

Pinellas County Schools

# Fuguitt Elementary School



## 2019-20 School Improvement Plan

---

## **Table of Contents**

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>5</b>
<b>Needs Assessment</b>	<b>7</b>
<b>Planning for Improvement</b>	<b>12</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>20</b>

# Fuguitt Elementary School

13010 101ST ST, Largo, FL 33773

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

## Demographics

**Principal: Kathlene Bentley**

Start Date for this Principal: 6/5/2019

<b>2018-19 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students <b>Multiracial Students</b> Students With Disabilities White Students
<b>School Grade</b>	2018-19: B
<b>School Grades History</b>	2017-18: C 2016-17: B 2015-16: B 2014-15: C 2013-14: C
<b>2018-19 Differentiated Accountability (DA) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	<a href="#">Tracy Webley</a>
<b>Turnaround Option/Cycle</b>	N
<b>Year</b>	A
<b>ESSA Status</b>	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 mission of Fuguitt Elementary is to prepare tomorrow's leaders today by engaging and inspiring students for success on a daily basis by connecting learning to real life.

**Provide the school's vision statement**

The vision of Fuguitt Elementary is 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
Bentley, Kathlene	Principal
Principal	
Wager, Stephanie	Assistant Principal
Assistant Principal	
Warner, Angie	Guidance Counselor
Guidance Counselor	
Harkins, Nancy	Psychologist
Psychologist	
LaDue, Niki	Attendance/Social Work
Attendance/Social Work	
Hagan, Kathy	Teacher, K-12
Teacher, K-12	
Johnson, Denise	Teacher, K-12
Teacher, K-12	
Byrd, Tania	Teacher, ESE
Teacher, ESE	

### 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	53	67	87	88	85	95	0	0	0	0	0	0	0	475
Attendance below 90 percent	0	12	14	13	11	10	0	0	0	0	0	0	0	60
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	2	3	10	15	0	0	0	0	0	0	0	30
Level 1 on statewide assessment	0	0	0	6	28	31	0	0	0	0	0	0	0	65

**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	2	5	11	0	0	0	0	0	0	0	19

**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	6	0	0	0	0	0	0	0	0	0	6
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)**

32

**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
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	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	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	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	48%	54%	57%	40%	50%	56%
ELA Learning Gains	75%	59%	58%	46%	47%	55%
ELA Lowest 25th Percentile	76%	54%	53%	32%	40%	48%
Math Achievement	49%	61%	63%	44%	61%	62%
Math Learning Gains	70%	61%	62%	52%	56%	59%
Math Lowest 25th Percentile	54%	48%	51%	33%	42%	47%
Science Achievement	53%	53%	53%	47%	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	53 (0)	67 (0)	87 (0)	88 (0)	85 (0)	95 (0)	475 (0)
Attendance below 90 percent	0 ( )	12 ( )	14 ( )	13 ( )	11 ( )	10 ( )	60 (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)	2 (0)	3 (0)	10 (0)	15 (0)	30 (0)
Level 1 on statewide assessment	0 ( )	0 (0)	0 (0)	6 (0)	28 (0)	31 (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.

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	38%	56%	-18%	58%	-20%
	2018	35%	53%	-18%	57%	-22%
Same Grade Comparison		3%				
Cohort Comparison						
04	2019	49%	56%	-7%	58%	-9%
	2018	34%	51%	-17%	56%	-22%
Same Grade Comparison		15%				
Cohort Comparison		14%				
05	2019	51%	54%	-3%	56%	-5%
	2018	45%	50%	-5%	55%	-10%
Same Grade Comparison		6%				
Cohort Comparison		17%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	42%	62%	-20%	62%	-20%
	2018	43%	62%	-19%	62%	-19%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2019	47%	64%	-17%	64%	-17%
	2018	39%	62%	-23%	62%	-23%
Same Grade Comparison		8%				
Cohort Comparison		4%				
05	2019	57%	60%	-3%	60%	-3%
	2018	48%	61%	-13%	61%	-13%
Same Grade Comparison		9%				
Cohort Comparison		18%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	54%	54%	0%	53%	1%
	2018	48%	57%	-9%	55%	-7%
Same Grade Comparison		6%				
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	27	67	74	30	64	52	30				
ELL	33	62		33	77						



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
BLK	35	70		43	62		29				
HSP	45	86		45	73						
MUL	33			42							
WHT	52	74	79	51	70	62	60				
FRL	42	72	73	41	65	54	40				

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	14	18	14	20	37	35	6				
BLK	27	22		39	46	38	19				
HSP	41	41		38	39		64				
MUL	21	43		37	71						
WHT	45	55	36	47	52	27	53				
FRL	34	43	33	41	50	33	46				

### 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	62
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	71
Total Points Earned for the Federal Index	496
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	49
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	55
English Language Learners Subgroup Below 41% in the Current Year?	NO

<b>English Language Learners</b>	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Asian Students</b>	
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
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	62
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	38
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Native American Students</b>	
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
<b>Pacific Islander Students</b>	
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
<b>White Students</b>	
Federal Index - White Students	64
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

<b>Economically Disadvantaged Students</b>	
Federal Index - Economically Disadvantaged Students	56
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**

The learning gains of our L25 in Math. This has been a trend the past two years, 17-18 and 18-19.

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

The greatest decline was in 3rd grade Math proficiency, it dropped 1%, from 43% to 42%.

#### **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**

Our data component with the biggest gap when compared to state average was our Math proficiency. Our level of proficiency was 49% and the state average is 62%, a gap of 13%.

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

The component with the most improvement was the L25 Reading area. I strategically and deliberately hand scheduled individual students. I reconfigured the 4th grade Reading team after the first 9 weeks of school. Each child had a mentor that met weekly. All L25 were invited and more than 90% attended the Extended Learning Program. The ELP was redesigned to focus on specific deficits.

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

The area of Low Test scores is the biggest concern for us. We had an average of 50% of our 4th and 5th graders that had low test scores.

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

1. Collaboration on standards-based lesson planning
2. Focus on target-task alignment at the level of rigor for standards-based instruction
3. Differentiated of instruction based on individual student need
4. High-leverage strategies focused on culture, climate, ESE and sub groups
- 5.

## Part III: Planning for Improvement

### Areas of Focus:

#### #1

<b>Title</b>	ELA Proficiency
<b>Rationale</b>	Our current level of proficiency is 48% as evidenced by the FSA. We expect our performance level to be 53% by May 2020.
<b>State the measureable outcome the school plans to achieve</b>	The percent of all students achieving ELA proficiency will increase from 46% to 51%, as measured by FSA in May 2020.
<b>Person responsible for monitoring outcome</b>	Stephanie Wager (wagers@pcsb.org)
<b>Evidence-based Strategy</b>	Facilitate ELA-focused, consistent and sustained professional development with a focus on standards-based instruction, target and task alignment, and the shifts. (Regular practice with complex texts and academic language; Reading, writing, & speaking grounded in evidence from texts; Building knowledge through content-rich nonfiction).
<b>Rationale for Evidence-based Strategy</b>	The problem/gap is occurring because tasks are not aligned to the rigor of the standard. If the target and task are aligned to the rigor of the standards, the problem will be reduced by 5%.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Side by side coaching</li> <li>2. Ongoing Professional Development centered around standards based instruction (target/task alignment)</li> <li>3. Utilize data from multiple sources to plan for instruction (MAP, FSA, RR, Unit Assessments)</li> <li>4. Provide hourly teacher support for small group reading instruction</li> </ol>
<b>Person Responsible</b>	Stephanie Wager (wagers@pcsb.org)

<b>#2</b>	
<b>Title</b>	Math Proficiency
<b>Rationale</b>	Our current level of proficiency is 49% as evidenced by the FSA. We expect our performance level to be 54% by May 2020.
<b>State the measureable outcome the school plans to achieve</b>	The percent of students achieving Math proficiency will increase from 49% to 54% as measured by the FSA in May 2020.
<b>Person responsible for monitoring outcome</b>	Kathlene Bentley (bentleyk@pcsb.org)
<b>Evidence-based Strategy</b>	Ensure that rigorous, student-centered instruction occurs daily through the exceptional use of Ready Classroom Mathematics, Dreambox Learning, and Number Routines. Support this work through curriculum meetings, PLCs, feedback, and/or the use of classroom video.
<b>Rationale for Evidence-based Strategy</b>	The problem/gap is occurring because instruction/differentiation needs to be data driven and student centered. If teachers are utilizing data to plan for the needs of all learners and engaging learners in student centered lessons, the problem will be reduced by 5%.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Ongoing school based professional development and work with math staff developer.</li> <li>2. Utilize data from multiple sources to organize students for learning.</li> <li>3. Plan for standards-based, student-centered lessons with rigor.</li> </ol>
<b>Person Responsible</b>	Kathlene Bentley (bentleyk@pcsb.org)

<b>#3</b>	
<b>Title</b>	Science Proficiency
<b>Rationale</b>	Our current level of proficiency is 53% as evidenced in FCAT SSA. We expect our performance to be at 58% by May 2020.
<b>State the measureable outcome the school plans to achieve</b>	The percent of all students achieving Science proficiency will increase from 53% to 58% as measured by the FCAT SSA in May 2020.
<b>Person responsible for monitoring outcome</b>	Stephanie Wager (wagers@pcsb.org)
<b>Evidence-based Strategy</b>	Utilize systemic documents to effectively plan for science units that incorporate the 10-70- 20 science instructional model and include appropriate grade level utilization of science labs in alignment to the 1st-5th grade standards.
<b>Rationale for Evidence-based Strategy</b>	The problem/gap is occurring because teachers are not effectively planning lessons in the 10-70-20 model. If teachers effectively plan and deliver science lessons the problem will decrease by 5%.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Coordinate with district science coach in planning lessons focusing on the 10-70-20 model.</li> <li>2. Utilize and analyze 5th Science Diagnostic assessment assessment data, create diagnostic review plan.</li> <li>3. Monitoring of Science lab schedule, to view pre/post tests.</li> <li>4. Utilize data to organize students to interact with content to scaffold and differentiate instruction.</li> <li>5. Professional Development focused on Nature of Science and implementing a school wide science fair</li> </ol>
<b>Person Responsible</b>	Stephanie Wager (wagers@pcsb.org)

<b>#4</b>	
<b>Title</b>	Bridging the Gap
<b>Rationale</b>	Eliminate the gap in proficiency rates between black and non-black students as measured by the FSA. Our current level of proficiency for our Black students is 48% as measured by the FSA. We expect our performance level to be 53% by May 2020.
<b>State the measureable outcome the school plans to achieve</b>	We will eliminate the gap in black and non-black students if the percent of Black students achieving proficiency will increase from 48% to 53%, as measured by FSA in May 2020.
<b>Person responsible for monitoring outcome</b>	Kathlene Bentley (bentleyk@pcsb.org)
<b>Evidence-based Strategy</b>	Implement culturally relevant instructional practices in classrooms such as oral language and storytelling, cooperative and small group settings, music and movement, morning meetings, explicit vocabulary instruction, monitoring with feedback, and deliberate use of cultural references in lesson plans in order to increase the percentage of proficient students.
<b>Rationale for Evidence-based Strategy</b>	If the implementation of Restorative Practices, SEL and Culturally Relevant Teaching practices being used with fidelity would occur, the gap between black and non-black would be minimized or eliminated.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Provide ongoing professional development and support on implementing Restorative Practices, Culturally Relevant strategies, Equity with Excellence and the 6 M's in classroom instruction</li> <li>2. Support teachers in lesson planning that addresses culturally relevant instruction and materials</li> <li>3. Designate PLC's that allow teacher collaboration</li> <li>4. Designate intentional time for teachers to do observations in other classrooms to observe culturally relevant instruction</li> <li>5. Provide support to staff to align their Deliberate Practice with professional development that will address deficiencies identified by classroom and observation data</li> </ol>
<b>Person Responsible</b>	Kathlene Bentley (bentleyk@pcsb.org)

<b>#5</b>	
<b>Title</b>	Conditions for Learning
<b>Rationale</b>	Our current level of performance in school-wide behavior is 16 referrals. The problem/gap in behavior performance is occurring because of the need to grow a greater understanding and capacity to implement restorative practices and equitable practices for all staff.
<b>State the measureable outcome the school plans to achieve</b>	The number of all students receiving discipline referrals will decrease from 11 to 5, we will also decrease the number of referrals from 16 to 8, as measured by the end of the 2020 school year profiles report.
<b>Person responsible for monitoring outcome</b>	Kathlene Bentley (bentleyk@pcsb.org)
<b>Evidence-based Strategy</b>	Strengthen the implementation of researched-based practices in restorative practices that communicate high expectations for each student. Support the implementation of engagement strategies the support the development of social and instructional teaching. Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures.
<b>Rationale for Evidence-based Strategy</b>	If the implementation of Restorative Practices, SEL, and Culturally Relevant Teaching practices is done with fidelity, the problem would be reduced to a more equitable referral risk ratio as evidenced by restorative practices research by the IIRP.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Ensure more members of the teaching staff receive Restorative Practices training and ongoing professional development of Restorative strategies integrated in a multi-tiered system of supports.</li> <li>2. Develop a well-defined process that integrates restorative practices across the PBIS continuum.</li> <li>3. Ensure critical components of our school-wide discipline plan include restorative language.</li> <li>4. Develop a clear discipline/referral process for both teachers and students to include restorative measures used by teachers and staff</li> <li>5. Integrated within SBLT, regularly analyze and review data to identify progress, areas for improvement, trends, and next steps.</li> </ol>
<b>Person Responsible</b>	Kathlene Bentley (bentleyk@pcsb.org)



<b>#6</b>	
<b>Title</b>	Attendance
<b>Rationale</b>	Our current attendance rate is 17% absent 10% or more of the time. We expect our attendance rate to be under 10% absent.
<b>State the measureable outcome the school plans to achieve</b>	The percent of all students missing more than 10% of school will decrease from 17% to 10% as evidenced by attendance dashboard data.
<b>Person responsible for monitoring outcome</b>	Kathlene Bentley (bentleyk@pcsb.org)
<b>Evidence-based Strategy</b>	Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis and implement a reward based system for attendance.
<b>Rationale for Evidence-based Strategy</b>	We have seen an improvement in attendance over the last two years. However, we believe the problem continues because families lack the understanding of the importance of attending school every day. If we improve the process to address and support the individual student/family needs, along with positive incentives to attend school daily, the problem will decrease.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Review attendance taking process with all staff to ensure attendance is accurately recorded and updated in a timely manner.</li> <li>2. Implement school-wide attendance incentives that help students meet short and long term goals.</li> <li>3. Engage students and families in attendance related activities to ensure and educate our families on the importance of daily attendance.</li> <li>4. Implement Tier 2 and 3 plans for student specific needs to review barriers and effectiveness on a bi-weekly basis.</li> <li>5. School Social Worker reach out to the families of students returning in grades 3-5 with attendance below 90% to share attendance and academic data and provide any needed family services.</li> </ol>
<b>Person Responsible</b>	Niki LaDue (laduen@pcsb.org)

<b>#7</b>	
<b>Title</b>	Family & Community Engagement
<b>Rationale</b>	The number of parent activities offered was 27 last year and parent attendance was less than 10% on average. We expect to increase the number of school activities and increase parental participation rate in those activities to 25%.
<b>State the measureable outcome the school plans to achieve</b>	The percent of parent participation in school activities will increase from 10% to 25% as measured by the parent sign-in sheets at each school activity by May 2020.
<b>Person responsible for monitoring outcome</b>	Angie Warner (warnerm@pcsb.org)
<b>Evidence-based Strategy</b>	Implement school and family events in a systematic, integrated, sustained and meaningful approach that will engage parents and families, are linked to learning and are collaborative and interactive.
<b>Rationale for Evidence-based Strategy</b>	Fuguitt Elementary believes that effective family engagement is grounded in partnership of shared responsibility among families, community organizations and schools and that it occurs across multiple settings and contexts in which children can learn and families can connect.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Develop a community relations program that includes volunteers, businesses, parents and other agencies to increase the capacity of our school to engage with our community.</li> <li>2. Actively encourage and facilitate family participation in school events by developing activities that engage students, parents and school personnel in joint activities that are tied to learning.</li> <li>3. Increase awareness of education by providing academic tools to families in support of their students' achievement at home, helping parents build a culture of high expectations.</li> <li>4. Provide multiple opportunities for families to be involved through a variety of activities at school and at home, and communicate with them regarding the various factors that promote students' academic success.</li> <li>4. Create a welcoming school environment that respects and celebrates language and cultural diversity and display student work throughout the building and ensure families receive written communication in the home languages they speak, or provide translation services.</li> <li>5. Regularly solicit parent feedback and input on school activities and events. Encourage parents with leadership capacity to be parent representatives on school leadership teams by making personal connections.</li> </ol>
<b>Person Responsible</b>	[no one identified]

<b>#8</b>	
<b>Title</b>	Healthy Schools
<b>Rationale</b>	Our current level of performance is 6 out of 6 modules in Alliance for Healthier Generation's Schools Program Assessment.
<b>State the measureable outcome the school plans to achieve</b>	We expect our performance level to be 6 out of 6 by May 2020.
<b>Person responsible for monitoring outcome</b>	Kathlene Bentley (bentleyk@pcsb.org)
<b>Evidence-based Strategy</b>	Enhance staff capacity to support students through purposeful activation and transfer strategies.
<b>Rationale for Evidence-based Strategy</b>	The problem/gap is occurring because of through and initiative.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Assemble a Healthy School Team made up of a minimum of 4 individuals including but not limited to: PE Teacher, classroom teacher, wellness champion, administrator, cafeteria manager, parent and student.</li> <li>2. Attend district-supported professional development</li> <li>3. Complete Healthy Schools Program Assessment</li> <li>4. Develop and Implement Healthy School Action Plan</li> </ol>
<b>Person Responsible</b>	Kathlene Bentley (bentleyk@pcsb.org)

**#9**

**Title** ESSA Subgroup Multi Racial

**Rationale** Eliminate the gap in proficiency rates between multi racial students and other students as measured by FSA. Our current level of proficiency for our Multi Racial students is 38% which fell below the 41% Federal Index, as measured by the FSA. We expect our performance level to be 43% by May 2020.

**State the measureable outcome the school plans to achieve** We will eliminate the gap in multi racial students if the percent of multi racial students achieving proficiency will increase from 38% to 43% as measured by FSA in May 2020.

**Person responsible for monitoring outcome** Kathlene Bentley (bentleyk@pcsb.org)

**Evidence-based Strategy** Implement the 6 M's of culturally relevant teaching. (Meaning, Models, Monitoring, Mouth, Movement, and Music). Ensure Multi Racial students are participating in extended learning opportunities before and after school. Ensure SEL and Restorative practices are in place to support students.

**Rationale for Evidence-based Strategy** If the implementation of the 6M's SEL, and Restorative practices are being used with fidelity, the gap between multi racial students and other students would be minimized or eliminated.

**Action Step**

**Description** 1. Provide ongoing professional development and support on implementing 6M's in instruction, SEL, and Restorative Practices.  
2. Support teachers in lesson planning of 6M's  
3. Ensure Multi Racial students are in ELP.

**Person Responsible** Kathlene Bentley (bentleyk@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)**

N/A

**Part V: Budget**

1	III.A	Areas of Focus: ELA Proficiency				\$800.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	500-Materials and Supplies	1361 - Fuguitt Elementary School	School Improvement Funds		\$800.00

						<i>Notes: classroom books for instructional/student use Book Study on Reading Strategies</i>
<b>2</b>	<b>III.A</b>	<b>Areas of Focus: Math Proficiency</b>				<b>\$510.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	612-Library Books for Existing Libraries	1361 - Fuguitt Elementary School			\$510.00
						<i>Notes: Book Study On Marzano Cognitively Complex Task</i>
<b>3</b>	<b>III.A</b>	<b>Areas of Focus: Science Proficiency</b>				<b>\$0.00</b>
<b>4</b>	<b>III.A</b>	<b>Areas of Focus: Bridging the Gap</b>				<b>\$0.00</b>
<b>5</b>	<b>III.A</b>	<b>Areas of Focus: Conditions for Learning</b>				<b>\$0.00</b>
<b>6</b>	<b>III.A</b>	<b>Areas of Focus: Attendance</b>				<b>\$0.00</b>
<b>7</b>	<b>III.A</b>	<b>Areas of Focus: Family &amp; Community Engagement</b>				<b>\$0.00</b>
<b>8</b>	<b>III.A</b>	<b>Areas of Focus: Healthy Schools</b>				<b>\$0.00</b>
<b>9</b>	<b>III.A</b>	<b>Areas of Focus: ESSA Subgroup Multi Racial</b>				<b>\$1,200.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	140-Substitute Teachers	1361 - Fuguitt Elementary School			\$1,200.00
						<i>Notes: TDE for professional Development/Data Chats</i>
					<b>Total:</b>	<b>\$2,510.00</b>