Pinellas Park Elementary School

2018-19 School Improvement Plan

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Pinellas Park Elementary School

7520 52ND ST N, Pinellas Park, FL 33781

http://www.pp-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 KG-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	51%

School Grades History

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

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

All stakeholders will work together in a cooperative partnership which will enable our students to become contributing citizens and lifelong learners. Together we will provide a balanced curriculum, which is driven by data and based on individual needs.

Provide the school's vision statement

As a community we will provide the necessary support to all students, so that they will succeed and reach the highest level of student achievement.

School Leadership Team

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

Name	Title
Bryan, Wendy	Principal
Vargus, Karen	Assistant Principal
Carter, Melissa	Instructional Coach
Hasson, Laura	Instructional Coach
Martinez, Maxine	Teacher, ESE

Duties

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

Principal Wendy Bryan- generates the agenda and leads the discussions
MTSS Coach Melissa Carter- assists team in accessing and interpreting (aggregating/disaggregating) the data, Information in reference to tier 2 and tier 3 academic students
Assistant Principal Karen Vargus - documents meeting content and disseminates to team members in a timely manner and emails notes to the team
Math Instructional Coach Beth Scanlon - Information in reference to instructional practices observed in the classroom, feedback and information on coaching tiered system, trend data from walk throughs and coaching cycles
ELA Instructional Coach Laura Hasson - Information in reference to instructional practices observed in the classroom, feedback and information on coaching tiered system, trend data from walk throughs and coaching cycles
Science Instructional Coach Jennifer Morrow - Information in reference to instructional practices observed in the classroom, feedback and information on coaching tiered system, trend data from walk throughs and coaching cycles
Behavior Specialist Maxime Martinez - Behavior data and tiered system for behavior

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	0	29	22	16	22	16	0	0	0	0	0	0	0	105
One or more suspensions	0	0	2	3	4	5	0	0	0	0	0	0	0	14
Course failure in ELA or Math	0	0	9	10	4	0	0	0	0	0	0	0	0	23
Level 1 on statewide assessment	0	0	0	0	33	32	0	0	0	0	0	0	0	65

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	0	3	17	19	21	27	0	0	0	0	0	0	0	87

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	2	3	3	7	0	0	0	0	0	0	0	0	15
Retained Students: Previous Year(s)	0	3	3	7	12	18	0	0	0	0	0	0	0	43

Date this data was collected
Tuesday 7/10/2018

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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	29	22	16	22	5	0	0	0	0	0	0	0	0	94
One or more suspensions	0	2	3	4	5	0	0	0	0	0	0	0	0	14
Course failure in ELA or Math	0	9	10	4	0	0	0	0	0	0	0	0	0	23
Level 1 on statewide assessment	0	0	0	33	32	0	0	0	0	0	0	0	0	65

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	3	17	19	21	27	0	0	0	0	0	0	0	0	87

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 lowest 25th percentile dropped 30% from the previous school year. This has not been a trend from the previous school years.

Which data component showed the greatest decline from prior year?

ELA lowest 25th percentile had the greatest decline of 30% from the previous school year.

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

ELA lowest 25th percentile had the biggest gap of 22% when compared to the state average.

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

Science showed the most improvement of 2%. Science scores improving has not been a trend.

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

Actions that led to this improvement:
Students completed all 3 "What's the Evidence", curriculum. This curriculum is a review of 3rd, and 4th grade standards with resources from Sciencesaurus and 3rd and 4th grade textbooks.
Throughout the year there was a week of vocabulary/academic gaming built into the curriculum. This enabled students to build their science vocabulary throughout the year.
Science topics were incorporated into ELA, and Social Studies throughout the year.
Teachers who teamed were able to build upon their passion for science and re-evaluate their lessons for the second grouping of students.

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	37%	50%	56%	43%	53%	55%
ELA Learning Gains	34%	47%	55%	48%	53%	57%
ELA Lowest 25th Percentile	26%	40%	48%	56%	47%	52%
Math Achievement	46%	61%	62%	49%	62%	61%
Math Learning Gains	41%	56%	59%	51%	61%	61%
Math Lowest 25th Percentile	34%	42%	47%	47%	48%	51%
Science Achievement	36%	57%	55%	34%	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	0 ()	29 ()	22 ()	16 ()	22 ()	16 ()	105 (0)
One or more suspensions	0 ()	0 (0)	2 (0)	3 (0)	4 (0)	5 (0)	14 (0)
Course failure in ELA or Math	0 ()	0 (0)	9 (0)	10 (0)	4 (0)	0 (0)	23 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	0 (0)	33 (0)	32 (0)	65 (0)

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	39	33	27	47	40	30	34				
BLK	13	22		28	48		17				
HSP	33	34		40	34		18				
ASN	73	59		76	52		90				
MUL	33			47							
SWD	17	28	16	20	26	27	13				
FRL	32	35	28	42	41	34	29				
ELL	44	40		53	24						

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	44	44	47	50	50	44	37				
BLK	23	50	70	19	30	40	13				

						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
HSP	43	45		45	52		50				
ASN	73	76		90	88						
MUL	18			64							
SWD	20	41	47	20	24	24	36				
FRL	39	48	53	42	46	46	24				
ELL	25	55	73	48	73	73					

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	
Title	Standards-based planning
Rationale	Lack of consistency and input from all parties and ownership of the materials.Teacher clarity and understanding of the standard. Teacher understanding of the level of complexity/rigor of the standard. Understanding how the standards progress over the grade levels.
Intended Outcome	Effectively implementing high-leverage strategies which support conditions for learning, then the percent of all students will increase from 37% to 57% proficient in FSA ELA by May 2019. Effectively implementing high-leverage strategies which support conditions for learning, then the percent of all students will increase from 46% to 57% proficient in FSA Math by May 2019. Effectively implementing high-leverage strategies which support conditions for learning, then the percent of all students will increase from 36% to 57% proficient in NGSS Science by May 2019.
Point Person	Wendy Bryan (bryanw@pcsb.org)
Action Step	
Description	Within the curriculum, identify the appropriateness of texts for a given grade level, the aspects of complexity that would make texts difficult for students, and the quality of text-driven, standards-aligned, text dependent questions (TDQ) Shift of Focus and Rigor: Study the major work of the grade to understand the demands and aspects of rigor called for by the standards. Look for alignment to focus and rigor in the context of the curriculum/instructional materials especially grade level problems and exercises. High quality questions and problems: Pose high-quality questions and problems to engage students in meaningful work and discussion and deliberately check for understanding. Professional development is provided by the ELA coach in creating rigorous tasks that align to the standard, using complex text and TDQs, and providing strategies/technique to monitor and adjust instruction based on student evidence. PD is provided by the math coach on the selection of rigorous math tasks aligned to the standards and effective planning using backwards design (BD). Additional embedded support will be provided on the use of the Before, During, After instructional model and how to inform and change instruction on the spot or the next day. Effective reading and mathematics skills are crucial if students are to achieve the goals established by the Florida Standards and other standards for college and career readiness. Reaching the higher-level knowledge and skills called for by new, more rigorous standards is fundamental if students are to become college and career ready. i-Ready offers one assessment system that efficiently meets these, and many additional needs. Within that system are two kinds of assessment tools: a Diagnostic that provides a global view of K–12 skills, and a Standards Mastery measure that maps to a district's scope and sequence. This two-pronged approach provides districts with both a grade-

agnostic view into whether students are on track to reach proficiency and meet annual growth goals, and a grade-level view of how well students have learned recently taught content.

i-Ready Diagnostic results point to a combination of online instruction, downloadable teacher-led lessons unique to each student's assessment result, and to on-grade level instruction within Ready®. Results from the diagnostic create easy-to-understand, individualized instructional plans that differentiate instruction and support blended learning.

Achievement Network
Effective Leadership
• Achievement Network will provide support in the following areas:
• Leader Lever 1: Build a strong command of the standards
• Leader Lever 2: Use data to tailor instruction for scholars
• Leader Level 3: Focus on a small number of instructional priorities
• Leader Lever 4: Develop teachers' ability to deliver strong instruction
• Leader Lever 5: Build a strong leadership team

Ambitious Instruction and Learning
Setting a vision for instruction schools that focus your time and energy on just one or two instructional priorities are more likely to see positive change in teacher practice and scholar learning. ANet coaches work with you to choose priorities that will have the greatest positive impact for your particular school. Throughout the year, coaches help you take action and monitor progress on those priorities. Establishing structures for collaboration and support ANet coaches will help us create structures that will advance our priorities and support strong teaching and learning cycles, including • an instructional leadership team to drive the work; • regular time for teachers to collaboratively plan from standards and analyze data and/ or scholar work; • routines to give teachers high-quality feedback; and • time reserved for meaningful leader reflection and preparation. Building content knowledge through planning and analysis

With each teaching and learning cycle, teachers deepen their content knowledge and hone their skills at planning, analysis, and instructional delivery. With support from your coach and the PD support provided, you develop increasing skill and independence by facilitating this work. Learning from ANet's network of partners allows you to have access to the best practices of ANet's network of partner schools through regular professional learning events throughout the school year. We will take a deep dive into the shifts, using sample assessment items to guide instruction, integrating close reading/text-dependent questions/ rigorous math tasks into instruction, and standards-based learning walks in schools.

Instructional Programs and Strategies
Each series of professional learning opportunities has a specific set of outcomes. It will be dependent on participants to implement learning from the series in our schools. The work of leaders and teachers would be to ensure that what is learned is practiced within the classroom or in planning sessions. Learning walks and/or artifact review will allow ANet facilitators to support participants' understanding and support of implementation.

Resources
Standards-Aligned Planning and Instructional Tools & Professional Learning
All schools will receive access to ANet's online platform, myANet, that provides you with easy-to-understand data and instructional resources in math and ELA, including access to our online "quiz tool" through our proprietary platform, yet. We will be able to create our

own customized quizzes at the individual scholar level, at the classroom level, and/or with customized subgroups of scholars and have direct control over the items you add to customize quizzes. These resources will enable our teachers to plan and monitor rigorous, standards-aligned lessons and adjust instruction based on scholar understanding. Use of these resources, as well as the development of a deep understanding of standards and best practices for leadership and instruction, will be supported through regular professional development convening throughout the school year.

Science - Monthly coaching will be provided to promote effective teacher practices connecting the tasks to the standards.

Person Responsible	Wendy Bryan (bryanw@pcsb.org)

Plan to Monitor Effectiveness

Description	Team will monitor through daily classroom walk-throughs/observations and data analysis feedback sessions with teachers and coaches Lesson plans reviewed by administration Professional Development sign-in sheets and agendas Bi-weekly assessments and MAP data will be utilized to move scholars into tier 2 and tier 3 interventions Module formative assessments will be utilized to monitor student progress towards the standards
Person Responsible	Wendy Bryan (bryanw@pcsb.org)

Activity #2	
Title	Conditions for learning
Rationale	Based on the number of students identified through the Early Warning System (EWS) and current attendance rate of 93.2%. Also the decline of percentage of students proficient in most subject areas from the previous school year.
Intended Outcome	Teachers will provide a safe environment in which high, clear expectations and positive relationships are fostered then the conditions for active learning will be created to increase proficiency from 37% to 57% in FSA ELA, from 46% to 57% proficient in FSA Math, and from 36% to 57% proficient in NGSS Science by May 2019.
Point Person	Wendy Bryan (bryanw@pcsb.org)
Action Step	
Description	Teachers will monitor classroom behavior using Class Dojo Teachers intentionally plan for culturally relevant instruction to include the 6Ms (connect movement, mouth, meaning, monitoring with feedback, music & models to the learning). Will create a positive school wide climate and culture through the use of Positive Behavior Intervention Support (PBIS), Social and Emotional Learning (SEL) and Restorative Practice (RP) implementation. Implement culturally relevant teaching practices in classrooms such as oral storytelling, circles, music, movement, cooperative grouping and explicit vocabulary
Person Responsible	Wendy Bryan (bryanw@pcsb.org)
Plan to Monitor Effectiveness	
Description	Walk through data to show engagement strategies and Culturally Responsive Instruction. Administrators and coaches to provide actionable feedback specific to this area. Professional Development sign ins, teacher DPP practice plan reviews and updates Monitoring of school-wide implementation of PBIS, based on the number of BEAR Hugs that are distributed and the number of students that participate in the celebrations which will occur every 9 weeks, along with decrease in referrals and incident reports. Referral and incident reports will be reviewed monthly and monitored for trends and changes that reflect and increase or decrease and changes will be made as necessary.
Person Responsible	Wendy Bryan (bryanw@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

Pinellas Park Elementary (PPE) will host events to promote family engagement focused around content areas and skills needed to be successful. Parent input will be gained through surveys. Events to include

grade level academic expectations, hosting an initial school welcoming event through a meet-n-greet to build relationships with teachers and staff to provide a positive climate throughout the school and school year. Calendar of events/activities for families throughout the year to include events meeting the needs of our English Speakers of Other Language (ESOL) families. Parents will be informed of data and curriculum through back to school nights, parent conferences, and grade level curriculum nights. PPE will have active School Advisory Council (SAC) and Parent-Teacher Association (PTA) committees that will meet monthly. A technology training will be provided to parents and students to participate in the Connect to Success laptop program to better understand how students can complete and access academics at home.

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

Teachers will provide weekly lessons to address the social-emotional needs of students within their classrooms.

We use the Problem-Solving Process (Define the Problem, Problem Analysis, Intervention Plan, and Monitoring) weekly during our SBLT and MTSS Behavior meetings.
Student support services conduct an observation of the student in the classroom. The observer looks for usage of the Guidelines for Success, 4:1 positive interactions and a positive classroom environment.
The observer meets with the teacher to discuss what was observed. A plan for interventions is created to document and track student behavior for the intervention being implemented.
Fidelity checks of the intervention(s) are conducted by student services personnel.
If the intervention does not have a positive trend and the intervention(s) have been implemented with fidelity a meeting is scheduled with a team to create a more intensive plan. The team includes the classroom
teacher, parent (guardian) and student services personnel. The plan is developed, implemented, reviewed
and modified as needed based on the student's need.
Counseling is provided by the school social worker or the guidance counselor based on needs.
Outside community resources are provided to parents.

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

Guidance counselor does a transition to middle school training for parents and students. In addition students have the opportunity to attend various discovery nights at middle schools to determine which program will best meet their needs. Career counseling for students to be able to see the types of jobs that
are available based on their interests. The school counselor and middle school counselors informs students
of the courses that are available for them to enroll in to help them be successful towards the career that they are interested in. Small group and 1:1 conversations about how to self-advocate are facilitated by the
school guidance counselor.
Grade level proficiency – Guidance counselor identifies students that could attend alternative schools, including magnet, and walks the parents through the process of applying. 5th grade skill groups pulled based
on FSA scores and retaught standards based on current data (OPMs, Common Assessment/Item Analysis).
Assigned standards in iStation based on standards from OPMs and Common Assessment/Item Analysis.

Approximately 5 students are taking advanced courses for Math. 5th graders are invited to attend STEM after

school to prepare them for STEM in 6th grade. Students were invited to attend Girlfriends where they created vision boards and met with the guidance counselor of Pinellas Park Middle School and were able to

ask questions that they had about the transition. Staff and students participate in promoting high order education by wearing college clothing.

For kindergarten transition we host an annual Kindergarten Round Up in January, inviting all future kindergarten students from neighboring preschools to meet the teachers, learn about kindergarten curriculum and tour the school.

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

Conduct a Title 1 staff survey to include priorities and needs for use of all available resources. Administrative leadership team will meet monthly to gain input from instructional staff to determine how to apply resources for highest student impact.

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

PPE will continue its community partnership with the city of Pinellas Park. City Manager Doug Lewis will continue to be a part of the Family Engagement Action Team and SAC. The Barbara S. Ponce Public Library will continue to partner with PPE in providing families with library cards and attending our school events linked to reading. Additionally, JWB will continue to provide lunch pals and mentors to several students throughout the year.

Part V: Budget

Total:	**$276,165.00**