

Pinellas County Schools

Anona Elementary School



2022-23 Schoolwide Improvement Plan

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Anona Elementary School

12301 INDIAN ROCKS RD, Largo, FL 33774

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

Demographics

Principal: Ann Welsh

Start Date for this Principal: 3/15/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	75%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students Economically Disadvantaged Students Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2021-22: A (74%) 2020-21: (68%) 2018-19: A (79%) 2017-18: A (64%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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.

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

Membership

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

Name	Position Title	Job Duties and Responsibilities
Welsh, Ann	Principal	Principal
Ballard, Denise	Assistant Principal	Assistant Principal
Carneiro, Daniel	Behavior Specialist	Behavior Specialist
McNamee, Carolyn	Guidance Counselor	School Counselor
Calder, Melissa	Teacher, K-12	Teacher KG
Adikes, Kathryn	Teacher, K-12	Teacher 4th grade
Bellack, Mary	Teacher, K-12	Teacher - first grade
Mercado, Justin	Teacher, K-12	Teacher - fifth grade
Simon, Jennifer	Teacher, K-12	Teacher 3rd grade
Ledbetter, Kristen	Teacher, ESE	Teacher, ESE

Demographic Information

Principal start date

Sunday 3/15/2015, Ann Welsh

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

Total number of teacher positions allocated to the school

33

Total number of students enrolled at the school

460

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

7

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

7

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	51	74	67	76	81	82	0	0	0	0	0	0	0	431
Attendance below 90 percent	0	13	16	17	9	14	0	0	0	0	0	0	0	69
One or more suspensions	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	1	2	0	0	0	0	0	0	0	3
Course failure in Math	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	6	10	0	0	0	0	0	0	0	0	16
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Wednesday 6/15/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	37	70	72	89	85	64	0	0	0	0	0	0	0	417
Attendance below 90 percent	1	12	6	13	11	10	0	0	0	0	0	0	0	53
One or more suspensions	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	5	9	0	4	0	0	0	0	0	0	0	18
Course failure in Math	0	0	5	9	0	4	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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	

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	37	70	72	89	85	64	0	0	0	0	0	0	0	417
Attendance below 90 percent	1	12	6	13	11	10	0	0	0	0	0	0	0	53
One or more suspensions	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	5	9	0	4	0	0	0	0	0	0	0	18
Course failure in Math	0	0	5	9	0	4	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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	0

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	67%			68%			69%	54%	57%
ELA Learning Gains	74%			67%			77%	59%	58%
ELA Lowest 25th Percentile	65%			41%			74%	54%	53%
Math Achievement	81%			80%			79%	61%	63%
Math Learning Gains	81%			83%			90%	61%	62%
Math Lowest 25th Percentile	76%			69%			84%	48%	51%
Science Achievement	76%			70%			82%	53%	53%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	59%	56%	3%	58%	1%
Cohort Comparison		0%				
04	2022					
	2019	65%	56%	9%	58%	7%
Cohort Comparison		-59%				
05	2022					
	2019	79%	54%	25%	56%	23%
Cohort Comparison		-65%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	74%	62%	12%	62%	12%
Cohort Comparison		0%				
04	2022					
	2019	77%	64%	13%	64%	13%
Cohort Comparison		-74%				
05	2022					
	2019	87%	60%	27%	60%	27%
Cohort Comparison		-77%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	82%	54%	28%	53%	29%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	33	33		56	42		21				
BLK	40			60							
HSP	69			69							
MUL	73			80							
WHT	69	65	38	83	86	69	72				
FRL	61	62		71	66		62				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	48	69	65	57	76	76	45				
BLK	25			42							
HSP	55	53		80	73						
MUL	53			80							
WHT	75	82	83	82	91	94	87				
FRL	61	76	71	73	88	81	68				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	74
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	520
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	51
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	74
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	85
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	75
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	75
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

When considering progress monitoring data through the 2021-22 school year, the following grade level trends were observed:

- Grade 1 – student proficiency rates increased in reading and mathematics
- Grade 2 – student proficiency rates increased in reading and mathematics
- Grade 3 – student proficiency rates in reading declined during the first part of the school year, and increased

between winter map FSA projections (45%) and actual FSA proficiency rate (56%)

- Grade 4 – student proficiency rates increased in reading and maintained in math
- Grade 5 – student proficiency rates declined in reading and math between fall and winter and were maintained in science between fall and winter.

When considering students in the SWD (students with disabilities) and ELL (English Language Learner) sub-groups, although reading proficiency gains were seen in some grade levels, both subgroups significantly lagged the rates of proficiency for total student grade level populations.

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

Students in second and third grades were observed to have lower reading proficiency rates than students in other grade levels.

Students in both the SWD and ELL subgroups were observed to have significantly lower reading and mathematics proficiency rates when compared to the total student population. It is important to note that the numbers of ELL students are low.

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

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.

A continued effort to develop the skills of teachers new to Anona through the practice of peer coaching is

necessary, along with the implementation of differentiated targeted reading interventions for specific struggling students.

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

Mathematics proficiency rates across most grade levels and most subgroups increased between the beginning and end of the year according to MAP assessments. End-of-year rates fell between 67% proficiency in grade 2, and 83% in grade 4. In addition, 5th grade-maintained science proficiency levels were at 88%.

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

Improvements are attributed to an increase in the number of grade levels using the teaming model which allowed teachers to become experts in their content areas. Peer coaching efforts have resulted in teachers improving both their content knowledge and pedagogy skills. Administrators held themselves and teachers accountable for the rigor of lessons and the progress of all students was monitored closely.

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

Strategies that will be implemented to accelerate learning are as follows:

- Administrators and faculty will understand the B.E.S.T. standards/NGSSS as non-negotiable student outcomes.
- Develop a professional learning plan that improves practice and student outcomes.
- Monitor and celebrate student growth with regard to goal setting and academic progress.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

- B.E.S.T. standards training for all administrators and faculty.
- Professional learning plan developed specifically for Anona faculty includes:

Book studies utilizing the work of Denise Eide's book 'Uncovering the Logic of English – A Common Sense

Approach to Reading, Spelling, and Literacy, the work of Kathryn Grace – Phonics and Spelling through Phoneme-Grapheme Mapping, and the work of Rozlyn Linder - The Big Book of Details.

*Continued emphasis on peer coaching with special attention to teachers new to Anona

*Consistent expectations communicated across all grade levels to collect, display and monitor specific data

points; and to celebrate the growth of every student.

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

One-to-one laptops to be provided to every student. Additional technology training will occur to target fluency skills. Training for teachers new to Anona focused on past book studies and previous training at Anona – Kilpatrick book study, Seeing Stars reading intervention, Wordly Wise, Class Kick, ixl.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus

Description and Rationale:

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

Standards-based data from FSA, MAP data, and ongoing progress monitoring collected from the 2021-2022 school year showed lower than 80% proficiency in ELA, and the majority of students in math were below 80% proficiency. 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 2021-2022 as measured by ongoing progress monitoring.

Monitoring:

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

End of Unit module assessments, district-wide testing, and state testing.

Person responsible for monitoring outcome:

Ann Welsh (welsha@pcsb.org)

Evidence-based Strategy:

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

1. Gain a deep understanding of the BEST standards/NGSSS as a non-negotiable for improving student outcomes.
2. Develop a professional learning plan that improves practice and student outcomes.
3. Monitor and celebrate student growth with regards to goal setting and academic progress

Rationale for Evidence-based Strategy:

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

Student achievement will increase based on teacher knowledge of standards, professional development in reading and writing, and student goal-setting strategies.

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.

- 1a. Become familiar with design of B.E.S.T. standards to understand what students are expected to master.
- 1b. Make strategic decisions about implementation of curriculum to maximize impact on student learning.
- 2a. Ensure professional development is content-focused, teacher and student-focused, and actionable.
- 2b. Develop and implement peer coaching cycles with teams or individual teachers.
- 2c. Engage in professional development including book study - The Big Book of Details for 2 – 5 grade teachers.
- 2d. Engage in professional development including book study on Uncovering the Logic of English and Phonics and Spelling through Phoneme-Grapheme Mapping.
- 3a. Implement goal-setting opportunities where students regularly participate in setting goals and monitoring their academic progress throughout the year and celebrating successes.
- 3b. Implement student-led conferences allowing students to share their academic goals and progress.
- 3c. Engage in student celebrations of growth in ELA through Running Records and IStation, Math through Xtra Math, and Science.

Person Responsible Ann Welsh (welsha@pcsb.org)

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

Area of Focus Description and Rationale:

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

According to end-of-the-year progress monitoring data, 33% 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 OPM will increase to 50% in ELA, and 70% in mathematics.

Monitoring:

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

Proficiency levels will be measured using ongoing progress monitoring tools, district unit assessments, and teacher standard-based assessments.

Person responsible for monitoring outcome:

Ann Welsh (welsha@pcsb.org)

Evidence-based Strategy:

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

Infusion of differentiation into all content lessons to address the unique learning needs of black students

Rationale for Evidence-based Strategy:

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

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

Ann Welsh (welsha@pcsb.org)

#3. ESSA Subgroup specifically relating to Students with Disabilities

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

Standards-based data from FSA, MAP data and ongoing progress monitoring collected from the 2021-2022 school year showed a decrease in ELA proficiency and lower than 60% proficiency in math. Students with disabilities need additional support in Foundational skills to meet the rigor of the grade-level standards.

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 all content areas.

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

End of Unit module assessments, district-wide testing, and state testing.

Person responsible for monitoring outcome:

Ann Welsh (welsha@pcsb.org)

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

Ensure instructional support is in place for all ESE students during core, differentiated, and intervention instruction with a strong focus on the foundational skills in K-5.
 Enhancing staff capacity to support students through the utilization of assessments and activities based on Nanci Bell’s work in Visualizing and Verbalizing and Seeing Stars.

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

Exceptional Student proficiency will increase based on individual student needs and teacher professional development in reading and writing.

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.

Teachers working with ESE students will be trained in Visualizing Verbalizing and Seeing Stars. ESE and general education teachers will schedule a time to co-plan for differentiated instruction, common assessments, and support delivery of services.

Person Responsible

Ann Welsh (welsha@pcsb.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

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

N/A

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

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
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N/A

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

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. 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.

Students new to Anona meet with the School Counselor and Behavior Specialist to connect with other grade-level peers new to Anona. Guidelines for success are explained and students are given opportunities to connect with school-wide staff. GFS are communicated home to families of students new to Anona. Students who model the Commitment to the Character trait of the month are eligible to be honored as the monthly character kid. Every month a student is selected from every class and are recognized on the morning news.

Excellence awards are given at the end of each grading period for P.E, music, art, honor roll, and principals list as well as recognizing students who have shown the most improvement in following GFS. Awards are given during school-wide celebrations.

Positive student referrals are awarded on a regular basis for students who exemplify and model the GFS. Students are celebrated school-wide and their accomplishments are shared with their families.

Anona teachers use restorative circles and questions in their classrooms to develop and maintain a positive community. Restorative practices are used for class meetings, positive discussions, and classroom learning.

Implement Mindfulness Mondays via school morning announcements. Resources will be provided each Monday that teachers and staff can implement throughout the week to support social-emotional health and learning.

Students who exemplify GFS in the cafeteria are eligible to receive an Outstanding Eagle Lunch Pass. Lunch passes are given daily to one student per classroom who has demonstrated model behaviors in the cafeteria. Students redeem lunch passes for the opportunity to go outside and eat lunch with a classmate of their choice.

The daily behavior call log is recorded and shared with the staff. Behaviors calls are clearly defined and categorized by their severity. Data is then graphed and shared via SBLT meetings.

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

School Counselor and Behavior specialists are responsible for the design of the plan and communication and training of teachers to implement the plan. The plan is communicated to families and students at the beginning of the school year by administrators, school counselor, behavior specialist, and teachers.