

Pinellas County Schools

Azalea Elementary School



2022-23 Schoolwide Improvement Plan

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Azalea Elementary School

1680 74TH ST N, St Petersburg, FL 33710

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

Demographics

Principal: Michael Rebman

Start Date for this Principal: 7/1/2016

| | |
|--|---|
| 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) | 91% |
| 2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students |
| School Grades History | 2021-22: B (57%) 2020-21: (60%) 2018-19: B (54%) 2017-18: C (49%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Central |
| Regional Executive Director | Lucinda Thompson |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | TS&I |

* 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.

Attendance + Attitude + Academics = Excellence and Empowerment at Azalea Elementary

Provide the school's vision statement.

100% Student Success

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 |
|-----------------|---------------------|---|
| Rebman, Michael | Principal | Instructional leader Engage all stakeholders Grow the school community Collaborate in the school's decision making process |
| Butler, Brenda | Assistant Principal | Instructional leader Engage all stakeholders Grow the school community Collaborate in the school's decision making process |
| Pitts, Angela | Other | MTSS Instructional leader Engage all stakeholders Grow the school community Collaborate in the school's decision making process |
| Norris, Erin | Behavior Specialist | Instructional leader Engage all stakeholders Grow the school community Collaborate in the school's decision making process |

Demographic Information

Principal start date

Friday 7/1/2016, Michael Rebman

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.*

2

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.*

10

Total number of teacher positions allocated to the school

42

Total number of students enrolled at the school

518

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

5

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

2

Demographic Data

Early Warning Systems

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

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|--|-------------|----|----|----|----|----|---|---|---|---|----|----|-------|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Number of students enrolled | 49 | 85 | 67 | 90 | 67 | 81 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 439 |
| Attendance below 90 percent | 0 | 25 | 14 | 13 | 19 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 78 |
| 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 | 4 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| Course failure in Math | 0 | 0 | 0 | 4 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 3 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 |
| 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 | 2 | 5 | 0 | 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 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Date this data was collected or last updated

Wednesday 6/22/2022

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 | 38 | 70 | 84 | 77 | 69 | 72 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 410 |
| Attendance below 90 percent | 1 | 10 | 9 | 14 | 7 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 58 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 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 | 2 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |
| Students retained two or more times | 0 | 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 | 38 | 70 | 84 | 77 | 69 | 72 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 410 |
| Attendance below 90 percent | 1 | 10 | 9 | 14 | 7 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 58 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 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 | 2 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

Part II: Needs Assessment/Analysis

School Data Review

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

| School Grade Component | 2022 | | | 2021 | | | 2019 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | 51% | | | 53% | | | 56% | 54% | 57% |
| ELA Learning Gains | 59% | | | 54% | | | 52% | 59% | 58% |
| ELA Lowest 25th Percentile | 67% | | | 77% | | | 42% | 54% | 53% |
| Math Achievement | 55% | | | 59% | | | 70% | 61% | 63% |
| Math Learning Gains | 55% | | | 57% | | | 62% | 61% | 62% |
| Math Lowest 25th Percentile | 50% | | | 62% | | | 41% | 48% | 51% |
| Science Achievement | 64% | | | 61% | | | 58% | 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 | 62% | 56% | 6% | 58% | 4% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 45% | 56% | -11% | 58% | -13% |
| Cohort Comparison | | -62% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 59% | 54% | 5% | 56% | 3% |
| Cohort Comparison | | -45% | | | | |

| 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 | 76% | 62% | 14% | 62% | 14% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 64% | 64% | 0% | 64% | 0% |
| Cohort Comparison | | -76% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 65% | 60% | 5% | 60% | 5% |
| Cohort Comparison | | -64% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2022 | | | | | |
| | 2019 | 58% | 54% | 4% | 53% | 5% |
| 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 | 31 | 56 | | 51 | 61 | | 47 | | | | |
| ELL | 29 | | | 32 | | | | | | | |
| BLK | 29 | | | 59 | | | | | | | |
| HSP | 48 | 54 | | 54 | 38 | | 54 | | | | |
| WHT | 58 | 59 | | 60 | 70 | | 63 | | | | |
| FRL | 45 | 55 | | 51 | 52 | | 59 | | | | |
| 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 | 33 | 36 | 32 | 48 | 53 | 37 | 20 | | | | |
| ELL | 35 | 27 | | 70 | 73 | | | | | | |
| ASN | 80 | | | 100 | | | | | | | |
| BLK | 33 | 44 | 33 | 44 | 50 | 43 | 38 | | | | |
| HSP | 55 | 60 | | 70 | 62 | | 54 | | | | |
| MUL | 62 | | | 92 | | | | | | | |
| WHT | 61 | 52 | 37 | 73 | 63 | 33 | 61 | | | | |
| FRL | 49 | 46 | 47 | 65 | 58 | 41 | 57 | | | | |

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) | TS&I |
| OVERALL Federal Index – All Students | 61 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 2 |
| Progress of English Language Learners in Achieving English Language Proficiency | 86 |
| Total Points Earned for the Federal Index | 487 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 97% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 32 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |

| Students With Disabilities | |
|--|-----|
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 0 |
| English Language Learners | |
| Federal Index - English Language Learners | 60 |
| 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 | 29 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 1 |
| Hispanic Students | |
| Federal Index - Hispanic Students | 61 |
| 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 | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| 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 | 60 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | 0 |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 57 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0 |

Part III: Planning for Improvement

Data Analysis

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

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

- ELA proficiency across the grade levels
- Math made increases across the grade levels
- Growth for ELL students
- ELA and Math proficiency for SWD and Black students is low across the grade levels

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

- K-5 ELA proficiency for all learners
- Incoming 5th grade students require differentiation to close achievement gaps in ELA and Math

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

- Lost learning time due to COVID
- Teacher placement
- The need is a continued focus on foundational reading skills. Teachers are attending the AIMS Institute focused on the science of reading and those teachers will lead pre-school sessions for all teachers to increase teacher capacity

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

- Math made increases across the year
- ELA in grades K-2 showed steady growth in proficiency percentages
- Growth in ELL proficiency rates

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

Focus on Math interventions (iReady) and Math ELP after school to support grade level standards
Focus on ELA universal assessments with ALL students 3x/ year to build interventions around reading deficiencies aligned to whole school processes.

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

Maintain momentum with what's working and continue to develop the areas of need

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.

Ongoing iReady PD with Curriculum Associates
AIMS Institute for identified teachers focused on the science of Reading and site based PD with these teacher leaders to build capacity for all teachers
District facilitated planning sessions in ELA and Math to support core content instructional delivery

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

Teacher placement adjustments, consistency over time with effective programs and practices, ongoing PD, monitoring use, monitoring data to determine teacher effectiveness and student learning outcomes

Areas of Focus

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

:

#1. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

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

Measurable Outcome:

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

Monitoring:

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

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

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

Rationale for Evidence-based Strategy:

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

Action Steps to Implement

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

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Our current level of proficient students is 51% remaining the same from 2021, as evidenced in FSA ELA. We expect our performance level to be 62% by May 2023. **Include a rationale that explains how it was identified as a critical need from the data reviewed.** The problem/gap is occurring because differentiation needs to remain data driven, focused on student reading needs utilizing evidence based interventions and implemented with fidelity. If differentiation is data driven, focused on student reading needs utilizing evidence based interventions and implemented with fidelity, the need would be improved by 11%.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. The percent of all proficient students on ELA FSA will increase from 51% to 62% as measured by State assessments
The percent of all students ELA learning gains will increase from 59% to 62% as measured by State assessments
The percent of all students that are L25 will achieve ELA learning gains will increase from 67% to 70% as measured by State assessments.

Ensure teachers have a clear understanding of the K-5 B.E.S.T. ELA Standards
 - provide pre-school PD session
 - Schedule PLC sessions throughout the year
 - schedule vertical articulation planning meetings with KG - 5 teachers to plan and discuss best practices

Increase teacher knowledge of the science of reading & evidence-based practices.
 - select teacher will attend the AIMS institute focused on reading and evidence based practices
 - select teachers will be model classrooms for teacher visits and lead PLC

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome. Continue to build on our foundation of AVID Elementary by enhancing our WICOR vertical articulation to establish consistent expectations K-5. Develop and enhance teacher instructional practice of focused note taking, collaborative structures and Inquiry structures (level 1-3 questions) – Costas (Gathering, processing, applying).

Implement a plan for identifying students not meeting benchmark in the early grades, including targeted instruction, and frequently monitoring progress to ameliorate gaps early.
 - conduct quarterly universal assessments on the foundations of reading with every student KG - 5
 - build intervention plans for each student with classrooms teachers and hourly teachers
 - progress monitor students based on tier level weekly or bi-weekly

Person responsible for monitoring outcome: Michael Rebman (rebmanm@pcsb.org)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus. Strategically focus on K-2 teachers and instruction, where acceleration can occur more rapidly, by ensuring equitable use of resources including instructional supports, school-based professional development, cycles of coaching, feedback, etc. Monitor whole group and small group instruction in the ELA block to ensure

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

instruction in both reading and writing is designed and implemented according to research-based principles.

Proficiency scores remain static requiring a focus on whole and small group instruction

Student learning gains and L25 gains have steadily increased with our focus on these evidence based strategies.

Implementation phase of the science of reading will continue as we transition to fidelity of use with all teachers

With this continued work we are improving students learning to read and a focus on improving grade level, core instruction our proficiency scores will improve

ISM helped recognize that there was a need to enhance and strengthen target task alignment to enhance core instruction

ELP wasn't structured enough, meaning program choice, duration and intensity to support targeted L25 students

Development of a data culture among instructional staff

AVID Elementary consistent across grade levels and vertically K-5

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.

Ensure teachers have a clear understanding of the K-5 B.E.S.T. ELA Standards

Increase teacher knowledge of the science of reading & evidence-based practices.

Implement a plan for identifying students not meeting benchmark in the early grades, including targeted instruction, and frequently monitoring progress to ameliorate gaps early.

Continue to build on our foundation of AVID Elementary by enhancing our WICOR vertical articulation to establish consistent expectations K-5. Develop and enhance teacher instructional practice of focused note taking, collaborative structures and Inquiry structures (level 1-3 questions) – Costas (Gathering, processing, applying).

Person Responsible Michael Rebman (rebmanm@pcsb.org)

Ensure instructional supports are in place for all students during core instruction and independence, as well as extensions/more advanced texts for students above benchmark. These supports include access to grade-level text and beyond as well as small group instruction based on data.

Prioritize engaging students in immense amounts of reading, discussion, and writing with feedback ensuring ample time is given to students to read and write appropriate grade-level text (while applying foundational skills) with high-quality feedback and opportunities to use that feedback.

Utilize the walkthrough tool to provide weekly feedback to teachers as well as communicate and highlight evidence-based practices that are impacting student achievement with the entire staff.

Strengthen student inquiry skills through the implementation and monitoring of routine use of higher-level thinking through questioning, class discussions, problem solving activities, and/or collaborative study groups.

Implement a plan for students not meeting benchmark, including targeted instruction, and frequently monitoring progress.

Focused note taking focused on the STAR format

Person Responsible Michael Rebman (rebmanm@pcsb.org)

#3. Instructional Practice specifically relating to Math

| | |
|--|---|
| <p>Area of Focus</p> <p>Description and Rationale:</p> <p>Include a rationale that explains how it was identified as a critical need from the data reviewed.</p> | <p>Our current level of performance for proficient students is 55% down from 59% in 2021, as evidenced in FSA Math.</p> <p>We expect our performance level to be 62% by May 2023.</p> <p>The problem/gap is occurring because differentiation needs to remain data driven, focused on student math needs utilizing evidence based interventions and implemented with fidelity. If differentiation is data driven, focused on student math needs utilizing evidence based interventions and implemented with fidelity, the need would improve by 7%.</p> |
| <p>Measurable Outcome:</p> <p>State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</p> | <p>The percent of all proficient students on Math FSA will increase from 55% to 62% as measured by State assessments.</p> <p>The percent of all students Math learning gains will increase from 55% to 62% as measured by State assessments.</p> <p>The percent of all students that are L25 will achieve Math learning gains will increase from 50% to 62%, as measured by State assessments.</p> <p>Calendar dates for all trainings focused on mathematics, including pre-school, monthly staff trainings, and weekly PLCs.</p> <p>Utilize assessment schedules to incorporate formative and summative assessment analysis into the calendar.</p> <p>Train a mathematics teacher leader at each grade level to facilitate planning and assessment protocols.</p> |
| <p>Monitoring:</p> <p>Describe how this Area of Focus will be monitored for the desired outcome.</p> | <p>Ensure the calendar is prioritized and support grade level mathematics teacher leaders as needed.</p> <p>Monitor classroom instruction and provide individualized feedback and support each week.</p> <p>Continue to build on our foundation of AVID Elementary by enhancing our WICOR vertical articulation to establish consistent expectations K-5.</p> <p>Develop and enhance teacher instructional practice of focused note taking, collaborative structures and Inquiry structures (level 1-3 questions) – Costas (Gathering, processing, applying).</p> |
| <p>Person responsible for monitoring outcome:</p> | <p>Michael Rebman (rebmanm@pcsb.org)</p> |
| <p>Evidence-based Strategy:</p> <p>Describe the evidence-based strategy being implemented for this Area of Focus.</p> | <p>Gain a deep understanding of the Florida's B.E.S.T. Standards for Mathematics as a non-negotiable for improving student outcomes.</p> <p>Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles.</p> |
| <p>Rationale for Evidence-based Strategy:</p> <p>Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.</p> | <p>iReady purchase, PD, implementation, usage and learning yielded excellent results. Continued focus on iReady diagnostic and instruction is necessary for differentiation for all students</p> <p>Increased need for rigorous, student centered instruction through the use of Ready Classroom, iReady, Dreambox and Number Routines</p> <p>ELP wasn't structured enough, meaning program choice, duration and intensity to support targeted L25 students</p> <p>Development of a data culture among instructional staff</p> <p>Need to increase the math teacher leaders leadership</p> <p>AVID Elementary consistent across grade levels and vertically K-5</p> |

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 and administrators engage in Just-in-Time Content PD to support Implementation of the B.E.S.T. Standards and other instructional initiatives to synthesize the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards.

Teachers and administrators engage in Just-in-Time B.E.S.T. PD to become familiar with the design to understand what students are expected to master; including the progression of standards, coding scheme, MTR's and stages of fluency.

Continue to build on our foundation of AVID Elementary by enhancing our WICOR vertical articulation to establish consistent expectations K-5. Develop and enhance teacher instructional practice of focused note taking, collaborative structures and Inquiry structures (level 1-3 questions) – Costas (Gathering, processing, applying).

Person Responsible Michael Rebman (rebmanm@pcsb.org)

Ensure feedback, professional development, and PLC's support the Florida B.E.S.T. Standards and promote strong alignment between standard, target and task.

Ensure instructional supports are in place for all students during core instruction and intervention, based on data, including supports for students with exceptional needs, English Language supports, as well as extensions/more advanced tasks for students above benchmark.

Utilize administrator walkthrough tools to provide weekly feedback to individual teachers as well as communicate and highlight evidence-based practices that are impacting student achievement with the entire staff.

Employ instructional practices and routines that promote student-centered learning (Higher-Order Questioning, Pinellas Problem Solving Routine, PEI Routine, Number Routines, Collaborative structures, High-quality feedback and opportunities to use that feedback).

Implement a plan for identifying students not meeting benchmark in the early grades, including targeted instruction, and frequently monitoring progress to ameliorate gaps early.

Focused note taking focused on the STAR format

Person Responsible Michael Rebman (rebmanm@pcsb.org)

#4. Instructional Practice specifically relating to Science**Area of Focus****Description and Rationale:**

Our current level of performance is 64% level 3 or above, as evidenced in FSSA Science.

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

We expect our performance level to be 70% level 3 or above by May 2023. The problem/gap is occurring because vocabulary review requires increased rigor and review standards are taught with consistency per the curriculum guides. If the review plan is implemented with fidelity the problem would be reduced by 6%.

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

The percent of all students level 3 or above will increase from 64% to 70%, as measured by FSSA.

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

Monitor formal assessment data, targeted planning and instruction. Through the use of informal assessments and implementation the desired outcome will be achieved

Person responsible for monitoring outcome:

Michael Rebman (rebmanm@pcsb.org)

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

Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles. Develop a professional learning plan that results in improved practice and better student outcomes.

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

Standards based instruction and review is key. A well developed standards driven review plan based on diagnostic data will drive individualized differentiated instruction in order to prepare students for success. A focus on the 60 power words supports student learning in order to best retain information from 3 grade levels of Science instruction. Utilization of formal and informal assessment strategies that inform instruction will lead to consistent proficiency levels from year to year.

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.

Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as extensions/

more advanced texts for students above benchmark. These supports include access to grade-level text and beyond, small group instruction based on data, review of previously taught benchmarks as well as preview of upcoming benchmarks.

Utilize administrator walkthrough tool to provide weekly feedback to individual teachers as well as communicate and highlight evidence-based practices in science that are impacting student achievement with the entire staff.

Employ instructional practices that result in students doing the work of the lesson (higher-order questioning, quick demonstration followed by practice, limiting teacher talk, high-quality feedback, and opportunities to use that feedback).

Strengthen student inquiry skills through the implementation and monitoring of routine use of higher-level thinking through questioning, class discussions, problem solving activities, and/or collaborative study groups.

Person Responsible Michael Rebman (rebmanm@pcsb.org)

Teachers and administrators engage in the just-in-time training they need to support implementation of the curriculum and other instructional initiatives already underway.

Ensure professional development is content-focused, teacher and student-focused, instructionally relevant, and actionable.

Provide regular structures for planning/PLCs where teachers regularly engage in data/student work analysis as well as intellectual prep & lesson rehearsal (previewing/engaging in hands-on tasks, previewing videos and other digital resources) for upcoming lessons, including scaffolds that address gaps in student learning.

Regularly collaborate as a leadership team to engage in meaningful discussions and collective goal-setting around improving student outcomes including, but not limited to teacher support, community outreach, active student engagement and strengthening a culture of high expectations for all students.

Person Responsible Michael Rebman (rebmanm@pcsb.org)

#5. 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.

Our current level of performance is 32% (average of ESSA Cells) as evidenced in ELA, Math and Science. This is a 17% decrease from 2022 FSA results. We expect our performance level to be 54% on the 2023 State assessment.

The problem/gap is occurring because core instruction is not supported with fidelity, data driven differentiation is not specific enough, major curriculum data used (not SDI) is not aligned to overall school processes, teacher schedules do not maximize student support and diverse accommodation supports need to be reevaluated.

If data driven differentiation, extensive instruction in specialized curriculum and diverse accommodation supports utilized would occur, the problem would be reduced by 17%.

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

We expect our performance level to increase from 32% to 54% (average of ESSA Cells) on the 2023 State assessment.

Weekly PLCs with grade level teams to monitor ESE students and review data to make instructional decisions and implement interventions to use resources effectively and target students based on data when compared to their like peers. PLCs will focus on learning the foundational skills they need to engage in rigorous, grade-level content

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

Monitor EWS indicators in weekly HUB meeting and revise plans utilizing PBIPs and FBAs. Monitoring of the plans and data collection will be utilized to adjust the plans every 6-8 weeks. Students will be taught to receive instruction designed to teach students to advocate for their academic, social and emotional needs

Data Chats with ESE Teachers to review universal and OPM data on IEP goals. PLCs will focus on specialized instructional strategies as well as learning the foundational skills they need to engage in rigorous, grade-level content in the LRE

Person responsible for monitoring outcome:

Michael Rebman (rebmanm@pcsb.org)

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

Instruct students with disabilities in foundational skills necessary to engage in rigorous, grade-level content.

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

Inclusion practices lacked consistency to best meet student needs
 Inconsistent choice of core/ intervention support and OPM aligned to student needs and whole school processes and student needs
 Increase accountability and monitoring by administration
 Continued need for standards based planning with classroom teachers
 Inclusive scheduling - master scheduling built around SWD

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.

Provide instruction that is aligned to student's IEP goals and specially designed to meet the student's unique needs.

Use evidence-based practices for students with disabilities to teach foundational literacy and math skills. Make rigorous texts, materials, content, and activities accessible to students through supplementary aids including assistive technology.

Embed strategies into content-based instruction to teach students critical memory and engagement processes they can use to access, retain, and generalize important content.

Provide multiple opportunities for students to engage in and respond to instruction using their primary mode of communication, which may include the use of augmentative or alternative communication systems or visual supports and other prompts to support student success.

Collect data and monitor progress towards IEP goals and objectives on an intentional and regular schedule. Adjust services and accommodations if supported by data.

Person Responsible Michael Rebman (rebmanm@pcsb.org)

#6. 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.

Our current level of performance is 29% (average of ESSA Cells) as evidenced in ELA, Math and Science. This is a 16% decrease from 2021 FSA results. We expect our performance level to be 54% on the 2023 State assessment.
 The problem/gap is occurring because students lack the fundamental reading skills teachers need targeted professional development in using highly engaging strategies for a diverse group of learners, restorative practice, and advanced coursework for high achieving black students. .
 If small group reading instruction and precise assessment measures are used holistically in all grades, the problem would be reduced by 16%
 We will analyze and review our data quarterly for effective implementation.

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

We expect our performance level to increase from 29% to 54% (average of ESSA Cells) on the 2023 State assessment.
 The gap between black and white students is 29% and 60% (average of ESSA Cells) respectively based on 2022 FSA. The black students new goal is 54% cell average closing the gap with white peers.

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

monitor black students specifically and their achievement on school assessments
 develop in intervention plans and OPM protocols for students not meeting proficiency
 invite black students to ELP that are not meeting proficiency; monitor enrollment
 monitor student success in gifted/ talented cluster classrooms and access to advanced coursework
 monitor classroom teacher use of SEL curriculum and equitable conversations
 observe classroom for using highly engaging strategies for a diverse group of learners

Person responsible for monitoring outcome:

Michael Rebman (rebmanm@pcsb.org)

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

Equity and Excellence for ALL (equity mindset and using highly engaging strategies for a diverse group of learners)

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

Goal is to eliminate or greatly narrowing the achievement gap within between black and non-black learners. Our plan focuses on two of the six goal areas: student achievement and access to advanced coursework

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.

- Provide targeted professional development and coaching to entire staff on using highly engaging strategies for a diverse group of learners
- Using highly engaging strategies for a diverse group of learners

6 M's

Embed character trait book of the month focused on diversity

Create a "talented" program to serve students that are not gifted but are high performing

Train entire staff on restorative practice

Monitoring of the early warning system

Mentors and goal planning for all black students with an enhanced focus on black students in grades 4 and 5

Invite all black students to ELP

Weekly PLCs in which grade level data is reviewed and compared to promote efficient and effective use of the multitiered system

Person Responsible

Michael Rebman (rebmanm@pcsb.org)

#7. ESSA Subgroup specifically relating to English Language Learners

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

Our current level of performance is 60% (average of ESSA Cells) as evidenced in ELA, Math and Science. This is a 25% increase from 2021 FSA results. We expect our performance level to be 62% on the 2023 State assessment.

The problem/gap is occurring because core instruction is not supported with fidelity, data driven differentiation is not specific enough, major curriculum data used is not aligned to overall school processes, teacher schedules do not maximize student support and diverse accommodation supports need to be reevaluated.

If data driven differentiation, extensive instruction in specialized curriculum and diverse accommodation supports utilized would occur, the problem would be reduced by 25%.

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

We expect our performance level to increase from 60% to 62% (average of ESSA cells) on the 2023 State assessment.

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

Monitor ELL students specifically and their achievement on school assessments
 Develop intervention plans and OPM protocols for students not meeting proficiency
 Invite ELL students to ELP that are not meeting proficiency; monitor enrollment
 Monitor teacher use of Marzano Focus Model Go To Strategies for English Language Learners.
 Document to provide ongoing feedback to teachers of ELs in order to support the development of their practice in providing comprehensible and effective grade-level instruction to ELs.
 Create a plan for each student coded LY and LF to receive appropriate testing accommodations starting day one for each assessment; create a plan for monitoring
 Create a schedule for the Bilingual Assistant that directly supports standards-based instruction for ELs [provide support and PD and establish clear expectations with accountability

Person responsible for monitoring outcome:

Michael Rebman (rebmanm@pcsb.org)

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

Establish and implement processes that create a system of support for ELs.
 Establish meaningful communication with families and a parent involvement plan that is carried out in the home language, is sustained over time, and is responsive to the cultural experiences of the EL families.

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

Inclusion practices lacked consistency to best meet student needs
 Inconsistent choice of core/ intervention support and OPM aligned to student needs and whole school processes and student needs
 Increase accountability and monitoring by administration
 Continued need for standards based planning with classroom teachers

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.

Create a plan for each student coded LY and LF to receive appropriate testing accommodations starting day one for each assessment; create a plan for monitoring
 Monitor the LF student performance to ensure academic success or provide appropriate supports; monitor implementation of testing accommodations for LF students to ensure consistency schoolwide
 Monitor fidelity of implementation of the EL Grading Policy schoolwide by utilizing the grading reports and following up with individual teachers for each course failure for LY and LF students
 Create a schedule for the Bilingual Assistant to directly support standards-based instruction for ELs [provide support and PD and establish clear expectations with accountability]
 Conduct Road to Success data chats with ELs

Person Responsible Michael Rebman (rebmanm@pcsb.org)

Utilize Ellevation to assess the languages and countries of birth of ELs and plan for any special considerations the staff should know about their students (e.g. dialect, community practices, etc.)
 Develop a schoolwide plan to build a positive relationship with EL families, community, culture and increase involvement
 Have a school plan for meaningful and ongoing communication with families via the website, newsletter, parent letters, etc. and ensure communication is available in languages spoken by ELs; Utilize LionBridge Interpretation phone services and bilingual assistant services
 Communicate availability, benefits, purpose, and structure of ELP programs available in school in Spanish
 Organize Academic Success Nights to provide information, resources, and guidance for EL families
 Provide parents with the following resources for communication:
 - names, emails, phone numbers and availability of the school's bilingual staff;
 - Pinellas County Schools en Espanol Facebook page;
 - Spanish Helpline 727.588.6415
 - PCS ESOL Website (www.pcsb.org/esol)

Person Responsible Michael Rebman (rebmanm@pcsb.org)

#8. Positive Culture and Environment specifically relating to School Climate/Conditions for Learning (Behavior)

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

Using the Equity-Centered Problem-Solving Process:

- Analyze current level of performance using multiple data points
- Brainstorm and prioritize alterable barriers contributing to the problem/gap in performance
- Develop predictions on what evidence-based strategy would eliminate or reduce the impact of the target barrier
- Identify methods and times to monitor implementation fidelity and effectiveness of action plan steps used to implement targeted strategies.

Data to be considered: Office Discipline Referrals (ODRs), ISS, OSS, Classroom Behavior Calls, Classroom Referrals/Incident Reports (minor), Behavior Infractions, Risk Ratios, Tiered Fidelity Inventory (TFI), Benchmarks of Quality (BoQ), Tier 1 PBIS Walkthrough with Restorative Practices Elements, STOIC Checklist

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

Our current level of performance is 2 referrals. Continued development will allow the school to meet a goal of 0 referrals while enhancing PBIS processes and procedures.

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

SBLT will create lesson plans around our mission statement and GFS. Newly developed PBIS matrix, classroom lesson plans and schedule for PBIS meetings throughout the school year focused on continued development of schoolwide reinforcement incentives and data systems stated prior will be shared and worked on during preschool.

We will also utilize the Parent Report card to monitor parent involvement in the discipline process

Classrooms and leadership will continue to share weekly morning meeting SEL conversation starters

Classrooms and leadership will introduce and begin utilizing Harmony SEL. Harmony SEL is a social and emotional learning program for Pre-K-6 grade students, accessible online and at no cost. Harmony fosters knowledge, skills, and attitudes boys and girls need to develop healthy identities, create meaningful relationships, and engage productively by providing SEL learning resources, tools, and strategies.

Person responsible for monitoring outcome:

Michael Rebman (rebmanm@pcsb.org)

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

PBIS
 Restorative Practices
 Parent Report Card
 Morning meeting SEL conversation starters
 Harmony SEL Lessons

Rationale for Evidence-based Strategy:

Strategies and actions are based on research and evidence-based nationally recognized programs (PBIS and Restorative Practices). The specific strategies

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

and actions within our SIP were selected to match our school-specific needs based on our review of data utilizing an equity problem-solving process.

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.

WHAT: Expectations are clearly defined, taught, and reinforced

WHO: All staff monitoring student behavior in common areas will engage with students to provide feedback, both positive and corrective, and will refer to signage reflecting Guidelines for Success (expectations) that are posted in common areas when doing so.

WHEN: Preschool review of SBLT created PBIS matrix. At least weekly, teachers will review and re-teach expectations and rules. SBLT will establish plans for expectations to be reviewed bi-weekly based on current data to be used in routine Restorative Circles.

A system of recognition will be established to provide rewards to students for demonstration of positive and appropriate behaviors that are identified in the expectations/rules. By the end of the first semester, at least 90% of school members (students and staff) will participate in reward/recognition system and the rewards will be varied and reflect student interests (based on student input).

Person Responsible Michael Rebman (rebmanm@pcsb.org)

#9. Positive Culture and Environment specifically relating to Attendance

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

Our previous attendance rate for all students was 92.9%. Our expected performance level is 95% by May 2023.
 Our area of focus will be our students missing 10% or more school days. Our current rate is 78 students. Our expected performance level by May 2023 is 40 students.
 The problem/gap in attendance is occurring because Tier 2 and tier 3 intervention plans not occurring with fidelity targeting specific grade levels and ethnicities.
 If (Tier 2 and tier 3 intervention plans were occurring with fidelity) would occur, the problem would be reduced by 50%.
 We will analyze and review our data for effective implementation of our strategies by September 2022.

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

The percent of all students missing more than 10% of school is 78 students. This area of focus will decrease by 50% to 40 students, as measured by attendance dashboard data.

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

We will monitor our schoolwide, grade level and ethnicity data bi-weekly at CST. We will access our previously developed intervention plans and ensure they are implemented with fidelity. We will problem solve to determine their impact on the focus groups.
 We will also utilize the Parent Report card to monitor parent involvement in the attendance process

Person responsible for monitoring outcome:

Michael Rebman (rebmanm@pcsb.org)

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

Fidelity of tier 2 and 3 intervention plans to increase student attendance and student achievement.
 Parent Report Card

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

The problem gap in student attendance missing 10% or more school days has and requires focused attention on a bi-weekly attendance meetings to ensure the impact is reduced and positive as related to student achievement.

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.

Principal will call parents throughout the first 10 days explaining and reiterating the school expectations surrounding attendance and throughout the year as it relates to our mission statement and best practices
 Review attendance taking process and school-wide strategies for positive attendance with all staff and with SBLT monthly
 Review attendance data bi-weekly with CST ensuring fidelity of tiered strategies and impact on student attendance and achievement. Including, ensuring attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).
 Engage students in 1st and 2nd semester schoolwide expectation assemblies with one component being attendance to ensure awareness of the importance of attendance

Person Responsible

Michael Rebman (rebmanm@pcsb.org)

#10. Positive Culture and Environment specifically relating to Family and/or Community Engagement

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

It is difficult to attract and maintain our PTA board with parents. Additionally, its challenging to have parents engage in a variety of school events, programs and meetings. The Principal will develop a Family Engagement Action Team (FEAT) consisting of staff members that are also parents. This team will ensure family and community engagement is always thriving with focus on a strong school-family collaborative partnership. The team will utilize the Parent Report Card developed for Azalea to monitor and encourage family involvement.

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

The number of all parents engaging in the planning and preparation of school-family events, attending programs and meetings and a deeper understanding of our 3A's mission statement will increase by 25% from baseline 1st semester report card to 2nd semester report card.

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

Monitor numbers of parents becoming involved in leadership roles versus participant roles.
 Monitor the number of outreach events to connect with parents
 Monitor the report card percentage increase from 1st semester to 2nd semester

Person responsible for monitoring outcome:

Michael Rebman (rebmanm@pcsb.org)

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

Effectively communicate with families about their students' progress and school processes/practices.
 Provide academic tools to families in support of their students' achievement at home.
 Purposefully involve families with opportunities for them to advocate for their students.
 Intentionally build positive relationships with families and community partners.
 Use a parent report card to track parental involvement

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

Ensure school-family collaborative partnerships are improved, consistent and well-developed. Parental involvement is high for certain family annual family events but not avenues related to school and student success

used for selecting this strategy.**Action Steps to Implement**

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

Use student data to drive how families support learning at home. Building trusting relationships with families has to go beyond involvement in traditional volunteer opportunities and move to being equal partners in student academic success. Our efforts to really partner with parents need to be aligned to the Dual Capacity Building Framework for Family School Partnerships.

- Develop parent report card and incentives for Azalea ES use with PTA/ SAC/ FEAT
- Share with staff for input and revision
- Revise parent report card and share with families
- Monitor report card at the close of the 1st semester and re-issue for the 2nd semester

Person Responsible Michael Rebman (rebmanm@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

Our current level of proficient students in 1st grade entering 2nd grade is 31% as evidenced on the Spring ELA MAP assessment.

We expect our performance level to be 54% by May 2023.

The problem/gap is occurring because differentiation needs to remain data driven, focused on student reading needs utilizing evidence based interventions and implemented with fidelity. If differentiation is data driven, focused on student reading needs utilizing evidence based interventions and implemented with fidelity, the need would be improved by 23%.

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

Our current level of proficient students in 3rd grade entering 4th grade is 45% as evidenced on the 2022 FSA ELA. We expect our performance level to be 62% by May 2023. The problem/gap is occurring because differentiation needs to remain data driven, focused on student reading needs utilizing evidence based interventions and implemented with fidelity. If differentiation is data driven, focused on student reading needs utilizing evidence based interventions and implemented with fidelity, the need would be improved by 17%.

Our current level of proficient students in 4rd grade entering 5th grade is 41% as evidenced on the 2022 FSA ELA. We expect our performance level to be 62% by May 2023. The problem/gap is occurring because differentiation needs to remain data driven, focused on student reading needs utilizing evidence based interventions and implemented with fidelity. If differentiation is data driven, focused on student reading needs utilizing evidence based interventions and implemented with fidelity, the need would be improved by 21%.

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)

The percent of all proficient students on State assessments in 2nd grade will increase from 31% to 54% as measured by State assessments

Grades 3-5: Measureable Outcome(s)

The percent of all proficient students on ELA FSA in 4th grade will increase from 45% to 62% as measured by State assessments

The percent of all proficient students on ELA FSA in 5th grade will increase from 41% to 62% as measured by State assessments

The percent of all students ELA learning gains on ELA FSA in 4th grade will increase from 49% to 62% as measured by State assessments

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.

Ensure teachers have a clear understanding of the K-5 B.E.S.T. ELA Standards

- provide pre-school PD session
- Schedule PLC sessions throughout the year
- schedule vertical articulation planning meetings with KG - 5 teachers to plan and discuss best practices

Increase teacher knowledge of the science of reading & evidence-based practices.

- select teacher will attend the AIMS institute focused on reading and evidence based practices
- select teachers will be model classrooms for teacher visits and lead PLC

Implement a plan for identifying students not meeting benchmark in the early grades, including targeted instruction, and frequently monitoring progress to ameliorate gaps early.

- conduct quarterly universal assessments on the foundations of reading with every student KG - 5
- build intervention plans for each student with classrooms teachers and hourly teachers
- progress monitor students based on tier level weekly or bi-weekly

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Rebman, Michael, rebmanm@pcsb.org

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?

Strategically focus on K-2 teachers and instruction, where acceleration can occur more rapidly, by ensuring equitable use of resources including instructional supports, school-based professional development, cycles of coaching, feedback, etc.

Monitor whole group and small group instruction in the ELA block to ensure instruction in both reading and writing is designed and implemented according to research-based principles.

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?

Proficiency scores remain static requiring a focus on whole and small group instruction

Student learning gains and L25 gains have steadily increased with our focus on these evidence based strategies.

Implementation phase of the science of reading will continue as we transition to fidelity of use with all teachers

With this continued work we are improving students learning to read and a focus on improving grade level, core instruction our proficiency scores will improve

ISM helped recognize that there was a need to enhance and strengthen target task alignment to enhance core instruction

ELP wasn't structured enough, meaning program choice, duration and intensity to support targeted L25 students
 Development of a data culture among instructional staff

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 |
|---|---|
| <p>Ensure teachers have a clear understanding of the K-5 B.E.S.T. ELA Standards Increase teacher knowledge of the science of reading & evidence-based practices. Implement a plan for identifying students not meeting benchmark in the early grades, including targeted instruction, and frequently monitoring progress to ameliorate gaps early.</p> | <p>Rebman, Michael, rebmanm@pcsb.org</p> |
| <p>Ensure instructional supports are in place for all students during core instruction and independence, as well as extensions/more advanced texts for students above benchmark. These supports include access to grade-level text and beyond as well as small group instruction based on data. Prioritize engaging students in immense amounts of reading, discussion, and writing with feedback ensuring ample time is given to students to read and write appropriate grade-level text (while applying foundational skills) with high-quality feedback and opportunities to use that feedback. Utilize the walkthrough tool to provide weekly feedback to teachers as well as communicate and highlight evidence-based practices that are impacting student achievement with the entire staff. Strengthen student inquiry skills through the implementation and monitoring of routine use of higher-level thinking through questioning, class discussions, problem solving activities, and/or collaborative study groups. Implement a plan for students not meeting benchmark, including targeted instruction, and frequently monitoring progress.</p> | <p>Rebman, Michael, rebmanm@pcsb.org</p> |

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.

The Parent Family and Engagement Plan (PFEP) is now uploaded in ShareFile through Title I, Part A

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

The Parent Family and Engagement Plan (PFEP) is now uploaded in ShareFile through Title I, Part A