Belleair Elementary School

2022-23 Schoolwide Improvement Plan

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Belleair Elementary School

1156 LAKEVIEW RD, Clearwater, FL 33756

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

Demographics

Principal: Renee Kelly N

Start Date for this Principal: 7/1/2022

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)	100%
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 English Language Learners Hispanic Students Students With Disabilities White Students
School Grades History	2021-22: C (53%) 2020-21: (59%) 2018-19: C (51%) 2017-18: C (47%)
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.

Belleair Elementary School's mission is to provide a safe learning environment and create lifelong learners who achieve at least a year or more of growth.

Provide the school's vision statement.

100% Student Success ~ Each and every student makes at least a year of learning gains.

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	
Kelly, Renee	Principal		Oversees all operational and instructional decisions within the school in the name of student achievement.
Craig, Alexis	Attendance/ Social Work		Coordinates attendance, truancy, incentives, etc. , Member of CST and Small groups for students of trauma.
Delong, Erin	ELL Compliance Specialist	ESOL Teacher	ELL teacher and team leader
Miller, Tiffany	Teacher, K-12		Administer diagnostic assessments, develop intervention plan, and deliver intense interventions to striving readers. Provide professional development and coaching with interventions and those serving the students.
Morehouse, Michelle	Guidance Counselor		Oversees and provides counseling services for all grade levels on a bi-weekly schedule and supports small groups based on needs of students.
Moses, Jami	Teacher, K-12		5th Grade ELA champion
Tudor , Suzanne	Teacher, ESE		ESE team leader
Johnson, Laura	Assistant Principal		Assists with all operational and instructional leadership duties in the name of student achievement.
Harvey, Francine	Instructional Coach		Support teachers with math standards through collaborative planning, PD, coaching, and small group instruction in grades 3-5 with both students and teachers.

Demographic Information

Principal start date
Friday 7/1/2022, Renee Kelly N

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

Total number of students enrolled at the school

421

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

1

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

6

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	37	80	58	81	61	61	0	0	0	0	0	0	0	378
Attendance below 90 percent	1	23	15	23	10	17	0	0	0	0	0	0	0	89
One or more suspensions	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Course failure in Math	0	0	0	0	1	4	0	0	0	0	0	0	0	5
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	20	18	20	0	0	0	0	0	0	0	58
Level 1 on 2022 statewide FSA Math assessment	0	0	0	11	13	20	0	0	0	0	0	0	0	44
Number of students with a substantial reading deficiency	0	0	8	6	0	0	0	0	0	0	0	0	0	14

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	1	3	0	0	0	0	0	0	0	0	4

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	4	5	4	0	0	0	0	0	0	0	0	0	13
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

Sunday 7/10/2022

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	60	61	81	64	78	67	0	0	0	0	0	0	0	411
Attendance below 90 percent	0	18	22	17	18	19	0	0	0	0	0	0	0	94
One or more suspensions	0	0	0	0	3	6	0	0	0	0	0	0	0	9
Course failure in ELA	0	0	7	5	10	5	0	0	0	0	0	0	0	27
Course failure in Math	0	0	7	5	10	5	0	0	0	0	0	0	0	27
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	26	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	20	0	0	0	0	0	0	0	20
Number of students with a substantial reading deficiency	0	0	2	3	9	8	0	0	0	0	0	0	0	22
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	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	5	0	0	0	0	0	0	0	5

The number of students identified as retainees:

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

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	60	61	81	64	78	67	0	0	0	0	0	0	0	411
Attendance below 90 percent	0	18	22	17	18	19	0	0	0	0	0	0	0	94
One or more suspensions	0	0	0	0	3	6	0	0	0	0	0	0	0	9
Course failure in ELA	0	0	7	5	10	5	0	0	0	0	0	0	0	27
Course failure in Math	0	0	7	5	10	5	0	0	0	0	0	0	0	27
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	26	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	20	0	0	0	0	0	0	0	20
Number of students with a substantial reading deficiency	0	0	2	3	9	8	0	0	0	0	0	0	0	22
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	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	5	0	0	0	0	0	0	0	5

The number of students identified as retainees:

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

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	44%			45%			38%	54%	57%
ELA Learning Gains	52%			60%			56%	59%	58%
ELA Lowest 25th Percentile	50%			61%			54%	54%	53%
Math Achievement	56%			54%			63%	61%	63%
Math Learning Gains	63%			72%			62%	61%	62%
Math Lowest 25th Percentile	53%			72%			51%	48%	51%
Science Achievement	52%			48%			31%	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	34%	56%	-22%	58%	-24%
Cohort Comparison		0%				
04	2022					
	2019	41%	56%	-15%	58%	-17%
Cohort Comparison		-34%				
05	2022					
	2019	40%	54%	-14%	56%	-16%
Cohort Comparison		-41%				

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	66%	62%	4%	62%	4%
Cohort Comparison		0%				
04	2022					
	2019	54%	64%	-10%	64%	-10%
Cohort Comparison		-66%				
05	2022					
	2019	59%	60%	-1%	60%	-1%
Cohort Comparison		-54%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	31%	54%	-23%	53%	-22%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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
SWD	23	29		51	54		55				
ELL	42	53	53	62	63	64	52				
BLK	28	35	42	43	57	41	37				
HSP	47	56	53	62	66	58	59				
WHT	75	79		75	64						
FRL	41	51	54	55	60	52	50				
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	30	57		57	79		46				
ELL	42	53		59	74		53				
BLK	33	50		37	59		27				
HSP	50	65	67	62	77		51				
WHT	58			65							
FRL	44	60	60	51	70	73	46				
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	23	41	36	51	56	57	12				
ELL	39	55	50	68	64	69	24				
BLK	28	40	33	41	56	45	14				
HSP	42	57	50	69	64	57	36				
WHT	44	86		77	70		36				
FRL	37	56	50	63	63	52	32				

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	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	48
Total Points Earned for the Federal Index	418
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	56
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	73
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	52
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?

Across grade levels and content areas, there were significant gains in both ELA and Math according to MAP Fall to Winter data in grades 1-5. Across grade levels and content areas, learning gains were made for the 21/22 school year. While math proficiency increased by 2 percentage points and science 3 percentage points, ELA proficiency decreased by 2 percentage points. ELA proficiency continues to fall under 50% proficient. Overall learning gains and L25 learning gains for ELA and MATH were over 50%. In regards to subgroup data, there is a significant gap between black students and non-black students in all grade levels and content areas, with the exception of rising 1st grade. Based on MAP and running record data, rising 1st and 2nd grade students are outperforming in proficiency in all content areas compared to the rest of the grade levels. The SWD subgroups have very few students proficient and learning gains in any content area in all grade levels.

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

Based on the 2021-22 state assessment, the following data components show the most need for improvement:
1. ELA and Math proficiency

3. Increase percentage of students making gains in ath and ELA.
2. Black and ESE subgroup on the ESSA index

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

There is a lack of stamina and foundational mastery and higher order/cognitive thinking tasks that students need in order to become proficient. In order to address this need, all students that have not mastered grade level standards, will need a foundational skills diagnostic administered for both reading and math. Strategic and prescriptive interventions will need to be put in place and monitored for mastery, with groups being fluid based on each and every students' foundational need. More frequent progress monitoring will be conducted every 6-8 weeks in order to adjust foundational skills groups and close the foundational gap. In the core instruction, modifications and contributions from the ESE, ESOL teachers are needed to provide specially designed instruction, so the core content is accessible for all learners. This will require intentional planning to build background knowledge, vocabulary, and the increase of transfer of writing tasks.

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

Increase in proficiency in both math for grades 3-5 and science 5th grade based on FSA data.

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

Based on the increase in MAP data during the 2021/22 school year, we believe the following were contributing factors: collaborative planning, project 23 math, and math coach providing professional development and coaching cycles, explicit foundational instruction in grades K-2, and strategic and prescriptive interventions groups to close the foundational reading gap. In addition to these measures, we used a kindergarten readiness screener to create classes with students of similar ability levels. This provided both acceleration and remedial differentiated instruction to meet the needs of all learners.

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

In order to accelerate learning and build stamina in any content area, students must become fluent readers while increasing opportunities for tasked independent reading in each grade level for at least 20 minutes a day and build fluency in basic math computation. Comprehension standards should be built through shared reading, read aloud, and independent reading. Students need to be taught reading comprehension strategies to closely read in order to make inferences and synthesize the text beyond basic recall for strategic and extended thinking. The following strategies will be implemented and monitored:
1. Increase oral language in all grade levels.
2. Increase phonemic awareness mastery and the link to phonics in our Pre-K to 3rd grade classes.
3. Increase teacher autonomy based on diagnostic assessments in the primary grades by understanding the
levels of reading acquisition so each and every student has a foundation of Math and ELA .
4. Co-teaching with ESE and ELL teachers alongside the General Educational teachers
5. Continuing with collaborative planning with the understanding and application of the new B.E.S.T. standards.
6. Strong PBIS and processes/procedures, with high expectations and conditions for learning.

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.

1. Co-teaching - Professional Development with a focus on oral language and support with co-teaching model with UCF.
2. Heggerty Phonemic Awareness for Grades Pre-K to 3rd grade.
3. Shifting the Balance: 6 Ways to Bring the Science of Reading into the Balanced Literacy Classroom (book study).
4. PLCs that focus on formative student data and problem-solving worksheets to take action by adjusting both core and small group instruction in ELA, Math, and Science
5. Increase CRT and Equity PD on a monthly basis
6. PELI (professional learning for Pre-K-2nd grade) with support from coaches to implement best practices for early literacy for the 2022/23 school year.
7. Just-in-Time Coaching and PD provided by county ISD to become familiar and support implementation with Math and ELA's B.E.S.T. standards in all grade levels.

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

Our main goal is to increase proficiency and create readers/writers in our primary grades so students will become fluent readers and able to comprehend grade-level text by at least 3rd grade. In order to do this, strong foundational skills need to be mastered along with language comprehension. Many resources have been added to include: 2 reading recovery teachers, a reading and math interventionist (focused on K - 3), and prescribed early literacy groups based on a series of diagnostics that are progress monitored throughout the school year.

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 (FSA, common assessments, walkthrough data, etc.) collected from the 2021-2022 school year reflected that students were performing below grade level in ELA, Math, and Science in Grades 3-5, even though proficiency increased after each cycle of MAP data in all content areas. There is a significant gap for Black and SWD subgroups. It is evident that the early foundational skill professional development, strategic monitoring, and the use of data to drive instruction has increased overall proficiency and learning gains based on MAP and running record data in rising 1st and 2nd grade students. Engagement of students in standards-aligned instruction is essential for students to move to proficiency and close the foundational gap for learning gains to occur. For students to become proficient, teachers must become familiar with the new B.E.S.T. standards and be well planned, provide all students with consistent opportunities to engage in in complex, grade-level content, and activities aligned to the rigor of the standard/benchmark, monitor both core and intervention groups, and adjust instruction based on formative data. With the launch of the B.E.S.T. standards and all new curriculum in ELA and Math, it will be critical that administration and teachers become familiar with the design in order to understand what students are expected to master, implement, and monitor by using the student data to drive instruction and make daily formative decisions.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Proficiency in English Language Arts will increase 10% (from 44% to 54%), as measured by FAST. Proficiency in Mathematics will increase 10% (from 56% to 66%), as measured by FAST. Proficiency in Science will increase 10% (from 52% to 62%), as measured by the SSA. Black student proficiency in ELA/Math/Science will increase 10% (from 62% to 70%), as measured by FAST.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	School based instructional leadership team (Principal, Assistant Principal and instructional interventionists) will monitor data through the use of a grade and content level excel document to include common assessments, formative and summative assessments, attendance, social/emotional learning and subgroups. We will monitor that all tier 2 and tier 3 interventions are implemented will fidelity and provide just in time support. Both administration and instructional interventionist will provide feedback and just in time support that focuses on explicit and systematic instructional practices for all content levels.
Person responsible for monitoring outcome:	Renee Kelly (kellyre@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being	Gain a deep understanding of the B.E.S.T. Standards/NGSSS as a non-negotiable for improving student outcomes. Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles. Celebrate students' growth with regards to goal setting and academic

implemented for this Area of Focus.	progress to encourage the use of high-yield strategies and ensure continuous academic growth.
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 increase proficiency and close the foundational gap, the strategies of learning the standards school-wide, monitoring whole and small group instruction, and celebrating student growth will enable all stakeholders to gain a deeper understanding of the standards to help facilitate the learning continuum and progress towards proficiency and the closing of gaps based on assessment data from 2021-2022 and the initial assessment data that will take place in the fall of 2022-2023.

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.

Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles by:
1. The school based instructional leadership team and teachers will engage in a variety of professional development that is content focused, instructionally relevant, and has an end goal of increasing proficiency in all content areas.
2. 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 as well as small group instruction based on data.
3. Employ instructional practices to motivate and deepen student engagement including, but not limited to: positive expectations for success; novel tasks or other approaches to stimulate curiosity; meaningful tasks related to student interests & cultural backgrounds; opportunities for students to ask their own questions, set their own goals, and make their own choices.

Person Responsible	Renee Kelly (kellyre@pcsb.org)

Celebrate students' growth with regards to goal setting and academic progress to encourage the use of high-yield strategies and ensure continuous academic growth by:
1. Implementing goal setting opportunities where students regularly and visibly participate in setting their own goals, monitoring their academic progress throughout the year, revising their goals based on data, and celebrating successes.
2. Implementing student-led conferences to allow students to share their academic goals and their progress with family members.
3. Including the use of celebrated organizational systems and tools as part of school wide PBIS system.

Person Responsible	Renee Kelly (kellyre@pcsb.org)

Gain a deep understanding of the B.E.S.T. Standards/NGSSS as a non-negotiable for improving student outcomes:
1. Become familiar with the design in order to understand what students are expected to master.
2. Synthesize the benchmarks, benchmark clarifications, and appendices to fully understand the expected

outcomes that carry the full weight of the standards.

3. Purposefully combine/stack standards and benchmarks to support learning so that a benchmark is spotlighted and supporting benchmarks (such as ELA Expectations/MTRs) that enhance instruction are incorporated in the lesson to meet the demands of the spotlighted benchmark.

Person Responsible   [no one identified]

#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.	Based on FSA (3rd-5th) and MAP data (K-2nd), the following proficiency data showed that there is a critical need for SWD to increase proficiency and learning gains with a focus in ELA, (exception 2nd grade math) while also continuing to increase proficiency in math. Rising 5th Grade FSA: 26% ELA, 42% Math Rising 4th Grade FSA: 26% ELA, 56% Math Rising 3rd Grade MAP: 29% ELA, 50% Math Rising 2nd Grade MAP: 64% ELA, 18% Math Rising 1st Grade MAP: 75% ELA. 92% Math
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Black students proficiency in ELA/Math/Science will increase 20% (ELA: 25% to 45%, math: 38% to 58%, science: 35% to 55%), as measured by FAST and SSA. The percent of black students who missed 10% or more days of school will decrease by 10%.The percent of black students with referrals and/or calls for administrative support will decrease by 20%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	School based instructional leadership team (Principal, Assistant Principal and instructional interventionist) will monitor data through the use of a grade and content level excel document to include common assessments, formative and summative assessments, attendance, social/emotional learning and subgroups. Attendance will be monitored along with the school follow-up at CST .Referrals and administrative support calls will be monitored at weekly at the school based instructional leadership team meeting.
Person responsible for monitoring outcome:	Renee Kelly (kellyre@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers and staff will provide a safe and equitable learning environment in which black students build a growth mindset and increase perseverance to achieve academic, behavioral, and social/emotional success.
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 reduce the disparity within our black subgroup's data in attendance, discipline, and academics, professional development is necessary for ALL adults on our campus. The professional development should be on increasing the student engagement of our black students through the use of culturally responsive teaching practices, an equitable mindset, and the setting of high expectations.

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.

Increase the number of teachers that will attend the AVID CRT 12 hour course and the Equity Cohort classes.

Person Responsible	Renee Kelly (kellyre@pcsb.org)

PD on different cultural beliefs and differences among the students and staff represented on our campus.

Person Responsible	Renee Kelly (kellyre@pcsb.org)

Monitoring of the implementation of strategies previously studied and learned during PD.

Person Responsible	Renee Kelly (kellyre@pcsb.org)

Ease into the inviting and/or including of parents on campus, focusing on the cultural representation of diverse individuals on campus to increase the family and school connection to our community.

Person Responsible	Renee Kelly (kellyre@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.	Based on FSA (3rd-5th) and MAP data (K-2nd), the following proficiency data showed that there is a critical need for SWD to increase proficiency and learning gains with a focus in ELA, while also continuing to increase proficiency in math. Rising 5th Grade FSA: 25% ELA, 42% Math Rising 4th Grade FSA: 20% ELA, 57% Math Rising 3rd Grade MAP: 30% ELA, 40% Math Rising 2nd Grade MAP: 33% ELA, 25% Math Rising 1st Grade MAP: 83% ELA. 83% Math FSA ESE 3rd-5th: Math proficiency: 46% ELA proficiency: 18% Learning Gains Math: 54% Learning Gains ELA: 18%
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Proficiency and learning gains in ELA will increase by 20% (18% to 38%), as measured by F.A.S.T.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	School based instructional leadership team (Principal, Assistant Principal, and instructional interventionists) will monitor data through the use of a grade and content level excel document to include common assessments, formative and summative assessments, attendance, social/emotional learning and subgroups. We will monitor that all core modifications to grade level curriculum, created through collaborative planning, are being utilized by the general education teacher. Administration will meet regularly with ESE teachers regarding the collection of data and monitor progress towards IEP goals and objectives, then if needed, adjust services and accommodations if supported by data (ELA intervention block). ESE teachers will administer foundational skills diagnostic and running records every 8 weeks to monitor specific foundational skill IEP goals and assist in determining ELA intervention groups to close the foundational skills gap.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy	ESE teachers will collaboratively plan with grade level general education teachers that they support and provide modifications to the core curriculum so that SWD can access and engage in rigorous, grade-level content and either the general education or ESE teacher can provide specially designed instruction. In grades 3-5 a co-teach model will be utilize to increase access to grade level core curriculum. SWD will be provided prescribed small group instruction during the reading intervention block that supports foundational skills specific to their individual IEPs.

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.

In order for SWD to increase proficiency with grade level content, they must be provided modifications to core curriculum so that grade level content is accessible and they increase proficiency (specially designed curriculum). Daily collaboration and communication between the general education teacher and ESE teacher is vital for students to meet their IEP goals and be successful with grade level content.

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.

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

1. Provide instruction that is aligned to student's IEP goals and specially designed to meet the student's unique needs.
2. Use evidence-based practices for students with disabilities to teach foundational literacy and math skills.
3. Make rigorous texts, materials, content, and activities accessible to students through supplementary aids.
4. Embed strategies into content-based instruction to teach students critical memory and engagement processes they can use to access, retain, and generalize important content.
5. Provide multiple opportunities for students to engage in and respond to instruction using their primary mode of communication, which may include the use alternative communication systems or visual supports and other prompts to support student success.
6. Collect data and monitor progress towards IEP goals and objectives on an intentional and regular schedule. 7. Adjust services and accommodations if supported by data.

Person Responsible Renee Kelly (kellyre@pcsb.org)

Goal: Create a schedule that maximizes ESE student participation in the least restrictive environment.
1. Place students requiring ESE services in master schedules first to optimize service delivery, focusing on a clustering process to meet student needs.
2. Schedule time for ESE and general education teachers to co-plan for differentiated instruction and support delivery of services.
3. Collect and interpret data from multiple sources to track the use of accommodations while progress monitoring achievement utilizing instruments aligned to the targeted area.
4. Collaborate with service providers to create a schedule that promotes services in the least restrictive environment whenever possible.

Person Responsible Renee Kelly (kellyre@pcsb.org)

#4. Positive Culture and Environment specifically relating to Family Engagement

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the 21-22 School Quality Survey from Parents data the parents want more afterschool extracurricular activities and due to Covid 19 and extenuating circumstances, very few parent activities were planned in the 21/22 school year. However, we have already started planning academic nights, a plan to increase parent engagement and partnerships and building community partnerships with all stakeholders. In the 20/21 the data has historically shown that having a language barrier has been an obstacle that has reached over 20% and has been a contributing factor impeding parent involvement. To this end last year, we establish and implement processes that create a system of support for ELL student and families; however, we will continue those action steps to continue the partnerships between school and families.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	80% of all students will have had a documented parent/school conference a minimum of one time during the 22/23 school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Completed conference forms, documentation in FOUCS, SAC/PTA sign ins, and family engagement events sign ins.
Person responsible for monitoring outcome:	Renee Kelly (kellyre@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Effectively communicating and building relationships with families about their students' progress and school processes to include academic tools for support at home allows for higher student achievement.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Communication being solely impacted due to a language barrier must be broken down at the school level. In order to do this effectively, we have to provide the tools necessary for families and the school community to be able to communicate.

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.

All families will receive a welcome call in their home language within the first week of school. SAC and PTA meetings, whenever possible, will include interpreters to assist in ELL families being able to understand and comprehend the school information. Educating families with all school-wide events through flyers, the marquee, school messenger, agenda books, and Lionbridge will be available in both English and Spanish.

Person Responsible   Renee Kelly (kellyre@pcsb.org)

All families will receive a welcome call from the teacher within preschool and/or the first week of school. Preferred communication will be communicated by parent and then teacher will log into Focus so all adults are aware of the preferred communication.

Person Responsible   Renee Kelly (kellyre@pcsb.org)

Any student that is not proficient on grade level expectations on the F.A.S.T. in the fall shall have a parent/ teacher conference form filled out and provided to administration by the end of October.

Person Responsible   Renee Kelly (kellyre@pcsb.org)

Increase parent and school relationships by providing extracurricular activities, academic family events, partnership with Big Brother Big Sisters and All Pro Dad's.

Person Responsible   Renee Kelly (kellyre@pcsb.org)

#5. Positive Culture and Environment specifically relating to Positive Behavior Intervention Supports	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	In order to build relational capacity, it is imperative to empower student voice, and hold high expectations in an inclusive, supportive classroom environment. Engagement and achievement thrive in a classroom culture where students' assets, interests, experiences, perspectives and culture funds of knowledge are valued and intentionally reflected in curriculum materials and learning experiences. Upon review of the data, the following were flagged for concern: 21/22- 24 referrals; however, 47% of the referrals were generated from African American students. There were 281 administrative support calls.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percent of students with referrals and/or administrative calls for administrative or student services support will decrease by 20%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Referrals and administrative or student support services calls will be monitored at weekly leadership meetings We will intentionally readdress areas of concern with students and staff, based on the collected and documented data,
Person responsible for monitoring outcome:	Renee Kelly (kellyre@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Behavior expectations for all stakeholders are clearly defined, communicated, agreed on, implemented by staff, and explicitly taught to students.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	As evidenced by the PBIS framework, the Tier 1 Universal Feature of Teaching Expectations indicates that active and explicit teaching of school-wide expectations clarifies concepts for students and adults, allows for practice and performance feedback, and reduces misunderstandings regarding what is appropriate at school. Integrating and aligning restorative elements with PBIS will enhance the effectiveness of the system.

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.

Early in the school year, the PBIS team will review and make any revisions necessary to refresh the PBIS plan. Lesson plans for teaching expectation will be based on feedback from the staff and will include

examples and non-examples. Fidelity checks will be conducted informally to ensure delivery of the lesson plans and follow through.

Person Responsible Renee Kelly (kellyre@pcsb.org)

Guidelines for Success signage will be posted in all common areas and monitored to ensure consistency is applied across the campus and in each classroom

Person Responsible Renee Kelly (kellyre@pcsb.org)

Monthly, SBLT will review the discipline data and make changes to the plan to include professional development for the staff, grade levels or individuals for coaching support in the area (s) of need.

Person Responsible Renee Kelly (kellyre@pcsb.org)

A recognition system will be defined to include a token system for all students, weekly recognition for Tiger of the Week, Positive Character Awards on a monthly basis. Rewards will be determined by the student interest survey provided on a semester basis. The PBIS team will track students who are receiving the rewards/awards throughout the year.

Person Responsible Renee Kelly (kellyre@pcsb.org)

During the first two weeks of school, administration and/or social service team will present a PBIS PowerPoint to review guidelines for success, token system, tiger roars, tiger shout outs, monthly character of the month.

Person Responsible Renee Kelly (kellyre@pcsb.org)

#6. Positive Culture and Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	31% (152) of the school's population missed 10% or more days in the 21/22 school year. 11% (55) of the school's population missed 20% or more days in the 21/22 school year.
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 that were absent 10% or more will decrease from 31% to 20% as measured by the attendance dashboard in School Profiles.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	CST documentation, incentive documentation and Tier 2 and Tier 3 documentation (FOCUS, conference forms).
Person responsible for monitoring outcome:	Renee Kelly (kellyre@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	We will strengthen our attendance problem solving process to address and support the needs of students across all tiers on an on-going basis, to include greater communication with families and positive incentives.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	This strategy was chosen because we wanted to tighten CST processes, specifically with a flow chart of action steps. It is also the intention to increase empathetic communication while simultaneously educating families on the importance of attendance.

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.

Flow chart will be shared with staff during pre-school so that everyone is aware of the expected processes.
A student survey will be given to students to determine incentives.
Office staff will call all L35 students when they are tardy/absent each day.
Implement Tier 2 and Tier 3 plans for all individual students on a regular basis. When attendance conferences are held with CST, academic information will be shared to show any pertinent correlations.
3 Day warning letters will be presented to families in a face to face conference with the principal.
When parents are unreachable home visits will be conducted by CST.
Pre-school letters will be sent to all students identified from the 21/22 school year that missed 10% or more of the school year, and/or those students that had a chronic tardy issue. The letter will explain the process involved with attendance and tardies as followed by CST.

Person Responsible	Michelle Morehouse (morehousem@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

Gain a deep understanding of the B.E.S.T. standards as a non-negotiable for improving student outcomes. Kindergarten students that are not on track for the level 3 or above on the statewide standardized ELA assessment is 8%.
First grade students that are not on track for the level 3 or above on the statewide, standardized ELA assessment is 30% .
Second grade students that are not on track for the level 3 or above on the statewide, standardized ELA assessment is 56% .

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

Gain a deep understanding of the B.E.S.T. standards/NGSSS as a non-negotiable for improving student outcomes.
Third grade students that are below level 3 on the statewide, standardized ELA assessment is 61% .
Fourth graders students that are below level 3 or above on the statewide, standardized ELA assessment is 54%.
Fifth grade students that are below level 3 or above on the statewide, standardized ELA assessment is 55%.

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)

Last year, 21 % of students in grade K-2 scored within the red or orange bands on the Spring Reading MAP. Our goal is for 85% of students in grades K-2 to be on track to pass the ELA FAST.

Grades 3-5: Measureable Outcome(s)

Proficiency in ELA will increase from 44% (from % to 54%), as measured by module assessments, district provided benchmark assessments, formative and summative 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.

The ILT will conduct walk throughs of the classrooms and provide timely feedback to the teachers. Data chats will occur in a timely manner in order to make data driven decisions in the classroom. Coaching cycles will occur based on teacher interest and for whom the data shows a need for improvement. Data chats will come from module assessments, district provided benchmark assessments, formative and summative assessments.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Kelly, Renee, kellyre@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?

Data chats of school wide, district and state assessments in a timely manner
Data-driven decision making, derived from data chats
Lesson study protocol
Coaching cycles
Professional Development
University of Florida Lastinger Flamingo Small Group Model

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?

Based on MAP and FSA data there is a majority of students in K-5 that are not proficient in ELA. These practices are researched based and proven to increase proficiency.

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
Utilize administrator walk through 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.	Kelly, Renee, kellyre@pcsb.org
Provide regular structures for planning/PLCs where teachers regularly engage in data/student work analysis as well as intellectual prep and lesson rehearsal for upcoming lessons, including scaffolds that address gaps in student learning (using various methods such as Lesson Study, Peer to Peer observations, Fishbowls). Data analysis protocols will be implemented to analyze various assessments (iReady, Early Literacy Formative Assessment Check or ELFAC, and other progress monitoring assessments).	
Implement a plan for identifying students not meeting benchmarks in the primary grades, including targeted instruction and frequently monitoring progress to ameliorate gaps early.	
Engage in ongoing professional development on the implementation of the high quality curricular materials, including walks for excellence, studying student responses, and robust and constructive feedback.	
Increase teacher knowledge of The Science of Reading and evidence-based practices in early literacy. K-2 teachers will participate in a book study title, "Shifting the Balance", and also with Pinellas Early Literacy Initiative.	

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.

Actions:
Build positive culture and environment through:
1. Establishing processes for communication between school (teachers/administrators) and home
a. Written communication
b. Personal visits
c. Phone/email communications
d. In person conferences

2. Establish processes for communication between school personnel (staff and administrators) and

guidelines as to communication mode:
a. Weekly bulletins (Smore- send out every Friday)
b. Email
c. Informal discussions
d. Written communication
e. Conferences

3. Establish processes for communication between students and school (Agenda books):
a. In class discussions/conferences
b. Informal discussions on campus- cafeteria, bus, hall, etc
c. Principal/Asst. Principal chats-set up quarterly

4. Establish clear guidelines for staff recognition/celebrations
a. Staff meeting "focus" spotlight on successes
b. Hospitality- events and holidays
c. Professional development

5. Establish clear guidelines for student recognition
a. Student monthly recognition at assemblies (Monthly character of the month)
b. Classroom recognition
c. Recognition of students from staff using positive home contacts
d. School wide morning show recognition
e. Students recognizing students for positives (Tiger Bucks, Tiger Roars. Tiger Shout Outs)

Administrators must build relationships with teachers and staff and include student voices to create processes and practices that promote positive culture and learning in a safe environment.
Positive school culture begins with administrators and staff and all stakeholders sharing a common vision and valuing positive culture, while focusing on expectations.
All recognition should be aligned to shared values and expectations. Recognition must be authentic and contingent on what staff and students value as important. Only then, can positive culture and environment thrive.
School administrators will provide training with staff to ensure teachers are aware of safety procedures and processes and expectations of PBIS. Administrators and instructional leaders will spend time in the classrooms and monitor and provide feedback based on observed behavior and teaching practices of staff. Practices will be modeled, practiced and monitored.
Teachers and staff will establish clear expectations for communication with students and student families. Administrators will be visible and available to stakeholders to support communication and recognition efforts.
We will use our time, talent and resources to set positive, clear expectations and set processes to celebration student and staff success.
Processes will be reviewed for potential improvement throughout the year.

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

Administrators- initiation of PBIS plan and positive culture/environment
ITL- monitor and support staff with consistency of PBIS plan
Schoolwide- PBIS recognition (Tiger Bucks- Redeem in Paw Mart; Tiger Roars, Tiger Shout Outs)
Social Services/Administration Team- Tier 2 and 3 academic/behavior and attendance (incentives)
Guidance Counselor and Social Worker- social/emotional/growth mindset instruction for small groups (targeted students)
Parents/Families/Staff- homeschool connection, communication with teacher and school, supporting learning at home
Community Partnerships- All Pro Dads, Outside counseling