible Kristy James (jameskr@pcsb.org)

Provide regular structures for planning/PLCs where teachers regularly engage in data/student work analysis as well as intellectual prep & lesson rehearsal for upcoming lessons, including scaffolds that address gaps in student learning.

Person Responsible Kristy James (jameskr@pcsb.org)

Articulate high expectations for all students consistent with the shared vision, mission and core values.

Person Responsible Kristy James (jameskr@pcsb.org)

Celebrate academic and personal growth as part of school wide PBIS system and achievement.

Person Responsible [no one identified]

#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.

Based on the Statewide Assessment data, our Black/African American scholars have a significant gap compared to that of our Caucasian scholars. This may be due to limited use of culturally relevant teaching practices. If teachers build on students' life experiences and incorporate culturally relevant and responsive teaching into daily instruction, African American students would engage more in rigorous tasks, leading to higher levels of academic proficiency. If lessons were culturally relevant and responsive to the needs of students, the gap will reduce by 50%.

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

The percent of African American students achieving proficiency on the ELA (41%) and Math (34%) FSA will increase by 10%.

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

This area of focus will be monitored by daily informal and formal walk throughs with timely and actionable feedback.

Person responsible for monitoring outcome:

Angela Ohmer (ohmera@pcsb.org)

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

Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles.

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

B.E.S.T. Standards will be new next year and targeted planning will ensure teachers all well-prepared for daily lessons.

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.

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

Person Responsible Angela Ohmer (ohmera@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

Ponce de Leon Elementary utilizes all Reading/ELA stakeholders to facilitate collaborative learning around common literacy goals. This school year, we have two Reading coaches, one in primary and one in intermediate.

Foundational Literacy Instruction has become a focus in primary grades so that language comprehension and word recognition become increasingly strategic and automatic in order to fluently execute and coordinate word recognition and text comprehension. This in turn, increases proficiency and delivers more academically prepared readers in 3rd grade.

Based on 2021-2022 ELA MAP data, 41% of 1st graders were considered to be proficient and 31% of 2nd graders were considered to be proficient.

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

Ponce de Leon Elementary will develop a professional learning plan that supports equitable and successful ELA curriculum implementation in all grade levels. Current data reveals that 58% of 3rd grade scholars, 58% of 4th grade scholars, and 38% of 5th grade scholars scored below proficiency, based on the 2021 FSA ELA data.

Strategic intervention is planned and provided to the identified scholars in order to remediate foundational literacy skills and close the achievement gap in Reading.

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)

Based on assessment data by May of 2022, scholars in grades K-2 will have a minimum of 10% increase in proficiency.

Grades 3-5: Measureable Outcome(s)

Based on assessment data by May of 2022, scholars in grades 3-5 will have a minimum of 10% increase in proficiency.

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.

Ponce de Leon reading coaches and administration will utilize the ELA walkthrough tool and other ELA tools to provide weekly feedback to individual ELA teachers as well as communicate and highlight evidence-based practices that are impacting student achievement with the entire staff.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

James, Kristy, jameskr@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?

Evidence based practices include but are not limited to:

- * a structured and purposeful daily guided reading lesson in all grade levels
- * daily, purposeful phonics and word study instruction in primary grades
- * rigorous standard's based instruction
- * Highly engaging strategies and resources for a diverse group of learners
- * explicit writing instruction and identified writing workshop time in the master schedule
- * daily read aloud with accountable talk with grade level complex texts

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?

According to Nell Duke (2017), the most powerful influence on the effectiveness of Tier 1 literacy appears to be specific teacher practices. Ponce will utilize a professional learning plan that supports equitable and successful ELA best practices. K-2 teacher will engage in ongoing job embedded coaching/PD around implementing the science of reading in their classroom through the Pinellas Early Literacy Initiative.

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
Professional development will be provided by the primary and intermediate Literacy coaches weekly at each grade level PLC. K-2 teacher will engage in ongoing job embedded coaching/PD around implementing the science of reading in their classroom through the Pinellas Early Literacy Initiative.	Angles, Tina, anglest@pcsb.org
Implement the instructional materials, understanding how the materials connect to evidence-based practices and B.E.S.T standards. Full implementation of the Pinellas Early Literacy Initiative in grades K-2.	Angles, Tina, anglest@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.

Ponce de Leon Elementary School builds a positive school culture and environment by exhibiting behaviors that demonstrate care and compassion for our students, families, and staff. Educating students is our top priority; however, we realize the critical role that each stakeholder has in setting and meeting academic goals to prepare students for college, career, and life. Relationships with stakeholders are a key factor in building a positive environment. Stakeholders are involved in decision-making at our school and their contribution adds value to the work we do each day to ensure student success. We understand that we are partners in this work and that together, we can ensure each child succeeds. At Ponce de Leon Elementary School, we have established processes and procedures for maintaining a positive school culture that is healthy and safe for all stakeholders. We have a PBIS plan that focuses on recognizing and rewards students for exhibiting positive behaviors. Further, students are also recognized for academic achievement. Their successes are shared/communicated to all stakeholders. Staff are also recognized for their efforts in improving student learning and achievement. During the school year, various activities and celebrations take place to boost and maintain staff morale. The assistance received from community partnerships help to sustain programs/activities that produce a strong and vibrant school culture.

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

PTA and SAC meet monthly to discuss data, set goals, and gather input in an effort to improve our communication with our community.

The Leadership Teams includes teacher/staff input into to decision-making.

The Leadership Team and PTA often partner together to plan and conduct events/activities to promote a

positive culture and boost the morale of students and staff.

Anonymous donors also provide funds through Adopt-a-Class for all teachers. Teachers can use the funds throughout the school year.