Tarpon Springs Elementary School

2020-21 Schoolwide Improvement Plan

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Tarpon Springs Elementary School

555 PINE ST, Tarpon Springs, FL 34689

http://www.tarpon-es.pinellas.k12.fl.us

Demographics

Principal: Art Steullet

Start Date for this Principal: 7/1/2020

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
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	
School Grades History	2018-19: C (49%) 2017-18: C (44%) 2016-17: B (59%) 2015-16: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	
* 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

Mission: To promote highest student achievement in a safe learning environment.

Provide the school's vision statement

Vision: 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
Steullet, Art	Principal	Manage all school operations, including recommending and supervising all staff, maintaining a safe learning environment, managing all budgets and funding, assuring fidelity of implementation of all processes and procedures.
Saccasyn, Thea	Assistant Principal	Assists principal in managing all school operations, including recommending and supervising all staff, maintaining a safe learning environment, managing all budgets and funding, assuring fidelity of implementation of all processes and procedures; manages school attendance and achievement data; coordinates testing procedures and processes.
Harper, Tania	Other	Serves as school behavior specialist: creates and supports behavior plans for students at tier 2 and 3 levels; provides support to all teachers and students; manages behavioral data for school; works in conjunction with EBD staff, school social worker and School Based Leadership Team to assure all campus and classroom processes are implemented with fidelity.
Chaisson, Joanne	Guidance Counselor	Coordinates all ESE and RTI processes; provides support to all students and staff;
Ryan, Lisa	Instructional Coach	MTSS-Title 1

Demographic Information

Principal start date
Wednesday 7/1/2020, Art Steullet

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.*
6

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.*
7

Total number of teacher positions allocated to the school
17

Demographic Data

2020-21 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
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (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
School Grades History	2018-19: C (49%) 2017-18: C (44%) 2016-17: B (59%) 2015-16: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	
Year	

Support Tier	NOT IN DA
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

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	48	69	89	70	76	86	0	0	0	0	0	0	0	438
Attendance below 90 percent	0	24	17	17	34	21	0	0	0	0	0	0	0	113
One or more suspensions	0	0	2	2	3	2	3	0	0	0	0	0	0	12
Course failure in ELA	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	19	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	15	0	0	0	0	0	0	0	15

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	1	2	10	0	0	0	0	0	0	0	14

The number of students identified as retainees:

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

Date this data was collected or last updated
Tuesday 7/14/2020

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	43	86	75	90	92	86	0	0	0	0	0	0	0	472
Attendance below 90 percent	0	14	8	20	10	10	0	0	0	0	0	0	0	62
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	0	0	2	6	3	0	0	0	0	0	0	0	11
Level 1 on statewide assessment	0	0	0	1	38	23	0	0	0	0	0	0	0	62

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	1	1	0	9	6	0	0	0	0	0	0	0	17

The number of students identified as retainees:

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

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	43	86	75	90	92	86	0	0	0	0	0	0	0	472
Attendance below 90 percent	0	14	8	20	10	10	0	0	0	0	0	0	0	62
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	0	0	2	6	3	0	0	0	0	0	0	0	11
Level 1 on statewide assessment	0	0	0	1	38	23	0	0	0	0	0	0	0	62

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	1	1	0	9	6	0	0	0	0	0	0	0	17

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data
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	45%	54%	57%	41%	50%	56%
ELA Learning Gains	58%	59%	58%	39%	47%	55%
ELA Lowest 25th Percentile	52%	54%	53%	29%	40%	48%
Math Achievement	55%	61%	63%	53%	61%	62%
Math Learning Gains	57%	61%	62%	51%	56%	59%
Math Lowest 25th Percentile	52%	48%	51%	45%	42%	47%
Science Achievement	27%	53%	53%	50%	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	41%	56%	-15%	58%	-17%
	2018	34%	53%	-19%	57%	-23%
Same Grade Comparison		7%				
Cohort Comparison						
04	2019	54%	56%	-2%	58%	-4%
	2018	41%	51%	-10%	56%	-15%
Same Grade Comparison		13%				
Cohort Comparison		20%				
05	2019	42%	54%	-12%	56%	-14%
	2018	46%	50%	-4%	55%	-9%
Same Grade Comparison		-4%				
Cohort Comparison		1%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	50%	62%	-12%	62%	-12%

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2018	50%	62%	-12%	62%	-12%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	75%	64%	11%	64%	11%
	2018	50%	62%	-12%	62%	-12%
Same Grade Comparison		25%				
Cohort Comparison		25%				
05	2019	42%	60%	-18%	60%	-18%
	2018	51%	61%	-10%	61%	-10%
Same Grade Comparison		-9%				
Cohort Comparison		-8%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019	29%	54%	-25%	53%	-24%
	2018	47%	57%	-10%	55%	-8%
Same Grade Comparison		-18%				
Cohort Comparison						

Subgroup Data

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 2016-17**	**C & C Accel 2016-17**
SWD	35	56	64	48	77	77	31				
ELL	47	64	63	60	55	55	18				
BLK	27	46	45	41	53	45	8				
HSP	49	58	59	58	57	58	35				
MUL	50	70		50	50						
WHT	57	67	55	64	60	57	44				
FRL	43	56	51	51	56	51	28				

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**
SWD	36	62		54	81	92	50				
ELL	20	29	19	48	46		20				
BLK	33	32	18	37	39	41	52				
HSP	23	30	29	55	43	50	31				
MUL	50	23		50	46						
WHT	55	49	50	62	64	57	62				
FRL	35	38	30	49	47	48	42				

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	55
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	95
Total Points Earned for the Federal Index	441
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	60
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	57
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	38
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	59
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	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	58
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	54
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

Science showed a 20 point decline. This was not a trend however, since in 2016 we were close to the state average. All teachers of science including two brand new teachers have since been replaced.

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

Science.
Science showed a 20 point decline. This was not a trend however, since in 2016 we were

close to the state average. All teachers of science, including two minimally experienced teachers, have since been removed.

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

Science
Science showed a 20 point GAP. This was not a trend however, since in 2017 we were above the state average. All teachers of science, including two minimally experienced teachers, have since been removed.

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

Math
Math showed the most improvement in grade 4 with some of the highest gains in the district. However, Grade 5 Math showed little to no gains. All math teachers in Grade 5 have been replaced. One teacher from Grade 4 moved to grade 5. Collaborative planning between grade 4 and 5 occurred and continues to occur as scheduled.

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

Attendance: Efforts to improve attendance are continuing. Monthly recognition events, prizes, classroom contracts, frequent parent contacts are all being incorporated to increase the percentage of students with consistent attendance. School wide attendance data is shared monthly with all teachers so that they carefully monitor attendance and maintain frequent communication with families.

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

1. Science Grade 5 Achievement
2. Bridging the achievement gap for Black students
3. Increased/Improved Attendance

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Science achievement has been selected as an area of focus to assure students show marked improvement due to the 2018-2019 decline in state assessment scores.
Measureable Outcome:	Our proficiency rate on the 2018-19 science assessment was 27%. By spring of 2021, the percentage of gr. 5 students taking the Science NGSSS will meet or exceed 50%.
Person responsible for monitoring outcome:	Art Steullet (steulleta@pcsb.org)
Evidence-based Strategy:	We will develop, implement and monitor a data driven 5th grade standards review plan using the 3rd and 4th grade Diagnostic Assessment. Utilize systematic documents to effectively plan for science units that incorporate the 10-70-20 science instructional model and include appropriate grade level utilization of science labs in alignment to the 1-5 grade standards. We will support the 5E instructional model through identification and understanding of each component (Engage, Explore, Explain, Elaborate, Evaluate) as identified in each elementary science unit grades 1-5. Impact: A focus on improved instruction in science will enable students to achieve at higher levels and will ultimately reflect higher performance on state assessments. Offer extended review for our Grade 5 students through "Lunch Time Learning Science Labs"
Rationale for Evidence-based Strategy:	Data has evidenced lack of proficiency with 3rd and 4th grade science standards. Therefore, using the Diagnostic Assessment to drive instruction will address this gap. Focus on the 5E's model in grades 3-5 will support the science growth for all students. Administrative observational feedback will support implementation of plans created using the Diagnostic Assessment data. "Lunchtime Science Learning Labs" will give students additional Science instruction.

Action Steps to Implement

No action steps were entered for this area of focus

#2. ESSA Subgroup specifically relating to African-American

Area of Focus Description and Rationale:	A focus on improved culturally relevant instruction in all academic areas will enable African American students to achieve at higher levels and will ultimately reflect higher performance on state tests.
Measureable Outcome:	By spring of 2021, the percentage of African American students in gr. 3-5 scoring level 3 or higher on FSA & NGSSS will meet or exceed 50% from the current 38%.
Person responsible for monitoring outcome:	Art Steullet (steulleta@pcsb.org)
Evidence-based Strategy:	We will empower ELA/Math champions/cohort teachers to develop as literacy leaders (co-facilitate pd sessions alongside administrators, open classrooms for observation and feedback, coach colleagues in literacy practices). We will ensure that rigorous, culturally relevant, student-centered instruction occurs daily through the exceptional use of Ready Classroom mathematics, Dreambox Learning and Number Routines. We will support this work through curriculum meetings, PLCs, feedback, and/or the use of classroom video.
Rationale for Evidence-based Strategy:	Human resource will be maximized to increase rigorous, culturally relevant, standards based instruction to students. By utilizing hourly teachers, through collaborative and facilitated planning and the use of planbook.com, teachers will increase the quality of lesson plans and increase the quality and quantity of instruction delivered to students. Administrators will monitor the fidelity of implementation using IObservation to provide feedback to teachers.

Action Steps to Implement

No action steps were entered for this area of focus

#3. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	The percentage of students with 10% or more absences in 2018-2019 was 21%. The daily attendance for 2018-2019 was 81.4%. The percentage of students with 10% or more absences in 2019-2020 was 32%. The daily attendance for 2019-2020 was 79.1%. Attendance was identified as a critical need, particularly after the C19 crisis, the closure of the school building and the shift to online learning. Maintaining daily attendance was challenging, as reflected in the decline in student attendance.
Measureable Outcome:	By spring of 2021, the daily attendance rate will be 90% or higher. By spring of 2021, the percentage of students with 10% or more absences will decrease to 16% from the current 32%.
Person responsible for monitoring outcome:	Thea Saccasyn (saccasynt@pcsb.org)
Evidence-based Strategy:	Implement restorative practices to build a positive school culture and climate, and enhance conditions for learning.
Rationale for Evidence-based Strategy:	Implementing restorative practices, including culturally relevant teaching strategies will facilitate a safe and civil campus by building respectful and nurturing relationships. Strong relationships between students, families and staff will encourage improved attendance.

Action Steps to Implement

No action steps were entered for this area of focus

#4. Other specifically relating to Healthy Schools	
Area of Focus Description and Rationale:	Maintaining a healthy school environment is important to growing student achievement.
Measureable Outcome:	The school is currently identified as Bronze according to the Healthy Schools Alliance, Generation, Healthy Schools Program Framework. By Spring 2021, the school will be rated Silver.
Person responsible for monitoring outcome:	Thea Saccasyn (saccasynt@pcsb.org)
Evidence-based Strategy:	Ensure all school fundraisers include useful and/or healthy snacks that adhere to smart snack guidelines. Sell food in the cafeteria that adheres to smart snack guidelines.
Rationale for Evidence-based Strategy:	The program's goal is to build the skills and knowledge that all students need to foster lifelong habits of healthy eating and physical activity.

Action Steps to Implement

No action steps were entered for this area of focus

#5. Culture & Environment specifically relating to Community Involvement	
Area of Focus Description and Rationale:	Productive and respectful relationships with families and community businesses and organizations are crucial in maximizing resources available to students.
Measureable Outcome:	By spring of 2021, the number of registered volunteers and business partnerships will increase by 10%.
Person responsible for monitoring outcome:	Art Steullet (steulleta@pcsb.org)
Evidence-based Strategy:	*Title I events are held frequently, showcasing available resources as well as students' talents. *All classrooms use agendas to communicate daily with families. *All families, teachers and administrators sign a compact to acknowledge a commitment to meet expectations for the school year. *The school funds a community involvement liaison to solicit volunteers, support community partnerships and encourage support of our school by community businesses and organizations.
Rationale for Evidence-based Strategy:	Efforts to include families will increase the number of family members registering as volunteers, and will increase the number of businesses partnering with the school.

Action Steps to Implement

No action steps were entered for this area of focus

#6. Culture & Environment specifically relating to Equity & Diversity	
Area of Focus Description and Rationale:	Assuring an equitable environment that nutures teaching and learning for our students is a priority to enhance achievement. As a result of equity-centered problem solving within an MTSS framework, our school will focus on professional development of all staff, as well as building relational capacity, empowering student voice, with high expectations focused on the increased use of equitable practices. Our current data reflects a gap in reading of 30%, and in math of 19% between black and non-black students.
Measureable Outcome:	By the spring of 2021, the gap percentage between black and nonblack students in reading, and math data will not exceed 10%.
Person responsible for monitoring outcome:	Thea Saccasyn (saccasynt@pcsb.org)
Evidence-based Strategy:	On-going, targeted professional development will occur focused on equity, culturally relevant instruction and restorative practices. Implementation of rigorous, standards-based, culturally relevant lessons will be a focused strategy. This will include all components and actions detailed in our school's Bridging the Gap Plan, as well as our Restorative Practices already in place, such as the daily teaching of targeted social skills, collaborative planning and necessary professional developement. Universal design strategies will be utlizied to assure individual and group needs are met.
Rationale for Evidence-based Strategy:	By continuously growing the skills and professional knowledge of our staff, we will improve the conditions for learning and maximize student achievement. By teaching rigorous, standards-based, culturally relevant lessons, we will better meed the needs ot all students. Resources will include Title I, ESE and ESOL staff, diverse instructional materials including technology resources. A universal design approach will enable all staff to differentiate work so that individual and group needs are met.

Action Steps to Implement

No action steps were entered for this area of focus

#7. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Continuously improving reading instruction is of high priority. Our data shows that reading instruction has lagged behind the district and state averages, at 45% in 2018-2019.
Measureable Outcome:	By the spring of 2021, the percentage of students achieving 3 or above on the Florida Standards Assessment will exceed 54%.
Person responsible for monitoring outcome:	Art Steullet (steulleta@pcsb.org)
Evidence-based Strategy:	Daily implementation of rigorous, culturally relevant, standards based instruction will occur in every classroom. This will include coordinated efforts in most effectively using all human resources available.
Rationale for Evidence-based Strategy:	Daily implementation of rigourous, culturally relevant, standards-based lessons is necessary to assure that learning is maximized. Title I, ESE and ESOL personnel will all be utlized to assure that every student is receiving targeted, differentiated instruction based on individual and group needs.

Action Steps to Implement

No action steps were entered for this area of focus

#8. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Continuously improving math instruction is of high priority. Our data shows that math instruction has lagged behind the district and state averages, at 55% in 2018-2019.
Measureable Outcome:	By spring of 2021, the percentage of students scoring 3 or above on the Florida Standards Assessment will increase to 62%.
Person responsible for monitoring outcome:	Art Steullet (steulleta@pcsb.org)
Evidence-based Strategy:	Daily implementation of rigorous, culturally relevant, standards based instruction will occur in every classroom. This will include coordinated efforts in most effectively using all human resources available.
Rationale for Evidence-based Strategy:	Daily implementation of rigourous, cultuarlly relevant, standards-based lessons is necessary to assure that learning is maximized. Title I, ESE and ESOL personnel will all be utlized to assure that every student is receiving targeted, differentiated instruction based on individual needs.

Action Steps to Implement

No action steps were entered for this area of focus

#9. Culture & Environment specifically relating to Discipline	
Area of Focus Description and Rationale:	Establishing effective expectations for learning across campus are critical to creating classrooms that nurture student learning and maximize instructional time. Our school will focus on professional development of all staff to improve conditions for learning. Our current data reflects a gender gap, between our boys and girls, with 79% of our 2019-2020 discipline referrals involving male students. Of those, 35% involved were black males and 44% were non-black males.
Measureable Outcome:	Our current data reflects a gender gap, between our boys and girls, with 79% of our 2019-2020 discipline referrals involving male students. Of those, 35% involved were black males and 44% were non-black males.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	On-going, targeted professional development will occur focused on equity, culturally relevant instruction and restorative practices. Implementation of rigorous, standards-based, culturally relevant lessons will be a focused strategy. This will include all components and actions detailed in our school's Bridging the Gap Plan, as well as our Restorative Practices already in place, such as the daily teaching of targeted social skills, collaborative planning and necessary professional developement. Universal design strategies will be utlizied to assure individual and group needs are met.
Rationale for Evidence-based Strategy:	By continuously growing the skills and professional knowledge of our staff, we will improve the conditions for learning and maximize student achievement. By teaching rigorous, standards-based, culturally relevant lessons, we will better meed the needs ot all students. Resources will include Title I, ESE and ESOL staff, diverse instructional materials including technology resources. A universal design approach will enable all staff to differentiate work so that individual and group needs are met.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

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

NA

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.

The school builds positive relationships with students, families and community stakeholders by
• Implementation of Restorative Practices across campus and embedded into school activities.
• Clubs and organizations for students to promote excellence, such as Little Tutors, Coding Club, STEM clubs and Junior National Honor Society.
• Providing of continuous professional development to staff on equity and excellence for all.
• Providing families with information on Restorative Practices, the school's Guidelines for Success and all school processes that facilitate equity and excellence for all.
• Celebrations with staff to recognize efforts and build a collaborative community.
• Title I events throughout the year inviting families to participate: Open House, Student-led Conference Nights, Books and Bagels Breakfast, Coding and Tech night.
• Monthly newsletters providing updates, information and celebrations.
• Funding of a family and community liaison to grow partnerships with volunteers and community organizations.
• Surveys collect data the School Based Leadership Team shares and utilizes to make school related decisions.

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: Science				$2,439.60
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	1100	910-To General Fund	4491 - Tarpon Springs Elementary School	General Fund	570.0	$2,439.60
			Notes: Science Weekly Readers have been purchased for all grades K-5 to support science instruction and development of content knowledge.			
2	III.A.	Areas of Focus: ESSA Subgroup: African-American				$0.00
3	III.A.	Areas of Focus: Culture & Environment: Student Attendance				$0.00
4	III.A.	Areas of Focus: Other: Healthy Schools				$0.00
5	III.A.	Areas of Focus: Culture & Environment: Community Involvement				$0.00

6	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity	$0.00
7	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
8	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
9	III.A.	Areas of Focus: Culture & Environment: Discipline	$0.00
		Total:	$2,439.60