Pinellas Central Elementary School

2022-23 Schoolwide Improvement Plan

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Pinellas Central Elementary School

10501 58TH ST N, Pinellas Park, FL 33782

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

Demographics

Principal: Abigail Cannata

Start Date for this Principal: 7/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
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)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2021-22: B (57%) 2020-21: (50%) 2018-19: C (47%) 2017-18: C (52%)
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.

The mission of Pinellas Central Elementary is to create a safe and positive learning environment where adults and students feel valued and challenged to reach their highest potential.

Provide the school's vision statement.

Professional community of educators promoting 100% student success.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Cannata, Abigail	Principal	
Angeletti, Chantel	Other	MTSS
Carpenter, Jami	Administrative Support	
Coletti, Anne	Teacher, K-12	
Kavaliauskas, Nicole	Assistant Principal	
Robertson, Lisa	Other	MTSS
Odrzywolski, Mary	Guidance Counselor	
Brennan, Patricia	Teacher, K-12	
Swanson, Jennifer	Teacher, K-12	
Cain, Reanna	Teacher, K-12	
Herman, Jenni	Teacher, K-12	
VanHorn, Morgan	Teacher, K-12	
Redington, Patrice	Teacher, K-12	
Duffy, Blair	Teacher, K-12	
Cooman, Sarah	Teacher, ESE	

Demographic Information

Principal start date
Wednesday 7/1/2020, Abigail Cannata

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.*

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.*

Total number of teacher positions allocated to the school

50

Total number of students enrolled at the school

498

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

4

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	53	84	79	85	80	81	0	0	0	0	0	0	0	462
Attendance below 90 percent	4	38	37	33	28	25	0	0	0	0	0	0	0	165
One or more suspensions	0	0	0	4	3	0	0	0	0	0	0	0	0	7
Course failure in ELA	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	8	13	0	0	0	0	0	0	0	0	21
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	5	9	7	12	0	0	0	0	0	0	0	0	33

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	4	4	5	10	0	0	0	0	0	0	0	0	0	23
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 6/20/2022

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	90	79	84	72	81	80	0	0	0	0	0	0	0	486
Attendance below 90 percent	36	26	31	18	34	32	0	0	0	0	0	0	0	177
One or more suspensions	2	6	3	0	5	1	0	0	0	0	0	0	0	17
Course failure in ELA	3	19	31	29	31	117	0	0	0	0	0	0	0	230
Course failure in Math	3	18	31	29	31	35	0	0	0	0	0	0	0	147
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	18	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	23	0	0	0	0	0	0	0	23
Number of students with a substantial reading deficiency	5	2	7	0	4	1	0	0	0	0	0	0	0	19

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	2	0	1	0	6	8	0	0	0	0	0	0	0	17

The number of students identified as retainees:

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

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	90	79	84	72	81	80	0	0	0	0	0	0	0	486
Attendance below 90 percent	36	26	31	18	34	32	0	0	0	0	0	0	0	177
One or more suspensions	2	6	3	0	5	1	0	0	0	0	0	0	0	17
Course failure in ELA	3	19	31	29	31	117	0	0	0	0	0	0	0	230
Course failure in Math	3	18	31	29	31	35	0	0	0	0	0	0	0	147
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	18	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	23	0	0	0	0	0	0	0	23
Number of students with a substantial reading deficiency	5	2	7	0	4	1	0	0	0	0	0	0	0	19

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	2	0	1	0	6	8	0	0	0	0	0	0	0	17

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	50%			47%			46%	54%	57%
ELA Learning Gains	66%			60%			46%	59%	58%
ELA Lowest 25th Percentile	53%			50%			37%	54%	53%
Math Achievement	56%			53%			58%	61%	63%
Math Learning Gains	66%			52%			58%	61%	62%
Math Lowest 25th Percentile	52%			33%			38%	48%	51%
Science Achievement	53%			53%			43%	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	43%	56%	-13%	58%	-15%
Cohort Comparison		0%				
04	2022					
	2019	46%	56%	-10%	58%	-12%
Cohort Comparison		-43%				
05	2022					
	2019	43%	54%	-11%	56%	-13%
Cohort Comparison		-46%				

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	45%	62%	-17%	62%	-17%
Cohort Comparison		0%				
04	2022					
	2019	75%	64%	11%	64%	11%
Cohort Comparison		-45%				
05	2022					
	2019	52%	60%	-8%	60%	-8%
Cohort Comparison		-75%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	37%	54%	-17%	53%	-16%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	36	46		42	38		38				
ELL	44	58		56	53		44				
ASN	52	60		52			60				
BLK	27	50		33	45		40				
HSP	43	68		53	47		44				
MUL	59			53							
WHT	54	48		62	52		57				
FRL	43	68	55	46	41	33	47				

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	39	34	38	40	45	33	38				
ELL	33	51	42	54	63	50	24				
ASN	50	56		79	84		57				
BLK	44	38		44	36		46				
HSP	43	54	50	52	49	27	15				
MUL	38			46							
WHT	49	42	33	64	62	43	60				
FRL	39	45	42	50	52	36	33				

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	57
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	59
Total Points Earned for the Federal Index	455
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	56
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	66
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	51
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	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

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

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

White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
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?

Our students with disabilities continue to decline across grade levels in content areas.

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

Students with Disabilities

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

Varying Exceptionalities teachers being pulled for other things.
Varying Exceptionalities teachers will have one day a month to collaborative with teachers they support.
Varying Exceptionalities teachers will work in the classroom working with students to support their IEPs.

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

Our learning gains across grade levels, our black students, and our proficiency across content areas showed improvements.

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

We created before/after school groups that were student-interest based and integrated academics into them.
We did daily check-ins with students needing more support.

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

Student-owned data binders with students tracking and discussing their individual data.
Student goal setting with monitoring and feedback.

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.

Trainings to include:
Goal setting
Timely, actionable feedback
Creating deeper levels of questions and tasks

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

Grouping students to maximize their instruction on their level
Walk to Intervention with multiple service providers supporting so group sizes are smaller
Goal setting across the school
Celebrating student successes

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.	ELA Data: 50% proficiency Math Data: 56% proficiency Science Data: 53% 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 11% (from 49% to 60%), as measured by the Statewide Science Assessment (SSA). Proficiency in English Language Arts will increase 12% (from 48% to 60%), as measured by FAST (Florida Assessment of Student Thinking). Proficiency in Mathematics will increase 13% (from 52% to 65%), as measured by FAST (Florida Assessment of Student Thinking).
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	We will use the FAST (Florida Assessment of Student Thinking) assessment in the Fall, Winter, and Spring to monitor for our desired outcomes in ELA and Math. We will use the Statewide Science Assessment (SSA) in the Spring to monitor for our desired outcomes in 5th grade Science.
Person responsible for monitoring outcome:	Nicole Kavaliauskas (kavaliauskasn@pscb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Gain a deeper understanding of the BEST standards for improving student outcomes. Utilize curricular materials to create a common foundation of standards-aligned, rigorous expectations for all students. Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles. Develop a professional learning plan that results in improved practice and better student outcomes.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Understanding the BEST standards will allow teachers a deeper understanding of what is being taught so they can deepen content and differentiate for student's learning.

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.

Become familiar with the design in order to understand what students are expected to master.

Person Responsible	Nicole Kavaliauskas (kavaliauskasn@pscb.org)

Implement the instructional materials, understanding how the materials connect to evidence-based practices and B.E.S.T. Standards/NGSSS.

Person Responsible	Nicole Kavaliauskas (kavaliauskasn@pscb.org)

Make strategic decisions about implementation of the curriculum to maximize impact on student learning.

Person Responsible   Abigail Cannata (cannataab@pcsb.org)

Provide all students with consistent opportunities to engage in complex, grade-level content and activities aligned to the rigor of the standard/benchmark

Person Responsible   Chantel Angeletti (angelettic@pcsb.org)

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

Person Responsible   Abigail Cannata (cannataab@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

Person Responsible   Abigail Cannata (cannataab@pcsb.org)

Implement deeper levels of questions to engage students in higher-yield responses and tasks.

Person Responsible   Nicole Kavaliauskas (kavaliauskasn@pscb.org)

Implement student-led goal setting and monitoring with regular (at least bi-weekly) data-driven conversations.

Person Responsible   Lisa Robertson (robertsonl@pcsb.org)

#2. Instructional Practice specifically relating to Small Group Instruction	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	ELA Data: 50% proficiency Math Data: 56% proficiency Science Data: 53% proficiency Our students show an increase in engagement and academic performance when they are engaged in content-rich and student-focused small group lessons. Students will be provided consistent opportunities to be successful with standards-aligned tasks through small group instruction, while teachers will have the opportunity to plan appropriately for small-group focused content blocks.
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 10% (from % to %), as measured by the Statewide Science Assessment (SSA). Proficiency in English Language Arts will increase 10% (from % to %), as measured by FAST. Proficiency in Mathematics will increase 10% (from % to %), as measured by FAST.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	We will use the FAST assessment in the Fall, Winter, and Spring to monitor for our desired outcomes in ELA and Math. We will use the Statewide Science Assessment (SSA). in the Spring to monitor for our desired outcomes in 5th grade Science.
Person responsible for monitoring outcome:	Abigail Cannata (cannataab@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Monitor small-group instruction and re-occurring data points to ensure students are receiving appropriate instruction during small groups and intervention. Ensure small group instruction is designed and implemented according to evidence-based principles.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Ensuring the small group instruction is aligned to student needs and standards will ensure that students are receiving what they need to make academic gains.

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.

Implement monthly Running Records

Person Responsible	Chantel Angeletti (angelettic@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.

| **Person Responsible** | Abigail Cannata (cannataab@pcsb.org) |

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

| **Person Responsible** | Nicole Kavaliauskas (kavaliauskasn@pscb.org) |

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

| **Person Responsible** | Abigail Cannata (cannataab@pcsb.org) |

Implement student-led goal setting and monitoring with regular (at least bi-weekly) data-driven conversations.

| **Person Responsible** | Lisa Robertson (robertsonl@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.**	Our SWD are performing below expectation and below their non-disabled peers.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Our SWD students will increase their proficiency performance by 30% in ELA and Math from Fall 2022 to Spring 2023 as measured on the FAST. They will increase their proficiency from 35% to 45%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	SWD performance in ELA and Math will be measured on FAST.
Person responsible for monitoring outcome:	Abigail Cannata (cannataab@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Celebrate students' growth with regards to goal setting and academic 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.**	Students will increase their performance when they experience being celebrated in their success toward their academic goals.

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.

Implement 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.

Person Responsible	Lisa Robertson (robertsonl@pcsb.org)

Implement student-led conferences to allow students to share their academic goals and their progress with family members.

Person Responsible	Abigail Cannata (cannataab@pcsb.org)

Include celebrating the use of organizational systems and tools as part of school wide PBIS system

Person Responsible	Abigail Cannata (cannataab@pcsb.org)

#4. 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.	We will continue to focus on working with our black students in ELA and Math as we continue narrowing the gap between black and non-black students.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our black students will increase their proficiency performance by 25% in ELA and Math from Fall 2022 to Spring 2023 as measured on the FAST.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Student performance in ELA and Math will be measured by FAST.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Celebrate students' growth with regards to goal setting and academic 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.	Students will increase their performance when they experience being celebrated in their success toward their academic goals.

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.

Implement 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.

Person Responsible	Lisa Robertson (robertsonl@pcsb.org)

Implement student-led conferences to allow students to share their academic goals and their progress with family members.

Person Responsible	Abigail Cannata (cannataab@pcsb.org)

Include celebrating the use of organizational systems and tools as part of school wide PBIS system

Person Responsible	Abigail Cannata (cannataab@pcsb.org)

Create meaningful student extended learning opportunities to enrich and remediate skills.

Person Responsible	Blair Duffy (duffyb@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 BEST standards as a non-negotiable for improving student outcomes.

Kindergarten students that are not currently on track to score a level 3 or above on the statewide, standardized ELA assessment is 29%.

First grade students that are not currently on track to score a level 3 or above on the statewide, standardized ELA assessment is 48%.

Second grade students that are not currently on track to score a level 3 or above on the statewide, standardized ELA assessment is 58%.

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

Gain a deep understanding of the BEST standards as a non-negotiable for improving student outcomes.

Third grade students that are below level 3 on the statewide, standardized, ELA assessment is 58%.

Fourth grade students that are below level 3 on the statewide, standardized, ELA assessment is 51%.

Fifth grade students that are below level 3 on the statewide, standardized, ELA assessment is 46%.

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, 45% of our Kindergarten - 2nd grade students scored within the red or orange bands on the Spring 2022 MAP assessment. Our goal is for 60% of our students in K-2nd grade to be on track to pass the ELA FAST.

Grades 3-5: Measureable Outcome(s)

Proficiency in ELA will increase from 50% to 60% (10% increase), 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 school's Instructional Leadership Team will conduct walkthroughs of the classroom and will provide timely feedback to teachers. Data chats will occur regularly (at least monthly) with administrators and MTSS coaches to form decisions that need to impact instruction in classroom.

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

Cannata, Abigail, cannataab@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?

Monthly data chats to inform instructional changes/practices
Side-by-side coaching
Classroom Walkthroughs with timely feedback
Weekly MTSS meetings
PLC's (2x/month)
Collaborative Planning with supporting teachers (ESE, ELL, etc.)

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, there are a majority of students not proficient in ELA. These practices are research-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 instructional materials, understanding how the materials connect to evidence-based practices and BEST Standards.	Kavaliauskas, Nicole, kavaliauskasn@pscb.org
Provide regular structures to ensure planning/PLCs to allow teachers to engage in data/student work analysis	Cannata, Abigail, cannataab@pcsb.org
Utilize administrator walkthrough tool to provide weekly feedback to teachers, as well as, communicate and highlight evidence-based practices that are impacting student achievement with the entire staff	Cannata, Abigail, cannataab@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.

Pinellas Central Elementary is led with a relational lens. We promote loving first and teaching second. We work to create an environment that employees are happy coming to each day and find fulfillment in the work that is completed. We believe that happy adults create happy kids. Our leaders work to celebrate students and faculty. We focus on school safety so that teaching and learning can effectively take place. Our administrative team is approachable, collaborative, and are open communicators. Families and faculty members are given the opportunity to provide input. That input is reviewed and utilized to reflect the feedback provided.

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

Family members - partnering with the school to support well-rounded students
Business partners - support the community by partnering in the needs of the community
Faculty - work together cohesively to create a culture that is desirable for all to be a part of
Students - contribute in providing ownership in their building to make PCE a safe, engaging place to learn