

Hillsborough County Public Schools

West Tampa Elementary School



2021-22 Schoolwide Improvement Plan

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West Tampa Elementary School

2700 W CHERRY ST, Tampa, FL 33607

[no web address on file]

Demographics

Principal: Kevin Kastner

Start Date for this Principal: 7/22/2019

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: B (54%) 2017-18: B (61%) 2016-17: 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	
* 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 Hillsborough 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.

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[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">91%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">96%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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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.

To provide an education and the supports which enable each student to excel as a successful and responsible citizen.

Provide the school's vision statement.

Preparing students for life.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Kastner, Kevin	Principal	<p>Leadership team meetings can include the following:</p> <ul style="list-style-type: none"> Principal Assistant Principal / ELP Coordinator Guidance Counselor SAC Chairs School Psychologist/ Behavior team Representative School Social Worker/ Attendance Committee Representative Academic Coaches (Reading, Math, etc. and other specialists on an ad hoc basis) ESE teachers PLC Liaisons for each grade level and/or content area District support (including Area Superintendents, Support Specialist, District Coaches) <p>The Leadership team meets regularly (e.g., bi-weekly/monthly). The purpose of the core Leadership Team is to:</p> <ol style="list-style-type: none"> 1. Collaborate and problem solve to ensure the implementation of high quality instructional practices utilizing the RtI/MTSS process: at the core (Tier 1) and intervention/enrichment (Tiers 2/3) levels. 2. Support the implementation of high quality instructional practices at the core (Tier 1) and intervention/enrichment (Tiers 2/3) levels. 3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains. 4. Communicate school-wide data to PLCs and facilitate problem solving within the <p>Hillsborough - 4722 - West Tampa Elementary School - 2018-19 SIP West Tampa Elementary School Last Modified: 1/20/2019 Page 4 https://www.floridacims.org/content/grade_level_teams.</p> <p>A collaborative culture of shared responsibility is established through Leadership Team Meetings and PLCs.</p> <p>Research consistently bears out that the school leader is the most important element in teachers choosing to go to, and then remain at, a school site. To that end, HCPS works to ensure that principals are selected and placed with great care. HCPS works to develop strong leaders through the Hillsborough Principal Pipeline. As stated above, The Hillsborough Principal Pipeline offers unique and valuable opportunities for teachers to experience and prepare for a school leadership position by helping them gain the skills, experience and confidence that are crucial to becoming a high-performing leader.</p> <p>Pursuing school leadership provides the opportunity to make a direct impact on school</p>

Name	Position Title	Job Duties and Responsibilities
		<p>culture and positively influence instructional quality, which will result in improved outcomes and higher long-term success rates for students in Hillsborough County.</p> <p>HCPS' vision for instructional improvement is to have a highly effective teacher in every classroom and a highly effective principal in every school. This vision is founded in the research-based tenet that teacher quality has a larger impact on student achievement than any other schooling factor. Further research demonstrates the impact of a principal's leadership on outcomes for students and teachers. Over the past decade, HCPS has developed a Human Capital Management System (HCMS) to further the district's vision of instructional improvement.</p> <p>Several Teacher Interview Days and Recruitment Fairs occur throughout the summer months, under the oversight of Human Resources. All applicants must be pre-approved by the District to attend these events. Certified teachers with an Effective or Highly Effective performance evaluation, teaching in field, at our highest needs schools are eligible for salary differential. This program was established with the purpose of helping to create stability and equity in harder to staff schools, recruiting and retaining highly qualified instructional staff, increasing student achievement, and promoting a culture of ongoing professional development.</p> <p>Compensation is grounded in a performance-based salary structure that explicitly ties salary increases to sustained high-level performance, while career ladder positions, such as Instructional Mentors, are available to effective educators. The base teacher salary schedule is designed to provide substantial increases in compensation to teachers who have demonstrated positive student impact.</p> <p>Once hired, teacher induction and teacher retention are supported through fully-released instructional mentors assigned to every new educator for up to two years to increase effectiveness and decrease recidivism. Educator effectiveness ratings that differentiate educator quality are used to assist principals in determining teachers' transfer options and promotion into leadership positions. HCPS has linked PD opportunities to HR</p>

Name	Position Title	Job Duties and Responsibilities
		<p>functions so that school-level and district-level trainings are developed and deployed in response to areas of need identified by educator evaluations. Training course completions can also be tracked by HR Partners to inform human capital decisions.</p>
Fuentes, Jessica	Teacher, PreK	SAC Chair
Conde, Sara	Math Coach	<p>The math resource will focus on coaching, modeling, and lesson planning with teachers in grades K,-5. The coaching and modeling will occur weekly as directed by the principal and under the supervision of the school principal. Follow up data will be collected monthly to progress monitor the implementation of coaching. The math resource will meet weekly with teachers in grades K-5 to plan effective lessons to meet the needs of students in grades K-5, including black students and SWD.</p>
Emerich, Katrina	Other	<p>The Rti Resource will work with teachers in grades k-5. The teacher will focus on creating intervention plans based on the needs of each grade level. The intervention plans will support academics, behaviors, and student attendance. The coach will provide teachers with resources for Tier 1, Tier 2, and Tier 3 interventions. The resource will work with district staff to ensure the MTSS process is being followed with fidelity and provide PD. The resource will meet with teachers weekly as directed by the principal and under the supervision of the principal. Data will be collected monthly to progress monitor the effectiveness of the implementation plans created by the RTI .resource</p>
Herdel, Stephanie	Assistant Principal	Assistant Principal
Finding, Rhonda	Reading Coach	<p>The Coach will focus on coaching, modeling, and lesson planning with teachers in grades K,-5. The coaching and modeling will occur weekly as directed by the principal and under the supervision of the school principal. Follow up data will be collected monthly to progress monitor the implementation of coaching. The Coach will meet weekly with teachers in grades K-5 to plan effective lessons to meet the needs of students in grades K-5, including black students and SWD.</p>

Demographic Information

Principal start date

Monday 7/22/2019, Kevin Kastner

Number of teachers with a 2019 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.*

5

Number of teachers with a 2019 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.*

6

Total number of teacher positions allocated to the school

22

Total number of students enrolled at the school

440

Identify the number of instructional staff who left the school during the 2020-21 school year.

4

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

4

Demographic Data

Early Warning Systems

2021-22

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	59	76	56	56	52	50	0	0	0	0	0	0	0	349
Attendance below 90 percent	0	15	9	13	9	9	0	0	0	0	0	0	0	55
One or more suspensions	0	1	0	5	5	1	0	0	0	0	0	0	0	12
Course failure in ELA	0	0	0	18	0	0	0	0	0	0	0	0	0	18
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	18	15	14	0	0	0	0	0	0	0	47
Level 1 on 2019 statewide FSA Math assessment	0	0	0	18	9	12	0	0	0	0	0	0	0	39
Number of students with a substantial reading deficiency	0	3	8	35	24	23	0	0	0	0	0	0	0	93

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

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

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	7	5	10	6	9	0	0	0	0	0	0	0	38
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

Monday 7/26/2021

2020-21 - 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	12	
Number of students enrolled	73	66	63	60	58	44	0	0	0	0	0	0	0	364
Attendance below 90 percent	10	90	10	8	7	5	0	0	0	0	0	0	0	130
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
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 ELA assessment	0	0	0	0	2	9	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	4	0	0	0	0	0	0	0	5

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

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

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	3	11	1	1	0	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - 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	
Number of students enrolled	73	66	63	60	58	44	0	0	0	0	0	0	0	364
Attendance below 90 percent	10	90	10	8	7	5	0	0	0	0	0	0	0	130
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
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 ELA assessment	0	0	0	0	2	9	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	4	0	0	0	0	0	0	0	5

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

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

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	3	11	1	1	0	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				52%	52%	57%	52%	52%	56%
ELA Learning Gains				61%	55%	58%	70%	52%	55%
ELA Lowest 25th Percentile				40%	50%	53%	69%	46%	48%
Math Achievement				60%	54%	63%	59%	55%	62%
Math Learning Gains				70%	57%	62%	76%	57%	59%
Math Lowest 25th Percentile				40%	46%	51%	52%	44%	47%
Science Achievement				57%	50%	53%	50%	51%	55%

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
03	2021					
	2019	31%	52%	-21%	58%	-27%
Cohort Comparison						
04	2021					
	2019	48%	55%	-7%	58%	-10%
Cohort Comparison		-31%				
05	2021					
	2019	55%	54%	1%	56%	-1%
Cohort Comparison		-48%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	48%	54%	-6%	62%	-14%
Cohort Comparison						
04	2021					
	2019	58%	57%	1%	64%	-6%
Cohort Comparison		-48%				
05	2021					
	2019	56%	54%	2%	60%	-4%
Cohort Comparison		-58%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	51%	51%	0%	53%	-2%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Iready k-5

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	58/22	64/40	68/50
	Economically Disadvantaged	51/20	56/38	60/50
	Students With Disabilities	6/21	6/34	7/41
	English Language Learners	29/13	32/23	34/36
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	57/14	65/33	67/50
	Economically Disadvantaged	50/12	57/30	59/50
	Students With Disabilities	6/14	7/22	7/42
	English Language Learners	29/5	23/19	24/23
	Number/% Proficiency	Fall	Winter	Spring
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	53/34	55/47	54/62
	Economically Disadvantaged	46/34	48/46	47/60
	Students With Disabilities	9/17	9/23	8/48
	English Language Learners	23/25	23/36	23/54
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	53/13	53/25	54/46
	Economically Disadvantaged	47/13	46/23	47/44
	Students With Disabilities	9/5	8/10	8/28
	English Language Learners	23/12	22/14	23/31
	Number/% Proficiency	Fall	Winter	Spring

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	54/53	58/59	57/67
	Economically Disadvantaged	50/53	53/58	55/66
	Students With Disabilities	13/49	14/54	13/50
	English Language Learners	20/38	21/48	21/58
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	53/13	58/23	57/46
	Economically Disadvantaged	49/11	53/21	52/44
	Students With Disabilities	13/6	14/20	13/39
	English Language Learners	25/8	25/15	25/34
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	48/55	49/61	50/64
	Economically Disadvantaged	45/52	46/58	50/64
	Students With Disabilities	14/49	14/54	14/50
	English Language Learners	16/38	17/46	17/51
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	48/24	49/36	50/63
	Economically Disadvantaged	45/20	46/32	47/62
	Students With Disabilities	14/23	14/37	14/60
	English Language Learners	16/11	17/31	17/51

Grade 5				
Number/% Proficiency		Fall	Winter	Spring
English Language Arts	All Students	45/49	47/48	47/52
	Economically Disadvantaged	36/49	38/48	38/52
	Students With Disabilities	15/46	15/47	17/43
	English Language Learners	5/40	6/45	7/42
	Number/% Proficiency		Fall	Winter
Mathematics	All Students	45/16	47/21	48/30
	Economically Disadvantaged	18/16	27/21	35/30
	Students With Disabilities	15/16	15/16	16/28
	English Language Learners	5/11	6/7	7/18
	Number/% Proficiency		Fall	Winter
Science	All Students	/41.5	/33.6	
	Economically Disadvantaged	/41.5	/33.6	
	Students With Disabilities	/38.5	/29.53	
	English Language Learners	/38.5	/27.25	

Subgroup Data Review

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	8	21		31	36		8				
ELL	37	30		44	30						
BLK	21	20		44	27						
HSP	42	40		52	37		12				
FRL	37	33		47	33		9				
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	13	38	26	42	59	38	31				
ELL	55	62	30	68	85	70	59				
BLK	36	52	40	43	42	10	40				
HSP	61	64	31	70	83	67	67				
FRL	51	60	38	60	72	40	57				

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 2016-17	C & C Accel 2016-17
SWD	16	62	73	30	64	55					
ELL	57	74	75	65	77	64	42				
BLK	37	80	80	46	64	45	27				
HSP	60	70	69	67	80	56	56				
FRL	51	70	69	59	76	52	49				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	35
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	207
Total Components for the Federal Index	6
Percent Tested	90%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	21
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

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%	

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%	
Black/African American Students	
Federal Index - Black/African American Students	22
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
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%	
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%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	34
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

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?

Students need support across all grade levels with phonics and vocabulary.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Bottom quartile. Small group RTI grade level switches were not possible due to COVID. Students did not receive the level of intervention they are accustomed to.

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

We need to closely monitor phonics and vocabulary data via Iready. Establish small groups targeting vocabulary and phonics. Purchase phonics instruction materials. Restructure collaborative meetings with support personnel to provide teachers with support in data analysis and implementation of action plans.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Math Proficiency

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

The 4th grade teachers worked closely with the math coach and ESE personnel to monitor formative data and adjust instructional practices to meet the needs of the students.

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

Aggressive monitoring during whole group to yield data that impacts small group instruction. Frequent monitoring of student progress drives the content of acceleration so that students get what they need, not what they already know.

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.

Aggressive monitoring training and follow up support. Monthly PD based on walkthrough trends and teacher needs. SEL training for all staff and teachers monthly. Trainings on phonics and vocabulary. Data analysis protocol trainings. Job embedded PD from Coaches and Support staff.

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

Implementing a meeting structure that will focus on student data and the continuous improvement model. Utilizing data to drive student based decisions. Implementing SEL curriculum for students, parents, and staff to create a positive school climate and culture.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:	Implement SEL curriculum, create structured time and supports for data analysis and implementation of the Continuous Improvement Model and 4 step problem solving protocols
Measurable Outcome:	65% of our students will make learning gains on the 2021-2022 ELAF SA, 75% of our students will make learning gains on the 2021-2022 Math FSA
Monitoring:	Progress monitoring through the use of monthly PLC's, Iready data, Formative assessments, MTSS meetings
Person responsible for monitoring outcome:	Kevin Kastner (kevin.kastner@hcps.net)
Evidence-based Strategy:	Implementation of PLC's and CBS meetings school-wide
Rationale for Evidence-based Strategy:	In conjunction with district personnel we chose to partner with Frameworks of Tampa Bay to implement a SEL curriculum school-wide. PLC's are globally known as a best practice.

Action Steps to Implement

- Schedule collaborative meetings
- Schedule PD
- Calendar Assessments
- Calendar Data analysis

Person Responsible Kevin Kastner (kevin.kastner@hcps.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Based on proficiency data and learning gains on FSA for students in grades 3-5 and due to the fact that Black students and students with disabilities did not make progress comparable to their counterparts within the grade levels monitored
Measurable Outcome:	Increase Reading Proficiency on ELA FSA to 50% or higher in grades 3-5 Increase Learning gains on ELA FSA to 50% or higher in grades 3-5
Monitoring:	ELA PMA's assessments, Iready Diagnostics
Person responsible for monitoring outcome:	Rhonda Finding (rhonda.finding@hcps.net)
Evidence-based Strategy:	Utilize aggressive monitoring strategies
Rationale for Evidence- based Strategy:	To ensure teachers can effectively determine student understanding in relation to standards so teachers can plan for and implement differentiated instruction.

Action Steps to Implement

Provide mini-professional development (PD) sessions around next steps for aggressive monitoring based upon the checklists teachers are currently using.

Discussion and information provided would build on how teachers can collect data effectively during instruction and then utilize it to glean information regarding students' levels of understanding.

Utilize planning to discuss potential student misconceptions prior to instruction.

Work with teachers to create "look-fors" aligned to questioning and tasks and ensure that teachers communicate the look-fors to students during their instruction

Monitor progress of Black students and students with disabilities who did not make progress comparable to their counterparts within the grade levels monitored

Person Responsible Rhonda Finding (rhonda.finding@hcps.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Our schoolwide data is skewed due to the high needs ESE units we have on campus. A large majority of incidents come from the self contained BS classes. In response to the data and current global situation caused by COVID we are implementing a SEL curriculum in partnership with Frameworks of Tampa Bay. We have also re-marketed our school-wide behavior plan.

Part IV: 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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

Implementation of Frameworks SEL program
 Parent Conference nights
 PTA meetings
 SAC meetings
 Donuts with dads
 Muffins with moms
 Fall Carnival
 SEL Training for staff
 SEL Training for parents
 CBS meetings with students

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

Principal Monitoring the implementation of SEL CBS sessions
 Assistant Principal Monitoring the implementation of SEL CBS sessions
 RTI Resource facilitating and coordinating SEL trainings, implementation of schoolwide procedured and PBIS
 PTA President collaborating with site based employees and parents to plan community involvement events
 Teachers implementing CBS meetings and SEL curriculum