

Pinellas County Schools

Anona Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	9
III. Planning for Improvement	14
IV. ATSI, TSI and CSI Resource Review	20
V. Reading Achievement Initiative for Scholastic Excellence	21
VI. Title I Requirements	22
VII. Budget to Support Areas of Focus	25

Anona Elementary School

12301 INDIAN ROCKS RD, Largo, FL 33774

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

The Anona community will unite and maintain a quality academic and safe learning environment enabling each student to succeed 100%.

Provide the school's vision statement.

100% Student Success – Each student at Anona earns at least a 1-year learning gain

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Ballard, Denise	Principal	
Kanellopoulos, Sophia	Teacher, ESE	
Ledbetter, Kristen	Teacher, ESE	
Palmer, Ann	Assistant Principal	Assisting the principal in the general running of the school through instructional practices, monitoring and evaluating personnel and instructional materials management.
McCord, Karen	Teacher, K-12	Providing instruction for students in the primary grades.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

All staff was involved in process of creating the SIP for the 2023 2024 school year. Teachers reflected upon last year's goals and modified the goals, continued the goals, or created new goals based on the data. Community members were given the same opportunity to reflect, ask questions, and make suggestions for the upcoming year. The leadership team and volunteers were involved in the writing of the plans for next year and will continue to work with the leadership team throughout the year with monitoring of implementation.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

School Leadership team will monitor the impact on student achievement through monthly SBLT meetings and PLC discussions.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	33%
2022-23 Economically Disadvantaged (FRL) Rate	73%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	13	10	19	4	3	0	0	0	49
One or more suspensions	0	0	0	0	1	0	0	0	0	1
Course failure in English Language Arts (ELA)	0	0	0	3	2	0	0	0	0	5
Course failure in Math	0	0	0	1	3	0	0	0	0	4
Level 1 on statewide ELA assessment	0	0	0	4	10	11	0	0	0	25
Level 1 on statewide Math assessment	0	0	0	4	7	5	0	0	0	16
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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 that have two or more early warning indicators:

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

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	13	16	17	9	14	0	0	0	69
One or more suspensions	0	0	0	0	1	0	0	0	0	1
Course failure in ELA	0	0	0	0	1	2	0	0	0	3
Course failure in Math	0	0	0	1	0	0	0	0	0	1
Level 1 on statewide ELA assessment	0	0	0	6	10	0	0	0	0	16
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	13	16	17	9	14	0	0	0	69
One or more suspensions	0	0	0	0	1	0	0	0	0	1
Course failure in ELA	0	0	0	0	1	2	0	0	0	3
Course failure in Math	0	0	0	1	0	0	0	0	0	1
Level 1 on statewide ELA assessment	0	0	0	6	10	0	0	0	0	16
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	64	54	53	67	55	56	68		
ELA Learning Gains				74			67		
ELA Lowest 25th Percentile				65			41		
Math Achievement*	79	61	59	81	51	50	80		
Math Learning Gains				81			83		
Math Lowest 25th Percentile				76			69		
Science Achievement*	86	62	54	76	62	59	70		
Social Studies Achievement*					65	64			
Middle School Acceleration					52	52			
Graduation Rate					57	50			
College and Career Acceleration						80			
ELP Progress		64	59						

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	74
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	294
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	74

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	520
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	37	Yes	1	
ELL				
AMI				
ASN				
BLK				
HSP	71			
MUL	69			
PAC				
WHT	75			
FRL	66			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	51			
ELL				
AMI				
ASN				
BLK				
HSP	74			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	85			
PAC				
WHT	75			
FRL	75			

Accountability Components by Subgroup
 Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	64			79			86					
SWD	33			47			46				4	
ELL												
AMI												
ASN												
BLK												
HSP	63			78							2	
MUL	62			76							2	
PAC												
WHT	67			83			84				4	
FRL	54			71			87				4	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	67	74	65	81	81	76	76					
SWD	33	50	33	55	69	64	55					
ELL												
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK												
HSP	64	75		75	81							
MUL	75			94								
PAC												
WHT	68	73	64	84	81	76	81					
FRL	62	71	75	80	86	73	79					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	68	67	41	80	83	69	70					
SWD	33	33		56	42		21					
ELL												
AMI												
ASN												
BLK	40			60								
HSP	69			69								
MUL	73			80								
PAC												
WHT	69	65	38	83	86	69	72					
FRL	61	62		71	66		62					

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	75%	57%	18%	54%	21%
04	2023 - Spring	56%	58%	-2%	58%	-2%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	61%	53%	8%	50%	11%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	74%	62%	12%	59%	15%
04	2023 - Spring	81%	66%	15%	61%	20%
05	2023 - Spring	85%	61%	24%	55%	30%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	87%	60%	27%	51%	36%

III. Planning for Improvement

Data Analysis/Reflection
 Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Based on 2023 Progress Monitoring 3, ELA in 4th grade showed the lowest performance, in comparison to other grade levels. ESSA group, BLK, showed lowest performance in all ESSA groups in reading and math.

Contributing factors to this need for improvement include the need for faculty and administrators to develop a deeper understanding of the science of reading, the connection between reading and writing, and a need for a more rigorous focus on interventions for learners.

In addition to a needed increased focus on the science of reading, actions targeting increasing students' vocabulary to address the complex language experienced in mathematic word problems, science lessons, and higher-level texts are needed.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

ELA achievement declined from the previous year in grades 3-5. Contributing factors to this need for improvement include the need for faculty and administrators to develop a deeper understanding of the science of reading, the connection between reading and writing, and a need for a more rigorous, and consistent focus on early foundational reading skills.

In addition to a needed increased focus on the science of reading, actions targeting increasing students'

vocabulary to address the complex language experienced in mathematic word problems, science lessons, and higher-level texts are needed.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

All areas were above the state average based on last year's data from 2022 2023 school year.

Which data component showed the most improvement? What new actions did your school take in this area?

Science achievement showed the most improvement from the 2022 2023 data by 10%. Improvements attributed to this gain in achievement were focused learning on targeted standards. Small group instructional focus on standards for individual students needing intervention. Vocabulary instruction targeted to science-based vocabulary. Extended learning opportunities for students for intervention and enrichment.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance for 1 - 3 grades has decreased from the previous school year.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Increase teacher knowledge of understanding, assessing, and intervening based on student need.
Develop and implement an intervention plan to enhance reading skills.
Deepen understanding of vocabulary instruction for all grade levels.
Provide all students with consistent opportunities to engage in complex, grade-level content and activities aligned to the rigor of the standards.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Intervention**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Standards-based data from FAST and on-going progress monitoring showed ELA results were lower than 76% proficiency compared to previous year.

Students need additional opportunities to set personal learning goals, monitor and revise their goals and celebrate their growth and successes regarding Standards-Aligned tasks.

Teachers will be provided with additional resources and professional development to support student learning

Measurable Outcome:

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

Proficiency in ELA, Math, Science and Black student population will increase by 5% from the previous school year 2022 2023 as measured by ongoing progress monitoring.

Monitoring:

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

Attendance in Book Study, PLC notes and agendas, and on-going progress monitoring

Person responsible for monitoring outcome:

Denise Ballard (ballardde@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

PLC's will make strategic decisions about implementation of curriculum to maximize impact on student learning.

Engage in professional development including book study in Essentials of Assessing, Preventing, and Overcoming Reading Difficulties by Kilpatrick

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

If teachers' knowledge of assessing and overcoming reading difficulties increase, student achievement will increase.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Engage in professional development including book study Essentials of Assessing, Preventing, and Overcoming Reading Difficulties.

Person Responsible: Denise Ballard (ballardde@pcsb.org)

By When: December 2024

#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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to end-of-the-year progress monitoring data, 10% of black students were proficient in ELA, while 66% were proficient in mathematics

Measurable Outcome:

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

The percent of black students proficient as measured by end of year FAST will increase to 50% in ELA, and 70% in mathematics.

Monitoring:

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

Will be monitored through progress monitoring, PLC data notes, district assessments and FAST data.

Person responsible for monitoring outcome:

Denise Ballard (ballardde@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

If teachers' knowledge of assessing and providing supports based on standards, student achievement will increase.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

In order to better engage all students in core learning lessons, differentiated lessons, interventions, and enrichment activities are necessary. Teachers engage in PLCs that provide standards-driven differentiated instructional implementation strategies and best practices using aligned tasks.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Track sub-group data and analyze data during SBLT and grade-level data chats.
Develop individualized plans (with the staff member assigned to monitor) for students below grade level.
Student data chats with the principal to include goal setting and student action steps

Person Responsible: Denise Ballard (ballardde@pcsb.org)

By When: May 2024

#3. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Student attendance in 1 - 3 grades show a number of students with over 10 absences per year.

Measurable Outcome:

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

Attendance in grades 1 - 3 will increase by 10% from the previous school year.

Monitoring:

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

Monitoring of attendance will take place monthly by the Title 1 team for trends in attendance at functions. A team will be created to "mentor" families in need for attendance and supports for engagement in Anona activities.

Person responsible for monitoring outcome:

Denise Ballard (ballardde@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

If monitoring of student attendance and assisting families with understanding of importance of engagement in learning in school, then student achievement will increase.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

In order to increase engagement of students and families, student attendance must increase. Monitoring of attendance and setting up mentoring for families in needs, student attendance will increase and achievement will rise.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Monitoring of attendance by Leadership team
Setting up mentors for families with chronic attendance issues.

Person Responsible: Denise Ballard (ballardde@pcsb.org)

By When: May 2024

#4. ESSA Subgroup specifically relating to Collaborative Planning**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Standards-based data from FAST data and ongoing progress monitoring collected from the 2022-2023 school year showed ELA and math proficiency lower than non-ese students.

Measurable Outcome:

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

The percentage of ESE students proficient will increase by 5% in ELA and Math.

Monitoring:

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

SBLT and Administration will monitor data monthly through OPM and computer based assessment.

Person responsible for monitoring outcome:

Denise Ballard (ballardde@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Ensure instructional support is in place for all ESE students during core, differentiated, and intervention instruction with a strong focus on the needed skills in K-5.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

If interventions are in place and monitored for each student based on individual needs, then proficiency will increase.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

ESE and general education teachers will schedule a time to co-plan for differentiated instruction, common assessments, and support delivery of services.

Person Responsible: Denise Ballard (ballardde@pcsb.org)

By When: May 2024

#5. Instructional Practice specifically relating to Collaborative Planning**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Standards-based data from FAST and on-going progress monitoring showed ELA results were lower than 76% proficiency compared to previous year.

Measurable Outcome:

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

If teacher utilize collaborative strategies, then student achievement will increase.

Monitoring:

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

PLC notes, data collection through OPM's and FAST.

Person responsible for monitoring outcome:

Ann Palmer (palmerannm@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

PLC's will make strategic decisions about implementation of curriculum to maximize student collaboration. Engage in professional development around collaboration strategies.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

If teachers' knowledge of collaboration strategies increase, student achievement will increase.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

PLC's will study, plan for and facilitate the collaboration techniques through lesson planning.

Person Responsible: Ann Palmer (palmerannm@pcsb.org)

By When: May 2024

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The district allocates SIP funds to each school as prescribed by the legislature. Principals present to the School Advisory Council the amount of their SIP Funds, their SIP, and how the SIP funds will support the plan. The SAC reviews and votes on approval of the SIP and use of SIP funds. The SIP funds are spent in alignment with the SIP, and reviewed by the SAC throughout the year. Expenditures that deviate from the approved SIP are presented to the SAC, which votes to approve or deny the expense.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

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

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 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 Measurable Outcomes

Grades 3-5 Measurable Outcomes

Monitoring

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 impact student achievement outcomes.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs

Description:

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. §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?

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

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

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The plan will be disseminated to stakeholders, students, family and staff through website, scheduled family events, Facebook link, and posted in the classroom. This will be done the first week of school for all staff and students. Families will receive a link to visit the website the first week of school.
<https://www.pcsb.org/Page/16901>

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

<https://www.pcsb.org/Page/33189>

Anona Elementary will plan for events throughout the school year at differentiated times of the day to meet the needs of all families. The school will advertise events on our marquee, through flyers, Facebook and our website to ensure all families know about programs taking place in the school community. Feedback will be requested for all events to provide information for current events and additional ideas for the future to meet the needs of all learners. Administration is available at all events and during the daily activities for family contact, if the need arises.

Family events at Anona offer a variety of services for our families of limited English proficiency through the use of interpreters, sign language assistance and small group settings to meet the needs of all learning partners on the Anona campus. Flyers are placed on the website with the ability to select languages based on home preference so all families are able to understand and engage in the activities taking place at Anona.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Data focused PLC's, intentional collaborative planning between classroom teachers and interventionists, SBLT continuously reviews relevant data and communicates findings to all stakeholders. Plan for school wide training in vocabulary development. Continue to develop and implement phonics-based instruction for all staff and new staff to Anona. Verbalizing and Visualizing program is utilized for Tier 3 instruction.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Local church provides pack a sack for students in need. Anona has increased opportunities for participation in activities for community partnerships. Number of partnerships grew significantly as a result of these activities.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Anona Elementary staff create emotionally supportive classrooms where students feel safe to engage in challenging tasks and have equitability of voice. The teachers design authentic and meaningful lessons where students are engaged and deeply invested in their learning while developing a positive attitude towards school. Anona staff members utilize affective statements that honor students' feelings, promote supportive relationships, and empower them to solve problems. Anona has four guidelines for success: 1.) Be safe 2.) Be respectful 3.) Be responsible 4.) Try your best. Our positive behavior support systems align with the GFS and correlate with student conduct grades. Students receive daily behavior grades that align with our GFS.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Anona has four guidelines for success: 1.) Be safe 2.) Be respectful 3.) Be responsible 4.) Try your best. Our positive behavior support systems align with the GFS and correlate with student conduct grades. Students receive daily behavior grades that align with our GFS. The criteria for earning their daily behavior grades are clearly defined and easy to understand. At the end of each grading period, students earning an E, V, or S on their report cards are eligible to attend grade-level behavior celebrations. The students who have not met expectations and receive an N or U for their conduct grades are provided reteaching and goal-setting opportunities with the counselor and behavior specialist. Reteaching of guidelines for success and goal setting are communicated to families. Guidelines for Success are taught to students at the beginning of the school year and retaught monthly by classroom teachers. Additionally, during morning announcements, student anchors provide a daily reminder of expectations to students and staff.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Plan for school wide training in vocabulary development. Continue to develop and implement phonics-based instruction for all staff and new staff to Anona. Verbalizing and Visualizing program is utilized for Tier 3 instruction.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

School invited preK students to Summer Bridge program to orient to K. Families were invited to intro to K night with kindergarten teachers to learn about expectations and involvement with their child in the kindergarten classroom.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: Intervention	\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Black/African-American	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
4	III.B.	Area of Focus: ESSA Subgroup: Collaborative Planning	\$0.00
5	III.B.	Area of Focus: Instructional Practice: Collaborative Planning	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No