Fairmount Park Elementary School

2022-23 Schoolwide Improvement Plan

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Fairmount Park Elementary School

575 41ST ST S, St Petersburg, FL 33711

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

Demographics

Principal: Lakisha Lawson

Start Date for this Principal: 7/1/2019

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 Hispanic Students Students With Disabilities White Students
School Grades History	2021-22: C (43%) 2020-21: (21%) 2018-19: C (43%) 2017-18: D (32%)
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.

At Fairmount Park Elementary, we will promote the growth of lifelong learning and academic excellence by teaching the WHOLE child through a broad-based curriculum which fosters a positive self-concept, creativity, self-discipline, values and life skills.

Provide the school's vision statement.

100% Scholar Success - Together We Succeed – TEAMWORK!

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
Lawson, LaKisha	Principal	Governs the daily operations of the school and leads teaching and learning.
Akapnitis, Andrew	Assistant Principal	Help governs the daily operations of the school and leads teaching and learning.
Foley, Katy	Instructional Coach	Supports school improvement plan, communicates processes/procedures of MTSS, assist teachers with becoming data wise, SBLT facilitator, fidelity of Tier 2, and monitors resources for curriculum interventions.
Asencio, Caitlin	Psychologist	Participates in the collection, interpretation, and analysis of data; facilitates the development of intervention plans; provides support for intervention fidelity and documentation; provides technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based making activities. The school psychologist will support ESE program ongoing. The psychologist may also facilitate small group and 1 on 1 interventions as needed.
Grogan, Ashley	Instructional Coach	Monitors Core Literacy instruction, Coaches teachers through the use of Coaching Cycles, provides enrichment and professional development.
Scheibner, Veronica	Instructional Coach	Monitors Core Literacy instruction, Coaches teachers through the use of Coaching Cycles, provides enrichment and professional development.
Bartlett, Carly	Instructional Coach	Monitors Core Mathematics instruction, Coaches teachers through the use of Coaching Cycles, and provides enrichment as well as professional development
Nyarkoh, Candice	Guidance Counselor	504/ELL/ Gifted Coordinator, provides Tier 1, 2, and 3 behavior interventions, advocates for students, Bully investigations and preventions, Tier 3 Coordinator, Pack-a-Snack Coordinator

Name	Position Title	Job Duties and Responsibilities
Cunningham, Destanee	Instructional Coach	Coaches teachers through the 3 I's, 5 E's, 10-70-20, support Science Labs and Core Science instruction, and provides professional development.
DeMent, Dominique	Attendance/ Social Work	Monitors the attendance of scholars and provide services to scholars and families.
Klausing, Katrina	Teacher, ESE	Provide targeted exceptional education instruction to scholars with an Individual Educational Plan.
McCall-Davis, Untilla	Behavior Specialist	Supports school improvement plan, communicates processes/procedures of PBIS, assist teachers with behavior strategies, fidelity of Tier 2, and monitors resources for behavior interventions.
Logsdon, Monica	Teacher, ESE	Provide gifted instruction to scholars with a Gifted Educational Plan.

Demographic Information

Principal start date
Monday 7/1/2019, Lakisha Lawson

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.*
0

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.*
4

Total number of teacher positions allocated to the school
48

Total number of students enrolled at the school
545

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

Identify the number of instructional staff who joined the school during the 2022-23 school year.
24

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	86	93	70	99	76	72	0	0	0	0	0	0	0	496
Attendance below 90 percent	40	40	34	51	33	42	0	0	0	0	0	0	0	240
One or more suspensions	20	14	9	28	23	25	0	0	0	0	0	0	0	119
Course failure in ELA	4	8	8	46	47	25	0	0	0	0	0	0	0	138
Course failure in Math	0	20	13	46	47	25	0	0	0	0	0	0	0	151
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	54	33	32	0	0	0	0	0	0	0	119
Level 1 on 2022 statewide FSA Math assessment	0	0	0	62	34	34	0	0	0	0	0	0	0	130
Number of students with a substantial reading deficiency	5	20	13	54	33	32	0	0	0	0	0	0	0	157

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	3	4	1	5	21	22	0	0	0	0	0	0	0	56

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	2	3	2	11	0	0	0	0	0	0	0	0	0	18
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 6/27/2022

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	91	79	72	88	67	83	0	0	0	0	0	0	0	480
Attendance below 90 percent	51	47	37	45	34	42	0	0	0	0	0	0	0	256
One or more suspensions	1	4	3	4	5	7	0	0	0	0	0	0	0	24
Course failure in ELA	0	10	28	46	35	53	0	0	0	0	0	0	0	172
Course failure in Math	0	10	28	46	35	53	0	0	0	0	0	0	0	172
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	10	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Number of students with a substantial reading deficiency	1	3	10	23	13	19	0	0	0	0	0	0	0	69

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	2	1	3	15	21	0	0	0	0	0	0	0	42

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	2	4	2	29	0	0	0	0	0	0	0	0	0	37
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	91	79	72	88	67	83	0	0	0	0	0	0	0	480
Attendance below 90 percent	51	47	37	45	34	42	0	0	0	0	0	0	0	256
One or more suspensions	1	4	3	4	5	7	0	0	0	0	0	0	0	24
Course failure in ELA	0	10	28	46	35	53	0	0	0	0	0	0	0	172
Course failure in Math	0	10	28	46	35	53	0	0	0	0	0	0	0	172
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	10	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Number of students with a substantial reading deficiency	1	3	10	23	13	19	0	0	0	0	0	0	0	69

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	2	1	3	15	21	0	0	0	0	0	0	0	42

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	2	4	2	29	0	0	0	0	0	0	0	0	0	37
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	23%			16%			19%	54%	57%
ELA Learning Gains	53%			25%			38%	59%	58%
ELA Lowest 25th Percentile	62%			48%			69%	54%	53%
Math Achievement	23%			21%			39%	61%	63%
Math Learning Gains	48%			14%			50%	61%	62%
Math Lowest 25th Percentile	64%			10%			69%	48%	51%
Science Achievement	28%			15%			15%	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	23%	56%	-33%	58%	-35%
Cohort Comparison		0%				
04	2022					
	2019	20%	56%	-36%	58%	-38%
Cohort Comparison		-23%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	13%	54%	-41%	56%	-43%
Cohort Comparison		-20%				

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	48%	62%	-14%	62%	-14%
Cohort Comparison		0%				
04	2022					
	2019	45%	64%	-19%	64%	-19%
Cohort Comparison		-48%				
05	2022					
	2019	24%	60%	-36%	60%	-36%
Cohort Comparison		-45%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	13%	54%	-41%	53%	-40%
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	22	57	67	14	52	70	42				
BLK	22	51	59	21	47	63	28				
HSP	33			40							
FRL	22	51	59	22	46	59	25				
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	16	21		16	19	20	7				

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
BLK	15	26	47	20	14	11	13				
HSP	33			42							
FRL	16	23	47	21	15	12	17				
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	10	30	55	31	67	83	18				
BLK	18	37	70	39	52	77	13				
HSP	29	64		47	27						
WHT	36			42							
FRL	18	36	69	40	51	71	14				

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	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	301
Total Components for the Federal Index	7
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	41
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?

As compared to 2021 FSA data, all grade levels/subjects areas for the 2022 FSA assessment data show an increase in overall achievement (exception, -5% grade 4 mathematics).
Grade 3: ELA +3%, Math +3%
Grade 4: ELA +11%, Math -5%
Grade 5: ELA +16%, Math +10%, Science +15%

Subgroup data shows a positive trend increase across the below listed subgroups from 2021 to 2022 according to Federal Index scores:
SWD: 2021-17%, 2022-42%
Black: 2021-21%, 2022-44%
HSP: 2021-38%, 2022-42%
EDS: 2021-22%, 2022-43%
White: 2021-n/a, 2022-39%

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

For the 2021-2022 school year, proficiency scores increased in all subject areas, however there is a still a need to increase at least until a majority of scholars are proficient. According to Winter NWEA MAP predictions for proficiency on FSA, we increased the percentage of proficiency based on actual FSA data.

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

One of the major factors relating to our need for improvement is the reading proficiency of our scholars going into third grade. Additionally, scholar attendance and lack of teacher retention and experience also contribute to the low proficiency. The CST and SBLT will continue to meet to monitor the scholar attendance rates and provide interventions to those scholars with the most need. We will also continue to implement the Pinellas Early Literacy Project to help close achievement gaps and reading deficits as well as align all standards-based instruction to the new Florida B.E.S.T. standards.

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

In review of 2022 FSA assessment data, our greatest areas of improvement were in the following:
-Math gains for our L25 scholars at 54% increased in the 2022 school year as compared to 2021
-ELA overall gains increased by 28% in 2022 as compared to 2021. L25 gains increased by 14% in 2022 as compared to 2021. As a note, overall proficiency climbed 7%.

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

Throughout the 2021-2022 school year, Fairmount Park Elementary implemented Professional Learning Communities weekly based on academic data and need, more focused monitoring of bottom quartile of

scholars by Site Based Leadership Team/teachers, and the fidelity of the interventions. The bottom quartile of scholars had a staff mentor who met with them weekly. The Leadership Team also conducted Leadership Walks looking for specific trends and developing Professional Development opportunities as well as targeted coaching cycles.

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

Fairmount Park will continue to implement the Pinellas Early Literacy Project in PreK-2 and work towards a differentiated plan to improve instructional teacher quality. We will utilize the Transformation Zone Modules for reading instruction in grades 3-5 and an approved intervention to address the learning gaps. Math and ELA for all grades will focus on implementation of the Florida B.E.S.T. standards.

Additionally, we will incorporate school-wide individualized training and support through monthly curriculum meetings and weekly PLCs to grow teacher leaders.

We will also collect and interpret data from district, Transformation Zone, and state assessments to monitor progress with goals and objectives and drive instruction based on student needs, including regular and purposeful adjustment to accommodations and interventions.

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.

The professional development opportunities that will be offered for the 2022-2023 school year will include: TZ Retreat (The New Teacher Center), Performance Matters, i-Ready, POWER hour, Pinellas Early Literacy Project, McGraw Reveal Math, Instructional Practice Guide, B.E.S.T. Standards, and data analysis.
Additionally, professional development will be offered based on needs from walkthrough and data trends.

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

The Transformation Zone will be partnering will the New Teacher Center and the Cambio Group to sustain ongoing improvement for the 2022-2023 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 ELA	
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 showed students performing below grade level in ELA with a lack of consistency in tasks aligned to grade-appropriate standards. Teachers have limited exposure to the newly adopted B.E.S.T. standards which in turn has not provided scholars with consistent opportunities to be successful with standards-aligned tasks, and teachers have limited tools to effectively implement methods to support learning.
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 23% to 33%), as measured by module assessments, district provided benchmark assessments, formative and summative assessments.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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:	LaKisha Lawson (lawsonlak@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Gain a deep understanding of the B.E.S.T. Standards as a non-negotiable for improving student outcomes.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria	The state has adopted new standards called the B.E.S.T. Standards. K-2 teachers have had one year of experience with these new standards and the 3-5 teachers will be exposed to the the B.E.S.T. Standards for the first time. The B.E.S.T. standards were made with the thought of being vertically aligned and horizontally aligned.

**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.

Data chats will be held during PLCs. In addition, data chats will be held with all stakeholders (i.e. staff, scholars, families, and community) to monitor the progress of scholars and determine the instructional practices. Implementation of data chats allows all stakeholders to know the scholars' current status as well as the expected performance level as it relates to them individually and as a school; resulting in them being able to communicate the data.

Person Responsible   LaKisha Lawson (lawsonlak@pcsb.org)

Empower teachers to become English Language Arts leaders by creating and sustaining a culture of feedback and openness (i.e. peer observations, lesson demonstrations, co-facilitating professional development opportunities), and cross grade level articulation.

Person Responsible   Ashley Grogan (grogana@pcsb.org)

English/Language Arts (ELA) Coach will facilitate weekly collaborative opportunities to rehearse and refine practices, study K-2 B.E.S.T. standards (including foundational skills), examine tasks, assignments, student work, and multiple data points to determine progress and plan forward, as well as provide teachers with sustained follow-up, structured feedback, and opportunities to transfer what they learned.

Person Responsible   Veronica Scheibner (scheibnerv@pcsb.org)

English/Language Arts (ELA) Coach will facilitate weekly collaborative opportunities to rehearse and refine practices, study 3-5 B.E.S.T. standards, examine tasks, assignments, student work, and multiple data points to determine progress and plan forward, as well as provide teachers with sustained follow-up, structured feedback, and opportunities to transfer what they learned.

Person Responsible   Ashley Grogan (grogana@pcsb.org)

During PLCs, the Instructional Leadership Team and classroom teachers will engage in data analysis meetings to monitor the progress of all subgroups as identified by the Every Student Succeeds Act.

Teachers and scholars will have ongoing data chats to analyze and discuss progress, motivate, and celebrate improvements.

Implement a plan for identifying scholars not meeting benchmark in the early grades and bottom quartile, including targeted instruction, and frequent progress monitoring to narrow and close learning gaps early.

Person Responsible   Katy Foley (foleyk@pcsb.org)

Increasing the use of equitable practices is an area of focus for the 2022-2023 school year. Fairmount Park will continue our work of ensuring equitable grading and culturally relevant teaching. We will monitor this work by using the Racial Equity Analysis Protocol (REAP)

Person Responsible   LaKisha Lawson (lawsonlak@pcsb.org)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Instructional practice specifically relating to math was selected because when looking at our data in Math our goal is to increase scholar learning and proficiency. To promote scholar learning we must improve instructional practice and build capacity in our teachers. By strengthening the instructional practice, we will increase scholar proficiency.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Proficiency in Mathematics will increase by 7% (from 23%-30%) as measured by the Math FAST.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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:	Andrew Akapnitis (akapnitisa@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Gain a deep understanding of the Florida's B.E.S.T. Standards for Mathematics as non-negotiable for improving student outcomes.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The state has adopted new standards called the B.E.S.T. Standards. K-5 teachers will be exposed to the the B.E.S.T. Standards for the first time. The B.E.S.T. standards were made with the thought of being vertically aligned and horizontally aligned.

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.

Math Coach will facilitate weekly collaborative opportunities to rehearse and refine practices, examine tasks, assignments, student work, and multiple data points to determine progress and plan forward, as well as provide teachers with sustained follow-up, structured feedback, and opportunities to transfer what they learned. Additionally, math coach will monitor the flow of the math block.

Person Responsible   [no one identified]

Increasing the use of equitable practices is an area of focus for the 2020-2021 school year. Fairmount Park will continue our work of ensuring equitable grading and culturally relevant teaching. We will monitor this work by using the Racial Equity Analysis Protocol (REAP).

Person Responsible   Andrew Akapnitis (akapnitisa@pcsb.org)

Teachers and administrators will engage in PD about Content and B.E.S.T. to become familiar with the design to understand what students are expected to master as well as learn other instructional initiatives to synthesize the benchmarks, clarifications, and appendices.

Person Responsible   Andrew Akapnitis (akapnitisa@pcsb.org)

Empower teachers to become Mathematics leaders by creating and sustaining a culture of feedback and openness (i.e. peer observations, lesson demonstrations, co-facilitating professional development opportunities), and cross grade level articulation.

Person Responsible   Andrew Akapnitis (akapnitisa@pcsb.org)

Data chats will be held during PLCs. In addition, data chats will be held with all stakeholders (i.e. staff, scholars, families, and community) to monitor the progress of scholars and determine the instructional practices. Implementation of data chats allows all stakeholders to know the scholars' current status as well as the expected performance level as it relates to them individually and as a school; resulting in them being able to communicate the data.

Person Responsible   LaKisha Lawson (lawsonlak@pcsb.org)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Instructional practice specifically relating to science was selected because when looking at our data in science our goal is to increase scholar learning and proficiency. To promote scholar learning we must improve instructional practice and build capacity in our teachers. By strengthening the instructional practice, we will increase scholar proficiency.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Proficiency in Science will increase 5% (from 28% to 33%), as measured by Florida Statewide Science Assessment (Grade 5).
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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:	Andrew Akapnitis (akapnitisa@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Gain a deep understanding of the Next Generation Sunshine State Standards (NGSSS) as a non-negotiable for improving student outcomes.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The state adopted the Next Generation Sunshine State Standards (NGSSS) for science in 2008 and the necessity for all lessons to be aligned to these standards. CPALMS (www.CPALMS.org) lessons are vetted carefully for alignment.

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.

Make strategic decisions about implementation of the curriculum to maximize impact on student learning, including, but not limited to common planning, materials management, and use of collaborative structures for high-level engagement tasks.

Person Responsible	Destanee Cunningham (cunninghamde@pcsb.org)

Increasing the use of equitable practices is an area of focus for the 2020-2021 school year. Fairmount Park will continue our work of ensuring equitable grading and culturally relevant teaching. We will monitor this work by using the Racial Equity Analysis Protocol (REAP).

Person Responsible   LaKisha Lawson (lawsonlak@pcsb.org)

Science Coach will facilitate weekly collaborative opportunities to rehearse and refine practices, examine tasks, assignments, student work, and multiple data points to determine progress and plan forward, as well as provide teachers with sustained follow-up, structured feedback, and opportunities to transfer what they learned. Additionally, the science coach will monitor for consistent and effective instruction that promotes student-centered with rigor for science labs and daily classroom instruction.

Person Responsible   Destanee Cunningham (cunninghamde@pcsb.org)

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.

Person Responsible   Andrew Akapnitis (akapnitisa@pcsb.org)

Data chats will be held during PLCs. In addition, data chats will be held with all stakeholders (i.e. staff, scholars, families, and community) to monitor the progress of scholars and determine the instructional practices. Implementation of data chats allows all stakeholders to know the scholars' current status as well as the expected performance level as it relates to them individually and as a school; resulting in them being able to communicate the data.

Person Responsible   LaKisha Lawson (lawsonlak@pcsb.org)

Empower teachers to become Science leaders by creating and sustaining a culture of feedback and openness (i.e. peer observations, lesson demonstrations, co-facilitating professional development opportunities), and cross grade level articulation.

Person Responsible   Andrew Akapnitis (akapnitisa@pcsb.org)

#4. ESSA Subgroup specifically relating to Hispanic	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to 2021-2022 FSA data, Hispanic students were identified as below the threshold for the Federal Percentage of Points Index (41%) at 37%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Hispanic scholars will increase proficiency and/or make a year's worth of growth, increasing the subgroup's Federal Percent of Points Index to 41% as measured by the Every Student Succeeds Act (ESSA) report based on FAST.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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:	LaKisha Lawson (lawsonlak@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Fairmount Park Elementary instructional staff will participate in weekly Professional Learning Communities (PLC) focusing on standards-based planning, scholar work analysis protocol, collaborative structures and analyzing data. The work of the PLCs will be centered around DeFour's PLC questions: 1. What is it we want our scholars to learn? 2. How will we know if each scholar has learned it? 3.How will we respond when some scholars do not learn it? 4. How can we extend and enrich the learning for scholars who have demonstrated proficiency?
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 provide scholars opportunities to engage in grade appropriate standards-based tasks, teachers will be supported through a structure for PLCs focused on effective teaching methods for learning, PD and data analysis.

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.

Content Coaches will assist teachers with utilizing multiple forms of assessments to inform instruction, including unit assessments, formative & summative assessments, exit tickets and "in the moment" scholar work analysis. In addition, teachers will implement daily routines to increase comprehension and fluency skills. Anecdotal notes taken by the teacher can help guide the analysis of scholar learning in grade level Professional Learning Communities (PLCs)

Person Responsible Katy Foley (foleyk@pcsb.org)

Content Coaches will assist teachers with utilizing multiple forms of assessments to inform instruction, including unit assessments, formative & summative assessments, exit tickets and "in the moment" scholar work analysis. In addition, teachers will implement daily routines to increase comprehension and fluency skills. Anecdotal notes taken by the teacher can help guide the analysis of scholar learning in grade level Professional Learning Communities (PLCs)

Person Responsible   LaKisha Lawson (lawsonlak@pcsb.org)

The Instructional Leadership Team and classroom teachers will engage in data analysis meetings to monitor the progress of all subgroups as identified by the Every Student Succeeds Act.
Teachers and scholars will have ongoing data chats to analyze & discuss progress, motivate, and celebrate improvements.

Person Responsible   Katy Foley (foleyk@pcsb.org)

Data chats will be held with all stakeholders (i.e. staff, scholars, families, and community) to monitor the progress of scholars and determine the instructional practices.

Person Responsible   Katy Foley (foleyk@pcsb.org)

Fairmount Park will continue our work of ensuring restorative practices.

Person Responsible   Andrew Akapnitis (akapnitisa@pcsb.org)

#5. 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.**	Black/African-American students were identified as the largest sub-group of students in the 2021-22 school year. Although this sub-group is not below the threshold for the Federal Percentage of Points Index (41%) at 44% in 2021-22, the sub-group would greatly benefit from intentional focus to increase growth and proficiency.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Black/African-American scholars will increase proficiency and/or make a year's worth of growth, increasing the subgroup's Federal Percent of Points Index and continue to surpass the 41% Index as measured by the Every Student Succeeds Act (ESSA) report based on FAST.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Regularly scheduled instructional walks will be conducted by the ILT team, providing weekly intentional feedback to teachers. Feedback and coaching shall be deliberate in nature as any need(s) are identified in teaching and/or learning gaps. Utilizing formative assessments, data chats will occur throughout the year 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:	LaKisha Lawson (lawsonlak@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Fairmount Park Elementary instructional staff will participate in weekly Professional Learning Communities (PLC) focusing on standards-based planning, scholar work analysis protocol, collaborative structures and analyzing data. The work of the PLCs will be centered around DeFour's PLC questions: 1. What is it we want our scholars to learn? 2. How will we know if each scholar has learned it? 3. How will we respond when some scholars do not learn it? 4. How can we extend and enrich the learning for scholars who have demonstrated proficiency? Staff will continue to utilize culturally relevant texts to engage scholars.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used**	In order to provide scholars opportunities to engage in grade appropriate standards-based tasks, teachers will be supported through a structure for PLCs focused on effective teaching methods for learning, PD and data analysis.

**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.

Content Coaches will assist teachers with utilizing multiple forms of assessments to inform instruction, including unit assessments, formative & summative assessments, exit tickets and "in the moment" scholar work analysis. In addition, teachers will implement daily routines to increase comprehension and fluency skills. Anecdotal notes taken by the teacher can help guide the analysis of scholar learning in grade level Professional Learning Communities (PLCs)

Person Responsible   Katy Foley (foleyk@pcsb.org)

Content Coaches will assist teachers with utilizing multiple forms of assessments to inform instruction, including unit assessments, formative & summative assessments, exit tickets and "in the moment" scholar work analysis. In addition, teachers will implement daily routines to increase comprehension and fluency skills. Anecdotal notes taken by the teacher can help guide the analysis of scholar learning in grade level Professional Learning Communities (PLCs)

Person Responsible   LaKisha Lawson (lawsonlak@pcsb.org)

The Instructional Leadership Team and classroom teachers will engage in data analysis meetings to monitor the progress of all subgroups as identified by the Every Student Succeeds Act.
Teachers and scholars will have ongoing data chats to analyze & discuss progress, motivate, and celebrate improvements.

Person Responsible   Katy Foley (foleyk@pcsb.org)

Data chats will be held with all stakeholders (i.e. staff, scholars, families, and community) to monitor the progress of scholars and determine the instructional practices.

Person Responsible   Katy Foley (foleyk@pcsb.org)

Fairmount Park will continue our work of ensuring restorative practices.

Person Responsible   Andrew Akapnitis (akapnitisa@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 scholars that are not on track for the level 3 or above on the statewide, standardized ELA assessment is 42%.
First grade scholars that are not on track for the level 3 or above on the statewide, standardized ELA assessment is 50%.
Second grade scholars that are not on track for the level 3 or above on the statewide, standardized ELA assessment is 70%.

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 scholars that are below level 3 on the statewide, standardized ELA assessment is 82%.
Fourth grade scholars that are below level 3 or above on the statewide, standardized ELA assessment is 70%.
Fifth grade scholars that are below level 3 or above on the statewide, standardized ELA assessment is 79%.

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, 46% of students in grade K-2 scored within the red or orange bands on Spring Reading MAP. Our goal is for 55% of students in grades K-2 to be on track to pass the ELA FAST.

Grades 3-5: Measureable Outcome(s)

Proficiency in English Language Arts will increase 10% (from 23% to 33%), 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.

Lawson, LaKisha, lawsonlak@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. §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 scholars in K-5 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
Implement the instructional materials, understanding how the materials connect to evidence-based practices and B.E.S.T. Standards.	Grogan, Ashley, grogana@pcsb.org
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	Grogan, Ashley, grogana@pcsb.org
Provide regular structures for planning/PLCs where teachers regularly engage in data/student work analysis as well as intellectual prep & 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).	Grogan, Ashley, grogana@pcsb.org
Implement the instructional materials, understanding how the materials connect to evidence-based practices and B.E.S.T. Standards. Full implementation of the Pinellas Early Literacy Initiative in grades K-2.	Scheibner, Veronica, scheibnerv@pcsb.org
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	Scheibner, Veronica, scheibnerv@pcsb.org
Provide regular structures for planning/PLCs where teachers regularly engage in data/student work analysis as well as intellectual prep & 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).	Scheibner, Veronica, scheibnerv@pcsb.org

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.

In order to increase proficiency and ensure scholar success, we will create a culture of learning by implementing a system for equitable standards-based planning and implementation as well as school-wide processes and procedures centered around the Positive Behavioral Interventions and Supports (PBIS) model.

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

Teachers will conduct daily morning meetings using our Social Emotional Learning (SEL) curriculum. Instructional and Support staff will build positive relationships with scholars, families, and the community (PTA). We will have a school-wide implementation of PBIS. We will create a school environment of support and celebrations for both scholars and staff. We will invite scholars and families to participate in school committees and family engagement
activities. Data chats will be held with all stakeholders (i.e. staff, scholars, families, and community) to monitor the progress of scholars and determine the instructional practices. Families will have opportunities to engage in monthly academic family nights.