Pinellas County Schools

Leila Davis Elementary School



2022-23 Schoolwide Improvement Plan

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Leila Davis Elementary School

2630 LANDMARK DR, Clearwater, FL 33761

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

Demographics

Principal: William Durst

Start Date for this Principal: 7/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	35%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2021-22: B (60%) 2020-21: (59%) 2018-19: A (66%) 2017-18: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	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.

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.

Encouraging life-long learners in an equitable and engaging environment with respect, kindness, and acceptance for ALL.

Provide the school's vision statement.

Success for ALL Students

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Durst, William	Principal	Instructional Leader
Gualtieri, Kathryn Gualtieri	Assistant Principal	Instructional Leader

Demographic Information

Principal start date
Saturday 7/1/2017, William Durst

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
3

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
7

Total number of teacher positions allocated to the school
44

Total number of students enrolled at the school
702

Identify the number of instructional staff who left the school during the 2021-22 school year.
1

Identify the number of instructional staff who joined the school during the 2022-23 school year.
3

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	77	104	101	111	116	84	0	0	0	0	0	0	0	593
Attendance below 90 percent	0	25	25	14	16	14	0	0	0	0	0	0	0	94
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	1	3	0	0	0	0	0	0	0	0	4
Course failure in Math	0	0	0	0	5	1	0	0	0	0	0	0	0	6
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	15	7	0	0	0	0	0	0	0	22
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	16	9	0	0	0	0	0	0	0	25
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	3	2	4	0	0	0	0	0	0	0	10

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	3	2	5	1	0	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated
Thursday 6/23/2022

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	
Number of students enrolled	81	99	111	123	86	125	0	0	0	0	0	0	0	625
Attendance below 90 percent	1	14	13	12	11	14	0	0	0	0	0	0	0	65
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7
Number of students with a substantial reading deficiency	4	0	3	2	6	5	0	0	0	0	0	0	0	20
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	0	0	0	3	2	0	0	0	0	0	0	0	6

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	0	0	1	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

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	
Number of students enrolled	81	99	111	123	86	125	0	0	0	0	0	0	0	625
Attendance below 90 percent	1	14	13	12	11	14	0	0	0	0	0	0	0	65
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7
Number of students with a substantial reading deficiency	4	0	3	2	6	5	0	0	0	0	0	0	0	20
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	0	0	0	3	2	0	0	0	0	0	0	0	6

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	0	0	1	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data Review
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	67%			69%			69%	54%	57%
ELA Learning Gains	66%			59%			67%	59%	58%
ELA Lowest 25th Percentile	48%			35%			58%	54%	53%
Math Achievement	70%			67%			74%	61%	63%
Math Learning Gains	64%			58%			69%	61%	62%
Math Lowest 25th Percentile	43%			45%			60%	48%	51%
Science Achievement	59%			77%			64%	53%	53%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	75%	56%	19%	58%	17%
Cohort Comparison		0%				
04	2022					
	2019	66%	56%	10%	58%	8%
Cohort Comparison		-75%				
05	2022					
	2019	61%	54%	7%	56%	5%
Cohort Comparison		-66%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	79%	62%	17%	62%	17%
Cohort Comparison		0%				
04	2022					
	2019	73%	64%	9%	64%	9%
Cohort Comparison		-79%				
05	2022					
	2019	67%	60%	7%	60%	7%
Cohort Comparison		-73%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	62%	54%	8%	53%	9%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	35	46	31	35	22	17	25				
ELL	46	75		54	50						
ASN	82			91							
BLK	43	50		48	53		45				
HSP	63	58		59	55	45	57				
WHT	70	69	45	73	67	41	61				
FRL	54	64	45	57	58	45	41				

2021 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 2019-20	C & C Accel 2019-20
SWD	46	50		44							
ELL	59			35							
BLK	33			32							
HSP	70	71		63	54		83				
WHT	72	60	36	72	62	43	82				
FRL	54	48	27	52	37	33	63				

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 2017-18	C & C Accel 2017-18
SWD	52	61	69	45	61	63	43				
ELL	56	65		56	70		55				
BLK	40	46		50	77		45				
HSP	59	78	58	65	70	60	74				
MUL	55			64							
WHT	73	68	67	77	69	62	66				
FRL	52	57	53	58	58	50	45				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	475
Total Components for the Federal Index	8
Percent Tested	99%

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%	1

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	87
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	60
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	61
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	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Comparing results from 2021 to 2022 in grades 3-5 ELA proficiency decreased from 69% to 67%, Mathematics proficiency increased from 67% to 70%, and our Science proficiency in 5th grade decreased from 77% to 59%. Our learning gains in ELA increased from 59% to 66% and mathematics proficiency increased from 67% to 70%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

ELA and Mathematics Learning Gains of our lowest 25%.
5th Grade Science Proficiency

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors:
-Instructional continuity of teachers throughout the year due to Covid-19
-Student attendance

-Staffing vacancies

Actions needed for improvement:
-school-wide focus on L25's and development of actions steps to address their specific academic and social/emotional needs
-Monitor progress on Math/Science unit and ELA module assessment and make adjustments as needed.
-Monitor Science review plan and instruction with students.
-Planning scaffolded questioning levels for these learners
-Implement school-wide social-emotional curriculum

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Learning gains in ELA and mathematics, specifically learning gains of our lowest 25% in ELA.

What were the contributing factors to this improvement? What new actions did your school take in this area?

-Increased enrollment in Extended Learning Program for ELA.
-Push-in VE Resource teacher support in the general education classroom
-Focus on PBIS "Guidelines For Success" to celebrate academic growth

What strategies will need to be implemented in order to accelerate learning?

-Fidelity of intervention time and targeted skill acquisition
-Continued growth of our Extended Learning Program (ELP) for remediation in both reading and math
-Focus on social-emotional needs of students.
-Develop equitable action steps for L25 student to increase learning

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

-ELA Champions
-"Just in Time" coaching for individual teachers and grade level teams on B.E.S.T. standards
-Increased coaching support by administration
-PLC's and Collaborative Planning aligned to school improvement plan and focus on performance of L25 students.
-Implement school-wide social/emotional curriculum (Secondstep.org)
-Restorative Practices refresher
-Youth Mental Heath/first-aid
-Social/Emotional professional development

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

-Teacher-led collaborative planning and PLC's
-ESE and Gifted teachers collaboratively plan with general education teachers
-Learning Walk by all grade-levels during PLC's
-Cross grade-level articulation

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to B.E.S.T. Standards	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	FSA, Measures of Academic Progress (MAP assessment), and progress-monitoring data collected from the 2021-22 school year showed students making learning gains and specifically in our lowest quartile (L25) are not making a year's worth of growth/progress due to a lack of instructional continuity throughout the school year, sustained focus on learning target to task alignment, and fidelity of small-group instruction during intervention.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	- The percent of all students achieving ELA proficiency will increase from 67% to 80%. - Students showing growth/learning gains in ELA will increase from 66% to 80% and from 48% to 65% in our L25. -The percent of all students achieving Mathematics proficiency will increase from 70% to 80% and students showing growth/learning gains will increase from 58% to 80%. -Students showing growth/learning gains in Mathematics will increase from 58% to 80% and from 43% to 65% in our L25. -The percent of all students achieving Science proficiency will increase from 59% to 80%
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	State of Florida Progress Monitoring assessment (FAST), ELA Module assessments, IStation, Dreambox, Science unit assessments, Mathematics unit assessments, Running Records, FLKRS, and ELFAC.
Person responsible for monitoring outcome:	William Durst (durstw@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Gain a deep understanding of the B.E.S.T. Standards/NGSSS as a non-negotiable for improving student outcomes.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	If we have a deep understanding of ELA/Mathematics B.E.S.T standards and Science NGSSS, this will support 100% success rate in all students with an equitable support level for our Lowest 25%.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

-Employ instructional practices and routines that promote student-centered learning (Higher-Order Questioning, Pinellas Problem Solving Routine, PEI Routine, Number Routines, Collaborative structures,

High-quality feedback and opportunities to use that feedback).
-Utilize the 3-I daily instructional routine (Ignite-Investigate-Inform instruction) to ensure daily science lessons are presented as a whole while monitoring student understanding through the use of informal data collection.

Person Responsible [no one identified]

-Teacher-led vertical planning will occur at the beginning of each unit/module. (Champions model)
-Purposefully combine/stack standards and benchmarks to support learning so that a benchmark is spotlighted and supporting benchmarks (such as ELA Expectations/MTRs) that enhance instruction are incorporated in the lesson to meet the demands of the spotlighted benchmark.
-Provide structures for planning and PLC's that are teacher-led, focused on data/student work, levels of questions to scaffold learning, and equitably address the gaps in student achievement/growth of our L25's.
-Teachers become familiar with the design of B.E.S.T. standards in order to understand what students are expected to master by end of grade level.
- All classrooms will employ a common board configuration that has a Learning Board for daily learning targets with aligned tasks that communicate the learning progression to students.

Person Responsible [no one identified]

- Schoolwide goal-setting board with progress graphically displayed.
- All classrooms will have a classroom data boards aligned to student, classroom, and school goals that track growth.
- Implement goal-setting opportunities where students regularly and visibly participate in setting their own goals, monitoring academic progress, revising goals based on performance, and celebrating growth.
- Implement student-led conferences to allow students to share their academic goals and their progress with family members.
-Regularly meet as a leadership team to monitor progress of meeting school improvement goals and engage in meaningful discussions around improving student outcomes.

Person Responsible William Durst (durstw@pcsb.org)

-Implement a plan for identifying students not meeting benchmark in all grades, including targeted instruction, and frequently monitoring progress to ameliorate gaps early.
-Schoolwide focus and recommitment to small-group instruction during scheduled intervention time.
-Increase ELP offerings and participation through teacher recruitment and family engagement in their child's learning.
-Leaders and teachers attend ELA Champion meetings 3 x a year and partner to collaborate and focus on strengthening practices to support implementation of B.E.S.T. Standards and ELA curriculum aligned to the standards.
-Teachers and administrators engage in Just-in-Time Unit Roll Out training to implement the instructional materials, understanding how the materials connect to evidence-based practices and B.E.S.T. Standards.

Person Responsible William Durst (durstw@pcsb.org)

No description entered

Person Responsible [no one identified]

No description entered

Person Responsible [no one identified]

No description entered

Person Responsible [no one identified]

#2. Positive Culture and Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Focus: Deficits in student social-emotional needs have increased due to systemic challenges incurred by global pandemic. Rationale: Student behavior incidents and referrals have increased dramatically
	Based on school population:
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	- Reduction in behavior referrals/incidents from 40 to 25 as measured by discipline data in FOCUS. - Increase attendance rates from 93.3% to 96% as measured by attendance data in FOCUS. - Equitable distribution of PBIS Rewards points. ? - Academic performance will match goals embedded in standards area of focus. ?
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	School Leadership Team and members of our MTSS will monitor attendance, behavioral data, behavior office call data, academic and PBIS Rewards. These teams in collaboration with specific teachers, will collaborate on next steps to improve outcomes.
Person responsible for monitoring outcome:	Kathryn Gualtieri Gualtieri (gualtierik@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	School-wide implementation of comprehensive Social-Emotional program.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy.** **Describe the resources/criteria used for selecting this strategy.**	There is a school-wide need to have a unified and targeted approach to teaching, modeling, and practice of social-emotional skills.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

-Pre-school rollout of Second Step.org program for social-emotional learning.
-Morning meetings/Restorative Practices "Circles" will be conducted at least once per week to address social-emotional needs of all students.
-Regularly schedule opportunities to collaborate and engage in meaningful discussions to support teachers and improve student behavior outcomes.
-Grade level teachers will follow Second Step program scope and sequence of units and associated lessons with students (Weekly).
-Stakeholder outreach to strengthen the culture of high expectations for all students. Targeted organizations include: PTA, SAC, All-Pro Dad.
-Administration will monitor fidelity of implementation and provide feedback to individual teachers and staff of high-yield strategies that are positively impacting student achievement.

Person Responsible [no one identified]

No description entered

Person Responsible	[no one identified]

No description entered

Person Responsible	[no one identified]

No description entered

Person Responsible	[no one identified]

No description entered

Person Responsible	[no one identified]

No description entered

Person Responsible	[no one identified]

#3. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	FSA, Measures of Academic Progress (MAP assessment), and progress-monitoring data collected from the 2021-22 school year showed students making learning gains are not making a year's worth of growth/progress due to a lack of instructional continuity throughout the school year, sustained focus on learning target to task alignment, and fidelity of small-group instruction during intervention.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Reduce percentage of students achieving Level 1 and 2 on the F.A.S.T. assessment from 74% to 40% in ELA and 100% to 40% in Mathematics by May 2023. - The percent of all students showing learning gains in ELA will increase from 26% to 80%. -The percent of all students demonstrating learning gains Mathematics will increase from 43% to 80%
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	-Monitor growth on IEP goals. -State of Florida Progress Monitoring assessment (FAST), ELA Module assessments, IStation, Dreambox, Science unit assessments, Mathematics unit assessments, Running Records, FLKRS, and ELFAC.
Person responsible for monitoring outcome:	William Durst (durstw@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. Continually review performance data and classroom instruction through an equity lens to ensure our students with disabilities are receiving the necessary and equitable supports to succeed. 2. Intentionally plan with general education teachers. 3. Use of data chats to analyze student performance and progress towards IEP goals.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Our Students With Disabilities (SWD) perform at lower levels of proficiency with .... scoring a level 1 or 2 in ELA and ..... in Mathematics, as measured by the 2022 FSA. A need exists to intentionally frame conversations around SWD performance in all content areas. Intentional action plans that focus on IEP goals, specially designed instruction, and application to B.E.S.T. standards content with all stakeholder supports and communication will close the performance gap.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Scheduling that ensures a common planning time with general education and ESE teachers to plan for data analysis and a co-teaching model.

2. Collect and interpret data from multiple sources to track the use of accommodations while progress monitoring achievement utilizing instruments aligned to the targeted area that promotes services in the least restrictive environment whenever possible.
3. Teachers to engage in professional development on models of collaborative teaching. Teachers will attend ASD Summer Institute to promote behavior and executive functioning skills.

Person Responsible William Durst (durstw@pcsb.org)

4. Ensure staff pulls real-time data specific to students with disabilities in order to have effective data chats and targeted support for improved learning. By looking closely at the academic data of our students with disabilities, teachers will be able to adjust their instruction accordingly. They can meet with these students specifically to go over data and set goals. They will better be able to monitor student progress throughout the year and push these students to higher levels. Academic conversations will occur at all PLC's.

Person Responsible William Durst (durstw@pcsb.org)

5. Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for black students. Teachers will be able to implement CRT with ease in their daily lessons across all subjects, but especially in ELA. Their awareness of the needs of Black students will increase, and they will be better equipped to build stronger, positive relationships with black students and families. This will lead to increase scores on FSA.

Person Responsible William Durst (durstw@pcsb.org)

6. Provide equitable opportunities for students to enroll in varied offerings of ELP sessions with extended hours. This will afford us the chance to mitigate transportation barriers for student participation and increase teacher participation in the program.

Person Responsible William Durst (durstw@pcsb.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring

N/A

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Our school has an extensive and highly-rated Positive Behavior Intervention and Support (PBIS) system in place where multiple factors contribute to positive school culture. Every classroom creates their own unique rules based directly from student input and that is aligned with our Guideline For Success (GFS). GFS posters are prominently displayed throughout campus that positively state behavior expectations that are specific to each area (cafeteria, library, recess, hallways, labs, etc.). We also have a comprehension school and classroom recognition system of rewards celebrating positive. These include daily "PAWSitive" Blue notes, R.O.A.R. Rally recognition, classroom stores, school-wide PBIS events.

Stakeholder feedback is gathered throughout the year with the use Microsoft FORMS and our annual AdvancED survey results to address concerns and continually improve. For more timely and ongoing feedback on our strategic direction we intend to have our teachers score themselves using the "Classroom Family Engagement Rubric" and we will be using the "Panorama Family-School Relationship Survey" three times with our parents. Feedback from these surveys will be shared with our School Advisory Council (SAC), PTA board, and school staff to determine areas of celebration and growth opportunity. We have made great strides to engage our parents and community in all aspects of our school life/culture. These events include: Meet the Teacher, Open House, parent-teacher conferences, student-led data conferences, extensive volunteer opportunities, content area Family Nights, and numerous social events that bring our community together.

Our volunteer coordinator and PTA have well-established partnerships with local businesses and community service organizations. Membership on SAC is representative of our school community and meets monthly providing valuable feedback on our School Improvement Plan (SIP), progress of meeting our goals in the SIP, culture and climate, and other school-wide initiatives. Our communication efforts to families ensure information reaches them in a consistent and timely manner. We communicate operational and academic information to our families primarily through our monthly/weekly newsletters, website, Facebook, Twitter, and School Messenger. As school leaders, the principal and assistant principal are visible and accessible to students, staff, families, and community.

Identify the stakeholders and their role in promoting a positive school culture and environment.

-Instructional and Support Staff: foster a genuine school/home partnership that is equitable and is focused on parent engagement with student learning.
-Community and volunteers: support school strategic direction and facilitate student and classroom partnerships.
-Administration: Ensure all efforts are focused on supporting school's strategic direction.
-Students: given a voice in supporting our school culture and their individual learning.