

Pinellas County Schools

# Pinellas Central Elementary School



## 2019-20 School Improvement Plan

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# Pinellas Central Elementary School

10501 58TH ST N, Pinellas Park, FL 33782

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

## Demographics

**Principal: Daphne Miles**

Start Date for this Principal: 7/1/2019

<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)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students <b>Students With Disabilities</b> White Students
<b>School Grade</b>	2018-19: C
<b>School Grades History</b>	2017-18: C 2016-17: C 2015-16: C 2014-15: B 2013-14: D
<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

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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 Pinellas Central Elementary is to create a safe and positive learning environment where adults and students feel valued and challenged to reach their highest potential.

#### Provide the school's vision statement

Professional community of educators promoting 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
Kavaliauskas, Nicole	Assistant Principal
Assistant Principal	
Miles, Daphne	Principal
Principal	
Brockman, Aimee	Teacher, K-12
Teacher, K-12	
Carpenter, Jami	SAC Member
SAC Member	
Coletti, Anne	Teacher, ESE
Teacher, ESE	
Hoylman, Kelly	Teacher, ESE
Teacher, ESE	
Rosen, Janet	Guidance Counselor
Guidance Counselor	

### 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	45	87	80	94	100	89	0	0	0	0	0	0	0	495
Attendance below 90 percent	1	14	11	12	17	11	0	0	0	0	0	0	0	66
One or more suspensions	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	4	37	29	0	0	0	0	0	0	0	70

**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	1	0	2	13	7	0	0	0	0	0	0	0	23

**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	5	0	0	0	0	0	0	0	0	0	7
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)**

**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		12
Attendance below 90 percent	34	33	24	25	21	29	0	0	0	0	0	0	0	166
One or more suspensions	7	7	7	8	9	9	0	0	0	0	0	0	0	47
Course failure in ELA or Math	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	40	29	35	0	0	0	0	0	0	0	104

**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	1	2	9	4	9	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	46%	54%	57%	53%	50%	56%
ELA Learning Gains	46%	59%	58%	51%	47%	55%
ELA Lowest 25th Percentile	37%	54%	53%	42%	40%	48%
Math Achievement	58%	61%	63%	65%	61%	62%
Math Learning Gains	58%	61%	62%	60%	56%	59%
Math Lowest 25th Percentile	38%	48%	51%	33%	42%	47%
Science Achievement	43%	53%	53%	59%	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	45 (0)	87 (0)	80 (0)	94 (0)	100 (0)	89 (0)	495 (0)
Attendance below 90 percent	1 ( )	14 ( )	11 ( )	12 ( )	17 ( )	11 ( )	66 (0)
One or more suspensions	0 ( )	0 (0)	0 (0)	2 (0)	0 (0)	0 (0)	2 (0)
Course failure in ELA or Math	0 ( )	0 (0)	0 (0)	0 (0)	1 (0)	1 (0)	2 (0)
Level 1 on statewide assessment	0 ( )	0 (0)	0 (0)	4 (0)	37 (0)	29 (0)	70 (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	43%	56%	-13%	58%	-15%
	2018	44%	53%	-9%	57%	-13%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2019	46%	56%	-10%	58%	-12%
	2018	49%	51%	-2%	56%	-7%
Same Grade Comparison		-3%				
Cohort Comparison		2%				
05	2019	43%	54%	-11%	56%	-13%
	2018	50%	50%	0%	55%	-5%
Same Grade Comparison		-7%				
Cohort Comparison		-6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	45%	62%	-17%	62%	-17%
	2018	65%	62%	3%	62%	3%
Same Grade Comparison		-20%				
Cohort Comparison						
04	2019	75%	64%	11%	64%	11%
	2018	59%	62%	-3%	62%	-3%
Same Grade Comparison		16%				
Cohort Comparison		10%				
05	2019	52%	60%	-8%	60%	-8%
	2018	58%	61%	-3%	61%	-3%
Same Grade Comparison		-6%				
Cohort Comparison		-7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	37%	54%	-17%	53%	-16%
	2018	51%	57%	-6%	55%	-4%
Same Grade Comparison		-14%				
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	39	34	38	40	45	33	38				
ELL	33	51	42	54	63	50	24				



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
ASN	50	56		79	84		57				
BLK	44	38		44	36		46				
HSP	43	54	50	52	49	27	15				
MUL	38			46							
WHT	49	42	33	64	62	43	60				
FRL	39	45	42	50	52	36	33				

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	40	52	33	44	54	33	55				
ELL	37	52	41	59	58	33	46				
ASN	71	67		89	63						
BLK	41	41		51	50	27	40				
HSP	40	41	46	63	64	42	57				
MUL	70	67		70	87						
WHT	55	52	47	61	55	37	63				
FRL	46	50	44	59	60	30	58				

### 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	52
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	86
Total Points Earned for the Federal Index	412
Total Components for the Federal Index	8
Percent Tested	100%

### Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

<b>English Language Learners</b>	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Asian Students</b>	
Federal Index - Asian Students	68
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	42
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	48
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	42
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	55
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	48
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 L25 learning gain metric in reading for 3rd-5th grade students showed the lowest performance from 42% to 37% (-6) between 2018 and 2019 school years.

In the ELA reading achievement metric, the ELL student subgroup scored the lowest with an achievement level of 33%, and in the Math achievement metric, the SWD student subgroup scored the lowest with an achievement level of 40%.

Factors that contributed to decline were inconsistency of:

- Tier 1 core instruction
- Academic Interventions
- Access to Instructional materials
- Equity and Cultural Responsive Teaching

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

The achievement metrics in both mathematics and reading for 3rd-5th grade students showed the greatest decline from 65% to 58% (-7) and from 53% to 46% (-7) respectively between 2018 and 2019 school years.

The achievement metric in science of 5th grade students indicates a decline from 59% to 43% (-16%).

In the Science achievement metric, the Hispanic student subgroup indicates a decline from 57% to 15% (-42%).

Factors that contributed to decline were inconsistency of:

- Tier 1 core instruction
- Academic Interventions
- Access to Instructional materials
- Equity and Cultural Responsive Teaching

#### **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**

The achievement metric in mathematics of 3rd grade students was 45% compared the state average of 62% which indicated the greatest component gap when compared to

the state average. The achievement metric in mathematics of 3rd grade students is a decline from 65% (-20%) in 2018.

Factors that contributed to the gaps were inconsistency of:

Tier 1 core instruction

Academic Interventions

Access to Instructional materials

Equity and Cultural Responsive Teaching

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

The achievement metric in mathematics of 4th grade students indicated an increase from 59% to 75% (+16%) between the 2018 and 2019 school years.

New actions leading to improved student achievement were:

instructional planning of teachers, administrators, and district level math coach

professional development training on campus supported by Title 1 funds

mathematics was the targeted content area during Promise Time Academy (ELP)

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

The EWS metric of students with two or more indicators declined from 25 to 23 between the 2018 and 2019 school years. The metric of Level 1 students on the statewide assessment is 70 students in 2019, although this number is a 63% decline from 2018 to 2019. Both data points are potential areas of concern.

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

1. ELA student achievement levels (trend data of last 3 years is 46%, 53%, 50%)
2. L25 learning gain levels (reading trend data of last 3 years is 37%, 42%, 37%; math trend is 38%, 33%, 48%)
3. Science achievement level of the 5th grade Hispanic student group was (15%) in 2019
4. ELL and White student groups achievement levels in the ELA, is 33% and SWD 40% in Mathematics
5. Mathematics achievement level of rising 5th graders (75%)

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

### **Areas of Focus:**

<b>#1</b>	
<b>Title</b>	<p>ELA Instructional</p> <p>As evidence of Florida Standards Assessment (FSA), current level of student performance is:                      *46% student achievement                      *46% student learning gains                      *37% student learning gains of lowest 25%</p>
<b>Rationale</b>	<p>By May 2020, we expect the school performance level to be 57% in student achievement. We expect to increase student learning gains from 46% to 59%, and the L25 proficiency from 37% to 54%.</p> <p>The problem/gap is occurring because of a decrease in student performance as measured by FSA rates of proficiency.</p> <p>If students engage in in cognitively complex text and conditions for learning are effectively implemented, the problem would be reduced by at least a 11%.</p>
<b>State the measureable outcome the school plans to achieve</b>	<p>The percent of all students proficient will increase from 46% to 57%,as measured by FSA.                      The percent of all students learning gains will increase from 46% to 59%,as measured by FSA.                      The percent of the L25 metric of student learning gain will increase from 37% to 54%,as measured by FSA.</p>
<b>Person responsible for monitoring outcome</b>	<p>Nicole Kavaliauskas (kavaliauskasn@pscb.org)</p> <p>*Regularly assess (formally and informally) and analyze data in Professional Learning Communities (PLC) to inform instruction in whole group, small group, as well as one-to-one instruction.</p>
<b>Evidence-based Strategy</b>	<p>*Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as extensions/more advanced texts for students above benchmark. These supports include access to grade-level text and beyond as well as small group instruction based on data.</p>
<b>Rationale for Evidence-based Strategy</b>	<p>The strategies promote an equitable approach to addressing instructional gaps focusing on reading foundational skills using rigorous standard-based instruction.</p>
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Teachers meet in PLCs conduct data chats regularly to review student responses to tasks and plan based on data.</li> <li>2. Teachers use state assessments, district-provided assessments, observational data, anecdotal record keeping, Formative Assessment Checks, and teacher-created informal assessments to monitor student</li> </ol>

progress.

3. Teachers utilize Jan Richardson's Guided Reading Routine, as well as small groups, to meet the unique needs of their students, and will utilize "Can Do Descriptors" and MPI's to differentiate instruction for EL based on their of English Language proficiency levels.

4. Teachers talk with students about their strengths and needs in specific ways to set goals.

5. Using the ELA walkthrough tools provide teachers with feedback specific to text complexity, student accountable talk, target task alignment,...

**Person Responsible** Nicole Kavaliauskas (kavaliauskasn@pcsb.org)

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**#2****Title**

Math

As evidence of Florida Standards Assessment (FSA), current level of student performance is:

\*58% student achievement

\*58% student learning gains

\*38% student learning gains of lowest 25%

**Rationale**

By May 2020, we expect the school performance level to be 63% in student achievement. We expect to increase student learning gains from 58% to 62%, and the L25 proficiency from 38% to 51%.

The problem/gap is occurring because of a decrease in student performance as measured by FSA rates of proficiency.

If students engage in cognitively complex mathematical tasks and problems, using the 8 mathematical practices, and conditions for learning are effectively implemented, the problem would be reduced by at least a 5%.

**State the measureable outcome the school plans to achieve**

The percent of all students proficient will increase from 58% to 63%, as measured by FSA.

The percent of all students learning gains will increase from 58% to 62%, as measured by FSA.

The percent of the L25 metric of student learning gain will increase from 38% to 51%, as measured by FSA.

**Person responsible for monitoring outcome**

Daphne Miles (milesd@pcsb.org)

**Evidence-based Strategy**

Utilize multiple forms of assessment to inform instruction, including Unit Assessments, Exit Tickets, MFAS and Illustrative Mathematics tasks, and/or "in the moment" student work analysis. Use student work to guide analysis of student learning in grade level PLCs.

**Rationale for Evidence-based Strategy**

The strategies promote an equitable approach to addressing instructional gaps focusing on mathematical foundational skills and mathematical practices using rigorous standard-based instruction.

**Action Step****Description**

1. Mathematics coaches, teacher leaders, and administrators support teachers in effective unit planning of professional learning communities.
2. Teachers and instructional leaders analyze summative data (MAP, FSA) by individual class across each grade level, breaking down results by standard and/or domain.
3. Teachers utilize ongoing formative assessment and use the information gained to adjust instruction, enrich and reteach, and provide research-based interventions.
4. Teachers collaborate to select and implement rigorous tasks aligned with each standard.U
5. Teachers utilize the PCS Mathematics Games documents to build

fluency.

6. Teachers will use pre-made lesson quizzes.

**Person  
Responsible**

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Daphne Miles (milesd@pcsb.org)



**#3**

<b>Title</b>	<p>Science</p> <p>As evidence of Florida Standards Assessment (SSA), current level of student performance is: *43% student achievement</p> <p>By May 2020, we expect the school performance level to be 53% in student achievement.</p>
<b>Rationale</b>	<p>The problem/gap is occurring because of a decrease in student performance as measured by SSA rates of proficiency.</p> <p>If students engage in cognitively complex text and conditions for learning are effectively implemented, the problem would be reduced by at least a 10%.</p>

**State the measurable outcome the school plans to achieve**

The percent of all students proficient will increase from 43% to 53%, as measured by SSA.

**Person responsible for monitoring outcome**

Aimee Brockman (brockmanai@pcsb.org)

Utilize systemic documents to effectively plan for science units that incorporate the 10-70-20 science instructional model (10% setting the purpose, 70% core science, 20% confirming the learning) and include appropriate grade level utilization of science labs in alignment to the 1st - 5th grade standards.

**Evidence-based Strategy**

Teachers use item analysis strategies to review diagnostic data for 3rd and 4th grade standards. 4th and 5th grade students will complete unit assessments. Low performing standards will be identified and embedded into the review plan.

In September, teachers will develop an instructional review routine of on-going support in 3rd and 4th grade standards.

**Rationale for Evidence-based Strategy**

The strategies promote an equitable approach to addressing instructional gaps focusing on science foundational skills using rigorous standard-based instruction.

**Action Step****Description**

1. Teachers develop a plan of differentiation for students prioritizing "bubble" students. Teachers use "Differentiated Resources" section in the curriculum guides to identify instructional support for struggling students and students in need of enrichment.
2. In September, teachers will develop an instructional review routine of on-

going support in 3rd and 4th grade standards.

3. Develop support plans for teachers not exhibiting routine practice of the 10-70-20 instructional model and support from school based mentors or requested district science coach support.

4. Administrators monitor for consistent use of 5E lessons? Science Learning Activity Guides (SLAGS) and provide on-going formative assessments.

5. Implementing BOAST (Bring on Any Science Test) vocabulary academic gaming strategies.

**Person  
Responsible**

Aimee Brockman (brockmanai@pcsb.org)

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**#4**

<b>Title</b>	<p>Bridging the Gap (Black Student Achievement)</p> <p>As evidence of Florida Standards Assessment (FSA), current level of black student performance is:</p> <p>ELA: 44% student achievement 38% student learning gains</p> <p>MATH: 44% student achievement 36% student learning gains</p> <p>SCIENCE: 46% student achievement</p>
<b>Rationale</b>	<p>By May 2020, we expect the school performance of black student achievement to reflect: (see measurable outcomes to achieve below).</p> <p>The problem/gap is occurring because of a decrease in student performance as measured by FSA rates of proficiency.</p> <p>If students engage in cognitively complex text, culturally relevant materials, and conditions for learning are effectively implemented, the academic performance of black student group would increase by at least a 10%.</p>
<b>State the measurable outcome the school plans to achieve</b>	<p>The percent of black students proficient, in ELA, will increase from 44% to 57% or higher, as measured by FSA.</p> <p>The percent of black students proficient, in Math, will increase from 44% to 63% or higher, as measured by FSA.</p> <p>The percent of black students learning gains, in ELA, will increase from 38% to 59% or higher, as measured by FSA.</p> <p>The percent of black students learning gains, in Math, will increase from 36% to 62% or higher, as measured by FSA.</p> <p>The percent of the black student metric of science will increase from 46% to 53%, as measured by FSA.</p>
<b>Person responsible for monitoring outcome</b>	<p>Anne Coletti (colettia@pcsb.org)</p> <p>Provide targeted professional development and additional coaching to teachers and leaders on culturally responsive strategies to increase engagement in rigorous instruction for black learners and increase the percentage of proficient students.</p>
<b>Evidence-based Strategy</b>	<p>Identify and provide additional culturally relevant books, resources and technology to supplement core instruction representing diverse perspectives as a way to increase student engagement.</p>

Provide training to school leadership teams, assistant principal, and principal on using early warning data to monitor and support black students in development of personalized learning plans for each student at risk based on early warning.

**Rationale for Evidence-based Strategy**

The strategies promote an equitable approach to addressing instructional gaps focusing on the academic achievement of black students using rigorous standard-based instruction and professional development of teachers and staff. AVID

Action Step

1. Schedule and create data review and planning for actions based on early warning data
2. Monitor black student participation, attendance, and progress in ELP and enrichment programs. Administrative team will contact families of black students who are participating in ELP.
3. Schedule training for families on deepening understanding of student data, resources, available and personalize learning plans and ensure increased attendance.
4. Monitor effectiveness of intervention strategies and make adjustments based on student progress.
5. Engage leadership team in classroom walkthroughs and provide targeted feedback focused on AVID CRT strategies and equity based strategies.

**Description**

**Person Responsible**

Anne Coletti (colettia@pcsb.org)

<b>#5</b>	
<b>Title</b>	School Climate/Conditions for Learning The current level is 32 students received 1 or more office discipline referrals (ODRs).  By May 2020, we expect 17 or less students to receive 1 or more ODR.
<b>Rationale</b>	The problem/gap is occurring because students social emotional learning needs impact their academic performance.  If professional development and job embedded training focused on SEL and Restorative Practices are offered and monitored, then the problem of students not meeting schoolwide student behavior expectations would decrease as evident by implementations of PBIS strategies, SEL best practices, and Restorative Practices.
<b>State the measureable outcome the school plans to achieve</b>	The number of all students receiving an ODR will decrease from 32 to 17, as measured by ODRs.
<b>Person responsible for monitoring outcome</b>	Janet Rosen (rosenj@pcsb.org)
<b>Evidence-based Strategy</b>	At the PBIS and SBLT meetings, a data analysis of EWS metrics, attendance, and behavior data will be conducted to determine and monitor the effectiveness of schoolwide PBIS strategies.
<b>Rationale for Evidence-based Strategy</b>	The strategies promote an equitable and evidence-based approach to increasing positive student behavior and school safety. The current level is 32 students received 1 or more office discipline referrals (ODRs). The current level of student ODRs was used a data source.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Establish schoolwide PBIS expectations using common language</li> <li>2. Ensure that at least one grade level/department member serves on the PBIS schoolwide cadre</li> <li>3. Review student and teacher data (Level 1 and 2) for trends and doable next steps</li> <li>4. Monitor and support faculty and staff implementation of PBIS expectations, SEL, and Restorative Practices.</li> <li>5. School counselor will support students in Tier 2 and 3.</li> </ol>
<b>Person Responsible</b>	Janet Rosen (rosenj@pcsb.org)

<b>#6</b>	
<b>Title</b>	Attendance Currently, 66 students (15%) were absent 10% or more days. The daily attendance rate of 94.2.
<b>Rationale</b>	By May 2020, we expect the number of students absent 10% or more day enrolled to decrease by at least 50% (7%) or more.  The problem/gap is occurring because of parents don't realize of impact of chronic absenteeism on student academic progress and learning.  If parents understood the impact of chronic absenteeism and unexcused absents, the number of students absent 10% or more days enrolled would decrease at least 50% or more.
<b>State the measureable outcome the school plans to achieve</b>	The number of all students absent 10% or more days enrolled will decrease from 66 to 33, as measured by school profile attendance data.
<b>Person responsible for monitoring outcome</b>	Janet Rosen (rosenj@pcsb.org)
<b>Evidence-based Strategy</b>	Review attendance taking process and school-wide strategies for positive attendance with all staff. Develop and implement attendance incentive programs and competitions. Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes.
<b>Rationale for Evidence-based Strategy</b>	The strategies promote an equitable and evidence-based approach to increasing student attendance. The current level is 66 students were absent more than 10% or more days enrolled. School profile attendance was used as the data source.
<b>Action Step</b>	
<b>Description</b>	1. Develop and implement attendance incentive plan 2. Review and revise Tier 1 attendance 3. Re-align support staff (Title 1 supported position) to daily contact absent student parent and record reason for student absent 4. Ensure that teachers are daily and accurately taking attendance and reflects an appropriate entry code 5. Stud...repeated
<b>Person Responsible</b>	Janet Rosen (rosenj@pcsb.org)

#7	
<b>Title</b>	Family and Community Engagement Our current level of performance is 53% of parent responses indicated they were aware of Title 1 educational resources, as evidence in 2018-19 Title 1 Parent Survey.
<b>Rationale</b>	By May 2020, we expect the school performance level to be 75% or higher.  The problem/gap is occurring because of the school lacks innovative ways to overcome communication barriers with parents to strengthen home-school relations.  If the school develops a communication plan focused on parent-school communication, the problem would be reduced by at least a 25%.
<b>State the measurable outcome the school plans to achieve</b>	The current level of parent responses is 53% will increase to at least 63% indicating parents are aware of Title 1 education resources, as evidence in 2019-20 Title 1 Parent Survey.
<b>Person responsible for monitoring outcome</b>	Janet Rosen (rosenj@pcsb.org)
<b>Evidence-based Strategy</b>	Effectively communicate with families about their students' progress and school processes/practices.  Provide academic tools to families in support of their students' achievement at home.
<b>Rationale for Evidence-based Strategy</b>	The strategies promote an equitable and evidence-based approach to increasing positive family engagement focusing on student learning. The current level is 53% of parents are aware of Title 1 education resources. The Title 1 Parent Survey 2018-19 was used a data source.
<b>Action Step</b>	
<b>Description</b>	1. Utilize social media to increase communication with parents; PCS family Engagement APP; Facebook, Twitter, etc. 2. Parent/family meetings/webinars to communicate school and classroom processes and procedures. 3. Streamline family engagement efforts that are result-oriented (linked to learning), by confirming families practice new tips or tools; learn new tips to support their child at home; share knowledge about their child with teacher
<b>Person Responsible</b>	Janet Rosen (rosenj@pcsb.org)

<b>#8</b>	
<b>Title</b>	Healthy Schools
<b>Rationale</b>	<p>The current level of performance is 4 out of 6 modules in bronze, as evidenced in the Alliance for a Healthier Generation and Healthy Schools Program Framework.</p> <p>The problem is occurring because of a lack of evidence observed, collected or recorded to meet healthy school recognition criteria.</p>
<b>State the measureable outcome the school plans to achieve</b>	We expect our performance level to be 6 out of 6 modules eligible for bronze/silver/gold, by April 2020.
<b>Person responsible for monitoring outcome</b>	Kelly Hoylman (hoylmank@pcsb.org)
<b>Evidence-based Strategy</b>	The number of all students, faculty and staff participating in the Alliance for a Heathier Generation school program will increase from 4 to 6 modules completion earning school recognition.
<b>Rationale for Evidence-based Strategy</b>	The strategies promote an equitable and evidence-based approach to increasing healthy choice life management of school stakeholders. The Alliance for a Healthier Gneration and Heathy Schools Program Framework 2018-19 was used a data source.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Complete Healthy Schools Program Assessment Healthy School Team August 2019-April 2020.</li> <li>2. Complete the SMART Snacks in School Documentation School Cafeteria.</li> <li>3. Develop and Implement Healthy School Program Action Plan Healthy School Team September 2019-April 2020 Update Healthy Schools Program Assessment and Apply for Healthy School Recognition.</li> <li>4. Submit the HSPA application.</li> </ol>
<b>Person Responsible</b>	Kelly Hoylman (hoylmank@pcsb.org)



<b>#9</b>	
<b>Title</b>	<p>Students with Disabilities (SWD)</p> <p>As evidence of Florida Standards Assessment (FSA), current level of student performance is:</p> <p>ELA</p> <ul style="list-style-type: none"> <li>*39% student achievement</li> <li>*34% student learning gains</li> <li>*38% student learning gains of lowest 25%</li> </ul> <p>MATH</p> <ul style="list-style-type: none"> <li>*40% student achievement</li> <li>*45% student learning gains</li> <li>*33% student learning gains of lowest 25%</li> </ul>
<b>Rationale</b>	<p>SCIENCE</p> <ul style="list-style-type: none"> <li>*38% student achievement</li> </ul> <p>By May 2020, we expect the school performance of black student achievement to reflect: (see measurable outcomes to achieve below).</p> <p>The problem/gap is occurring because of a decrease in student performance as measured by FSA rates of proficiency.</p> <p>If students engage in cognitively complex text, culturally relevant materials, and conditions for learning are effectively implemented, the academic performance of black student group would increase by at least a 10%.</p>
<b>State the measurable outcome the school plans to achieve</b>	<p>The percent of SWD proficiency, in ELA, will increase from 39% to 57%,as measured by FSA.</p> <p>The percent of SWD proficiency, in Math, will increase from 40% to 63%,as measured by FSA.</p> <p>The percent of SWD students learning gains, in ELA, will increase from 34% to 59%,as measured by FSA.</p> <p>The percent of SWD students learning gains, in Math, will increase from 45% to 62%,as measured by FSA</p> <p>The percent of SWD metric of lowest 25% in ELA, will increase from 38% to 54%, as measured by FSA.</p> <p>The percent of SWD metric of lowest 25% in Math, will increase from 33% to 51%, as measured by FSA.</p> <p>The percent of the SWD student metric of science will increase from 38% to 53%,as measured by FSA.</p>
<b>Person responsible for monitoring outcome</b>	<p>Anne Coletti (colettia@pcsb.org)</p>

Provide targeted professional development and additional coaching to teachers and leaders on culturally responsive strategies to increase engagement in rigorous instruction for SWD learners and increase the percentage of proficient students.

**Evidence-based Strategy**

\*Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as extensions/more advanced texts for students above benchmark. These supports include access to grade-level text and beyond as well as small group instruction based on data.

Provide training to school leadership teams, assistant principal, and principal on using early warning data to monitor and support SWD students in development of personalized learning plans for each student at risk based on early warning.

**Rationale for Evidence-based Strategy**

The strategies promote an equitable approach to addressing instructional gaps focusing on reading and mathematic foundational skills using rigorous standard-based instruction.

**Action Step**

**Description**

1. Increase the enrollment of ESE students in ELP
2. Provide a computer for at least 10% or more ESE students
3. Utilize Linda Mood Bell or other curriculum materials with targeted ESE students with level 1 and 2 achievement levels with fidelity
4. Provide professional development using data collected from student work and observations

**Person Responsible**

Anne Coletti (colettia@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)**

NA

**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**

n/a

**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**

n/a

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

n/a

**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**

n/a

**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

<b>Part V: Budget</b>						
<b>1</b>	<b>III.A</b>	<b>Areas of Focus: ELA Instructional</b>				<b>\$6,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	120-Classroom Teachers	3361 - Pinellas Central Elem. School	School Improvement Funds		\$3,000.00
			<i>Notes: Provide TDE to instructional staff for data driven conversations and professional development</i>			
	6400	120-Classroom Teachers	3361 - Pinellas Central Elem. School	Title, I Part A		\$3,000.00
			<i>Notes: Provide TDE to instructional staff for data driven conversations and professional development</i>			
<b>2</b>	<b>III.A</b>	<b>Areas of Focus: Math</b>				<b>\$6,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

	6400	120-Classroom Teachers	3361 - Pinellas Central Elem. School	School Improvement Funds		\$3,000.00
			<i>Notes: Provide TDE to instructional staff for data driven conversations and professional development</i>			
	6400	120-Classroom Teachers	3361 - Pinellas Central Elem. School	Title, I Part A		\$3,000.00
			<i>Notes: Provide TDE to instructional staff for data driven conversations and professional development including instructional materials</i>			
<b>3</b>	<b>III.A</b>	<b>Areas of Focus: Science</b>				<b>\$1,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3336	120-Classroom Teachers	3361 - Pinellas Central Elem. School	Title, I Part A		\$1,000.00
			<i>Notes: Provide TDE to instructional staff for data driven conversations and professional development</i>			
<b>4</b>	<b>III.A</b>	<b>Areas of Focus: Bridging the Gap (Black Student Achievement)</b>				<b>\$1,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6300	120-Classroom Teachers	3361 - Pinellas Central Elem. School	Title, I Part A		\$1,000.00
			<i>Notes: Provide TDE to instructional staff for data driven conversations and professional development</i>			
<b>5</b>	<b>III.A</b>	<b>Areas of Focus: School Climate/Conditions for Learning</b>				<b>\$1,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3336	120-Classroom Teachers	3361 - Pinellas Central Elem. School	School Improvement Funds		\$1,000.00
			<i>Notes: Provide TDE to instructional staff for data driven conversations and professional development including instructional materials</i>			
<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 and 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: Students with Disabilities (SWD)</b>				<b>\$1,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	120-Classroom Teachers	3361 - Pinellas Central Elem. School	School Improvement Funds		\$1,000.00
			<i>Notes: Provide TDE to instructional staff for data driven conversations and professional development including instructional materials</i>			
					<b>Total:</b>	<b>\$16,000.00</b>