

Pinellas County Schools

# Fuguitt Elementary School



## 2020-21 Schoolwide Improvement Plan

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## Fuguitt Elementary School

13010 101ST ST, Largo, FL 33773

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

### Demographics

**Principal: Kathlene Bentley**

Start Date for this Principal: 6/24/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	
<b>School Grades History</b>	2018-19: B (61%) 2017-18: C (42%) 2016-17: B (55%) 2015-16: B (54%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	
<b>Year</b>	
<b>Support Tier</b>	NOT IN DA
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

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

## **SIP Authority**

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

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

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

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

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

## **Purpose and Outline of the SIP**

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

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement

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

#### Provide the school's vision statement

The vision of Fuguitt Elementary is 100% student success.

### School Leadership Team

#### Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

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

## Demographic Information

### Principal start date

Wednesday 6/24/2020, Kathlene Bentley

**Number of teachers with a 2019 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 2019 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.*

9

### Total number of teacher positions allocated to the school

40

### Demographic Data

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
<b>School Grades History</b>	2018-19: B (61%) 2017-18: C (42%) 2016-17: B (55%) 2015-16: B (54%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest

<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	
<b>Year</b>	
<b>Support Tier</b>	NOT IN DA
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

**Early Warning Systems**

**Current Year**

**The number of students by 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	30	85	67	94	91	79	0	0	0	0	0	0	0	446
Attendance below 90 percent	1	39	21	30	29	21	0	0	0	0	0	0	0	141
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	2	5	10	0	0	0	0	0	0	0	17
Course failure in Math	0	0	0	2	5	3	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide ELA assessment	0	0	0	0	4	19	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide Math assessment	0	0	0	0	5	20	0	0	0	0	0	0	0	25

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	1	4	14	0	0	0	0	0	0	0	19

**The number of students identified as retainees:**

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

**Date this data was collected or last updated**

Monday 6/29/2020

**Prior Year - As Reported**

**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	53	67	87	88	85	95	0	0	0	0	0	0	0	475
Attendance below 90 percent	0	12	14	13	11	10	0	0	0	0	0	0	0	60
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	2	3	10	15	0	0	0	0	0	0	0	30
Level 1 on statewide assessment	0	0	0	6	28	31	0	0	0	0	0	0	0	65

**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	1	2	5	11	0	0	0	0	0	0	0	19

**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	6	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Prior Year - Updated**

**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	53	67	87	88	85	95	0	0	0	0	0	0	0	475
Attendance below 90 percent	0	12	14	13	11	10	0	0	0	0	0	0	0	60
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	2	3	10	15	0	0	0	0	0	0	0	30
Level 1 on statewide assessment	0	0	0	6	28	31	0	0	0	0	0	0	0	65

**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	1	2	5	11	0	0	0	0	0	0	0	19

**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	6	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## Part II: Needs Assessment/Analysis

### School Data

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	48%	54%	57%	40%	50%	56%
ELA Learning Gains	75%	59%	58%	46%	47%	55%
ELA Lowest 25th Percentile	76%	54%	53%	32%	40%	48%
Math Achievement	49%	61%	63%	44%	61%	62%
Math Learning Gains	70%	61%	62%	52%	56%	59%
Math Lowest 25th Percentile	54%	48%	51%	33%	42%	47%
Science Achievement	53%	53%	53%	47%	57%	55%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

### Grade Level Data

**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
03	2019	38%	56%	-18%	58%	-20%
	2018	35%	53%	-18%	57%	-22%
Same Grade Comparison		3%				
Cohort Comparison						
04	2019	49%	56%	-7%	58%	-9%
	2018	34%	51%	-17%	56%	-22%
Same Grade Comparison		15%				
Cohort Comparison		14%				
05	2019	51%	54%	-3%	56%	-5%
	2018	45%	50%	-5%	55%	-10%
Same Grade Comparison		6%				
Cohort Comparison		17%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
03	2019	42%	62%	-20%	62%	-20%
	2018	43%	62%	-19%	62%	-19%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2019	47%	64%	-17%	64%	-17%
	2018	39%	62%	-23%	62%	-23%
Same Grade Comparison		8%				
Cohort Comparison		4%				
05	2019	57%	60%	-3%	60%	-3%
	2018	48%	61%	-13%	61%	-13%
Same Grade Comparison		9%				
Cohort Comparison		18%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
05	2019	54%	54%	0%	53%	1%
	2018	48%	57%	-9%	55%	-7%
Same Grade Comparison		6%				
Cohort Comparison						

**Subgroup Data**

<b>2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2016-17</b>	<b>C &amp; C Accel 2016-17</b>
SWD	27	67	74	30	64	52	30				
ELL	33	62		33	77						
BLK	35	70		43	62		29				
HSP	45	86		45	73						
MUL	33			42							
WHT	52	74	79	51	70	62	60				
FRL	42	72	73	41	65	54	40				

<b>2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2015-16</b>	<b>C &amp; C Accel 2015-16</b>
SWD	14	18	14	20	37	35	6				
BLK	27	22		39	46	38	19				
HSP	41	41		38	39		64				
MUL	21	43		37	71						
WHT	45	55	36	47	52	27	53				

2018 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 2015-16	C & C Accel 2015-16
FRL	34	43	33	41	50	33	46				

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	62
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	71
Total Points Earned for the Federal Index	496
Total Components for the Federal Index	8
Percent Tested	100%

**Subgroup Data****Students With Disabilities**

Federal Index - Students With Disabilities	49
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

**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	48
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	62
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	38
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students 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
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	64
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	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The learning gains of our L25 in Math. This has been a trend the past two years, (17/18 and 18/19). Math MAP scores for 19/20 indicated an overall drop of -5 points for grades 3-5 in Math.

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

The greatest decline was in grade 4, from Fall to Winter on MAP, -28 points.

**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**

Our data component with the biggest gap when compared to state average was our Math proficiency. Our level of proficiency was 49% on the FSA, the state average is 62%, a gap of 13%.

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

The component that showed the most improvement was the L25 Reading area. I strategically and deliberately hand scheduled individual students. I reconfigured the 4th grade Reading team after 9 weeks of school. Each child had a mentor that met weekly. All L25 were invited with more than 90% participation in our Extended Learning Program. The ELP was redesigned to focus on specific student deficits. The Reading scores in MAP from Fall to Winter showed and 13% improvement with 4th to 5th grade student this 19/20 school year.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

The area of low test scores is the biggest concern for us. We had an an average of 50% of our 4th and 5th graders that had low test scores/performance

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

1. Collaboration on standards-based lesson planning and instruction
2. Focus on target-task alignment at the level of rigor for standards-based instruction
3. Differentiated instruction based on individual student need
4. High-leverage strategies focused on culture, climate, ESE and sub groups
- 5.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:** Our current level of proficiency is 48% as evidenced by the FSA. We expect our performance level to be 53% by May 2021. Our current fall to winter MAP data indicates 40% proficient. We expect our performance level to be 45% by winter 2020.

**Measureable Outcome:** The percent of all students achieving ELA proficiency will increase from 48% to 53% as measured by FSA in May 2021.

**Person responsible for monitoring outcome:** Kathlene Bentley (bentleyk@pcsb.org)

**Evidence-based Strategy:** Facilitate ELA-focused, consistent and sustained professional development with a focus on standards-based instruction, target and task alignment, and the shifts. (Regular practice with complex texts and academic language; Reading, writing, & speaking grounded in evidence from texts; Building knowledge through content-rich nonfiction).

**Rationale for Evidence-based Strategy:** The problem/gap is occurring because tasks are not aligned to the rigor of the standard. If the target and task are aligned to the rigor of the standards, the problem will be reduced by 5%.

**Action Steps to Implement**

1. Ongoing Professional Development and coaching centered around standards based instruction (target/task alignment)
2. On going grade level lesson planning & Professional Development facilitated by ELA Champions
3. Utilize data from multiple sources to plan for instruction (MAP, FSA, RR, ISIP, Unit Assessments)
4. Provide hourly teacher support for small group reading instruction
5. Administrators to use Rigor Walk tool to observe and provide feedback to teachers.

**Person Responsible** Stephanie Wager (wagers@pcsb.org)

**#2. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:** Our current level of proficiency is 49% as evidenced by the FSA. We expect our performance level to be 54% by May 2021. Our current fall to winter MAP data indicates 31% proficient. We expect our performance level to be 40% by winter 2020.

**Measurable Outcome:** The percent of students achieving Math proficiency will increase from 49% to 54% as measured by the FSA in May 2021.

**Person responsible for monitoring outcome:** Kathlene Bentley (bentleyk@pcsb.org)

**Evidence-based Strategy:** Ensure that rigorous, student-centered instruction occurs daily through the exceptional use of Ready Classroom Mathematics, Dreambox Learning, and Number Routines. Support this work through curriculum meetings, PLCs, feedback, and/or the use of classroom video.

**Rationale for Evidence-based Strategy:** The problem/gap is occurring because instruction/differentiation needs to be data driven and student centered. If teachers are utilizing data to plan for the needs of all learners and engaging learners in student centered lessons, the problem will be reduced by 5%.

**Action Steps to Implement**

1. Ongoing school based professional development in collaboration with math staff developer to support and facilitate unit planning process with differentiation
2. Utilize data from MAP, prerequisite checks, and unit assessments to organize students for learning.
3. Plan for standards-based, student-centered lessons with rigor.

**Person Responsible** Kathlene Bentley (bentleyk@pcsb.org)

**#3. Instructional Practice specifically relating to Science**

**Area of Focus Description and Rationale:** Our current level of proficiency is 53% as evidenced in FCAT SSA. We expect our performance to be at 58% by May 2021. Our current data from Science Cycle 1 to 2 indicates 74% at 50% or higher. We expect our performance to be at 79% by winter 2020.

**Measureable Outcome:** The percent of all students achieving Science proficiency will increase from 53% to 58% as measured by the FCAT SSA in May 2021.

**Person responsible for monitoring outcome:** Kathlene Bentley (bentleyk@pcsb.org)

**Evidence-based Strategy:** Support the 5 E instructional model through identification and understanding of each component (Engage, Explore, Explain, Elaborate, Evaluate) as identified in each elementary science unit grades 1-5.

**Rationale for Evidence-based Strategy:** The problem/gap is occurring because teachers are not effectively implementing the 5 E's. If teachers effectively plan and deliver science lessons based on 5 E model the problem will decrease by 5%.

**Action Steps to Implement**

1. Coaching and professional development focused on planning and instruction of 5 E's.
2. Utilize and analyze 5th grade Science Diagnostic assessment data, create diagnostic review plan.
3. Monitoring of Science lab schedule and consistent instruction during lab cycles.
4. Professional Development focused on Nature of Science and implementing a school wide science fair

**Person Responsible** Stephanie Wager (wagers@pcsb.org)



**#4. Other specifically relating to Bridging the Gap**

**Area of Focus Description and Rationale:** Eliminate the gap in proficiency rates between black and non-black students as measured by the FSA. Our current level of proficiency for our Black students is 48% as measured by the FSA. We expect our performance level to be 53% by May 2021.

**Measureable Outcome:** We will eliminate the gap in black and non-black students if the percent of Black students achieving proficiency will increase from 48% to 53%, as measured by FSA in May 2021.

**Person responsible for monitoring outcome:** Kathlene Bentley (bentleyk@pcsb.org)

**Evidence-based Strategy:** Continue to implement and expand upon culturally relevant instructional practices in classrooms such as oral language and storytelling, cooperative and small group settings, music and movement, morning meetings, explicit vocabulary instruction, monitoring with feedback, and deliberate use of cultural references in lesson plans in order to increase the percentage of proficient students.

**Rationale for Evidence-based Strategy:** If the implementation of Restorative Practices, SEL and Culturally Relevant Teaching practices being used with fidelity would occur, the gap between black and non-black would be minimized or eliminated.

**Action Steps to Implement**

1. Provide ongoing professional development and support on implementing Restorative Practices, Culturally Relevant strategies, Equity with Excellence and the 6 M's in classroom instruction
2. Support teachers in lesson planning that addresses culturally relevant instruction and materials
3. Designate PLC's that allow teacher collaboration
4. Designate intentional time for teachers to do observations in other classrooms to observe culturally relevant instruction
5. Provide support to staff to align their Deliberate Practice with professional development that will address deficiencies identified by classroom and observation data

**Person Responsible** Kathlene Bentley (bentleyk@pcsb.org)

**#5. Other specifically relating to School Climate/Conditions for Learning**

<b>Area of Focus Description and Rationale:</b>	Our current level of performance in school-wide behavior is 15 referrals. The problem/gap in behavior performance is occurring because of the need to grow a greater understanding and capacity to implement restorative practices and equitable practices for all staff.
<b>Measureable Outcome:</b>	The number of all students receiving discipline referrals will decrease from 14 to 5, we will also decrease the number of referrals from 15 to 8, as measured by the end of the 2020 school year profiles report.
<b>Person responsible for monitoring outcome:</b>	Kathlene Bentley (bentleyk@pcsb.org)
<b>Evidence-based Strategy:</b>	Strengthen the implementation of researched-based practices in restorative practices that communicate high expectations for each student. Support the implementation of engagement strategies the support the development of social and instructional teaching. Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures utilizing the PBIS framework.
<b>Rationale for Evidence-based Strategy:</b>	If the implementation of Restorative Practices, PBIS, SEL, and Culturally Relevant Teaching practices is done with fidelity, the problem would be reduced to a more equitable referral risk ratio as evidenced by restorative practices research by the IIRP.

**Action Steps to Implement**

1. Ensure all members of the teaching staff receive Restorative Practices training and ongoing professional development of Restorative strategies integrated in a multi-tiered system of supports.
2. Develop a well-defined process that integrates restorative practices across the PBIS continuum.
3. Ensure critical components of our school-wide discipline plan include restorative language.
4. Develop a clear discipline/referral process for both teachers and students to include restorative measures used by teachers and staff
5. Integrated within SBLT, regularly analyze and review data to identify progress, areas for improvement, trends, and next steps.
6. Create online tracking system to track behaviors to look for trends and to be monitored by SBLT

**Person Responsible** Stephanie Wager (wagers@pcsb.org)

**#6. Culture & Environment specifically relating to Equity & Diversity****Area of Focus Description and Rationale:**

As the result of equity-centered problem solving within an MTSS framework, our area of focus is to build relational capacity, empower student voice, and hold high expectations within one of the following school improvement areas for equity systems change. We will provide professional development and increase the use of equitable practices, (equitable grading, culturally relevant teaching and restorative practices).

**Measureable Outcome:**

We will measure progress by tracking the number of PD sessions and the number of teachers who attend PD. We expect at least 90% participation in all school level PD by May 2021. We will measure long-term student outcomes by examining ELA achievement level of Black vs. Caucasian students; we expect to reduce that gap by 10% in ELA as measured by winter MAP data. The gap is currently 17% difference, we expect to reduce this gap to 10% or less.

**Person responsible for monitoring outcome:**

Kathlene Bentley (bentleyk@pcsb.org)

**Evidence-based Strategy:**

Using the Racial Equity Analysis Protocol (REAP) to identify equitable practices in grading, culturally relevant teaching, and restorative practices.

**Rationale for Evidence-based Strategy:**

These strategies and practices were identified using the Racial Equity Analysis Protocol (REAP).

**Action Steps to Implement**

1. Create learning environment that reinforces a sense of social, academic belonging, ensuring students' cultural and background experiences are valued and celebrated as an essential part of the classroom and school through structures put in place from the Leader in Me and Restorative Practices processes
2. Equity centered problem solving will occur with SBLT and CST to determine why identified Black students are underachieving. Interventions will be implemented including additional tier 2/3 interventions, testing for ESE eligibility (MTSS process), site based mentors/academic coaching
3. Ensure the formative process, grading protocols are meaningful but rather indicators of movement through walk throughs and SBLT data chats
4. Conduct PD with staff during whole group, PLC's with embedded Equity training monthly, weekly.
5. Use findings from SBLT and CST data dialogues to determine plan of growth for school

**Person Responsible**

Angie Warner (warnerm@pcsb.org)

**#7. Culture & Environment specifically relating to Student Attendance**

**Area of Focus Description and Rationale:** Our current attendance rate is 31% absent 10% or more of the time. We expect our attendance rate to be under 10% absent.

**Measureable Outcome:** Our current attendance rate is 31% absent 10% or more of the time. We expect our attendance rate to be under 10% absent by May 2021.

**Person responsible for monitoring outcome:** Niki LaDue (laduen@pcsb.org)

**Evidence-based Strategy:** 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:** We have seen an improvement in attendance over the last two years. However, we believe the problem continues because families lack the understanding of the importance of attending school every day. If we improve the process to address and support the individual student/family needs, along with positive incentives to attend school daily, the problem will decrease.

**Action Steps to Implement**

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

**Person Responsible** Niki LaDue (laduen@pcsb.org)

**#8. Other specifically relating to Family & Community Involvement**

**Area of Focus Description and Rationale:** The number of parent activities offered was 30 last year and parent attendance was less than 20% on average. We expect to increase the number of school activities and increase parental participation rate in those activities to 35%.

**Measureable Outcome:** The percent of parent participation in school activities will increase from 20% to 35% as measured by the parent sign-in sheets at each school activity by May 2021.

**Person responsible for monitoring outcome:** Angie Warner (warnerm@pcsb.org)

**Evidence-based Strategy:** Implement school and family events in a systematic, integrated, sustained and meaningful approach that will engage parents and families, are linked to learning, are collaborative and interactive.

**Rationale for Evidence-based Strategy:** Fuguitt Elementary believes that effective family engagement is grounded in partnership of shared responsibility among families, community organizations and schools. It occurs across multiple settings and contexts in which children can learn and families can connect and provides tangible, useful resources for home collaboration.

**Action Steps to Implement**

1. Develop community relations program that includes volunteers, businesses, parents and other agencies to increase capacity of our school
2. Actively encourage & facilitate family participation in school events; develop activities that engage students, parents and school personnel that are tied to learning.
3. Provide opportunities for families to be involved in activities at school and at home, and communicate with them regarding the various factors that promote students' achievement
4. Create a welcoming school environment that respects & celebrates language, cultural diversity, display student work throughout the building; ensure families receive written communication in home languages.
5. Solicit parent feedback/input on school activities/events. Encourage parents with leadership capacity to be parent representatives on school leadership teams.
6. Family Friendly & Collaborating for Success training

**Person Responsible** Kathlene Bentley (bentleyk@pcsb.org)

**#9. Other specifically relating to Healthy Schools**

**Area of Focus Description and Rationale:** Our current level of performance is 6 out of 6 modules in Alliance for Healthier Generation's Schools Program Assessment.

**Measurable Outcome:** We expect our performance level to be 6 out of 6 by May 2021. Based on our current responses to the online assessment tool from the Alliance for a Healthier Generation, our school will be eligible for Silver recognition for the National Healthy Schools Award.

**Person responsible for monitoring outcome:** Stephanie Wager (wagers@pcsb.org)

**Evidence-based Strategy:** Enhance staff capacity to support students through purposeful activation and transfer strategies. Recruit parents/community members to be part of our Healthy School Team to give us a broader perspective and to get input/resources outside of our school.

**Rationale for Evidence-based Strategy:** When working on the Healthy Schools Program Assessment, there are areas to increase our score in modules by having parents/community members on our committee. We are looking for additional ways to involve parents in our school and this may be a way to involve some new parents.

**Action Steps to Implement**

1. Assemble a Healthy School Team made up of a minimum of 4 individuals including but not limited to: PE Teacher, classroom teacher, wellness champion, administrator, cafeteria manager, parent and student.
2. Attend district-supported professional development
3. Complete Healthy Schools Program Assessment
4. Develop and Implement Healthy School Action Plan

**Person Responsible** Stephanie Wager (wagers@pcsb.org)

**#10. ESSA Subgroup specifically relating to Multi-Racial**

**Area of Focus Description and Rationale:** Eliminate the gap in proficiency rates between multi racial students and other students as measured by FSA. Our current level of proficiency for our Multi Racial students is 38% which fell below the 41% Federal Index, as measured by the FSA. We expect our performance level to be 43% by May 2021.

**Measureable Outcome:** We will eliminate the gap in multi racial students if the percent of multi racial students achieving proficiency will increase from 38% to 43% as measured by FSA in May 2021.

**Person responsible for monitoring outcome:** Kathlene Bentley (bentleyk@pcsb.org)

**Evidence-based Strategy:** Implement the 6 M's of culturally relevant teaching. (Meaning, Models, Monitoring, Mouth, Movement, and Music). Ensure Multi Racial 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:** If the implementation of the 6M's, SEL, and Restorative practices are being used with fidelity, the gap between multi racial students and other students would be minimized or eliminated.

**Action Steps to Implement**

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 Multi Racial students are in ELP.

**Person Responsible** Kathlene Bentley (bentleyk@pcsb.org)

**Additional Schoolwide Improvement Priorities**

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**N/A**

**Part IV: 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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Fuguitt Elementary will start the year with a family invite to Meet and Greet on August 12. Will host at least 1 monthly parent events (curriculum support, performance or fun family event) in addition to our All Pro Dad's monthly meeting.

.We communicate with families through our daily agenda books (2-way communication), weekly phone

message that includes school information for the upcoming week, monthly newsletter, our Fuguitt PTA Facebook page and our website.

All of our written communication (including the emails of the weekly phone message) is translated into Spanish.

We also have our Title 1 Annual Meeting in which we will share with parents our Title 1 plan, resources

available and what it means to be a Title 1 School. This will include reviewing our Title 1 Compact with with expectations for students as well as what support teachers and parents will give to help all their students succeed.

**Parent Family and Engagement Plan (PFEP) Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

**Part V: Budget**

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$1,415.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6300	500-Materials and Supplies	1361 - Fuguitt Elementary School			\$1,415.00
<i>Notes: Funding for books to add to classrooms for student use.</i>						
2	III.A.	Areas of Focus: Instructional Practice: Math				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6300	500-Materials and Supplies	1361 - Fuguitt Elementary School			\$500.00



						<i>Notes: Purchase of math manipulatives for individual student use.</i>
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Science</b>				<b>\$0.00</b>
<b>4</b>	<b>III.A.</b>	<b>Areas of Focus: Other: Bridging the Gap</b>				<b>\$0.00</b>
<b>5</b>	<b>III.A.</b>	<b>Areas of Focus: Other: School Climate/Conditions for Learning</b>				<b>\$0.00</b>
<b>6</b>	<b>III.A.</b>	<b>Areas of Focus: Culture &amp; Environment: Equity &amp; Diversity</b>				<b>\$0.00</b>
<b>7</b>	<b>III.A.</b>	<b>Areas of Focus: Culture &amp; Environment: Student Attendance</b>				<b>\$0.00</b>
<b>8</b>	<b>III.A.</b>	<b>Areas of Focus: Other: Family &amp; Community Involvement</b>				<b>\$0.00</b>
<b>9</b>	<b>III.A.</b>	<b>Areas of Focus: Other: Healthy Schools</b>				<b>\$0.00</b>
<b>10</b>	<b>III.A.</b>	<b>Areas of Focus: ESSA Subgroup: Multi-Racial</b>				<b>\$500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	310-Professional and Technical Services	1361 - Fuguitt Elementary School			\$500.00
						<i>Notes: Teacher conference for training.</i>
					<b>Total:</b>	<b>\$2,415.00</b>