

Pinellas County Schools

# Pinellas Park Elementary School



**2019-20 School Improvement Plan**

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# Pinellas Park Elementary School

7520 52ND ST N, Pinellas Park, FL 33781

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

## Demographics

**Principal: Wendy Bryan**

Start Date for this Principal: 6/27/2019

<b>2018-19 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-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 Students With Disabilities White Students
<b>School Grade</b>	2018-19: C
<b>School Grades History</b>	2017-18: D 2016-17: C 2015-16: C 2014-15: C 2013-14: F
<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

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

#### Provide the school's vision statement

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

### School Leadership Team

#### Membership

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

Name	Title
Bryan, Wendy Principal	Principal
Vargus, Karen Assistant Principal	Assistant Principal
Hasson, Laura Instructional Coach	Instructional Coach
Sexton, Samantha 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	35	97	93	89	89	91	0	0	0	0	0	0	0	494
Attendance below 90 percent	0	25	18	18	14	17	0	0	0	0	0	0	0	92
One or more suspensions	9	7	9	15	20	0	0	0	0	0	0	0	0	60
Course failure in ELA or Math	0	0	0	1	1	7	0	0	0	0	0	0	0	9
Level 1 on statewide assessment	0	0	0	7	29	40	0	0	0	0	0	0	0	76

#### 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	3	0	4	12	21	0	0	0	0	0	0	0	40
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**The number of students identified as retainees:**

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	

Retained Students: Current Year	1	2	1	7	0	0	0	0	0	0	0	0	0	11
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Students retained two or more times	0	0	1	0	0	0	0	0	0	0	0	0	0	1
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**FTE units allocated to school (total number of teacher units)**

34

**Date this data was collected or last updated**

Thursday 6/27/2019

**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	

Attendance below 90 percent	0	29	22	16	22	16	0	0	0	0	0	0	0	105
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One or more suspensions	0	0	2	3	4	5	0	0	0	0	0	0	0	14
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Course failure in ELA or Math	0	0	9	10	4	0	0	0	0	0	0	0	0	23
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Level 1 on statewide assessment	0	0	0	0	33	32	0	0	0	0	0	0	0	65
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**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	3	17	19	21	27	0	0	0	0	0	0	0	87
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**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	29	22	16	22	16	0	0	0	0	0	0	0	105
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One or more suspensions	0	0	2	3	4	5	0	0	0	0	0	0	0	14
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Course failure in ELA or Math	0	0	9	10	4	0	0	0	0	0	0	0	0	23
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Level 1 on statewide assessment	0	0	0	0	33	32	0	0	0	0	0	0	0	65
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**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	3	17	19	21	27	0	0	0	0	0	0	0	87

## 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	38%	54%	57%	37%	50%	56%
ELA Learning Gains	45%	59%	58%	34%	47%	55%
ELA Lowest 25th Percentile	46%	54%	53%	26%	40%	48%
Math Achievement	57%	61%	63%	46%	61%	62%
Math Learning Gains	56%	61%	62%	41%	56%	59%
Math Lowest 25th Percentile	40%	48%	51%	34%	42%	47%
Science Achievement	46%	53%	53%	36%	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	35 (0)	97 (0)	93 (0)	89 (0)	89 (0)	91 (0)	494 (0)
Attendance below 90 percent	0 (0)	25 (29)	18 (22)	18 (16)	14 (22)	17 (16)	92 (105)
One or more suspensions	9 (0)	7 (0)	9 (2)	15 (3)	20 (4)	0 (5)	60 (14)
Course failure in ELA or Math	0 (0)	0 (0)	0 (9)	1 (10)	1 (4)	7 (0)	9 (23)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	7 (0)	29 (33)	40 (32)	76 (65)

### 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	34%	56%	-22%	58%	-24%
	2018	37%	53%	-16%	57%	-20%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2019	37%	56%	-19%	58%	-21%
	2018	36%	51%	-15%	56%	-20%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		1%				
Cohort Comparison		0%				
05	2019	40%	54%	-14%	56%	-16%
	2018	37%	50%	-13%	55%	-18%
Same Grade Comparison		3%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	63%	62%	1%	62%	1%
	2018	57%	62%	-5%	62%	-5%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	61%	64%	-3%	64%	-3%
	2018	42%	62%	-20%	62%	-20%
Same Grade Comparison		19%				
Cohort Comparison		4%				
05	2019	44%	60%	-16%	60%	-16%
	2018	37%	61%	-24%	61%	-24%
Same Grade Comparison		7%				
Cohort Comparison		2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	44%	54%	-10%	53%	-9%
	2018	36%	57%	-21%	55%	-19%
Same Grade Comparison		8%				
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	18	32	29	31	48	40	13				
ELL	37	41		67	72		24				
ASN	55	59		81	77		70				
BLK	30	42	55	40	36	30	33				
HSP	43	48		59	57	40	59				
MUL	21	67		42	53						
WHT	39	37	32	59	58	42	44				
FRL	34	43	45	53	54	46	41				



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

### 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	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	81
Total Points Earned for the Federal Index	409
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	54
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	70
Asian Students Subgroup Below 41% in the Current Year?	NO

<b>Asian Students</b>	
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	55
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	46
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	50
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	50
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**

ELA Achievement performed the lowest at 38%. However, this was an increase of 1 percent from last year. This has not been a trend from previous years.

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

All of the 7 cell increased for this year.

**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**

ELA Achievement had the biggest gap of 19% when compared to the state average.

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

ELA lowest 25th percentile showed the most improvement of 20%. This has not been a trend in previous years. ELA Interventions used grade level text with scaffolding as needed.

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

An area of concern is students scoring at a level 1 on statewide assessments. There were 7 students in 3rd grade, 29 students in 4th grade and 40 students in 5th grade. Also there is a concern in 3rd grade with 7 retained 3rd graders.

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

1. Continue to implement grade level texts during instruction and intervention.
2. Create rigorous tasks that align to the standards
3. Math plan for standards based, student centered lessons with rigor.
4. Ensure planned lessons from collaborative planning are what is occurring in the classrooms
- 5.

## Part III: Planning for Improvement

### Areas of Focus:

<b>#1</b>	
<b>Title</b>	Engagement - ELA
<b>Rationale</b>	Lack of consistency and input from all parties and ownership of the materials. Teacher clarity and understanding of the standard. Teacher understanding of the level of complexity/rigor of the standard. Understanding how the standards progress over the grade levels.
<b>State the measureable outcome the school plans to achieve</b>	Effectively implementing high-leverage strategies which support conditions for learning, then the percent of all students will increase from 38% to 58% proficient in FSA ELA by May 2020.
<b>Person responsible for monitoring outcome</b>	Wendy Bryan (bryanw@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>	Lack of consistency and input from all parties and ownership of the materials. Teacher clarity and understanding of the standard. Teacher understanding of the level of complexity/rigor of the standard. Understanding how the standards progress over the grade levels.
<b>Action Step</b>	
<b>Description</b>	Within the curriculum, identify high interest text for a given grade level, the aspects of complexity that would make texts difficult for students, and the quality of text driven, standards-aligned, text dependent questions (TDQ). Teachers sequence complex text to build knowledge of a topic, as well as, sequence TDQs to increase comprehension of a single text. Planning with adherence to the three shifts in ELA. Professional development is provided by the ELA coach in creating rigorous tasks that align to the standard, using complex text and TDQs, and providing strategies/technique to monitor and adjust instruction based on student evidence. Resources Standards-Aligned Planning and Instructional Tools & Professional Learning

All schools will receive access to ANet’s online platform, myANet, that provides you with easy-to-understand data and instructional resources in math and ELA, including access to our online “quiz tool” through our proprietary platform, yet. We will be able to create our own customized quizzes at the individual scholar level, at the classroom level, and/or with customized subgroups of scholars and have direct control over the items you add to customize quizzes. These resources will enable our teachers to plan and monitor rigorous, standards-aligned lessons and adjust instruction based on scholar understanding. Use of these resources, as well as the development of a deep understanding of standards and best practices for leadership and instruction, will be supported through regular professional development convening throughout the school year.

**Person  
Responsible**

Laura Hasson (hassonl@pcsb.org)

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<b>#2</b>	
<b>Title</b>	Engagement - Math
<b>Rationale</b>	Lack of consistency and input from all parties and ownership of the materials. Teacher clarity and understanding of the standard. Teacher understanding of the level of complexity/rigor of the standard. Understanding how the standards progress over the grade levels.
<b>State the measureable outcome the school plans to achieve</b>	Effectively implementing high-leverage strategies which support conditions for learning, then the percent of all students will increase from 57% to 77% proficient in FSA Math by May 2020.
<b>Person responsible for monitoring outcome</b>	Wendy Bryan (bryanw@pcsb.org)
<b>Evidence-based Strategy</b>	Try It - Discuss It - Connect It
<b>Rationale for Evidence-based Strategy</b>	Lack of consistency and input from all parties and ownership of the materials. Teacher clarity and understanding of the standard. Teacher understanding of the level of complexity/rigor of the standard. Understanding how the standards progress over the grade levels.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Tiered content professional development conducted by our math coach</li> <li>2. Designated PLC's for collaborative planning to: maximize the capacity of resources (Ready Curriculum), annotate lessons in preparation for misconceptions, assure target/task alignment, role playing to prepare for the delivery of instruction</li> <li>3. Quarterly TDEs facilitated by coaches to plan for standards-based, students-centered lessons with rigor</li> <li>4. Align individual teacher's deliberate practice to professional development that address deficiencies by classroom data</li> <li>5. Utilize data from multiples sources to provide equitable learning experiences for all students</li> <li>6. Provide teachers with real-time coaching provided by math coach</li> <li>7. Designated times to visit other teachers' classrooms to promote mathematical best practices</li> </ol>
<b>Person Responsible</b>	Samantha Sexton (sextonsa@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)**

Walk throughs in classrooms will ensure that we are observing trends and discussing next steps towards meeting the school-wide improvement priorities.

**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**

Document is attached

**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**

Guidance counselor does a transition to middle school training for parents and students. In addition students have the opportunity to attend various discovery nights at middle schools to determine which program will best meet their needs. Career counseling for students to be able to see the types of jobs that are available based on their interests. The school counselor and middle school counselors informs students of the courses that are available for them to enroll in to help them be successful towards the career that they are interested in. Small group and 1:1 conversations about how to self-advocate are facilitated by the school guidance counselor.

Grade level proficiency – Guidance counselor identifies students that could attend alternative schools, including magnet, and walks the parents through the process of applying. 5th grade skill groups pulled based on FSA scores and retaught standards based on current data (OPMs, Common Assessment/Item Analysis).

Assigned standards in iStation based on standards from OPMs and Common Assessment/Item Analysis.

Approximately 5 students are taking advanced courses for Math. 5th graders are invited to attend STEM after school to prepare them for STEM in 6th grade. Students were invited to attend Girlfriends where they created vision boards and met with the guidance counselor of Pinellas Park Middle School and were able to ask questions that they had about the transition. Staff and students participate in promoting high order education by wearing college clothing.

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

kindergarten curriculum and tour the school.

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

Conduct a Title 1 staff survey to include priorities and needs for use of all available resources.

Administrative leadership team will meet monthly to gain input from instructional staff to determine how to apply resources for highest student impact.

**Describe the 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**

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

**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: Engagement - ELA	\$0.00
2	III.A	Areas of Focus: Engagement - Math	\$0.00
<b>Total:</b>			<b>\$0.00</b>