

Pinellas County Schools

# Fairmount Park Elementary School



## 2018-19 School Improvement Plan

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## Fairmount Park Elementary School

575 41ST ST S, St Petersburg, FL 33711

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

### School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2017-18 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	90%

### School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	D	F	D	F*

### 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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://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

Provide a caring learning environment with a focus on equity and excellence, strong family and community partnerships, and culturally relevant curriculum that promotes productive citizenship and 100% student success in college, career and life.

#### Provide the school's vision statement

Creating innovative thinkers for global success.

### School Leadership Team

#### Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Moody, Kristy	Principal
Smith, Antonio	Assistant Principal
Nyarkoh, Candice	Guidance Counselor
Foley, Katy	Instructional Coach
Bentley, Kara	Instructional Coach
	Other

#### Duties

##### Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Kristy Moody- Principal, Antonio Smith- Assistant Principal, Darlene Griffin- Literacy Coach (Data Manager), Kelly Trippett - Science Coach (Data Manager), Laurie St. Julien - Math Coach (Data Manager), Untilla McCall-Davis - Behavior Coach (Data Manager), K. Dawkins- Psychologist (Facilitator), Carol Runyon - Social Worker, Sandy Moser - Diagnostician, Candice Nyarkoh –Guidance Counselor, Deb Capitosti & Allison Biloski - ESE Teachers, Teacher Leaders: Jackie Oboikovitz, Latriviette Jackson, Amy Vance, Maggie Haley, Kenya Wheeler, Brandy Walker, Marsha Nordblad, Jessica Farris, Jessica Farris, Paige Sanderson.

The principal and AP monitor the learning environment and support teacher growth through observation and feedback. Based on that data, teams are provided with differentiated supports from school leaders and coaches. Teams discuss data weekly during PLCs and the SBLT meets weekly to assist in organizing interventions and supports for students performing below expectation. Progress monitoring data will be gathered bi-weekly and used for action planning to ensure all that students achieve academic success as measured by iReady and teacher created progress monitoring and tracking, NWEA MAP, FSA for 3rd-5th grade, and as measured in bi-weekly assessments from the Transformation Zone team and iReady diagnostics for reading and math.

### Early Warning Systems

#### Current Year

**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	
Attendance below 90 percent	27	33	28	18	34	25	0	0	0	0	0	0	0	165
One or more suspensions	1	1	2	6	3	1	0	0	0	0	0	0	0	14
Course failure in ELA or Math	0	30	23	15	20	31	0	0	0	0	0	0	0	119
Level 1 on statewide assessment	0	0	0	39	47	46	0	0	0	0	0	0	0	132

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	17	11	14	29	31	0	0	0	0	0	0	0	103

**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	3	0	0	0	0	0	0	0	0	0	3
Retained Students: Previous Year(s)	1	3	11	16	21	18	0	0	0	0	0	0	0	70

**Date this data was collected**

Friday 6/29/2018

**Prior Year - As Reported**

**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	
Attendance below 90 percent	14	9	9	13	2	14	0	0	0	0	0	0	0	61
One or more suspensions	7	9	22	45	23	38	0	0	0	0	0	0	0	144
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	43	41	39	0	0	0	0	0	0	0	123

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	2	3	13	23	28	0	0	0	0	0	0	0	71

**Prior Year - Updated**

**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	
Attendance below 90 percent	14	9	9	13	2	14	0	0	0	0	0	0	0	61
One or more suspensions	7	9	22	45	23	38	0	0	0	0	0	0	0	144
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	43	41	39	0	0	0	0	0	0	0	123

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	2	3	13	23	28	0	0	0	0	0	0	0	71

## Part II: Needs Assessment/Analysis

### Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

#### Which data component performed the lowest? Is this a trend?

ELA proficiency is the lowest category and has been the weakness for the school in the past 5 years. ELA proficiency dropped two percentage points from 19% to 17%, the school also dropped from 36% to 36% for L25 and from 36% to 33% for all gains.

#### Which data component showed the greatest decline from prior year?

ELA proficiency (and gains) were the only categories showing a decline, each dropping one, two or 3 percentage points.

#### Which data component had the biggest gap when compared to the state average?

ELA proficiency also has the largest gap compared to state proficiency average, with a 39 point spread between Fairmount Park's 17% as compared to the state average of 56%.

#### Which data component showed the most improvement? Is this a trend?

Science and mathematics proficiency both showed growth. Science was the most improved from 9% to 18% satisfactory or above.

#### Describe the actions or changes that led to the improvement in this area

In science, a science lab teacher co-taught science on a bi-weekly basis, paired with intensive planning sessions with the science coach and co-teaching on the weeks when scholars were not in the lab. In mathematics, challenging scholars with problems and tasks aligned to the standards through Eureka Math, helped create gains for grades 3-5.

### School Data

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	17%	50%	56%	19%	53%	55%
ELA Learning Gains	33%	47%	55%	36%	53%	57%
ELA Lowest 25th Percentile	35%	40%	48%	36%	47%	52%
Math Achievement	34%	61%	62%	29%	62%	61%
Math Learning Gains	45%	56%	59%	36%	61%	61%
Math Lowest 25th Percentile	39%	42%	47%	35%	48%	51%
Science Achievement	18%	57%	55%	9%	53%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	27 (14)	33 (9)	28 (9)	18 (13)	34 (2)	25 (14)	165 (61)
One or more suspensions	1 (7)	1 (9)	2 (22)	6 (45)	3 (23)	1 (38)	14 (144)
Course failure in ELA or Math	0 (0)	30 (0)	23 (0)	15 (0)	20 (0)	31 (0)	119 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	39 (43)	47 (41)	46 (39)	132 (123)

### Grade Level Data

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

### Subgroup Data

2018 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 2016-17	C & C Accel 2016-17
WHT				20							
BLK	16	31	31	33	44	35	18				
HSP	36			73							
SWD	8	32	60	13	48	57	8				
FRL	17	33	38	34	49	45	19				

2017 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 2015-16	C & C Accel 2015-16
WHT	31			38							
BLK	17	37	33	28	37	39	4				
HSP	19			44							
SWD	2	26	42	7	25	36					
FRL	17	36	41	29	36	38	8				

### **Part III: Planning for Improvement**

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

#### **Areas of Focus:**



Activity #1	
<b>Title</b>	Standards Based Planning
<b>Rationale</b>	Standards based planning in collaborative planning and PLCs will provide teachers with lessons and units aligned to the Florida Standards will ensure that scholars have meaningful, standards aligned tasks that will result in deep learning and high engagement.
<b>Intended Outcome</b>	All scholars will be engaged in meaningful, real-world, work aligned to the rigor of the Florida standards. 50% of scholars will meet proficiency on FSA ELA, FSA Math and SSA Science, and each scholar will make a minimum of one year's worth of learning gains.
<b>Point Person</b>	[no one identified]
Action Step	
<b>Description</b>	<p>During Pre-School:</p> <ol style="list-style-type: none"> <li>1. Deliver Professional Development that includes the College &amp; Career Readiness Standards, the ELA and math shifts, and planning time for teams to unpack the Florida Standards.</li> <li>2. Professional Development on Target/Task alignment and matching implementation of tasks aligned to the rigor of the standards will be delivered by Learning Sciences International.</li> <li>3. We will establish PLC and collaborative planning structures and protocols and monitor facilitation with a member of the Leadership Team.</li> <li>4. Teachers and leaders will engage in coaching and feedback based on the Target/Task Alignment Tool.</li> <li>5. Coaches and leaders will support and monitor planning and PLCs to ensure planning aligns to the rigor of the standards consistently across the year.</li> </ol> <p>During the School Year:</p> <ol style="list-style-type: none"> <li>1. Teachers will engage in collaborative planning and PLCs during regularly scheduled weekly sessions.</li> <li>2. Teams will look at student work as described in the Standards-Based Planning Protocol.</li> <li>3. Teachers will engage in feedback, coaching for implementation and receive PLC support following each Professional Learning Day.</li> </ol>
<b>Person Responsible</b>	[no one identified]
Plan to Monitor Effectiveness	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. A member of the Leadership Team will monitor and assist in facilitating planning and PLCs.</li> <li>2. Student data will be monitored to ensure learning as described in the Florida Standards and for learning gains.</li> <li>3. Trend data will be analyzed during walkthroughs.</li> <li>4. Individual growth will be tracked using the LSI Growth Tracker to support teacher learning and implementation.</li> </ol>
<b>Person Responsible</b>	Kristy Moody (moodyk@pcsb.org)

Activity #2	
<b>Title</b>	Conditions for Learning
<b>Rationale</b>	School-wide expectations for learning and behavior must be clear for all stakeholders. Scholars should be able to model the expectations. Conditions for learning will shape school culture that allows for respectful relationships and a collaborative culture for all.
<b>Intended Outcome</b>	A safe, respectful school culture that creates the conditions for engaged learning.
<b>Point Person</b>	[no one identified]
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Establish a School-wide PBS plan.</li> <li>2. Teacher leaders will prepare for and lead school-wide implementation PD during pre-school.</li> <li>3. Scholars will be acknowledged via peer interactions and through Class Dojo.</li> <li>4. Teachers will communicate expectations and student behavior and learning via Class Dojo.</li> <li>5. Bi-weekly celebrations will be held for scholars that achieve 80% of the point goals for the preceding two weeks.</li> </ol>
<b>Person Responsible</b>	[no one identified]
Plan to Monitor Effectiveness	
<b>Description</b>	The leadership team will conduct "Conditions Walks" to monitor PBS implementation, and provide feedback daily during walkthroughs. Scholars' points will be monitored via Class Dojo and the student services team will meet bi-weekly to review data and monitor implementation of the MTSS process for identified scholars.
<b>Person Responsible</b>	Kristy Moody (moodyk@pcsb.org)

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

### Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

Family Engagement events are planned across the year with the specific focus of increasing trusting relationships around the four C's (1) cognition- beliefs and values (2) connections- networks (3) capabilities- skills and knowledge (4) confidence – self-efficacy.

### PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Our student services team provides differentiated support through: Child Study Team, Early Warning System, MTSS, individual and group counseling, monitoring of attendance (Navigator), student mentoring programs (5,000 Role Models, Girlfriends), on-site Suncoast mental health therapist.

Social-emotional needs are met and Tier 1 instruction is provided daily using the Stanford Harmony curriculum during daily morning meetings.

The Daily 10 point system and Behavior Log is maintained by each teacher and is a tool to monitor those scholars having success, and those that need additional support to meet their academic and behavioral goals.

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Title 1 Part A funds are used to provide Pre-K to Kindergarten transition services. Title 1 schools coordinate with staff from public and private preschool programs including Head Start, to prepare students for a successful start to school. A portion of Title 1 Part A funds is used to provide classes for three year olds at targeted elementary schools to support early literacy.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

The SBLT will be responsible for managing and coordinating these efforts between all school teams as well as reviewing and revising the School Improvement Plan.

Title 1 Part A funds are utilized to purchase rigorous and culturally relevant instructional materials, compacts, technology, and professional development.

Title I Part C: NA

Title 1 Part D funds are targeted to support continuous educational services in students in neglected and delinquent facilities through tutoring, instructional materials and resources, and technology. The Promise Time Program will provide tutoring services for our students attending R'Club.

Title II funds are used to increase student achievement through professional development for teachers and administrators and provide literacy, math and science coaches.

Title III funds are used to provide educational materials, bilingual translators, summer programs, and other support services.

Title X funds are used to provide resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Juvenile Welfare Board supports Fairmount Park students and families school wide.

Title 1 coordinates with district Food Services to provide Community Eligibility Option (CEO) where all students receive free breakfast and lunch.

Title 1 Part A funds are used to provide Pre-Kindergarten Transition resources as well as a 3 year old class to support early literacy.

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

**Part V: Budget**

Pinellas - 1211 - Fairmount Park Elementary Schl - 2018-19 SIP  
Fairmount Park Elementary School

Total:	\$249,541.25
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