Pinellas County Schools

Tarpon Springs Fundamental Ele

2022-23 Schoolwide Improvement Plan

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Tarpon Springs Fundamental Ele

400 E HARRISON ST, Tarpon Springs, FL 34689

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

Demographics

Principal: Holly Oakes

Start Date for this Principal: 6/20/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-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)	26%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Economically Disadvantaged Students English Language Learners Hispanic Students White Students
School Grades History	2021-22: A (81%) 2020-21: (81%) 2018-19: A (84%) 2017-18: A (81%)
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.

In collaboration with families, we will provide a safe, nuturing environment which inspires lifelong learning and fosters responsible citizenship.

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
Oakes, Holly	Principal	School Principal supporting teaching and learning, operations, and human resources schoolwide.
Snare, Laura	Guidance Counselor	Supporting student services schoolwide
Morris, Michele	Instructional Media	Media and technology supports
Montie, Lisa	Teacher, K-12	Math and Science Teacher, grade 5
Lloyd, Ashley	Curriculum Resource Teacher	Curriculum Specialist

Demographic Information

Principal start date
Monday 6/20/2022, Holly Oakes

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.*
2

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.*
18

Total number of teacher positions allocated to the school
20

Total number of students enrolled at the school
272

Identify the number of instructional staff who left the school during the 2021-22 school year.
2

Identify the number of instructional staff who joined the school during the 2022-23 school year.
2

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	36	36	36	54	44	66	0	0	0	0	0	0	0	272
Attendance below 90 percent	2	1	2	0	2	1	0	0	0	0	0	0	0	8
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
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 2022 statewide FSA ELA assessment	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	2	2	4	1	0	1	0	0	0	0	0	0	0	10

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	1	0	0	0	0	0	0	0	0	0	2

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	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated
Monday 6/20/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	36	36	54	36	66	44	0	0	0	0	0	0	0	272
Attendance below 90 percent	0	0	3	0	2	0	0	0	0	0	0	0	0	5
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	1	0	0	0	0	0	0	0	0	1
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	2	0	1	0	0	0	0	0	0	0	0	3

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	2	0	1	0	0	0	0	0	0	0	0	3

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	36	36	54	36	66	44	0	0	0	0	0	0	0	272
Attendance below 90 percent	3	0	1	0	2	2	0	0	0	0	0	0	0	8
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	0	0	0	0	0	0	0	0	0	1
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	1	4	1	1	1	0	0	0	0	0	0	0	8

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	2	1	1	1	0	0	0	0	0	0	0	6

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	91%			89%			91%	54%	57%
ELA Learning Gains	77%			85%			79%	59%	58%
ELA Lowest 25th Percentile	76%			80%			75%	54%	53%
Math Achievement	94%			93%			95%	61%	63%
Math Learning Gains	76%			75%			75%	61%	62%
Math Lowest 25th Percentile	71%			50%			85%	48%	51%
Science Achievement	79%			92%			89%	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	97%	56%	41%	58%	39%
Cohort Comparison		0%				
04	2022					
	2019	82%	56%	26%	58%	24%
Cohort Comparison		-97%				
05	2022					
	2019	94%	54%	40%	56%	38%
Cohort Comparison		-82%				

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	97%	62%	35%	62%	35%
Cohort Comparison		0%				
04	2022					
	2019	95%	64%	31%	64%	31%
Cohort Comparison		-97%				
05	2022					
	2019	94%	60%	34%	60%	34%
Cohort Comparison		-95%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	89%	54%	35%	53%	36%
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**
HSP	90			100							
WHT	92	89		94	76		94				
FRL	81	81		89	69		93				
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**
ELL	82	82		82	64						
HSP	91	90		100	60						
WHT	91	78	73	95	76	83	88				
FRL	91	85	77	88	73	60	61				

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	81
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	
Total Points Earned for the Federal Index	564
Total Components for the Federal Index	7
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A

English Language Learners	
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	85
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

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

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

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

White Students	
Federal Index - White Students	82
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	77
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?

Students perform at high levels in math across all grade levels and sub-groups. Performance is lower in ELA in all grade levels. Sub-group data in ELA is inconsistent and unique to each grade level. Students performing above the 60th percentile in ELA is consistent across grade levels. The percentage of students performing above the 60th percentile in Math increases in the intermediate grades.

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

ELA data as measured by MAP shows the disparity between student performance in ELA and Math.

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

One factor to consider that affects ELA performance includes data for our rising third grade cadre continues to show gaps in performance in ELA. These students completed the end of their Kindergarten year at home and many continued to learn from home or in a simultaneos teaching environment in grade 1.
Another factor that contributes to overall ELA performance is that teachers have a literal interpretation of the District provided ELA modules and they do not conistently differentiate or modify instruction based on the needs of their students.

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

Overall perfromance in Math and growth in Math showed the greatest improvement this year.

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

Teachers provide explicit instruction that is closely aligned to the standards. Extended learning opportunites are provided that directly support the current learning of students in the core curriculum.

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

In ELA, fine tuning small group instruction will support student acceleration. Increased frequency of small group instruction for students not meeting standards will also assist students in closing learning gaps.

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.

During the 22-23 school year professional development opportunites will include training on the new Florida B.E.S.T. standards, and the newly adopted Math curriculum, implementing strategies for a high performing PLC and how to provide students with appropriate small group support or enrichment based on data.

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

We plan provide Trauma Informed Care training to all staff during pre-planning week. Our Student Services team will continue to provide training and support in the areas or PBIS and MTSS problem solving.

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

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Student achievement in the area of English Language Arts is lower than that of Math across all grade levels.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	State measured formative and summative measures of proficiency in the area of ELA will improve by 10%
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The principal will conduct monthly data review meetings and walkthroughs to monitor implementation of best practices in ELA.
Person responsible for monitoring outcome:	Holly Oakes (oakesh@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Teachers will collaboratively plan once per week in the area of ELA using high perfmoming PLC protocols in order to unpack the provided curriculum and plan for student needs.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	If teachers plan collaboratively using high performing PLC protocols, then they will have a common understanding of the ELA curriculum and how to plan for unique student needs based on formative data.

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.

Teachers will meet once per week as a grade level to collaboratively plan for ELA instruction using protocols associated with high performing PLC's. Guidance from administration as well as a planning tool will be provided to ensure consistency with planning processes.

Person Responsible Holly Oakes (oakesh@pcsb.org)

The principal and curriculum specialist will each attend one PLC per week to monitor and support high quality collaborative planning.

Person Responsible Holly Oakes (oakesh@pcsb.org)

The principal will walk through all classrooms once per month to monitor and provide feedback to teachers regarding Implementation of the core ELA curriculum and small group supports.

Person Responsible Holly Oakes (oakesh@pcsb.org)

Teachers will consistently provide diffentiated instruction that is aligned with grade level standards in a small group setting.

Person Responsible Ashley Lloyd (lloyda@pcsb.org)

#2. Instructional Practice specifically relating to B.E.S.T. Standards	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	New standards for English/Language Arts were rolled out for teachers in K-2 last year, and for teachers in 3rd-5th grade this year. Teachers are in the process of familiarizing themselves with the standards and making connections to the core ELA curriculum.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	As a result of a thorough understanding of the B.E.S.T. standards by all teachers, ELA proficiency as measured by formative and summative tools will improve by 10%
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Implementation of the standards will be monitored through administrative presence in Professional Development sessions. Classroom walkthoughs with feedback will be provided to teachers following PD sessions.
Person responsible for monitoring outcome:	Holly Oakes (oakesh@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	District and School-based professional development on the B.E.S.T. standards will take place during pre-school week and quarterly throughout the school year.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	If teachers receive ongoing job embedded professional development on the B.E.S.T. standards, the quality of instruction will improve resulting in higher levels of student proficiency in ELA.

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.

Professional Development sessions will be scheduled and executed during pre-planning week and once per quarter throughout the 22-23 school year.

Person Responsible Holly Oakes (oakesh@pcsb.org)

Implementation of the B.E.S.T. standards will be monitored through administrative presence in PLC's twice per month and walkththrous with feedback to teachers once per month.

Person Responsible Holly Oakes (oakesh@pcsb.org)

#3. 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.	Although student proficiency levels in Math as measured by MAP and FSA are high, improvement is needed to boost the performance of proficient students.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percentage of students in grades 3-5 scoring at level 4 or 5 according to state measures will improve by 10%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The principal will be present for all scheduled Professional Development sessions and will provide feedback to teachers after walking through their classrooms.
Person responsible for monitoring outcome:	Holly Oakes (oakesh@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers will have extended planning time during the first quarter of the school year to increase their knowldege and understanding of the newly adopted math curriculum.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	If teachers have a deep understanding and familiarity with the math curriculum, then they will be able to provide instruction that will enrich and challenge proficient students.

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.

Teachers will be provided with extended planning time during the first quarter of the school year to deepen understanding and plan for implmentation of the new Math curriculum.	
Person Responsible	Holly Oakes (oakesh@pcsb.org)
Instructional practices in Math will be discussed with appropriate supports provided during monthly data reviews.	
Person Responsible	Holly Oakes (oakesh@pcsb.org)
District trainers will be utilized to provide information and support to teachers for the new math curriculum.	
Person Responsible	Holly Oakes (oakesh@pcsb.org)
Teachers will provide small group supports for both intervention and enrichment at least three times per week in math.	
Person Responsible	Ashley Lloyd (lloyda@pcsb.org)

#4. 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.**	In order to build on current strengths for our students in the area of Science, schoolwide opportunities that allow students to grapple with complex texts should be available at all grade levels.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Student proficiency in Science as measured by Florida SSA will perform above 90% with 50% if fifth graders scoring at a level 4 or 5.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Evidence of teacher implementation of the Science Showcase will be indicated in lesson plans as well as classroom observations.
Person responsible for monitoring outcome:	Lisa Montie (montiel@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	All teachers in grades K-5 will particpate in the Science Showcase during 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.**	If all students have access to cognitively complex tasks in the area of science, capacity will be built and scores will improve in fifth grade.

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.

Designated class time during a four week period will be dedicated to providing opportunites for students to conduct experiments, complete research, or design an innovation/invention for the Pinellas County Science Showcase.

Person Responsible Lisa Montie (montiel@pcsb.org)

Students will be provided with guidance and feeback by their teachers. All projects will be 100% student made.

Person Responsible Lisa Montie (montiel@pcsb.org)

Students will share their projects at the school level during a Science Night. Selected students will also display their work at the District Science Showcase.

Person Responsible Lisa Montie (montiel@pcsb.org)

#5. Instructional Practice specifically relating to Student Achievement of Black Students	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Many of our black students have unique social-emotional needs that affect classroom performance. Achivement by our black students is currently 15% lower than white students.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Student Achievement in Math and ELA for black students as measured by formative and summative tools will improve by 15% during the 2022-2023 school year.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Data for black students will be measured and discussed as an agenda point during monthly dataa reviews.
Person responsible for monitoring outcome:	Holly Oakes (oakesh@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The curriculum specialist will disaggregate data for black students in ELA and Math prior to each monthly data review meeting. Teachers will provide a description of research-based strategies that are bein utilized and make adjustments based on formative assessment results.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	If formative data for black students is discussed montly and teachers plan for appropiate interventions, achievement for this sub-group will improve.

Action Steps to Implement

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

Data for black students will be disaggregated monthly in both ELA and Math and presented at date review meetings.

Person Responsible Ashley Lloyd (lloyda@pcsb.org)

Teachers will problem-solve potential solutions that can be offered to address student need including differentiated instruction and small group support. Student Services personnel will be present during these meetings to offer strategies and support for students with behavioral or social-emotional needs.

Person Responsible Ashley Lloyd (lloyda@pcsb.org)

Administration will monitor implementation of strategies and supports utilized for black students as a result of problem-solving meetings. Student services will engage the MTSS problem-solving process for students who are not successful with Tier 1 behavior supports.

Person Responsible Holly Oakes (oakesh@pcsb.org)

#6. 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.	Our school has an active PBIS program in place, but it has not been revamped in several years. During April of 2022, a District led PBIS team came to walk through our school and provide feedback on our program. Although many components were well in place, some key elements were indentified in order to maximize the impact of our program.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	As a result of improved implementation of our PBIS program, Fundamental Behavior Warnings will be reduced by 15% across all grade levels K-5
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Our School Based Leadership team will discuss action steps monthly. SBLT members will communicate needs from teachers as well as solutions that are determined to their grade level teams. A walkthrough tool will be utilized twice per year to check progress on implementation.
Person responsible for monitoring outcome:	Laura Snare (snarel@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	

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.

No action steps were entered for this area of focus

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.

Tarpon Springs Fundeamental Elementary builds positive school culture through clear communication of our Guidelines for Success to all stakeholders. These guidelines are aligned with our PBIS program which is designed to recognize and reward positive behavior in the school. Our school also empowers students to support their peers in creating a positive environment through our SAVE club and our Principals Multicultural Action Committee. These efforts combined, guide students, staff and parents by providing specific expecations and actions that contribute to an outstanding culture and environment. Each quarter we conduct a PAW assembly. Here, students come together as a school to sing, cheer, and celebrate positive behavior and accommplishments for the quarter.

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

All staff play a role in supporting positive culture and environment through their knowledge and communication to students regarding our Guidelines for Success. All employees have the opportunity to recognize positive student behavior by giving students PAW tickets that can be used by students to receive incentives.

Parents receive information at the beginning of the year regarding our PBIS program. Throughout the year, the principal provides updates and reminders regarding the expectations within the school, Families are also invited to volunteer and come to school to eat lunch with their children in order to create a community of callaboration betweeen students, families and staff.