Anona Elementary School

2019-20 School Improvement Plan

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Anona Elementary School

12301 INDIAN ROCKS RD, Largo, FL 33774

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

Demographics

Principal: Ann Welsh

Start Date for this Principal: 3/15/2015

2018-19 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
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	55%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: A
School Grades History	2017-18: A 2016-17: A 2015-16: B 2014-15: B 2013-14: B
2018-19 Differentiated Accountability (DA) Information*	
SI Region	Southwest
Regional Executive Director	Tracy Webley
Turnaround Option/Cycle	N
Year	A
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.](http://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 Anona community will unite and maintain a quality academic and safe learning environment enabling each student to succeed 100%.

Provide the school's vision statement

100% Student Success – Each student at Anona earns at least a 1-year learning gain

School Leadership Team

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

Name	Title
Welsh, Ann	Principal
Principal	
McNamee, Carolyn	Guidance Counselor
Guidance Counselor	
Black, Bill	Teacher, K-12
Teacher, K-12	
McCord, Karen	Teacher, K-12
Teacher, K-12	
Carneiro, Daniel	Other
Other	
Huey, Holly	Assistant Principal
Assistant Principal	
Ledbetter, Kristen	Teacher, ESE
Teacher, ESE	
Kanellopoulos, Sophia	Teacher, K-12
Teacher, K-12	
Bellack, Mary	Teacher, K-12
Teacher, K-12	
Mello, Leah	Teacher, K-12
Teacher, K-12	
Connell, Tari	Attendance/Social Work
Attendance/Social Work	
Goldstein, Katherine	Psychologist
Psychologist	

Early Warning Systems

Current Year

The number of students by 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	54	82	87	69	69	70	0	0	0	0	0	0	0	431
Attendance below 90 percent	0	6	13	5	3	6	0	0	0	0	0	0	0	33
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	2	1	3	0	0	0	0	0	0	0	6
Level 1 on statewide assessment	0	0	0	2	13	9	0	0	0	0	0	0	0	24

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

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

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

FTE units allocated to school (total number of teacher units)
22

Date this data was collected or last updated
Tuesday 6/4/2019

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 with two or more early warning indicators:

Indicator	Grade Level	Total
Students with 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	6	18	13	8	13	6	0	0	0	0	0	0	0	64
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	2	1	3	0	0	0	0	0	0	0	6
Level 1 on statewide assessment	0	0	0	13	9	4	0	0	0	0	0	0	0	26

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

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

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	69%	54%	57%	63%	50%	56%
ELA Learning Gains	77%	59%	58%	55%	47%	55%
ELA Lowest 25th Percentile	74%	54%	53%	36%	40%	48%
Math Achievement	79%	61%	63%	75%	61%	62%
Math Learning Gains	90%	61%	62%	78%	56%	59%
Math Lowest 25th Percentile	84%	48%	51%	66%	42%	47%
Science Achievement	82%	53%	53%	77%	57%	55%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	54 (0)	82 (0)	87 (0)	69 (0)	69 (0)	70 (0)	431 (0)
Attendance below 90 percent	0 ()	6 ()	13 ()	5 ()	3 ()	6 ()	33 (0)
One or more suspensions	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	2 (0)	1 (0)	3 (0)	6 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	2 (0)	13 (0)	9 (0)	24 (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.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	59%	56%	3%	58%	1%
	2018	61%	53%	8%	57%	4%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	65%	56%	9%	58%	7%
	2018	67%	51%	16%	56%	11%
Same Grade Comparison		-2%				
Cohort Comparison		4%				
05	2019	79%	54%	25%	56%	23%
	2018	64%	50%	14%	55%	9%
Same Grade Comparison		15%				
Cohort Comparison		12%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	74%	62%	12%	62%	12%
	2018	61%	62%	-1%	62%	-1%
Same Grade Comparison		13%				
Cohort Comparison						
04	2019	77%	64%	13%	64%	13%
	2018	77%	62%	15%	62%	15%
Same Grade Comparison		0%				
Cohort Comparison		16%				
05	2019	87%	60%	27%	60%	27%
	2018	84%	61%	23%	61%	23%
Same Grade Comparison		3%				
Cohort Comparison		10%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019	82%	54%	28%	53%	29%
	2018	75%	57%	18%	55%	20%
Same Grade Comparison		7%				
Cohort Comparison						

Subgroup Data

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 2016-17	C & C Accel 2016-17
SWD	48	69	65	57	76	76	45				
BLK	25			42							
HSP	55	53		80	73						
MUL	53			80							
WHT	75	82	83	82	91	94	87				
FRL	61	76	71	73	88	81	68				

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 2015-16	C & C Accel 2015-16
SWD	36	38	40	40	48	42	33				
HSP	55	68	50	69	77		69				
MUL	53			80							
WHT	68	54	30	77	79	65	77				
FRL	55	53	39	66	75	70	74				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	79
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	
Total Points Earned for the Federal Index	555
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	62
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	65
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	67
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	85
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	74
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

Data which represents Anona's lowest performance is in the area of ELA. Specifically, the greatest area of concerns are 3rd-grade proficiency scores which continue to show a declining trend and proficiency rates of students identified with disabilities. The percent of Black students proficient in reading was 25% (3 out of 12 students)

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

3rd-grade proficiency rates and the proficiency rate of students with disabilities showed the greatest decline. Factors which contributed to this decline include a lack of targeted reading interventions in grades K - 3 specific to foundational reading skills.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

Anona did not have a gap in any component when compared with the state average.

Which data component showed the most improvement? What new actions did your school take in this area?

Anona showed gains in all 7 school grade calculation components/cell. Specifically, learning gains in Math showed the most improvement with a 12%age point gain increasing gains from 78% in 2018 to 90% in 2019. Actions which contributed to the gains in math included effective standards-based math instruction with regular use of rigorous assessments to ascertain the learning status of students. Appropriate and timely interventions for struggling students.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Specific areas of concern include absentee rates of incoming 3rd-grade students. 15% of students recorded an absentee rate of at or above 10% of the school year.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

1. ELA proficiency rates for 3rd grade
2. ELA proficiency rates for students with disabilities

3. ELA prooficiency rates for Black studens
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA Proficiency
Rationale	Our current level of performance is 69% proficiency, as evidenced in FSA. We expect our performance level to be 75% by May 2020.

State the measureable outcome the school plans to achieve	The percent of all students proficient will increase from 69% to 75%, as measured by FSA
Person responsible for monitoring outcome	Ann Welsh (welsha@pcsb.org)
Evidence-based Strategy	Empower ELA champions/cohort teachers to develop as literacy leaders (ex. co-facilitate PD sessions alongside administrators, open classrooms for observations and feedback, coach colleagues in literacy practices)
Rationale for Evidence-based Strategy	As a result of the development of a cohort of Literacy Leaders at Anona and the implementation of a peer coaching model, ELA instructional practices will improve. Effective collaboration and coaching will encourage ongoing observation and feedback among colleagues where a culture of professional sharing, dialogue, experimentation, and critique becomes commonplace. ELA champions and mentor teachers selected will utilize learning walk protocols, and peer observations to coach teachers in the area of ELA. Specifically, peer coaching will focus on the following: Enhancing staff capacity to support students through purposeful activation and transfer strategies aligned to cognitively complex text and grade-level standards Supporting staff to utilize data to organize students to interact with content in manners, which differentiates/scaffold Designing targeted interventions for struggling readers Resources and research to be utilized for this strategy include the work of Les Foltos 'Peer Coaching - Unlocking the Power of Collaboration.'

Action Step	
Description	1. Training of Literacy Leaders utilizing the work of Les Foltos 'Peer Coaching'. 2. Schedule developed for necessary coverage of classrooms 3. Implementation of peer coaching cycles 4. Monitoring of implementation
Person Responsible	Ann Welsh (welsha@pcsb.org)

#2	
Title	Bridging the Gap
Rationale	Our current level of performance is 25% (3/12) proficiency in reading and 42% (5/12) proficiency in math as evidenced in FSA.

State the measureable outcome the school plans to achieve	The percent of black student students proficient will increase to 50% in ELA and Math as measured by FSA.
Person responsible for monitoring outcome	Ann Welsh (welsha@pcsb.org)
Evidence-based Strategy	Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans.
Rationale for Evidence-based Strategy	In order to close the achievement gap, teachers must understand the components and examples of culturally relevant instruction. Teachers will be able to reach all students when they implement practices that recognize and teach to students assets and interests, scaffold learning and provide specific feedback, and build and foster strong and positive relationships with students. Strategies such as the 6M's can be utilized into unit lesson plans to allow us to reach all students.

Action Step

Description	1. Train teachers in Culturally Relevant Teaching 3 hours during Pre-school 2. Incorporate a focus on the CRT strategies during grade level unit planning 3. Monitor the use CRT strategies during classroom visits and observations 4. Utilize CRT strategies when conducting professional development 5. Track subgroup data and analyze data during SBLT and grade level data chats
Person Responsible	Ann Welsh (welsha@pcsb.org)

#3	
Title	Math Proficiency
Rationale	Our current level of performance is 79% proficiency, as evidenced in FSA.
	We expect our performance level to be 83% by May 2020.

State the measureable outcome the school plans to achieve	The percent of all students proficient will increase from 4% to as measured by FSA
Person responsible for monitoring outcome	Ann Welsh (welsha@pcsb.org)
Evidence-based Strategy	Empower MTLI/cohort teachers to create and sustain a culture of feedback and openness, including ongoing teacher to teacher feedback, learning walks, etc. For example, using the Coached Observation Protocol.
Rationale for Evidence-based Strategy	As a result of the development of a cohort of MTLI at Anona and the implementation of a peer coaching model, Mathematical instructional practices will improve. Effective collaboration and coaching will encourage ongoing observation and feedback among colleagues where a culture of professional sharing, dialogue, experimentation, and critique becomes commonplace. MTLI champions and mentor teachers selected will utilize learning walk protocols, and peer observations to coach teachers in the area of Math. Specifically, peer coaching will focus on the following: Implementation of new programs - Ready Classroom Mathematics and Dreambox learning Enhancing staff capacity to support students through purposeful activation and transfer strategies. Strengthening staff ability to engage students in complex tasks. Supporting staff to utilize data to organize students to interact with content in manners, which differentiates/scaffold Designing targeted interventions for struggling mathematicians
	Resources and research to be utilized for this strategy include the work of Les Foltos 'Peer Coaching - Unlocking the Power of Collaboration.'

Action Step	
Description	1. Continue MLTI for math teacher leaders - added an additional cohort 2. Schedule developed for necessary coverage of classrooms 3. Implementation of peer coaching cycles incorporating the work of Les Foltos 4. Monitoring of implementation
Person Responsible	Ann Welsh (welsha@pcsb.org)

#4	
Title	Science Proficiency
Rationale	Our current level of performance is 82% proficiency, as evidenced in SSA.

State the measureable outcome the school plans to achieve	We expect our performance level to be 85% by May 2020.
Person responsible for monitoring outcome	Ann Welsh (welsha@pcsb.org)
Evidence-based Strategy	Develop, implement and monitor a data-driven 5th-grade review plan using the 3rd and 4th Grade Standards Diagnostic Review Assessment.
Rationale for Evidence-based Strategy	Due to the inclusion of 3rd, 4th and 5th grade standards within the SSA a review plan is of paramount importance. In prior years data shows the gap in 3rd and 4th-grade mastery of standards.

Action Step

Description	1. Administer the 3rd and 4th Grade Diagnostic 2. Analyze the data from the diagnostic assessment 3. Develop a review plan by mid-September 4. Implement and monitor academic vocabulary gaming 5. Hands-on learning to solidify Nature of Science concepts
Person Responsible	Ann Welsh (welsha@pcsb.org)

#5	
Title	Conditions for Learning
Rationale	To create conditions for learning that promote a positive school climate and culture.

State the measureable outcome the school plans to achieve	The current number of students receiving Office Discipline Referrals is 16 students. We expect that number to be reduced to less than 10 students by June 2020.
Person responsible for monitoring outcome	Ann Welsh (welsha@pcsb.org)
Evidence-based Strategy	Strengthen the ability of all staff to establish and maintain positive relationships with all students. Strengthen the implementation of research-based practices that communicate high expectations for each student. Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures.
Rationale for Evidence-based Strategy	Utilizing Restorative Practices techniques will enhance relationships and build and maintain a positive classroom culture. Emphasis on guidelines for success and positive behavior supports communicate high expectations for students. An increased focus on equitable practices will proliferate an emotionally, intellectually, and physically safe environment for all students.

Action Step	
Description	1. School-wide PBIS (review during preschool) 2. School-wide Behavior celebrations once per grading period. 3. Equity PD for all staff 3 hours of preschool and ongoing throughout the year. 4. Continue school-wide implementation of restorative practices. 5. Conduct learning opportunities for students (New Student Orientation and Reteach) 6. Increase the usage of Positive Behavior referrals and positive calls to families 7. Train teachers and monitor the implementation of CRT strategies
Person Responsible	Ann Welsh (welsha@pcsb.org)

#6	
Title	Healthy Schools
Rationale	Develop and sustain a healthy, respectful, caring and safe learning environment for students, staff, and community members.

State the measureable outcome the school plans to achieve	We will increase the number of eligible assessment modules throughout the year and complete action plans for the Alliance for a Healthier Generation, Healthy School Program.
Person responsible for monitoring outcome	Ann Welsh (welsha@pcsb.org)
Evidence-based Strategy	Develop and Implement Healthy School Program Action Plan.
Rationale for Evidence-based Strategy	The Healthy School Action Plan will identify for areas of improvement and allow us to work toward Silver Status in the Alliance for a Healthier Generation, Healthy School Program.

Action Step

Description	1. Assemble a Healthy School Team made up of a minimum of four (4) individuals including, but not limited to: PE Teacher/Health Teacher, Classroom Teacher, Wellness Champion, Administrator, Cafeteria Manager, 2. Attend district-supported professional development Healthy School Team 3. Complete Healthy Schools Program Assessment Healthy School Team 4. Complete eligible assessment modules throughout the year 5. Apply for recognition
Person Responsible	Ann Welsh (welsha@pcsb.org)

#7	
Title	Family and Community Engagement
Rationale	The school will build and sustain relationships with all families and the community.

State the measureable outcome the school plans to achieve	The school will increase the number of Family and Community Engagement events throughout the school year which are focused on improving student outcomes.
Person responsible for monitoring outcome	Ann Welsh (welsha@pcsb.org)
Evidence-based Strategy	Effectively communicate with families about their students' progress and school processes/practices and purposefully involve families with opportunities for them to advocate for their students.
Rationale for Evidence-based Strategy	When families, schools, and communities work effectively together, engagement becomes a powerful tool that boosts student achievement and better prepares our children to lead healthy, happy, and productive lives.

Action Step	
Description	1. Effectively communicate with families in using multiple tools (Class DoJo agendas, student-led conferences, phone calls home) 2. Provide academic tools to families in support of their students' achievement at home 3. Invite and involve families in school-wide events focused on improving student outcomes - Family Literacy Night, Family Mathematics Night, Family Science Night, Pre-K and Kindergarten Mixer with a focus on the importance of attendance, Award celebrations 4. Utilize Student Services to provide families/ parents and students with resources, tools, triage support and outside agency referrals
Person Responsible	Ann Welsh (welsha@pcsb.org)

#8	
Title	ESE (L25) subgroup - content area ELA
Rationale	Our current level of performance is 48% proficiency, as evidenced in FSA. We expect our performance level to be 55% by May 2020.
State the measureable outcome the school plans to achieve	The percent of all ESE students proficient will increase from 48% to 55%, as measured by FSA
Person responsible for monitoring outcome	Ann Welsh (welsha@pcsb.org)
Evidence-based Strategy	Ensure instructional supports are in place for all ESE (L25) students during core, differentiated and intervention instruction with a strong focus on the foundational skills in K-5.
Rationale for Evidence-based Strategy	Enhancing staff capacity to support students through the utilization of assessments and activities based on David Kilpatrick Ph. D research and work. Work specifically focused on the development of phonemic awareness and Fluent Word Recognition Resource: 'Equipped for Reading' - Dr. David Kilpatrick

Action Step	
Description	1. Preschool and on-going monthly training using 'Equipped for Reading Success' book and resources 2. Identify and assess students using the Phonological Awareness Screening Test 3. Ensure all instructional staff implementing the reading intervention with specific students are co-coordinating efforts and communicating 4. Monitor progress of students at least 4 times a year (August, December, March, May) using the P.A.S.T
Person Responsible	Ann Welsh (welsha@pcsb.org)

#9	
Title	Attendance
Rationale	Absenteeism negatively impacted on academic achievement in reading, math, and general knowledge in the early school years. Sustained efforts and focus on regular attendance will lead to improved outcomes for all students
State the measureable outcome the school plans to achieve	Our current attendance level is 93%. We expect our attendance level to be 96% by May 2020
Person responsible for monitoring outcome	Ann Welsh (welsha@pcsb.org)
Evidence-based Strategy	Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis.
Rationale for Evidence-based Strategy	The percent of all students missing more than 10% of school will decrease from 12% to 9%, as measured by attendance dashboard data.
Action Step	
Description	1. Review attendance taking the process and school-wide strategies for positive attendance with all staff. 2. Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier. 3. Develop and implement attendance incentive programs and competitions. Examples: Daily announcements stating whose class achieved 100% attendance; Quarterly perfect attendance recognized on morning announcements. 4. Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance. Examples: Flyers sent home outlining When to stay home vs. When to send your student to school; Statistics stating What's missed when not here vs. What's gained when present. 5. Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis. 6. Utilize district attendance specialist and triage supports as needed 7. Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared). 8. Principal call and meet with parents of students on a targeted list of students missing 10% or more of the school year
Person Responsible	Ann Welsh (welsha@pcsb.org)

#10	
Title	Gifted Students
Rationale	The percent of Level 4 and 5 Gifted students is 74% in ELA and 85% math.

State the measureable outcome the school plans to achieve	The percent of level 4 and 5 gifted students will increase to 90% in ELA and Math.
Person responsible for monitoring outcome	Ann Welsh (welsha@pcsb.org)
Evidence-based Strategy	Support staff to utilize data to organize students to interact with content in manners which differentiate/scaffold instruction to meet the needs of every student as well as clustering gifted students into gifted micro-credentialed classrooms
Rationale for Evidence-based Strategy	Data identifying a significant number of underperforming gifted students was utilized to determine a more suitable grouping strategy for gifted learners. The work of Marcia Gentry (Vanderbilt University) was studied to support the initiative to cluster gifted students for the upcoming year.

Action Step	
Description	1. Teachers intentionally plan for differentiation (using MAP or FSA data) for gifted learners and administrators monitor and provide feedback 2. Teachers/Staff obtain the gifted micro-credential and/or the gifted endorsement so that they can better differentiate for gifted learners 3. Cluster group gifted and talented students so that the process of differentiating is more effective for gifted learners 4.Pre-test gifted students in order to better differentiate and meet their needs 5. Allow gifted students to utilize "curriculum compacting" as a means for differentiation and/or scaffolding 6. Pace learning for gifted learners in response to students individual needs 7. Differentiate for gifted learners through adapting content, thinking skills, resources, and/or objectives 8. Teachers attend professional development on "differentiation for gifted learners" 9. Administrators recommend that Deliberate Practice Plans incorporate opportunities for growth in the area of differentiating for gifted learners
Person Responsible	Ann Welsh (welsha@pcsb.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

Professional Learning Description Participants (number and job titles) Priority Alignment
Attendance Process Overview All Teachers and Staff Priority 1
Attendance Works site overview for teachers SBLT to PLC's Priority 1

Part V: Budget

1	III.A	Areas of Focus: ELA Proficiency				$1,100.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
		500-Materials and Supplies	0051 - Anona Elementary School	School Improvement Funds		$1,100.00
			Notes: Professional Development books for Book Study - 'Equipped for Reading Success.'			
2	III.A	Areas of Focus: Bridging the Gap				$0.00
3	III.A	Areas of Focus: Math Proficiency				$1,150.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
		140-Substitute Teachers	0051 - Anona Elementary School	School Improvement Funds		$1,150.00
			Notes: TDEs for Profesional Development. Funds will support 16 TDEs allowing opportunities for coaching and data debriefs.			
4	III.A	Areas of Focus: Science Proficiency				$0.00
5	III.A	Areas of Focus: Conditions for Learning				$0.00
6	III.A	Areas of Focus: Healthy Schools				$0.00
7	III.A	Areas of Focus: Family and Community Engagement				$0.00
8	III.A	Areas of Focus: ESE (L25) subgroup - content area ELA				$0.00
9	III.A	Areas of Focus: Attendance				$0.00
10	III.A	Areas of Focus: Gifted Students				$0.00
					Total:	$2,250.00