Campbell Park Elementary School

2019-20 School Improvement Plan

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Campbell Park Elementary School

1051 7TH AVE S, St Petersburg, FL 33705

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

Demographics

Principal: Kathleen Young

Start Date for this Principal: 6/27/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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 Students With Disabilities White Students
School Grade	2018-19: C
School Grades History	2017-18: F 2016-17: C 2015-16: F 2014-15: F 2013-14: F
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Tracy Webley
Turnaround Option/Cycle	
Year	N/A
Support Tier	N/A
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.](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 mission of Campbell Park Elementary is to create a high performing school which produces scholars that are critical thinkers, excellent communicators and globally competitive in an international and technical society.

Provide the school's vision statement

100% Student Success!

School Leadership Team

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

Name	Title
Young, Kathleen	Principal
Principal	
Noorbakhsh, Kim	Assistant Principal
Assistant Principal	
Madison, Tiffany	Instructional Coach
Instructional Coach	
McPherson, Kara	Instructional Coach
Instructional Coach	
Vrable, Rene	Instructional Coach
Instructional Coach	
Trippett, Kelly	Instructional Coach
Instructional Coach	

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	50	103	77	122	97	55	0	0	0	0	0	0	0	504
Attendance below 90 percent	3	50	29	41	33	10	0	0	0	0	0	0	0	166
One or more suspensions	9	12	14	10	7	6	0	0	0	0	0	0	0	58
Course failure in ELA or Math	0	0	0	5	0	0	0	0	0	0	0	0	0	5
Level 1 on statewide assessment	0	0	0	13	39	31	0	0	0	0	0	0	0	83

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	4	3	15	21	15	0	0	0	0	0	0	0	58

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	3	1	0	11	0	0	0	0	0	0	0	0	0	15
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)
33

Date this data was collected or last updated
Thursday 7/11/2019

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	0	36	31	36	32	22	0	0	0	0	0	0	0	157
One or more suspensions	0	4	8	13	30	6	0	0	0	0	0	0	0	61
Course failure in ELA or Math	0	0	25	26	27	18	0	0	0	0	0	0	0	96
Level 1 on statewide assessment	0	0	0	0	59	52	0	0	0	0	0	0	0	111

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	1	3	13	8	0	0	0	0	0	0	0	25

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	0	36	31	36	32	22	0	0	0	0	0	0	0	157
One or more suspensions	0	4	8	13	30	6	0	0	0	0	0	0	0	61
Course failure in ELA or Math	0	0	25	26	27	18	0	0	0	0	0	0	0	96
Level 1 on statewide assessment	0	0	0	0	59	52	0	0	0	0	0	0	0	111

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	1	3	13	8	0	0	0	0	0	0	0	25

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	31%	54%	57%	21%	50%	56%
ELA Learning Gains	58%	59%	58%	30%	47%	55%
ELA Lowest 25th Percentile	74%	54%	53%	36%	40%	48%
Math Achievement	35%	61%	63%	31%	61%	62%
Math Learning Gains	45%	61%	62%	37%	56%	59%
Math Lowest 25th Percentile	49%	48%	51%	31%	42%	47%
Science Achievement	26%	53%	53%	25%	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	50 (0)	103 (0)	77 (0)	122 (0)	97 (0)	55 (0)	504 (0)
Attendance below 90 percent	3 (0)	50 (36)	29 (31)	41 (36)	33 (32)	10 (22)	166 (157)
One or more suspensions	9 (0)	12 (4)	14 (8)	10 (13)	7 (30)	6 (6)	58 (61)
Course failure in ELA or Math	0 (0)	0 (0)	0 (25)	5 (26)	0 (27)	0 (18)	5 (96)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	13 (0)	39 (59)	31 (52)	83 (111)

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	28%	56%	-28%	58%	-30%
	2018	11%	53%	-42%	57%	-46%
Same Grade Comparison		17%				
Cohort Comparison						
04	2019	32%	56%	-24%	58%	-26%
	2018	16%	51%	-35%	56%	-40%
Same Grade Comparison		16%				
Cohort Comparison		21%				
05	2019	20%	54%	-34%	56%	-36%
	2018	16%	50%	-34%	55%	-39%
Same Grade Comparison		4%				
Cohort Comparison		4%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	39%	62%	-23%	62%	-23%
	2018	28%	62%	-34%	62%	-34%
Same Grade Comparison		11%				
Cohort Comparison						
04	2019	29%	64%	-35%	64%	-35%
	2018	27%	62%	-35%	62%	-35%
Same Grade Comparison		2%				
Cohort Comparison		1%				
05	2019	21%	60%	-39%	60%	-39%
	2018	15%	61%	-46%	61%	-46%
Same Grade Comparison		6%				
Cohort Comparison		-6%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019	19%	54%	-35%	53%	-34%
	2018	19%	57%	-38%	55%	-36%
Same Grade Comparison		0%				
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	37	60	75	40	61	71	39				
BLK	30	56	72	32	44	49	23				
WHT	41	79		59	69						
FRL	29	56	74	34	45	48	23				

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	32	43	63	39	60	47	43				
BLK	17	27	35	27	33	29	18				
HSP	54			54							
WHT	29	45		41	60						
FRL	21	28	35	29	36	31	25				

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)	N/A
OVERALL Federal Index – All Students	45
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	318
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	55
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 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	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
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	62
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	44
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

Science data showed the lowest overall performance at 26%. While this is a slight improvement from last school year, it is our lowest cell. Our black student increased 5%, but still came in as the lowest subgroup as well as FRL. Teachers need to get a better grasp on the standards themselves and use more of the test specs, question stems, and language from the FSA during instruction. Intervention groups need to be implemented and grounded in data based upon the formative and summative assessments.

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

Science achievement for FRL (25 to 23) and SWD (43 to 39). Lack of knowledge of the grade level standards and how to scaffold unfinished learning is a factor that contributed to this decline.

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

4th and 5th grade ELA and Math had the greatest gap compared to the district/state average. Both grade levels lost a unit at the beginning of the school year, causing climate and culture shift in classrooms when units combined. In fourth grade a teacher went on medical leave at another teacher quit. Coaches and interventionist were pushed in to help support the changes and target students based on data.

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

ELA L25 showed the largest gains. Growing from 36% to 74%. This school year a additional teacher was hired to teach core lessons to our L25 students in a smaller group setting.

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

Attendance is an area of concern. 32% of our students are not attending 90% of the school year. We need to fine tune our attendance processes for staff to follow up on student absentees and on school wide rewards.

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

1. Increase Math learning gains to 55%
2. Decrease the percentage of of level one students in both ELA and Math to 25%.
3. Decrease # of students missing 90% of school days.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	School-wide Culture and Climate
Rationale	Within the 7 cell our ELA proficiency was the lowest cell with 31%. When looking by subgroups our Free/Reduced Lunch (FRL) students have the lowest proficiency with 29% and our next lowest is Black (BLK) students with 30% proficiency. Our school averaged 310 office calls a month and processed 731 referrals for 158 students (20%) of our students.

State the measureable outcome the school plans to achieve	Increase overall proficiency rate by 10% in ELA, Math, and Science as measured by the required Spring 2020 Florida assessment and increase the percentage of students making learning gains to 65% and our L25 by 75%.
Person responsible for monitoring outcome	Kathleen Young (young-parkerk@pcsb.org)
Evidence-based Strategy	1. Systematically and routinely use data to guide instructional decisions and meet students' learning needs 2. Positive Behavior Interventions and Support
Rationale for Evidence-based Strategy	We made great gains this past school year through using data to guide instructional decisions. We need to continue to dig deeper and meet the needs of all students, not just the L25.

Action Step	
Description	1. Systematically and routinely use data to guide instructional decisions and meet students' learning needs • Teachers will plan collaboratively each week with the instructional coaches to ensure that they understand the critical content and develop lessons using instructional strategies that encourage scholar collaboration, engage scholars in higher order thinking and promote scholars' deeper understanding of the core content. •Teachers will monitor the progress of scholars through the use of formative assessments, MAP, and iReady assessments, and utilize their intervention block to review these standards using corrective teaching plans. • Teachers will participate in Data chats with administration ever 6 weeks to review standards' mastery and determine next steps for instruction. Action plans will be developed during these chats to ensure that all scholars have an opportunity to improve their achievement. • i-Ready will be used as an additional tool to pinpoint scholars' needs and provide adaptive, differentiated instruction to help all scholars make learning gains. • Develop teacher understanding of all academic data available and work within Professional Learning Communities (PLC's), collaborative planning and data chats to analyze student work, review standards with which students are struggling and create corrective teaching plans to be used during intervention to help students master these standards. • Teachers will monitor the progress of scholars through the use of formative

assessments, iReady data, and MAP data. Then utilize their intervention block to review unfinished learning using corrective teaching plans.
• The Multi-tiered Systems of Support (MTSS) will monitor the L25 scholars and have regular data chats to discuss progress, motivate and celebrate scholars' success and provide pertinent information to the classroom teachers.
• School Based Leadership Team (SBLT) will monitor tier 1 student progress on MAP, iReady, STOIC, office discipline referrals (ODRs), and office calls.
• Feedback, through iobservation and lesson plans, by administration and the school based leadership team.
• Provide professional development to teachers on the ELA/Math standards through the use of Achievement Network. Achievement Network embedded professional development will help teachers better align their instruction to the cognitive complexity of the standard. They will also be more adept at understanding the key learning at their grade levels and develop learning progressions in alignment with the entry point of their grade level standards.
• Teachers utilize culturally relevant teaching strategies by ensuring that content and materials reflect the diversity in the classroom.

2. Positive Behavior Interventions and Support
• Teachers will implement school-wide Positive Behavior Intervention system (PBIS), which utilizes a classroom earn only point system, monthly celebrations, morning meetings, restorative circles, and school-wide lesson plans.
• Grade level teams will meet and establish and align a classroom PBIS System, with the school-wide PBIS/MTSS Plan.
• Professional development will be provided for staff to learn techniques on keeping your classroom engaging, reaching scholars who display defiant behavior and is unresponsive to adults. Staff will be taught proactive intervention strategies to increase scholar success, self-respect and the ability to resolve conflicts.
• Implement mild, moderate and major incidence behavior coding and ensure staff are trained on the differences between the three levels.

Person Responsible   Kathleen Young (young-parkerk@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)

• To increase the health and wellness of students and staff, and earn Silver Recognition from the Alliance for a Healthier Generation Healthier School Program.
• Continue to build and strengthen community partnerships.
• Authentic family and community activities will be designed based on input from all stakeholders and equity in decision making with a focus on student achievement and a deep understanding of roles as change agents to maximize community outcomes.
• School and district leadership, families and community partners will consistently engage in problem-solving and strategic planning through the use of a continuous improvement model to improve the conditions for learning and increase the academic achievement of all learners.
• Extensive wrap around programs, services and supports will be planned and provided to

meet the holistic needs of the staff, students, families, and community.
• Community school staff will ensure that there is access to integrated services and supports to meet the physical, social and emotional needs of students that focus on prevention/treatment and policies and procedures are in place to protect student and family confidentiality.
•The Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item. This will be monitored every 6 weeks.

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

To increase positive relations newsletters will be published monthly and information will be shared through school messenger, flyers, class dojo, and social media. This will help increase communication. Events will be held monthly to increase parental knowledge of how to support their children in school. A parent ambassador program meets monthly to solicit information from parents.

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

We have four classrooms of Pre-Kindergarten education. The Pre-K teachers meet regularly and attend Kindergarten professional development in order to better meet the needs of their students. Students in our VPK program are given a district-created screening that looks at letter names, letter sounds phonemic awareness and number sense. This assessment is administered at the start and end of the VPK program. A copy of these assessments is mailed to the school in which the child will be registered for kindergarten, enabling the child's teacher to have a better understanding of the child's abilities from the first day of school. Parent Involvement events for Transitioning Children into Kindergarten include Kindergarten Round Up. This event provides parents with an opportunity to meet the teachers and hear about the academic program. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time.

In Pinellas County schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) This state-selected assessment contains a subset of the Early Childhood Observation System and the first five measures of the Florida Assessments in Reading (FAIR). The instruments used in the

screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. Parents are provided with a letter from the Commissioner of Education, explaining the assessments. Teachers will meet with parents after the assessments have been completed to review student performance. Data from the FAIR will be used to assist teachers in creating homogeneous groupings for small group reading instruction.

We also offer an opportunity for our fifth graders to experience middle school life. Each middle school hosts a discovery night which is advertised to parents and students.

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

Title I, Part A
Title I, Part A funds are utilized, in conjunction with various other federal, state, and local funds, to support high quality instruction, parental engagement, and professional development for highest student achievement. Title I services are coordinated and integrated with other resources through collaboration of staff in various offices and departments, including: School and Community Support, Teaching and Learning, Assessment, Accountability, and Research, Professional Development, Strategic Communications, Strategic Partnerships, Human Resources, and Transportation.
Title II
Title II Part A funds professional development to increase the academic achievement of students by improving teacher and principal quality and increasing the number of infield and effective teachers in the classroom and highly effective principals and assistant principals in schools. Title II supports professional development for content areas, common core, leadership development, and early career teachers. Funds are also used for recruitment and retention activities and bonuses for high need schools.
Title X- Homeless
The district receives funds to provide resources for students identified as homeless under the McKinney-Vento Act, to eliminate barriers (such as lack of transportation or required immunizations) to a free and appropriate education. A portion of Title I, Part A funds is also reserved to provide services to homeless students (social workers, a resource teacher, tutoring, and technology).
Supplemental Academic Instruction (SAI)
SAI funds are coordinated with Title I, Part A funds to provide extended learning enrichment opportunities for students during the school year and during the summer.
Head Start

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

We have numerous volunteers from several local businesses and organizations that are donating their time for a variety of services to our staff and students.

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

n/a

Part V: Budget

1	III.A	Areas of Focus: School-wide Culture and Climate	$0.00
		Total:	$0.00