

Pinellas County Schools

Lake St. George Elementary School



2022-23 Schoolwide Improvement Plan

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Lake St. George Elementary School

2855 COUNTY ROAD 95, Palm Harbor, FL 34684

<https://www.pcsb.org/lakestgeorge-es>

Demographics

Principal: Monica Wolcott

Start Date for this Principal: 6/28/2022

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	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	42%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (63%) 2018-19: B (61%) 2017-18: C (53%)
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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Lake St. George Elementary School

2855 COUNTY ROAD 95, Palm Harbor, FL 34684

<https://www.pcsb.org/lakestgeorge-es>

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	42%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	30%

School Grades History

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

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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.

Preparing today's children for tomorrow's world.

Provide the school's vision statement.

The Vision of Lake St. George Elementary school is 100% student engagement and success 100% of the time.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Wolcott, Monika	Principal	<p>The Principal is crucial and expected that the school principal is actively involved in and facilitates MTSS implementation, including communication, participation in PD on MTSS and establishing an MTSS vision, supporting the leadership team and staff to build capacity for implementation, and actively supporting data-based problem solving use at the school. Jobs include:</p> <ul style="list-style-type: none"> • Provides leadership for common vision for MTSS • Ensures team is implementing MTSS • Assesses MTSS skills of staff • Ensures documentation of MTSS activities • Ensures adequate implementation of intervention support • Ensures professional development • Establishes communication with parents and
Ovalle, Jennifer	Assistant Principal	
Boyd, Corey	Behavior Specialist	
Dyer, Terri	School Counselor	

Demographic Information

Principal start date

Tuesday 6/28/2022, Monica Wolcott

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.*

21

Total number of teacher positions allocated to the school

42

Total number of students enrolled at the school

582

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	55	88	94	96	112	72	0	0	0	0	0	0	0	517	
Attendance below 90 percent	0	20	17	22	23	22	0	0	0	0	0	0	0	104	
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	1	1	0	0	0	0	0	0	0	3	
Course failure in Math	0	0	0	0	0	1	0	0	0	0	0	0	0	1	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	10	14	5	0	0	0	0	0	0	0	29	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	8	8	8	0	0	0	0	0	0	0	24	
Number of students with a substantial reading deficiency	3	1	2	2	5	8	0	0	0	0	0	0	0	21	

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

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

Tuesday 6/28/2022

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	70	95	89	122	78	90	0	0	0	0	0	0	0	544
Attendance below 90 percent	0	13	10	21	8	12	0	0	0	0	0	0	0	64
One or more suspensions	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	2	8	12	2	2	4	0	0	0	0	0	0	0	30
Course failure in Math	2	4	13	2	0	5	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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

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	70	95	89	122	78	90	0	0	0	0	0	0	0	544
Attendance below 90 percent	0	13	10	21	8	12	0	0	0	0	0	0	0	64
One or more suspensions	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	2	8	12	2	2	4	0	0	0	0	0	0	0	30
Course failure in Math	2	4	13	2	0	5	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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

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%				65%	54%	57%
ELA Learning Gains	62%						61%	59%	58%
ELA Lowest 25th Percentile	56%						44%	54%	53%
Math Achievement	76%	51%	50%				76%	61%	63%
Math Learning Gains	63%						69%	61%	62%
Math Lowest 25th Percentile	49%						50%	48%	51%
Science Achievement	70%	62%	59%				64%	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	69%	56%	13%	58%	11%
Cohort Comparison		0%				
04	2022					
	2019	64%	56%	8%	58%	6%
Cohort Comparison		-69%				
05	2022					
	2019	61%	54%	7%	56%	5%
Cohort Comparison		-64%				

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	83%	62%	21%	62%	21%
Cohort Comparison		0%				
04	2022					
	2019	84%	64%	20%	64%	20%
Cohort Comparison		-83%				
05	2022					
	2019	62%	60%	2%	60%	2%
Cohort Comparison		-84%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	66%	54%	12%	53%	13%
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	43	47		57	35		55				
ELL	25			56							
BLK	40										
HSP	58	50		74	61		73				
MUL	75			58							
WHT	70	61	61	78	66	52	69				
FRL	54	58	47	60	59	40	65				
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	57	50		49	46		38				
ELL	64			73							
HSP	50			58							
MUL	77			75							
WHT	68	56	13	74	55	36	67				
FRL	65	50	27	58	59	40	63				
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	41	58	42	55	72	60	35				
ELL	47	69		67	80						
BLK	50	20		86	70						
HSP	60	57		68	69		73				
MUL	67			80							
WHT	67	66	49	76	68	40	64				
FRL	58	55	44	73	68	52	61				

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	66
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	85
Total Points Earned for the Federal Index	529
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	47
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	55
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	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	68
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	67
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	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	57
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?

Based on 21-22 ELA MAP we saw the Key Idea and Details cluster for literary text is where 5th grade students have the most difficulty with 34% of students below expectation. Based on 21-22 Math MAP the Operations and Algebraic Thinking as well as Measurement and Data had 19% of students showing deficiency in the standard.

Based on the 21-22 FSA ELA and Math showed significant increases for the L25%.

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

Based on 2021-22 FSA ELA: Proficiency levels need to increase from 68% to 80%. It is our lowest area. Based on 2021-22 FSA Math: The L25% needs to increase from 49% to 65%.

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

Provide support and feedback focused on explicit, systematic and sequential approaches to instruction and includes the gradual release of responsibility model of instruction. Ensure instructional supports are in place for all students during core instruction and independence. Students should have access to grade-level text and beyond as well as small group instruction based on data. Working to increase teacher clarity of mathematic components.

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

L25% learning gains improved from 20% to 56% in ELA. This was done by providing core content support in the classroom to support student learning and knowledge. Also, 5th grade Science increased from 69% to 70%. We held a whole grade level science camp twice during the year where the 5th grade teachers reviewed 3rd and 4th grade standards based on diagnostic test score. We focused on the 60 power vocabulary words and encouraged the integration of these words throughout the day, including morning work, PE, and recess. Our ELP plan for science was data driven and fluid to constantly address the most current need of the grade level and to include the students from month to month which were in need of the intervention of that month's standards. The fifth grade team also participated in specific data informed planning sessions which gave them greater understanding of standard limits and the needs of the students in relation to the content limits.

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

Provide support and feedback focused on explicit, systematic and sequential approaches to instruction and includes the gradual release of responsibility model of instruction. Ensure instructional supports are in place for all students during core instruction and independence. Students should have access to grade-level text and beyond as well as small group instruction based on data.

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

We will determine the critical skills and concepts that students are missing and provide scaffolding to bridge gaps while teaching the missing skills: intentional scaffolding in core, build knowledge and value bases, prioritize standards, modify small groups, provide text sets and provide opportunities for students to participate in collaboration.

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.

Ensure content leaders (ELA Champions, Math/Science Leaders attend trainings and present at grade level PLC's. Calendar dates for PLC's with focused content trainings as well as utilizing data from formative and summative assessments to drive training and supports in PLC.

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

Ensure teachers have a clear understanding of the B.E.S.T. Standards. Implement a plan for identifying students not meeting benchmark in early grades, including targeted instruction, and frequently monitoring progress to eliminate gaps.

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>(What) Description of Area of Focus: Instructional Practice specifically relating to standards- aligned instruction will focus on supporting teachers with research based practices that follow state adopted B.E.S.T. standards within the specific content area.</p> <p>(Why) Rational for Area of Focus: New state standards will require teachers to have a deep understanding of the standards and level of rigor required for increased student achievement. Standards-based data (New State Assessments, common assessments, walkthrough data, etc.) collected from 2021-2022 school year showed minimal increases in ELA and Science with Math slightly higher. Student data indicated a lack of consistency in tasks aligned to grade-appropriate standards.</p>
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 teachers will provide opportunities for students to engage in standards-aligned tasks according to the new BEST standards. By December 2022, 100% of teachers will provide opportunities for students to engage in standards-aligned tasks at the appropriate level of rigor as measured by the new state assessments showing at least a 5% increase in proficiency in ELA, Math and Science.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>Student, teacher, grade and school data: classwork, teacher-made assessments, district assessments and walkthrough observation data focused on standards based and target/ task alignment through data chats and PLC's. Administration will monitor coaching plans for teachers</p>
Person responsible for monitoring outcome:	<p>Monika Wolcott (wolcottm@pcsb.org)</p>
Evidence-based Strategy: Describe the evidence-based strategy being implemented	<p>Gain a deep understanding of the B.E.S.T. Standards/NGSSS as a non-negotiable,for improving student outcomes.</p>

**for this Area
of Focus.**

**Rationale for
Evidence-
based**

Strategy:

**Explain the
rationale for
selecting this
specific
strategy.**

Due to the change in state standards to the new BEST standards, teachers will need to provide students opportunities to engage in grade appropriate standards-based tasks teachers will be supported through a structure for professional learning communities focused on effective teaching methods for learning.

**Describe the
resources/
criteria 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.

Establish structures and Expectations for PLCs to include the following:

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

Person

Responsible

Monika Wolcott (wolcottm@pcsb.org)

#2. ESSA Subgroup specifically relating to Black/African-American

Area of Focus
Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

Eliminate the gap between the proficiency rates in reading (ELA) and mathematics for black and non-black students. Current data indicates the gap between our black students and our non-black students was 31% in ELA and 36% in Math. The problem/gap is occurring because the depth of knowledge of standards and the varying use of high yield engagement strategies by teachers is not evident or seen regularly or used with fidelity. The Instructional Practice will focus on supporting teachers understanding and usage of research-based practices.

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

Decrease the gap by at least 5% in ELA and Math as measured by the new state assessment between black and non-black students.

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

Student, teacher, grade and school data: classwork, teacher-made assessments, district assessments and walkthrough observation data focused on standards-based and target/task specific to black vs. non-black student achievement. Administration will monitor professional development and implementation of Restorative, Culturally Relevant teaching and high yield engagement strategies for teachers.

Person responsible for monitoring outcome:

Monika Wolcott (wolcottm@pcsb.org)

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

Implement the 6 M's of culturally relevant teaching. (Meaning, Models, Monitoring, Mouth, Movement, and Music). Ensure black students are participating in extended learning opportunities before and after school. Ensure SEL and Restorative practices are in place to support students.

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

If the implementation of the 6M's, SEL, and Restorative practices are being used with fidelity, the gap between black and non-black students would be minimized or eliminated.

**selecting this
strategy.**

Action Steps to Implement

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

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

**Person
Responsible** Terri Dyer (dyert@pcsb.org)

#3. Positive Culture and Environment specifically relating to Student Attendance**Area of Focus****Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our current attendance rate is 24% absent 10% or more of the time. We expect our attendance rate to be under 10% absent. 6% attendance rate is 20% of time. With Covid going down, the expectation is to have students here daily ready to learn.

Measurable Outcome:

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

Our current attendance rate is 24% absent 10% or more of the time. We expect our attendance rate to be under 10% absent by May 2023.

Monitoring:

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

This Area of Focus will be monitored through bi-monthly Child Study Team meetings.

Person responsible for monitoring outcome:

Shannon O'keeffe (okeeffes@pcsb.org)

Evidence-based Strategy:

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

Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis and implement a reward based system for attendance.

Rationale for Evidence-based Strategy:

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

This strategy was selected because the problem requires uncovering the root causes of the students' absences. We believe the problem continues because families lack the understanding of the importance of attending school every day. We will use intrinsic and extrinsic rewards for student, class and grade level recognition and celebrations.

Action Steps to Implement

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

1. Review attendance taking process with all staff to ensure attendance is accurately recorded and updated in a timely manner.
2. Implement school-wide attendance incentives that help students meet short and long term goals.
3. Engage students and families in attendance related activities to ensure and educate our families on the importance of daily attendance.
4. Implement Tier 2 and 3 plans for student specific needs to review barriers and effectiveness on a bi-weekly basis.
5. School Social Worker reach out to the families of students returning in grades 3-5 with attendance below 90% to share attendance and academic data and provide any needed family services.

Person Responsible

Shannon O'keeffe (okeeffes@pcsb.org)

#4. Positive Culture and Environment specifically relating to Behavior

Area of Focus	Lake St. George has been a PBIS model school with few discipline problems. Our goal will be to continue implementing our school-wide behavior expectations through PBIS practices. Our action steps will be to review and update our school mission statement, school-wide expectations, and classroom behavior plans. We will collaborate on school-wide incentives, class and individual rewards for students. The School Wide Behavior Plan is a guide for managing discipline in the learning environment so that all students and teachers at Lake St. George Elementary School are assured of a safe, secure environment in which to work. It is designed to establish a fair and consistent way of work for both students and teachers where the rights of all individuals to work and learn are honored. We will teach our students these expectations through class lessons that include all common areas of the school and individual classrooms. The School-Wide Positive Behavior Support is a set of strategies and systems to increase the capacity of schools to (a) reduce school disruption, and (b) educate all students including those with problem behaviors.
Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	

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

LSG will reduce office referrals from 23 for the year to 10 or below.

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

SBLT will review data once a week and share outcomes at monthly faculty meetings.

Person responsible for monitoring outcome:

Corey Boyd (boydm@pcsb.org)

Evidence-based Strategy:
Describe the evidence-based strategy being

The schoolwide Positive Behavior Plan was revised. Banners and more schoolwide signs were made with "same language" verbiage to enforce the Wildcat Way. Data was used from district PBIS walk-through identifying these needs.

**implemented
for this Area
of Focus.**

**Rationale for
Evidence-
based**

Strategy:

**Explain the
rationale for
selecting**

this specific strategy. Data was used from district PBIS walk-through identifying these needs.

**Describe the
resources/
criteria 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.

Meet with school team in summer to revise plan. Identify clearly defined outcomes. Present new plan to faculty. Place Wildcat Way identification all over school. Equip Cat cash store, hold behavior meeting with students in first week. Plan and fund monthly behavior incentives.

Person

Responsible

Monika Wolcott (wolcottm@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

na

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

na

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)

na

Grades 3-5: Measureable Outcome(s)

na

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.

na

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

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?

na

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?

na

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**

na

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 school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical.

Identify the stakeholders and their role in promoting a positive 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. Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies