

Pinellas County Schools

Safety Harbor Elementary School



2022-23 Schoolwide Improvement Plan

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Safety Harbor Elementary School

535 5TH AVE N, Safety Harbor, FL 34695

<http://www.planetshes.com>

Demographics

Principal: Cecilia Palmer

Start Date for this Principal: 6/16/2014

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	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	42%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2021-22: B (59%) 2020-21: (67%) 2018-19: A (65%) 2017-18: A (63%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Safety Harbor Elementary School is to educate and prepare each student for college, career and life.

Provide the school's vision statement.:

100% Student Success

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Palmer, Cecilia	Principal	Principal
Stryker, Wendy	Assistant Principal	Assistant Principal - curriculum, instructional materials manager, testing coordinator, ELL chairperson, PBIS coordinator, transportation coordinator
Yowler, Emily	Guidance Counselor	School Counselor, MTSS and 504 Coordinator
Fernandez, Analiese	Attendance/ Social Work	Social Worker, Attendance, Child Study Team
	Psychologist	MTSS, Assessing and assisting in supporting individual student needs.
Hazelton, Scott	Behavior Specialist	Mr. Hazelton is new to us this year. His role includes: monitor school-wide behavior data, develop and monitor behavior interventions and plans (PBIP, FBA), coach instructional staff on relevant behavior interventions and strategies, facilitate small groups (ie.. social skills). When needed, facilitate the collection of behavior data which is used to support decisions related to student IEP's and behavior plans. Active role in our School Based Leadership Team and PBIS team.

Demographic Information

Principal start date

Monday 6/16/2014, Cecilia Palmer

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.*

6

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

8

Total number of teacher positions allocated to the school

46

Total number of students enrolled at the school

675

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.

4

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	79	95	112	101	105	97	0	0	0	0	0	0	0	589
Attendance below 90 percent	0	20	21	20	13	17	0	0	0	0	0	0	0	91
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	1	2	1	0	0	0	0	0	0	0	4
Course failure in Math	0	0	0	0	4	0	0	0	0	0	0	0	0	4
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	19	24	12	0	0	0	0	0	0	0	55
Level 1 on 2022 statewide FSA Math assessment	0	0	0	14	27	17	0	0	0	0	0	0	0	58
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	4	6	3	0	0	0	0	0	0	0	14

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

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

Date this data was collected or last updated

Tuesday 6/28/2022

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	68	98	91	115	96	99	0	0	0	0	0	0	0	567
Attendance below 90 percent	0	13	9	15	8	12	0	0	0	0	0	0	0	57
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

The number of students identified as retainees:

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

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	68	98	91	115	96	99	0	0	0	0	0	0	0	567
Attendance below 90 percent	0	13	9	15	8	12	0	0	0	0	0	0	0	57
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

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	63%			65%			63%	54%	57%
ELA Learning Gains	62%			69%			70%	59%	58%
ELA Lowest 25th Percentile	43%			61%			62%	54%	53%
Math Achievement	67%			63%			72%	61%	63%
Math Learning Gains	69%			76%			74%	61%	62%
Math Lowest 25th Percentile	45%			57%			45%	48%	51%
Science Achievement	65%			76%			68%	53%	53%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	59%	56%	3%	58%	1%
Cohort Comparison		0%				
04	2022					
	2019	64%	56%	8%	58%	6%
Cohort Comparison		-59%				
05	2022					
	2019	67%	54%	13%	56%	11%
Cohort Comparison		-64%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	66%	62%	4%	62%	4%
Cohort Comparison		0%				
04	2022					
	2019	79%	64%	15%	64%	15%
Cohort Comparison		-66%				
05	2022					
	2019	75%	60%	15%	60%	15%
Cohort Comparison		-79%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	69%	54%	15%	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	32	42	50	32	47		47				
ELL	22			33							
BLK	54			36							
HSP	42	67		47	87		50				
MUL	68			64							
WHT	72	72	62	71	80	58	81				
FRL	48	57	60	48	66	46	58				
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	27	64	74	36	48	31	47				
ELL	25	60	55	58	80	73					
BLK	28	50	40	40	69		40				
HSP	33	65	60	54	68	50	42				
MUL	61	82		94	82						
WHT	73	72	67	77	76	33	76				
FRL	42	57	60	55	65	47	49				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	72
Total Points Earned for the Federal Index	486
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
Students With Disabilities Subgroup Below 41% in the Current Year?	NO

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	52
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	41
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	60
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	63
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	64
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	54
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?

Spring 2022 MAP Reading indicates overall proficiency of 73% of K-2 students. "Foundational Skills" in grades K-1 is an area of weakness, with 24% of students showing a deficiency. Spring 2022 MAP Math shows 71% of K-2 students were proficient. Numbers and Operations was the lowest strand with 29% of students below proficiency. Primary subgroup data reflects our growing Hispanic population is showing success with 65% proficiency in Reading and 63% in Math. Subgroups with the greatest deficit: African American and ESE with only 35% and 48% proficient in Reading and 35% and 38% in Math, respectively.

In grades 3-5, FSA 2022 data shows 61% proficiency in ELA, a decrease of 4% from 2021. FSA 2022 Math indicates 67% proficiency in grades 3-5, an increase of 4% from 2021. Subgroup data reveals ELLs are our lowest performing group with 30% proficient in ELA and 35% proficient in Math; ELLs made gains of 8% in ELA and 2% in Math. ESE subgroup proficiency is 32% in ELA and 39% in Math indicating no change in ELA, and 7% increase in Math. African-American subgroups showed 42% proficiency, a 12% drop, and 42% proficiency in Math, a 6% increase.

NGSSS 5th Grade Science data show 66% of 5th grade students were proficient in Science. Subgroup data reveals that both ESE and African-American sub group declined in their SSA scores with a decrease in proficiency of 15% for ESE student with 32% proficient and 4% for African-American students with 36% proficient.

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

Primary grades (K-2) are showing a strong start with Spring 2022 MAP scores showing more than 70% of students proficient in both reading and math. The area with the most need for improvement is "Foundational Skills" where 29% of students showed a need for improvement. There is also a need to improve our subgroup performance in ELA which rests at 35% proficiency for our African American students.

According to FSA 2022 ELA data, our 3rd - 5th graders are showing a decrease of 4% overall. Fourth

grade showed the sharpest decline going from 66% proficient in 2021 to 51% proficient in 2022; this cohort will need to have strategies in place to accelerate learning in ELA with a focus on vocabulary and writing. FSA 2022 Math data showed an increase of 4% from 63% proficient in 2021 to 67% proficient in 2022. Third grade had the highest achievement with 73% proficient, which will give them a good foundation when starting 2022-23 school year.

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

In 2021-22 the ELA BEST standards were introduced to K-2, with that came some shifts and there continues to be a need for professional development on the implementation of the new standards with a focus on the foundational skills required to produce proficient readers.

With the introduction of the BEST standards in both ELA and Reading along with a new adoption in both content areas in 2022-23 there will be a need to provide professional development in regards to the BEST Standards, the new curriculum adoption, and new progress monitoring assessments.

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

FSA 2022 data showed an increase in mathematics proficiency of 4%. Third grade produced the highest math scores with 73% of students proficient.

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

After the Covid-19 pandemic, mathematics proficiency lost ground across the state, district and our school. A focus was placed on small group targeted instruction to accelerate learning.

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

Teachers will need to become proficient in the BEST Standards and the implementation of new curriculum. Progress monitoring data will need to be analyzed in order to provide targeted and differentiated instruction to fill in gaps that may have occurred due to the shift in standards and/or learning loss from previous years.

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.

Teachers will be provided with training in the BEST Standards, new curriculum, and mental health related topics on an ongoing basis throughout the school year to support staff in providing the best standard of instruction. Instructional staff developers will be requested to support teachers with planning differentiated instruction for our lowest performing students.

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

NA

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.

FSA data collected from the 2021-22 school year show showed students performing at proficiency rate in ELA of 61%, Math 67%, & Science 66%, with African American Students performing at a proficiency rate in ELA of 42%, Math 42% & Science 36%. Lack of consistency in tasks aligned to grade-appropriate standards may be a contributing factor. Students are not provided with consistent opportunities to be successful with standards-aligned tasks, and teachers have limited effective teaching 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 61% to 71%), as measured by FAST. Proficiency in Math will increase 10% (from 67% to 77%), as measured by FAST. Proficiency in Science will increase 10% (from 66% to 76%), as measured by NGSSS. Our African American subgroup will increase proficiency in ELA by 29% (from 42% to 71%), in Math by 35% (from 42% to 77%), and in Science by 40% (from 36% to 76%) as measured by state assessments.

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

Student data will be monitored using the prescribed state progress monitoring platform, district, and classroom assessments.

Person responsible for monitoring outcome:

Cecilia Palmer (palmerce@pcsb.org)

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

Gain a deep understanding of the BEST Standards/NGSSS as a non-negotiable for improving student outcomes. Utilize curricular materials to create a common foundation of standards-aligned, rigorous expectations for all students.

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

In an effort to provide students with consistent opportunities to be successful with standards-aligned tasks, and teachers have limited effective teaching methods to support learning, teachers must gain a deep understanding of the BEST Standards and the curriculum which they will be utilizing to design their standards-aligned, rigorous lessons.

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.

1. Become familiar with the design of the BEST standards to understand what students are expected to master.
2. Synthesize the benchmarks, clarifications, and appendices to understand the expected outcomes of the standards.
3. Purposefully combine/stack standards and benchmarks to support learning, so that a benchmark is spotlighted and supporting benchmarks that enhance instruction are incorporated in the lesson to meet the demands of the spotlighted benchmark.
4. Implement the instructional materials, understanding how the materials connect to the evidence-based practices and BEST Standards/NGSSS.
5. Collaboratively make strategic decisions about implementation of the curriculum to maximize impact on student learning across the grade level.
6. Provide students with consistent opportunities to engage in complex, grade-level content/activities aligned to the rigor of the standard/benchmark.
7. Intentionally plan for differentiation in order to achieve high outcomes for all learners, with a focus on our ESSA subgroups.
8. Recruit teacher leaders at each grade level to support staff (ELA Champion, STEM, Content area SIP Team members.)

Person Responsible Cecilia Palmer (palmerce@pcsb.org)

#2. Positive Culture and Environment specifically relating to Behavior

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

Referral rates and risk ratios remain low at SHES with 4 students receiving a total of 11 referrals in the 2021-22 school year. A district PBIS Walkthrough was conducted in the spring of 2022 which revealed a need for a schoolwide incentive in addition to monthly character awards in order to increase the number of students receiving recognition for their outstanding behavior. Therefore, a Positive Referral - Sensational Sea Turtle recognition will be implemented in the 2022-23 school year to provide an opportunity for more students to be recognized.

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

Through the implementation of the Sensational Sea Turtle Positive Referral program, a minimum of 160 students per month will be awarded a positive behavior referral.

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

Monthly data will be collected from teachers regarding the number of positive behavior referrals they have dispersed.

Person responsible for monitoring outcome:

Scott Hazelton (hazeltons@pcsb.org)

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

Positive behavior in accordance with our Guidelines for Success will be recognized by means of the implementation of a schoolwide behavior incentive - Sensational Sea Turtle Positive Referral.

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

When positive behaviors are recognized it highlight the behaviors that are desired on our campus and encourages those students who are showing positive behaviors while encouraging their peers to emulate these behaviors.

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.

1. Introduce and reinforce daily our PBIS schoolwide behavior management plan based on SHES Guidelines for Success.
2. Build and reinforce positive classroom culture and student relationships through the use of Harmony SEL, Restorative Practices and bi-monthly Guidance Lessons.
3. Organize a PBIS Team to design the Sensational Sea Turtle Positive Referral Program.
4. Present the program and provide staff with the guidelines and materials needed.
5. Monitor the implementation and positive referral rate.

Person

Responsible

Wendy Stryker (strykerw@pcsb.org)

#3. Positive Culture and Environment specifically relating to Attendance

Area of Focus
Description and Rationale: The overall attendance rate for 2021-22 was 93.8% with 21 students absent 20% or more of the school year and 113 students absent 10% or more of the school year. As students have integrated back into the classroom full time post pandemic, it is noted that some families are still struggling to with sending their students to school, and a plan to follow up on attendance issues should be in place at the beginning of the school year.
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. The percent of all students missing 10% or more of school decrease from 18% to 8% of all students as measured by the Child Study Team monthly reports.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome. The Child Study team will monitor the progress and take steps to communicate with families and staff to improve attendance.

Person responsible for monitoring outcome: Analiese Fernandez (fernandezana@pcsb.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus. Strengthen the ability of all staff to establish and maintain positive relationships with all students. Strengthen the attendance problem-solving and tracking process to address and support the needs of students across all Tiers on an ongoing basis.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. If continued education for families regarding the importance of attending school and providing incentives for improved attendance would occur, the problem would be reduced by 10%. We will analyze and review our data for effective implementation of our strategies by monitoring attendance levels during CST and follow-up with applicable staff as to student's attendance status and parent communication methods as necessary.

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.

- * Be proactive by sharing a list of students with historical patterns of non attendance with their newly assigned teachers so they can begin building relationships with those students/families immediately upon the start of the school year.
- *Conduct training in the pre-school planning days regarding "how to" change attendance codes in FOCUS in order to minimize reasons unknown (pending) codes as well as "how to" record contact with families in

the parent contact log in FOCUS.

*Implement new interventions to assist with attempts to strengthen communication between school and families, such as utilizing attendance stickers in agenda books, pre-constructed emails, etc.

Person Responsible [no one identified]

#4. Instructional Practice specifically relating to Differentiation

Area of Focus

Description and Rationale:

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

High performing students who were not identified as gifted are in need of differentiation in order to keep them engaged and challenged while increasing their performance in the classroom and on state assessments. Between 20-25 students in each grade level, 3rd - 5th have been identified as candidates for a Talent Development program that will be implemented during the 2022-23 school year.

Measurable Outcome:

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

By participating in the Talent Development Program, our students who are high performing, but did not meet criteria as gifted will be provided with an opportunity to enrich their learning and increase their performance on state assessments. The goal for these students is to increase their performance level by 1 level or maintain a level 5 on state assessments.

Monitoring:

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

Classroom, district, and state progress monitoring assessments will be utilized throughout the school year.

Person responsible for monitoring outcome:

Cecilia Palmer (palmerce@pcsb.org)

Evidence-based Strategy:

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

A Talent Development teacher will be on campus 1 day per week providing services to students identified as in need for differentiation.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

Describe the resources/criteria used for selecting this strategy.

Having an intervention with specially designed instruction provided by a designated talent development teacher will provide students with the enrichment needed to push them forward in reaching their highest potential.

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.

1. Apply for participation with district leadership
2. Identify students in need of the Talent Development Program
3. Provide training/information as needed to staff / families
4. Monitor the implementation of the program
5. Monitor student achievement through classroom, district, and state progress monitoring assessments

Person Responsible

Cecilia Palmer (palmerce@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.

The staff of Safety Harbor Elementary strives to create and maintain a positive school culture and environment. Our supportive and fulfilling environment encompasses all aspects of the campus, from the initial visit to the front office through classrooms and common areas. All staff members are collectively focused on developing a school-wide and classroom culture that values the growth of relationships, trust, integrity, respect and high expectations for each student. Our school-wide guidelines for success, restorative practice implementation and transparent leadership all provide an opportunity for inclusion and success.

School-wide monthly celebrations, increased service learning club participants, increased number of mentors and teachers for ELP and enrichment initiatives all demonstrate our commitment to meet the needs of our scholars. An open door policy, monthly PTA/SAC meetings, school based social media sites, weekly all-calls and monthly newsletters to families ensure that we are communicating school related information in a timely manner.

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

Our leadership team and classroom teachers meet regularly to ensure the needs of students are being met. Collectively we focus on creating a positive culture through character development, relationships among stakeholders, and school traditions. All stakeholders play a role, staff, students, families and community members. All staff members will continue to focus on communication to grow school and home partnerships in an effort to increase our personal connections and community contacts that Safety Harbor Elementary prides itself on.