

Pinellas County Schools

# Tarpon Springs Elementary School



## 2019-20 School Improvement Plan

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# Tarpon Springs Elementary School

555 PINE ST, Tarpon Springs, FL 34689

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

## Demographics

**Principal: Art Steullet**

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)	<b>Black/African American Students</b> 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: C 2016-17: B 2015-16: C 2014-15: C 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
<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

Mission: To promote highest student achievement in a safe learning environment.

#### Provide the school's vision statement

Vision: 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
Steullet, Art	Principal
Principal	
Saccasyn, Thea	Assistant Principal
Assistant Principal	
Harper, Tania	Other
Other	
Ryan, Lisa	Instructional Coach
Instructional Coach	
Chaisson, Joanne	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	43	86	75	90	92	86	0	0	0	0	0	0	0	472
Attendance below 90 percent	0	14	8	20	10	10	0	0	0	0	0	0	0	62
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	6	3	0	0	0	0	0	0	0	11
Level 1 on statewide assessment	0	0	0	1	38	23	0	0	0	0	0	0	0	62

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	1	0	9	6	0	0	0	0	0	0	0	17

**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	0	0	0	0	0	0	0	0	0	0	
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)**

31

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

Monday 7/15/2019

**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	28	22	33	22	23	22	0	0	0	0	0	0	0	150
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	6	3	0	0	0	0	0	0	0	11
Level 1 on statewide assessment	0	0	0	45	28	54	0	0	0	0	0	0	0	127

**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	1	1	0	9	11	11	0	0	0	0	0	0	0	33

## 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	45%	54%	57%	41%	50%	56%
ELA Learning Gains	58%	59%	58%	39%	47%	55%
ELA Lowest 25th Percentile	52%	54%	53%	29%	40%	48%
Math Achievement	55%	61%	63%	53%	61%	62%
Math Learning Gains	57%	61%	62%	51%	56%	59%
Math Lowest 25th Percentile	52%	48%	51%	45%	42%	47%
Science Achievement	27%	53%	53%	50%	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	43 (0)	86 (0)	75 (0)	90 (0)	92 (0)	86 (0)	472 (0)
Attendance below 90 percent	0 ( )	14 ( )	8 ( )	20 ( )	10 ( )	10 ( )	62 (0)
One or more suspensions	0 ( )	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 ( )	0 (0)	0 (0)	2 (0)	6 (0)	3 (0)	11 (0)
Level 1 on statewide assessment	0 ( )	0 (0)	0 (0)	1 (0)	38 (0)	23 (0)	62 (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	41%	56%	-15%	58%	-17%
	2018	34%	53%	-19%	57%	-23%
Same Grade Comparison		7%				
Cohort Comparison						
04	2019	54%	56%	-2%	58%	-4%
	2018	41%	51%	-10%	56%	-15%
Same Grade Comparison		13%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		20%				
05	2019	42%	54%	-12%	56%	-14%
	2018	46%	50%	-4%	55%	-9%
Same Grade Comparison		-4%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	50%	62%	-12%	62%	-12%
	2018	50%	62%	-12%	62%	-12%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	75%	64%	11%	64%	11%
	2018	50%	62%	-12%	62%	-12%
Same Grade Comparison		25%				
Cohort Comparison		25%				
05	2019	42%	60%	-18%	60%	-18%
	2018	51%	61%	-10%	61%	-10%
Same Grade Comparison		-9%				
Cohort Comparison		-8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	29%	54%	-25%	53%	-24%
	2018	47%	57%	-10%	55%	-8%
Same Grade Comparison		-18%				
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	35	56	64	48	77	77	31				
ELL	47	64	63	60	55	55	18				
BLK	27	46	45	41	53	45	8				
HSP	49	58	59	58	57	58	35				
MUL	50	70		50	50						
WHT	57	67	55	64	60	57	44				
FRL	43	56	51	51	56	51	28				



2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	36	62		54	81	92	50				
ELL	20	29	19	48	46		20				
BLK	33	32	18	37	39	41	52				
HSP	23	30	29	55	43	50	31				
MUL	50	23		50	46						
WHT	55	49	50	62	64	57	62				
FRL	35	38	30	49	47	48	42				

**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	55
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	95
Total Points Earned for the Federal Index	441
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	60
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	57
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	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
Hispanic Students	
Federal Index - Hispanic Students	59
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	58
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

**Data Reflection**

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

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

Science showed a 20 point decline. This was not a trend however, since in 2016 we were close to the state average. All teachers of science including two brand new teachers have since been replaced.

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

Science.

Science showed a 20 point decline. This was not a trend however, since in 2016 we were close to the state average. All teachers of science including two brand new teachers have since been removed.

**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**

Science

Science showed a 20 point GAP. This was not a trend however, since in 2017 we were even above the state average. All teachers of science including two brand new teachers have since been removed.

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

Math

Math showed the most improvement in grade 4 with some of the highest gains in the district. However, Grade 5 Math showed little to no gains. All math teachers in Grade 5 have been replaced. One teacher from Grade 4 is moving to grade 5. Collaborative planning between grade 4 and 5 has been scheduled.

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

Attendance: Efforts to improve attendance are continuing. Monthly recognition events, prizes, classroom contracts, frequent parent contacts are all being incorporated to increase the percentage of students with consistent attendance. School wide attendance data is shared monthly with all teachers so that they carefully monitor attendance and maintain frequent communication with families.

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

1. Science Grade 5 Achievement
2. Bridging the achievement gap for Black students
3. Increased/Improved Attendance

## Part III: Planning for Improvement

### Areas of Focus:

#1	
<b>Title</b>	Science Achievement
<b>Rationale</b>	Science achievement has been selected as an area of focus to assure students show marked improvement due to the 2018-2019 decline in state assessment scores.
<b>State the measureable outcome the school plans to achieve</b>	Our current proficiency rate on the science assessment was 27%. By spring of 2020, the percentage of gr. 5 students taking the Science NGSSS will meet or exceed 50%.
<b>Person responsible for monitoring outcome</b>	Art Steullet (steulleta@pcsb.org)
<b>Evidence-based Strategy</b>	<p>We will develop, implement and monitor a data driven 5th grade standards review plan using the 3rd and 4th grade Diagnostic Assessment. Utilize systematic 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 1-5 grade standards.</p> <p>We will support the 5E instructional model through identification and understanding of each component (Engage, Explore, Explain, Elaborate, Evaluate) as identified in each elementary science unit grades 1-5. Impact: A focus on improved instruction in science will enable students to achieve at higher levels and will ultimately reflect higher performance on state assessments.</p>
<b>Rationale for Evidence-based Strategy</b>	Data has evidenced lack of proficiency with 3rd and 4th grade science standards. Therefore, using the Diagnostic Assessment to drive instruction will address this gap. Focus on the 5E's model in grades 3-5 will support the science growth for all students. Administrative observational feedback will support implementation of plans created using the Diagnostic Assessment data.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Administer Diagnostic Assessment to all 5th graders.</li> <li>2. Collaborative planning by team to facilitate the development of rigorous, standards based lesson plans with varied instructional strategies addressing 3rd and 4th grade standards evidencing a gap</li> <li>3. Purchase and use of National Geographic Science Weekly Readers to improve science vocabulary and grow content knowledge.</li> <li>4. Targeted monitoring feedback using through IObservation.</li> </ol>
<b>Person Responsible</b>	Art Steullet (steulleta@pcsb.org)

#2	
<b>Title</b>	Bridging the Achievement Gap for Black Students
<b>Rationale</b>	A focus on improved instruction in all academic areas will enable black students to achieve at higher levels and will ultimately reflect higher performance on state tests.
<b>State the measureable outcome the school plans to achieve</b>	By spring of 2020, the percentage of black students in gr. 3-5 scoring level 3 or higher on FSA & NGSSS will meet or exceed 50% from the current 38%.
<b>Person responsible for monitoring outcome</b>	Thea Saccasyn (saccasynt@pcsb.org)
<b>Evidence-based Strategy</b>	We will empower ELA/Math champions/cohort teachers to develop as literacy leaders (co-facilitate pd sessions alongside administrators, open classrooms for observation and feedback, coach colleagues in literacy practices. We will ensure that rigorous, student-centered instruction occurs daily through the exceptional use of Ready Classroom mathematics, Dreambox Learning and Number Routines. We will support this work through curriculum meetings, PLCs, feedback, and/or the use of classroom video.
<b>Rationale for Evidence-based Strategy</b>	Human resource will be maximized to increase rigorous, standards based instruction to students. By utilizing hourly teachers, through collaborative and facilitated planning and the use of planbook.com, teachers will increase the quality of lesson plans and increase the quality and quantity of instruction delivered to students. Administrators will monitor the fidelity of implementation using IObervation to provide feedback to teachers.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Use of title I hourly teachers in classrooms, meeting with small reading/math groups.</li> <li>2. Use of planbook.com for effective planning</li> <li>3. Collaborative planning by teams to facilitate rigorous, standards based lesson planning with varied instructional strategies.</li> <li>4. Meet with district coaches to support teacher professional knowledge and effectiveness.</li> <li>5. Targeted feedback using IObervation.</li> </ol>
<b>Person Responsible</b>	Thea Saccasyn (saccasynt@pcsb.org)

#3	
<b>Title</b>	Increased/Improved Attendance
<b>Rationale</b>	The percentage of students with 10% or more absences in 2018-2019 was 21%. The daily attendance for 2018-2019 was 81.4%.
<b>State the measureable outcome the school plans to achieve</b>	By spring of 2020, the daily attendance rate will be 90% or higher. By spring of 2020, the percentage of students with 10% or more absences will decrease to 15% from the current 21%.
<b>Person responsible for monitoring outcome</b>	Tania Harper (harpert@pcsb.org)
<b>Evidence-based Strategy</b>	Implement restorative practices to build a positive school culture and climate, and enhance conditions for learning.
<b>Rationale for Evidence-based Strategy</b>	Implementing restorative practices, including culturally relevant teaching strategies will facilitate a safe and civil campus by building respectful and nurturing relationships. Strong relationships between students, families and staff will encourage improved attendance.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Provide ongoing professional development to staff in the area of restorative practices and culturally relevant teaching.</li> <li>2. Monitor the fidelity of implementation of restorative practices and culturally relevant teaching strategies.</li> <li>3. Monitoring of student attendance through the School Based Leadership Team.</li> <li>4. First Mates program to grow respectful relationship between students and staff.</li> <li>5. Incentives for expected attendance and improved attendance.</li> </ol>
<b>Person Responsible</b>	Tania Harper (harpert@pcsb.org)

<b>#4</b>	
<b>Title</b>	Healthy Schools
<b>Rationale</b>	Maintaining a healthy school environment is important to growing student achievement.
<b>State the measureable outcome the school plans to achieve</b>	The school is currently identified as Bronze according to the Healthy Schools Alliance, Generation, Healthy Schools Program Framework. By Spring 2020, the school will be rated Silver.
<b>Person responsible for monitoring outcome</b>	Thea Saccasyn (saccasynt@pcsb.org)
<b>Evidence-based Strategy</b>	Ensure all school fundraisers include useful and/or healthy snacks Sell food in the cafeteria that adheres to smart snack guidelines.
<b>Rationale for Evidence-based Strategy</b>	The program's goal is to build the skills and knowledge that all students need to foster lifelong habits of healthy eating and physical activity.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Assemble a healthy schools team.</li> <li>2. Complete related modules</li> <li>3. Complete healthy schools program assessment.</li> <li>4. Complete the SMART snacks in school documentation.</li> <li>5.</li> </ol>
<b>Person Responsible</b>	Thea Saccasyn (saccasynt@pcsb.org)

## #5

<b>Title</b>	Family and Community Involvement
<b>Rationale</b>	Productive and respectful relationships with families and community businesses and organizations are crucial in maximizing resources available to students.

<b>State the measureable outcome the school plans to achieve</b>	By spring of 2020, the number of registered volunteers and business partnerships will increase by 10%.
<b>Person responsible for monitoring outcome</b>	Lisa Ryan (ryanli@pcsb.org)
<b>Evidence-based Strategy</b>	<p>*Title I events are held frequently, showcasing available resources as well as students' talents.</p> <p>*All classrooms use agendas to communicate daily with families.</p> <p>*All families, teachers and administrators sign a compact to acknowledge a commitment to meet expectations for the school year.</p> <p>*The school funds a community involvement liaison to solicit volunteers, support community partnerships and encourage support of our school by community businesses and organizations.</p>
<b>Rationale for Evidence-based Strategy</b>	Efforts to include families will increase the number of family members registering as volunteers, and will increase the number of businesses partnering with the school.

## Action Step

<b>Description</b>	<ol style="list-style-type: none"> <li>1. Hold monthly title I events with families.</li> <li>2. Teachers will use student agendas for daily communication.</li> <li>3. All students and families will sign a Title I compact.</li> <li>4. The community liaison will solicit business partnerships to support the school</li> </ol>
<b>Person Responsible</b>	Lisa Ryan (ryanli@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)**

Intentionally blank

## Part V: Budget

1	III.A	Areas of Focus: Science Achievement				\$2,439.60
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	1100	910-To General Fund	4491 - Tarpon Springs Elementary School	General Fund	570.0	\$2,439.60
			Notes: Science Weekly Readers have been purchased for all grades K-5 to support science instruction and development of content knowledge.			



<b>2</b>	<b>III.A</b>	<b>Areas of Focus: Bridging the Achievement Gap for Black Students</b>	<b>\$0.00</b>
<b>3</b>	<b>III.A</b>	<b>Areas of Focus: Increased/Improved Attendance</b>	<b>\$0.00</b>
<b>4</b>	<b>III.A</b>	<b>Areas of Focus: Healthy Schools</b>	<b>\$0.00</b>
<b>5</b>	<b>III.A</b>	<b>Areas of Focus: Family and Community Involvement</b>	<b>\$0.00</b>
<b>Total:</b>			<b>\$2,439.60</b>