
Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	8
Planning for Improvement	12
Positive Culture & Environment	0
Budget to Support Goals	0

Seminole Elementary School

10950 74TH AVE N, Seminole, FL 33772

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

Demographics

Principal: Lou Cerreta

Start Date for this Principal: 7/1/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	90%
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 (54%) 2020-21: (46%) 2018-19: B (58%) 2017-18: C (48%)
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 faculty and staff of Seminole Elementary unite with parents and community to ensure 100% success by providing a safe and risk-free environment, supporting diverse needs, and making instruction challenging and meaningful for our students while nurturing a passion for lifelong learning.

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
Cerreta, Louis	Principal	
McCafferty, Jennifer	Assistant Principal	
Dupre, Cathy	Reading Coach	
Sanders, Aimee	Teacher, K-12	Grade 5 ELA

Demographic Information

Principal start date

Friday 7/1/2022, Lou Cerreta

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.*

16

Total number of teacher positions allocated to the school

31

Total number of students enrolled at the school

403

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	57	64	49	66	92	75	0	0	0	0	0	0	0	403
Attendance below 90 percent	7	15	7	7	13	12	0	0	0	0	0	0	0	61
One or more suspensions	0	1	0	0	2	3	0	0	0	0	0	0	0	6
Course failure in ELA	0	6	3	1	1	3	0	0	0	0	0	0	0	14
Course failure in Math	0	5	2	1	1	3	0	0	0	0	0	0	0	12
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	12	17	15	0	0	0	0	0	0	0	44
Level 1 on 2022 statewide FSA Math assessment	0	0	0	12	11	21	0	0	0	0	0	0	0	44
Number of students with a substantial reading deficiency	10	25	12	13	18	26	0	0	0	0	0	0	0	104

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	1	16	8	10	27	30	0	0	0	0	0	0	0	92

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	1	5	0	2	2	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	2	0	2	0	0	0	0	0	0	0	0	4

Date this data was collected or last updated

Saturday 7/9/2022

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	38	75	53	64	86	76	0	0	0	0	0	0	0	392
Attendance below 90 percent	0	18	11	12	16	19	0	0	0	0	0	0	0	76
One or more suspensions	0	0	2	1	1	5	0	0	0	0	0	0	0	9
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	17	18	20	0	0	0	0	0	0	0	55
Level 1 on 2019 statewide FSA Math assessment	0	0	0	20	14	14	0	0	0	0	0	0	0	48
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	1	1	1	1	7	0	0	0	0	0	0	0	11

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	2	0	4	1	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	38	75	53	64	86	76	0	0	0	0	0	0	0	392
Attendance below 90 percent	0	18	11	12	16	19	0	0	0	0	0	0	0	76
One or more suspensions	0	0	2	1	1	5	0	0	0	0	0	0	0	9
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	17	18	20	0	0	0	0	0	0	0	55
Level 1 on 2019 statewide FSA Math assessment	0	0	0	20	14	14	0	0	0	0	0	0	0	48
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	1	1	1	1	7	0	0	0	0	0	0	0	11

The number of students identified as retainees:

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

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	55%			58%			57%	54%	57%
ELA Learning Gains	57%			46%			62%	59%	58%
ELA Lowest 25th Percentile	51%			21%			53%	54%	53%
Math Achievement	63%			67%			63%	61%	63%
Math Learning Gains	63%			45%			62%	61%	62%
Math Lowest 25th Percentile	45%			31%			51%	48%	51%
Science Achievement	46%			56%			60%	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	52%	56%	-4%	58%	-6%
Cohort Comparison		0%				
04	2022					
	2019	63%	56%	7%	58%	5%
Cohort Comparison		-52%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	52%	54%	-2%	56%	-4%
Cohort Comparison		-63%				

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	63%	62%	1%	62%	1%
Cohort Comparison		0%				
04	2022					
	2019	64%	64%	0%	64%	0%
Cohort Comparison		-63%				
05	2022					
	2019	57%	60%	-3%	60%	-3%
Cohort Comparison		-64%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	60%	54%	6%	53%	7%
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	27	40		53	53		40				
ELL											
BLK	44			65							
HSP	40			48							
MUL	86			71							

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
WHT	60	48		70	49		64				
FRL	49	42	20	58	36	31	41				
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	54	45	39	64	61	32				
ELL	30			50							
BLK	23	33		44	73						
HSP	50	48		52	56		50				
MUL	58	74		72	65						
WHT	63	66	53	65	60	48	62				
FRL	49	57	58	54	57	51	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)	TS&I
OVERALL Federal Index – All Students	56
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	69
Total Points Earned for the Federal Index	449
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
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	51
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	61
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	49
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	62
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	55
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	56
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?

In comparing 2022-2021 FSA. All grades showed a drop in proficiency in ELA and Math with the exception of grade 4. Grades 1 had the biggest decline in proficiency as measured by MAP. Utilizing the same MAP comparisons for Math, all grade levels had a drop in proficiency level with the exception of grades 4 & 3. SWD subgroup is performing below grade level in both ELA & Math with the largest deficit showing in ELA. Our subgroup of black students are closing the gap in ELA as measured by FSA with a 11 point gap compared to a 35 point gap in 2020. There is no gap in proficiency in Math .

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

ELA for the all grades with the exception of grade 4 & 2 and all SWD students show the greatest need for improvement.

Math proficiency in all grade levels dipped and show a need for improvement.

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

The greatest contributing factor was the continued loss of learning due to COVID absences and teacher absences. The restrictions that were in place to mitigate the spread. i.e, limited group interactions and group instruction with students.

Actions that are being taken to address the need for improvement include acceleration of instruction, use of hands on science lab, collaborative learning groups and team teaching in grades 3-5.

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

Learning gains in all areas from the 2021 assessment showed the greatest improvement from the previous year. The current progress monitoring showed improvement in the percent of black students showing proficiency in ELA and Math.

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

The contributing factors for this improvement were a result of the following actions:

Utilization of part time hourly teachers to provide targeted instruction to L 25 students and black students

Utilization of team teaching model which allowed teachers to become experts in their content area

Utilization of Literacy coach to provide coaching and feedback to teachers on effective strategies for literacy instruction.

School wide emphasis on independent reading that is goal oriented and progress monitored weekly quarterly data chats with teachers for progress monitoring

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

Learning will be accelerated the following ways:

Utilization of the Gifted cluster model

Participation in Project BUMP UP

Participation closing the gender gap project
Collaborative planning & PLCs with literacy coach to help accelerate learning
Collaborative planning & PLCs with STEM leaders to help accelerate instruction

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.

Professional Development will be provide on the use of the new cycle assessments on how to read, interpret and analysis of the data. Professional development on how to utilize the data to increase academic rigor and utilize effective strategies to increase growth.

ELA- Guided Reading P.D., Running Record P.D., Strategies for increasing fluency, vocabulary and comprehension, Utilize the Literacy coach for coaching and feedback

ELA -focused, consistent and sustained professional development with a focus on standards-based instruction, target and task alignment. Collaborative planning and inclusive scheduling as we pursue inclusion to the maximum extent.

Math- Utilize STE/m Leaders to provide Math P.D and utilize math coaches for classroom walk through with feedback

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

Additional services that will be implemented to ensure sustainability include:

Part time hourly instruction

Before school ELP

After school ELP

Promise time via R' Club

Accelerated Reader

IXL in grades 4 & 5 ELA & Math

Areas of Focus

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

:

#1. Positive Culture and Environment specifically relating to Gender Differentiated Instruction**Area of Focus****Description and****Rationale:**

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

Referral data was reviewed at the school and district level and it was determined that boys on our campus receive a higher rate of referrals than the girls on our campus.

Measurable Outcome:

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

As a result of implementing this area of focus, we expect the referral rate of boys to be lower than that of previous years. Conflicts between students, teachers, and peers will be less frequent. Students will become solutions-oriented and brainstorm solutions before problems escalate. Additionally, we anticipate students will be motivated and engaged in their learning.

Monitoring:

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

We will monitor the outcome of this area of focus by implementing student and teacher surveys, monitoring the number of disciplinary referrals, the number of RISE recognitions that are submitted each month, and the number of Accelerated Reader books completed.

Person responsible for monitoring outcome:

Jennifer McCafferty (mccaffertyj@pcsb.org)

Evidence-based**Strategy:**

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

We will survey our male students to find titles of books that they are interested in reading and that can be maintained in classroom libraries. Students will be able to access physical copies of the texts throughout the school day and check out to bring home as requested. This supports the best practice of having boys directly involved in selecting new texts for classroom libraries.

We will be utilizing high-engagement instructional materials and activities including but not limited to Kagan collaborative structure, as well as a leadership club that empowers boys in grades 3-5 to take a vested interest in the beautification of the school campus as well as the school culture through a variety of ways.

Rationale for Evidence-based Strategy:

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

Boys typically perform better when they know what is expected of them, when high expectations are maintained, and they feel they are a valued member of the school culture. They can develop a growth mindset and believe their success is a product of their hard work.

Giving boys access to texts that are windows to new experiences and that reflect their own experiences will motivate them to be more highly engaged. They will be able to choose from a range of books that they have direct investment in.

With ordering high interest books from Scholastic, our boys will do just this. We will begin to experience a higher level of engagement and academic progress in not just our male students, but all students. We plan to use these books to offer selections of titles that the boys want to read.

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.

Survey students and order high-interest books from Scholastic - August 2022

Person Responsible Louis Cerreta (cerretal@pcsb.org)

Coordinate with UF representatives to support with gardening and nutrition components of the Boys' Leadership Club - July 2022

Person Responsible Louis Cerreta (cerretal@pcsb.org)

Data analysis to determine targeted group of students – August 2022

Person Responsible Jennifer McCafferty (mccaffertyj@pcsb.org)

Staff input based on data - August 2022

Person Responsible Louis Cerreta (cerretal@pcsb.org)

Send out applications to targeted students - August 2022.

Person Responsible Jennifer McCafferty (mccaffertyj@pcsb.org)

First after-school club meeting – September 2022

Person Responsible Louis Cerreta (cerretal@pcsb.org)

Purchase seeds and other materials needed for the garden. - September 2022

Person Responsible Jennifer McCafferty (mccaffertyj@pcsb.org)

Plan monthly projects with the club members and sponsors. September 2022

Person Responsible Louis Cerreta (cerretal@pcsb.org)

Meetings will occur weekly after school – September 2022 – May 2023

Person Responsible Louis Cerreta (cerretal@pcsb.org)

#2. Positive Culture and Environment specifically relating to Positive Behavior Intervention Support

Area of Focus Description and Rationale:

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

Seminole Elementary’s current level of performance in school-wide behavior is 219 referrals written during the 2021-2022 school year. Of the 219 referrals written, 90 of them, or 41%, were written for Black/African American students. Of the 57 students receiving office referrals, 14 students are Black/African American, or 25% of the students who received a referral.

Measurable Outcome: State the specific measurable outcome the school plans to achieve.

This should be a data based, objective outcome.

We expect both our level of performance and the number of African American students earning referrals to be reduced by 50% by the end of the 2022-2023 school year.

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

The area of focus will be monitoring by tracking the use of positive reinforcements and office disciplinary referrals.

Person responsible for monitoring outcome:

Aimee Sanders (sandersa@pcsb.org)

Evidence-based Strategy: Describe the evidence-based strategy being

Our focus will be to strengthen the Tier One classroom management to ensure positive relationships are built and actively maintained. After receiving a PBIS Reboot, our PBIS committee will lead the staff in PBIS trainings including incorporating morning meetings, implementing character education, Restorative Practices, consistent schoolwide discipline procedures, all with a focus on social-emotional learning. The committee, alongside administration, will work to support the implementation of positive engagement strategies that work to develop social and emotional instructional teaching practices.

implemented for this Area of Focus.

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

These strategies are derived from evidence-based programs recognized throughout the district (Restorative Practices and PBIS). The strategies and actions selected were as a result of a School Climate and Culture needs assessment conducted at the end of the 2021-2022 school year. Staff communicated a need for a consistent and equitable problem-solving process. After an initial analysis of our schoolwide discipline data, we will continue to monitor and analyze our data for an effective implementation of the strategies mentioned. We will monitor behavior data during monthly MTSS and SBLT meetings. We will continue professional development from the PBIS committee, as well as incorporating Equity Champions throughout the school year.

Action Steps to Implement

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

The PBIS committee and Equity Champions will continue offering professional development for staff members throughout the school year to continue to support the conditions for learning.

Person Responsible Aimee Sanders (sandersa@pcsb.org)

Identify African American students not making learning gains or with a high number of office referrals with a school mentor

Person Responsible Aimee Sanders (sandersa@pcsb.org)

Within the first 10 school days, all teachers will implement lessons based on common area expectations and work to build a positive classroom culture.

Person Responsible Aimee Sanders (sandersa@pcsb.org)

Teachers will review and re-teach classroom and schoolwide expectations during their morning meetings on a weekly basis.

Person Responsible Aimee Sanders (sandersa@pcsb.org)

Update the SIP on a quarterly basis in order to celebrate areas of growth and update strategies in any area of improvement.

Person Responsible Jennifer McCafferty (mccaffertyj@pcsb.org)

#3. Instructional Practice specifically relating to ELA

<p>Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.</p>	<p>Our current achievement level of performance is 55% as evidenced by the 2021-2022 Florida Standards Assessment. We expect our performance level to increase to 75% on the Florida Assessment of Student Thinking (FAST) Cycle 3 test.</p> <p>This was determined to be an area of need because it shows that 45% of our 3-5 graders are not on target to be successful at the next grade level.</p>
<p>Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</p>	<p>All students will score proficient or higher on the coordinated screening and progress monitoring system assessments by the 3rd cycle. These tests are aligned to the Benchmarks in Excellent Student Thinking (B.E.S.T Standards) These tests will provide real-time data that will inform students, teachers, and parents about individual student growth. Additionally, students in K-2 will be monitoring using the ELFAC to target gaps in foundational reading skills.</p>
<p>Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.</p>	<p>Progress toward attainment of this area of focus will be monitored utilizing the FAST assessment results between PM1 and PM2. Additionally, iStation and classroom data will be monitored to ensure progress toward the intended outcome.</p>
<p>Person responsible for monitoring outcome:</p>	<p>Cathy Dupre (duprec@pcsb.org)</p> <p>Our daily literacy day will include: Word Study, Close-In Study of Grade Level Complex Text, Explicit Reading Instruction, Explicit Writing Instruction, and Vocabulary Instruction. This reading instruction aligns with Florida's Revised Formula for Success which includes the following six components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.</p>
<p>Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.</p>	<p>Core instruction (Tier 1): is standards-aligned; includes accommodations for students with IEPs, students who are ELL, provides print-rich explicit and systematic, scaffolded, and differentiated instruction; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning. Tier 2 instruction will support students who are considered deficient. Tier 3 instruction will provide an additional layer for students who are substantially deficient by a Reading Endorsed Teacher.</p> <p>The above are aligned to the district's K-12 Comprehensive Evidence-based Reading Plan, meet the standards of evidence-based practices, and are aligned to the B.E.S.T Standards.</p>
<p>Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used</p>	<p>The above is research based strategies as evidenced by Florida's Revised Formula for Success.</p>

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.

Interventionists will provide research-based interventions to the L35s in each grade level, and progress monitor the growth of each student.

Person Responsible Cathy Dupre (duprec@pcsb.org)

ELA Champions will be teacher leaders by modeling lessons and getting feedback.

Person Responsible Cathy Dupre (duprec@pcsb.org)

Phonics instruction explicitly taught in K-2 and monitored by ELFAC.

Person Responsible Cathy Dupre (duprec@pcsb.org)

Module Rollout training attended by at least one person on each team.

Person Responsible Cathy Dupre (duprec@pcsb.org)

Small group instruction will take place in all grade levels.

Person Responsible Jennifer McCafferty (mccaffertyj@pcsb.org)

Family nights with a reading focus planned by the Reading committee.

Person Responsible Cathy Dupre (duprec@pcsb.org)

Independent reading will be implemented with fidelity daily during the ELA block to build stamina and a love for reading.

a. K-2 - 20-30 minutes

b. 3-5 - 30-45 minutes

Person Responsible Cathy Dupre (duprec@pcsb.org)

Student incentives will be added to increase student engagement.

Person Responsible Louis Cerreta (cerretal@pcsb.org)

Classroom libraries will be refurbished to provide student picked, high quality literature.

Person Responsible Louis Cerreta (cerretal@pcsb.org)

Full-time literacy coach will continue to assist teachers with planning differentiated ELA lessons aligned with the B.E.S.T standards utilizing research-based resources.

Person Responsible Cathy Dupre (duprec@pcsb.org)

Collaborative planning around the B.E.S.T standards.

Person Responsible Cathy Dupre (duprec@pcsb.org)

Full-time literacy coach will support teachers with planning around the B.E.S.T standards.

Person Responsible Cathy Dupre (duprec@pcsb.org)

Intensive Tier II reading intervention to students in Kindergarten and grade 1 utilizing the "Sound Partners" curriculum.

Person Responsible Louis Cerreta (cerretal@pcsb.org)

Utilize training tutors from the program "Reading Across Pinellas."

Person Responsible Louis Cerreta (cerretal@pcsb.org)

Monitoring of Core Instruction to ensure 100% or more of students are meeting the standards.

Person Responsible Louis Cerreta (cerretal@pcsb.org)

Monitoring of Tier 2 instruction to ensure students who are receiving these interventions are the right students, with the right interventionist, utilizing the right interventions.

Person Responsible Louis Cerreta (cerretal@pcsb.org)

Monitoring of Tier 3 instruction to ensure students who are receiving these interventions are the right students, with the right interventionist (Reading Endorsed), utilizing the right interventions.

Person Responsible Louis Cerreta (cerretal@pcsb.org)

Ensure the Problem Solving Worksheet is done correctly and data is collected in a timely manner.

Person Responsible Louis Cerreta (cerretal@pcsb.org)

#4. 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.

Our current achievement level of performance is 63% as evidenced by the 2021-2022 Florida Standards Assessment. We expect our performance level to increase to 75% on the Florida Assessment of Student Thinking (FAST) Cycle 3 test.

This was determined to be an area of need because it shows that 37% of our 3-5 graders are not on target to be successful at the next grade level.

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

All students will score proficient or higher on the coordinated screening and progress monitoring system assessments by the 3rd cycle. These tests are aligned to the Benchmarks in Excellent Student Thinking (B.E.S.T Standards)
 These tests will provide real-time data that will inform students, teachers, and parents about individual student growth.

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

The percent of students achieving level in Math will increase from 63% to 75% as measured by the FAST Assessment Cycle 3.

Person responsible for monitoring outcome:

Jennifer McCafferty (mccaffertyj@pcsb.org)

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

Support the staff to utilize data to organize students to interact with content which differentiates/scaffolds instruction to meet the needs of each student.
 Provide regular feedback both in and outside the Marzano framework to all mathematics teachers.
 Ensure rigorous student-centered instruction occurs daily through the use of McGraw Hill Mathematics, District Math Unit Planning Materials, Dreambox Learning, IXL and Number Routines.
 Administrators monitor teacher practice and provide feedback to support teacher growth.
 Utilization of FAST Continuum of Learning to support differentiated instruction

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

These strategies were selected as teachers consistently focus on differentiation and improvement of instruction as an area of growth.

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.

BUMP Up Building Math Proficiency Push in Model with the Javits Gifted and Talented Students Education Program in grades 4 and 5.

Person Responsible

Jennifer McCafferty (mccaffertyj@pcsb.org)

Utilize one teacher per grade level for the STEM Leadership team in order to collaborate and model best practice in curriculum, assessment, and instruction within their grade level and across grade levels teams.

Person Responsible

Louis Cerreta (cerretal@pcsb.org)

Formal and informal observations assessing instruction and using the data as feedback to drive the instruction and make adjustments and for teacher growth.

Person Responsible Louis Cerreta (cerretal@pcsb.org)

Design lessons by scaffolding the difficulty levels; using multiple check points, use of critical questions...building upon each student's level.

Person Responsible Louis Cerreta (cerretal@pcsb.org)

PLC's on a bi-weekly basis including the discussion of student data and to aide in planning instruction.

Person Responsible Louis Cerreta (cerretal@pcsb.org)

Utilize a teacher feedback process to determine types of training that will further develop each teachers' mathematical teaching repertoire.

Person Responsible Louis Cerreta (cerretal@pcsb.org)

Design lessons by scaffolding the difficulty levels; using multiple check points, use of critical questions...building upon each student's level.

Person Responsible Louis Cerreta (cerretal@pcsb.org)

PLC's on a bi-weekly basis including the discussion of student data and to aide in planning instruction. Monthly curriculum meetings focused on mathematics.

Person Responsible Louis Cerreta (cerretal@pcsb.org)

#5. 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.

Our current achievement level of performance is 46%, This is a decrease from the 55% proficiency rate the year prior. We will increase our performance level to 75%

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

We expect our performance level to be 75% by the end of the 2022-2023 school year.

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

The progress will be monitored with the Science Cycle Assessments and Beginning/Mid Year Assessments

Person responsible for monitoring outcome:

Louis Cerreta (cerretal@pcsb.org)

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

District level PD for science instructional methods to include the 3 I's in order to recalibrate the teaching of science at Seminole Elementary School.
 Utilize systemic documents to effectively plan for science units that incorporate the 3 I 's instructional Routine
 Utilization of the vocabulary word work in ELA and Science for provide a strong context and repeated practice for the district's 60 science words. Possible resource for grades 3-5 is Words Their Way.
 Literacy coach provide coverage in order to teachers to observe STEM team deliver research based science lessons.
 Monitor for consistent effective instruction that promotes student centered learning with rigor during science labs.
 Implement and monitor science academic gaming based on data with a focus on the 60 power words.
 Administrators monitor teacher practice and provide feedback to support teacher growth.
 Utilization beginning year Diagnostic Assessments to support differentiated instruction and targeted goal setting.
 Utilization of Science Mock Assessment in the Spring
 Biweekly progress monitoring for L 35 students to closely monitor and inform/adjust instruction.
 Document instruction and student learning using interactive notebooks to include PCS Student Science Pages for Science notebooks.
 Provide consistent effective instruction that promotes student centered learning with rigor during science labs. Analyze pre and post lab test results to clarify scientific misconceptions.
 Utilize digital Diagnostic Assessment data to support differentiated instruction and targeted goal setting.

Rationale for Evidence-based Strategy:

The science proficiency rates have decreased by 9% from the previous year and would like to improve and enhance the

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

strategies that are currently being implemented along with a focus on rigorous NGSS instruction.

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.

Complete regular formal and informal Science assessments at all levels including the Science Diagnostic Assessment and the Pinellas Assessment Plan.

Person Responsible

Jennifer McCafferty (mccaffertyj@pcsb.org)

Utilize data to plan instruction, enrichment and interventions with scaffolding to increase performance of each student

Person Responsible

Jennifer McCafferty (mccaffertyj@pcsb.org)

Engage in standards articulation to gain a deeper understanding of prior knowledge and future learning to support students' holistic understanding of the Big Ideas in science

Person Responsible

Jennifer McCafferty (mccaffertyj@pcsb.org)

Play academic games based on classroom data to review concepts and clarify misconceptions

Person Responsible

Jennifer McCafferty (mccaffertyj@pcsb.org)

Conduct Science Labs in grades 1-5 for hands on science exploration and ensure grades 1-5 have a deep understanding of the science lab curriculum, materials management, and pacing/scheduling.

Person Responsible

Jennifer McCafferty (mccaffertyj@pcsb.org)

Use science notebooks to record learning, retain information and review concepts

Person Responsible

Jennifer McCafferty (mccaffertyj@pcsb.org)

Based on the virtual learnings focus on Science unit for grade 5 students. Begin teaching and reviewing life science content and monitor content acquisition with diagnostics.

Person Responsible

Louis Cerreta (cerretal@pcsb.org)

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

Louis Cerreta (cerretal@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

Jennifer McCafferty (mccaffertyj@pcsb.org)

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

Person Responsible

Jennifer McCafferty (mccaffertyj@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

Jennifer McCafferty (mccaffertyj@pcsb.org)

Employ instructional practices to motivate and deepen student engagement including, but not limited to positive expectations for success; novel tasks or other approaches to stimulate curiosity; meaningful tasks

related to student interests & cultural backgrounds; opportunities for students to ask their own questions, set their own goals, and make their own choices.

Person Responsible Jennifer McCafferty (mccaffertyj@pcsb.org)

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 Jennifer McCafferty (mccaffertyj@pcsb.org)

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

Person Responsible Louis Cerreta (cerretal@pcsb.org)

#6. ESSA Subgroup specifically relating to Black/African-American

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

Our current level of performance shows that there is a 3% gap in ELA and no gap in Math Proficiency as measured by 2021-2022 FSA. Our SWD students scored had a 27% gap in ELA in proficiency and a 19 gap in learning gains in ELA.

If we continue with student centered, standard-based instruction with rigor, the academic gaps will be eliminated.

As a result of the equity centered problem solving within the MTSS framework, the school will develop an equity goal to build relational capacity, empower student voice, and hold high expectations within the following areas for equity system change:

Professional Development provided by the Equity department and school-based equity champions to address the mindset shift for the adoption of equitable grading practices.

Our goal is to increase the number of equity champions by three for the 2022-2023 school year with the long-term goal of having one champion per grade level.

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

We will measure progress by increasing the number of teachers who are equity champions during the 2022-2023 school year. We will measure medium-term outcomes by examining changes in practice through last year's book study on equitable/

standards-based grading led by building level equity champions. Additionally, "bridging the gap" analysis will be included in the principal's data chats with individual teachers.

Classroom teachers will set quarterly goals to increase the performance of African American students within their classrooms and SWD subgroup. Principal will monitor during data chats.

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

We will monitor long term student outcomes by examining the student's proficiency levels

in ELA and Math as measured by the district and state formative assessments. To address the use of increasing the use of equitable practices, we will develop non negotiables for equitable grading practices at our school. Agreements will include: participation, homework, attendance, and behavior.

We will measure progress by reviewing report cards every quarter to monitor actions taken as a result of such discussions/agreements. We will measure long-term student outcomes by reducing grading inequity and monitor and track academic

progress as measured by formative assessments data.

Person responsible for monitoring outcome:

Louis Cerreta (cerretal@pcsb.org)

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

Use of data to identify equitable practices, equitable grading, culturally relevant teaching, restorative practices, for the 2022-2023 school year

Rationale for Evidence-based Strategy:

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

These strategies and practices were identified using the Racial Equity Analysis Protocol (REAP).

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.

Incorporate equity focus within our PBIS framework and roll out in August 2022.

Person Responsible

Jennifer McCafferty (mccaffertyj@pcsb.org)

Equity Champions provide update during SBLT January - June Assist with equity grading plan implementation, progress monitoring, and evaluation of outcomes/results.

Person Responsible

Aimee Sanders (sandersa@pcsb.org)

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

Louis Cerreta (cerretal@pcsb.org)

Each classroom will include student data tracking systems aligned to standards and skill mastery.

Person Responsible

Jennifer McCafferty (mccaffertyj@pcsb.org)

Implement school wide student-led conferences in grades 3-5 in October and January to allow students to share their academic goals and their progress using a standards based script and rubric as a guide for students.

Person Responsible

Jennifer McCafferty (mccaffertyj@pcsb.org)

Provide students with mentors and provide targeted areas of focus for mentoring sessions.

Person Responsible

Louis Cerreta (cerretal@pcsb.org)

#7. 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 students scored had a 27% gap in ELA in proficiency and a 19% gap in learning gains in ELA.

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

All SWD students will score proficient or higher on the coordinated screening and progress monitoring system assessments by the 3rd cycle. These tests are aligned to the Benchmarks in Excellent Student Thinking (B.E.S.T Standards)

These tests will provide real-time data that will inform students, teachers, and parents about individual student growth. Additionally, students in K-2 will be monitoring using the ELFAC to target gaps in foundational reading skills.

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

Progress toward attainment of this area of focus will be monitored utilizing the FAST assessment results between PM1 and PM2. Additionally, iStation ,iReady and classroom data will be monitored to ensure progress toward the intended outcome.

Person responsible for monitoring outcome:

Louis Cerreta (cerretal@pcsb.org)

Our daily literacy day will include: Word Study, Close-In Study of Grade Level Complex Text, Explicit Reading Instruction, Explicit Writing Instruction, and Vocabulary Instruction. This reading instruction aligns with Florida's Revised Formula for Success which includes the following six components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.

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

Core instruction (Tier 1): is standards-aligned; includes accommodations for students with IEPs, provides print-rich explicit and systematic, scaffolded, and differentiated instruction; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning.

Tier 2 instruction will support students who are considered deficient.

Tier 3 instruction will provide an additional layer for students who are substantially deficient by a Reading Endorsed VE Teacher.

The above are aligned to the district's K-12 Comprehensive Evidence-based Reading Plan, meet the standards of evidence-based practices, and are aligned to the B.E.S.T Standards.

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

The above is research based strategies as evidenced by Florida's Revised Formula for Success.

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.

Collaborative Planning sessions for VE teachers with content coaches

Person Responsible Cathy Dupre (duprec@pcsb.org)

Provide PD for VE on Standards Based Instruction

Person Responsible Cathy Dupre (duprec@pcsb.org)

Schedule time for Gen ed and ESE staff to collaborate and co-plan on developing SDI that meets the needs of students.

Person Responsible Louis Cerreta (cerretal@pcsb.org)

Insure that instructional supports are in place during core instruction and independent practice for students with exceptional needs. These supports include access to grade-level text and beyond as well as small group instruction based on data.

Person Responsible Louis Cerreta (cerretal@pcsb.org)

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

Person Responsible Louis Cerreta (cerretal@pcsb.org)

Use evidence-based practices for students with disabilities to teach foundational literacy and math skills

Person Responsible Cathy Dupre (duprec@pcsb.org)

Make rigorous texts, materials, content, and activities accessible to students through supplementary aids including assistive technology.

Person Responsible Cathy Dupre (duprec@pcsb.org)

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

Person Responsible Cathy Dupre (duprec@pcsb.org)

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

Person Responsible Jennifer McCafferty (mccaffertyj@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

51/170 (30% of K, 1, and 2nd graders scored substantially deficient in reading according to the MAP Spring Assessment. We expect to have all students performing on grade level or beyond by providing whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs. Formative, progress monitoring and diagnostic assessment data will guide our decision making.

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

101/226 (44%) of tested 3, 4, and 5th graders scored a level 1 or 2 on the 2021-2022 Florida Standards Assessment. We expect to have all students performing on grade level or beyond by providing whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs. Formative, progress monitoring and diagnostic assessment data will guide our decision making.

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)

All students will score proficient or higher on the coordinated screening and progress monitoring system assessments by the 3rd cycle. These tests are aligned to the Benchmarks in Excellent Student Thinking (B.E.S.T Standards)

These tests will provide real-time data that will inform students, teachers, and parents about individual student growth. Additionally, students in K-2 will be monitoring using the ELFAC to target gaps in foundational reading skills.

Grades 3-5: Measureable Outcome(s)

All students will score proficient or higher on the coordinated screening and progress monitoring system assessments by the 3rd cycle. These tests are aligned to the Benchmarks in Excellent Student Thinking (B.E.S.T Standards)

These tests will provide real-time data that will inform students, teachers, and parents about individual student growth. Additionally, students in grades 3-5 who show reading deficiencies will be monitoring using the Core Reading Survey to target gaps foundational reading skills.

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.

Four types of classroom assessments: screening, progress monitoring/formative assessment, diagnostic, and summative assessment. We will use the ELFAC, coordinated screening and progress monitoring system assessments and other classroom and district data to ensure we are working towards our desired outcomes. Data chats will take place after every assessment cycle to monitor impact of teaching and learning.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Dupre, Cathy, duprec@pcsb.org

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Our daily literacy day will include: Word Study, Close-In Study of Grade Level Complex Text, Explicit Reading Instruction, Explicit Writing Instruction, and Vocabulary Instruction. This reading instruction aligns with Florida's Revised Formula for Success which includes the following six components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.

Core instruction (Tier 1): is standards-aligned; includes accommodations for students with IEPs, students who are ELL, provides print-rich explicit and systematic, scaffolded, and differentiated instruction; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning.

Tier 2 instruction will support students who are considered deficient.

Tier 3 instruction will provide an additional layer for students who are substantially deficient by a Reading Endorsed Teacher.

The above are aligned to the district's K-12 Comprehensive Evidence-based Reading Plan, meet the standards of evidence-based practices, and are aligned to the B.E.S.T Standards.

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?

In the early grades, the standards emphasize explicit, systematic phonics instruction as the foundation of literacy. Decoding and fluency are essential to creating proficient readers. "Readers who have strong decoding skills can figure out unfamiliar words so quickly that the process requires no conscious effort," says Dr. Holly Lane, University of Florida Literacy Institute. When decoding is effortless, a reader's limited working memory is freed up so the reader can focus on meaning. Our language arts daily components include: word study, close-in study of grade level complex text, explicit reading instruction, explicit writing instruction, and vocabulary instruction.

We strive to have all students reading proficiently by grade 3, so focusing our work on the above in the early grades will support this work.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Literacy Coach - Full-time literacy coach to support teachers. The Reading Coach will support all K-5 staff in the implementation of the site reading plan and program. The Coach will work directly with teachers in a school providing classroom-based demonstrations, collaborative and one-on-one support, and facilitating teacher inquiry and related professional development. The Coach will focus on enhancing teachers' ability to provide instruction that builds students' sense of engagement in the ownership of learning. The Coach will also work with administrators and teachers to collect and analyze data, interpret, and use it to guide instructional decisions.</p>	<p>McCafferty, Jennifer, mccaffertyj@pcsb.org</p>
<p>Professional Learning - PLCs aligned to data related to district and state initiatives including the B.E.S.T Standards.</p>	<p>McCafferty, Jennifer, mccaffertyj@pcsb.org</p>
<p>Data Chats - Data chats will take place after all progress monitoring tests to determine areas of glows and areas to grow. This will then result in topics for professional learning communities and specific support for grade levels, and individual teachers as determined by both the quantitative and qualitative data.</p>	<p>Cerreta, Louis, cerretal@pcsb.org</p>

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Supportive administrators and coaches who are instructional leaders providing the resources and tools teachers and staff need to successfully meet the social, emotional, and academic needs of their students.

Consistent and predictable support in the form of Positive Behavior Interventions.

Restorative practices, Character Education, and Gender differentiated instruction are ways we address building a positive school culture and environment.

Staff, students, families, and communities members have buy-in regarding school vision, mission, and core values.

School celebrated positive behavior and student and staff achievement in a variety of ways throughout the school year.

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

Lou Cerreta, Principal and Jennifer McCafferty, Assistant Principal will model the vision, mission, and core values of the school and determine areas of success and areas to grow using a variety of measures including formal and informal assessments by staff and students. They will anticipate barriers and work toward overcoming them so those barriers do not derail our progress. They will provide meaningful and timely feedback to teachers and staff that improve their practices in the classroom. Additionally, they will create traditions that support a fun, learning environment for staff and students will be implemented in order to improve culture.

Cathy Dupree, Literacy Coach will provide teachers with professional development and 1:1 and small group coaching needed as determined by need. She will work with administration, grade levels, and individual teachers to support teaching and learning by facilitating PLCs, data chats, and coaching cycles.

School staff will model the behaviors we want to see in each other and our students.

Students will be engaged in ways they feel are beneficial to them socially, emotionally, and academically. They will have input into what this looks like, sounds like, and feels like on our campus.

Families will be invited to participate in a variety of events on our campus and will be important stakeholders to grow the culture of our school.

Community members will be invited to adopt our school or classrooms to support our work in our school and in our community.