

Pasco County Schools

New River Elementary School



2020-21 Schoolwide Improvement Plan

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New River Elementary School

4710 RIVER GLEN BLVD, Wesley Chapel, FL 33545

<https://nres.pasco.k12.fl.us>

Demographics

Principal: Colleen Wilkinson

Start Date for this Principal: 6/17/2020

| | |
|--|---|
| 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 |
| 2019-20 Title I School | Yes |
| 2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 58% |
| 2019-20 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* Asian Students Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students* |
| School Grades History | 2018-19: C (49%) 2017-18: C (52%) 2016-17: B (56%) 2015-16: B (55%) |
| 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 Pasco 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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| Title I Requirements | 0 |
| Budget to Support Goals | 0 |

New River Elementary School

4710 RIVER GLEN BLVD, Wesley Chapel, FL 33545

<https://nres.pasco.k12.fl.us>

School Demographics

| | | |
|---|-------------------------------|---|
| School Type and Grades Served (per MSID File) | 2019-20 Title I School | 2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
| Elementary School PK-5 | No | 55% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 59% |

School Grades History

| | | | | |
|--------------|----------------|----------------|----------------|----------------|
| Year | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| Grade | C | C | C | B |

School Board Approval

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SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://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.

New River Elementary School Community is a safe, positive, collaborative, learning environment focused on creating life-long learners who will achieve their highest potential.

Provide the school's vision statement.

The vision of New River Elementary School is that all students achieve success in college, career and 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 | Title | Job Duties and Responsibilities |
|--------------------|---------------------|---|
| Wilkinson, Colleen | Principal | Facilitator of the School Leadership Team |
| Furman, Jolene | Teacher, K-12 | This member will collaborate in the school decision making process as a member of the School Leadership Team. |
| Lane, Hannah | Teacher, K-12 | This member will collaborate in the school decision making process as a member of the School Leadership Team. |
| Moline, Melissa | Teacher, K-12 | This member will collaborate in the school decision making process as a member of the School Leadership Team. |
| Gallahue, Ayleen | Teacher, K-12 | This member will collaborate in the school decision making process as a member of the School Leadership Team. |
| Jones, Dianna | Teacher, K-12 | This member will collaborate in the school decision making process as a member of the School Leadership Team. |
| Robb, Sara | Teacher, K-12 | This member will collaborate in the school decision making process as a member of the School Leadership Team. |
| Martin, Ellen | Instructional Coach | This member will collaborate in the school decision making process as a member of the School Leadership Team. |
| Leidy, Jon | Teacher, K-12 | This member will collaborate in the school decision making process as a member of the School Leadership Team. |
| Romano, Stella | Teacher, ESE | This member will collaborate in the school decision making process as a member of the School Leadership Team. |
| Dolatowski, Laura | Teacher, ESE | This member will collaborate in the school decision making process as a member of the School Leadership Team. |
| Mitchell, Holly | Teacher, K-12 | This member will collaborate in the school decision making process as a member of the School Leadership Team. |
| Smith, Megan | Teacher, K-12 | This member will collaborate in the school decision making process as a member of the School Leadership Team. |
| Jenkins, Elizabeth | Teacher, K-12 | 4th Grade PLC Facilitator |
| Johnson, Kari | Teacher, K-12 | 2nd Grade PLC Facilitator |

| Name | Title | Job Duties and Responsibilities |
|-----------------|---------------------|---|
| Basinger, Sonya | Assistant Principal | Facilitator of the School Leadership Team |

Demographic Information

Principal start date

Wednesday 6/17/2020, Colleen Wilkinson

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.*

1

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.*

5

Total number of teacher positions allocated to the school

40

Demographic Data

| | |
|--|---|
| 2020-21 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 |
| 2019-20 Title I School | Yes |
| 2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 58% |
| 2019-20 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* Asian Students Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students* |
| School Grades History | 2018-19: C (49%) 2017-18: C (52%) |

| | |
|--|--------------------------------------|
| | 2016-17: B (56%) 2015-16: B (55%) |
| 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 . | |

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 | 78 | 89 | 104 | 114 | 121 | 103 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 609 |
| Attendance below 90 percent | 3 | 15 | 15 | 9 | 13 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 62 |
| One or more suspensions | 0 | 1 | 4 | 3 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |
| 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide ELA or Math | 0 | 0 | 0 | 0 | 10 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 28 |
| Courses Failures ELA or Math | 0 | 2 | 5 | 8 | 14 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 42 |

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 | 6 | 11 | 8 | 13 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 45 |

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 | 0 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Date this data was collected or last updated

Thursday 8/27/2020

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|-----|-----|-----|-----|-----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 138 | 125 | 136 | 146 | 135 | 148 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 828 |
| Attendance below 90 percent | 16 | 4 | 9 | 15 | 7 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 60 |
| One or more suspensions | 1 | 1 | 1 | 4 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 |
| Course failure in ELA or Math | 3 | 2 | 2 | 1 | 4 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 41 | 47 | 56 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 144 |

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 | 6 | 2 | 2 | 12 | 10 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 42 |

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 | 0 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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 | |
| Number of students enrolled | 138 | 125 | 136 | 146 | 135 | 148 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 828 |
| Attendance below 90 percent | 16 | 4 | 9 | 15 | 7 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 60 |
| One or more suspensions | 1 | 1 | 1 | 4 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 |
| Course failure in ELA or Math | 3 | 2 | 2 | 1 | 4 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 41 | 47 | 56 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 144 |

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 | 6 | 2 | 2 | 12 | 10 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 42 |

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 | 0 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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 | 55% | 58% | 57% | 58% | 56% | 55% |
| ELA Learning Gains | 51% | 56% | 58% | 58% | 55% | 57% |
| ELA Lowest 25th Percentile | 42% | 54% | 53% | 52% | 52% | 52% |
| Math Achievement | 52% | 60% | 63% | 63% | 57% | 61% |
| Math Learning Gains | 50% | 61% | 62% | 66% | 58% | 61% |
| Math Lowest 25th Percentile | 40% | 50% | 51% | 45% | 47% | 51% |
| Science Achievement | 50% | 53% | 53% | 49% | 49% | 51% |

| EWS Indicators as Input Earlier in the Survey | | | | | | | |
|---|-----------------------------------|-----|-----|-----|-----|-----|-------|
| Indicator | Grade Level (prior year reported) | | | | | | Total |
| | K | 1 | 2 | 3 | 4 | 5 | |
| | (0) | (0) | (0) | (0) | (0) | (0) | 0 (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.

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 56% | 60% | -4% | 58% | -2% |
| | 2018 | 56% | 57% | -1% | 57% | -1% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 53% | 59% | -6% | 58% | -5% |

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 2018 | 56% | 55% | 1% | 56% | 0% |
| Same Grade Comparison | | -3% | | | | |
| Cohort Comparison | | -3% | | | | |
| 05 | 2019 | 49% | 55% | -6% | 56% | -7% |
| | 2018 | 61% | 56% | 5% | 55% | 6% |
| Same Grade Comparison | | -12% | | | | |
| Cohort Comparison | | -7% | | | | |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 50% | 59% | -9% | 62% | -12% |
| | 2018 | 57% | 59% | -2% | 62% | -5% |
| Same Grade Comparison | | -7% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 46% | 62% | -16% | 64% | -18% |
| | 2018 | 54% | 59% | -5% | 62% | -8% |
| Same Grade Comparison | | -8% | | | | |
| Cohort Comparison | | -11% | | | | |
| 05 | 2019 | 53% | 57% | -4% | 60% | -7% |
| | 2018 | 64% | 58% | 6% | 61% | 3% |
| Same Grade Comparison | | -11% | | | | |
| Cohort Comparison | | -1% | | | | |

| SCIENCE | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2019 | 49% | 53% | -4% | 53% | -4% |
| | 2018 | 55% | 56% | -1% | 55% | 0% |
| Same Grade Comparison | | -6% | | | | |
| 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 2017-18 | C & C Accel 2017-18 |
| SWD | 17 | 40 | 47 | 24 | 45 | 48 | 43 | | | | |
| ELL | 71 | 64 | | 46 | 57 | | | | | | |
| BLK | 53 | 53 | 50 | 54 | 43 | 38 | 48 | | | | |
| HSP | 46 | 49 | 48 | 40 | 46 | 30 | 34 | | | | |
| MUL | 39 | 29 | | 39 | 47 | | 33 | | | | |
| WHT | 63 | 54 | 35 | 59 | 54 | 52 | 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 |
| FRL | 44 | 49 | 46 | 45 | 53 | 43 | 37 | | | | |
| 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 | 25 | 53 | 45 | 28 | 48 | 47 | 40 | | | | |
| ELL | 29 | | | 29 | | | | | | | |
| BLK | 54 | 49 | 36 | 54 | 49 | 45 | 55 | | | | |
| HSP | 48 | 57 | 50 | 49 | 44 | 20 | 45 | | | | |
| MUL | 55 | 63 | | 30 | 38 | | | | | | |
| WHT | 64 | 52 | 41 | 68 | 68 | 38 | 62 | | | | |
| FRL | 50 | 45 | 42 | 50 | 53 | 27 | 48 | | | | |
| 2017 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 | 18 | 45 | 44 | 24 | 52 | 46 | 8 | | | | |
| ELL | 44 | 47 | | 56 | 60 | | | | | | |
| BLK | 47 | 59 | 82 | 57 | 67 | 64 | 22 | | | | |
| HSP | 53 | 52 | 53 | 57 | 66 | 58 | 44 | | | | |
| MUL | 53 | 67 | | 43 | 60 | | 60 | | | | |
| WHT | 63 | 59 | 41 | 71 | 66 | 33 | 56 | | | | |
| FRL | 49 | 53 | 50 | 55 | 60 | 46 | 34 | | | | |

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 | 46 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 3 |
| Progress of English Language Learners in Achieving English Language Proficiency | 29 |
| Total Points Earned for the Federal Index | 369 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 100% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 38 |

| Students With Disabilities | |
|--|-----|
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 0 |
| English Language Learners | |
| Federal Index - English Language Learners | 53 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years English Language Learners 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 |
| 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 | 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 | 40 |
| Hispanic Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | 0 |
| Multiracial Students | |
| Federal Index - Multiracial Students | 37 |
| Multiracial Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Multiracial 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 | 54 |
| 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 | 44 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0 |

Analysis

Data Reflection

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

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

The subgroups that were below 41% include Hispanic students, multi-racial students, and students with disabilities. We have a decline in both ELA and Math achievement.

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

Math achievement was the greatest decline from the prior year. Our tier III groups focused primarily on ELA.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The area with the largest gap is fourth grade math learning gains and math achievement. An emphasis was placed on ELA tier III.

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

Math lowest 25th percentile had the most improvement. We focused on ELA intervention groups for grade levels and an additional layer for remediation. The additional support in reading for our lowest 25% helped to improve their comprehension of the math questions.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

An area of concern is how our lowest 25% of students in ELA and Math.

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

1. Increase achievement levels of all students in the areas of math for 4th and 5th grade.
2. Increase achievement level of lowest 25% in the areas of math and reading.
3. Increase learning gains for the lowest 25%, Hispanic students, Multi-racial, and SWD.

- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Hispanic

| | |
|---|--|
| Area of Focus Description and Rationale: | Only 40% of the Hispanic subgroup are meeting proficiency. |
| Measurable Outcome: | In the 2020-2021 school year 50% of Hispanic students will be meeting proficiency. |
| Person responsible for monitoring outcome: | Colleen Wilkinson (cgwilkin@pasco.k12.fl.us) |
| Evidence-based Strategy: | For ELA and Math essential standards are chosen, taught, and assessed. Targeted interventions are developed, implemented, and monitored. |
| Rationale for Evidence-based Strategy: | Strategy was selected because it aligned with our District Key priorities of high impact instruction and data driven decisions. |

Action Steps to Implement

1. Essential Standards are determined for ELA and Math by PLCs
2. PLCs will determine how they will assess the essential standard
3. PLCs will choose a date to analyze the data and develop tier II interventions
4. PLCs will monitor the targeted interventions

Person Responsible Colleen Wilkinson (cgwilkin@pasco.k12.fl.us)

#2. ESSA Subgroup specifically relating to African-American

| | |
|---|--|
| Area of Focus Description and Rationale: | Only 37% of the African American subgroup are meeting proficiency. |
| Measurable Outcome: | In the 2020-2021 school year 47% of Multi-Racial students will be meeting proficiency. |
| Person responsible for monitoring outcome: | Colleen Wilkinson (cgwilkin@pasco.k12.fl.us) |
| Evidence-based Strategy: | For ELA and Math essential standards are chosen, taught, and assessed. Targeted interventions are developed, implemented, and monitored. |
| Rationale for Evidence-based Strategy: | Strategy was selected because it aligned with our District Key priorities of high impact instruction and data driven decisions. |

Action Steps to Implement

1. Essential Standards are determined for ELA and Math by PLCs
2. PLCs will determine how they will assess the essential standard
3. PLCs will choose a date to analyze the data and develop tier II interventions
4. PLCs will monitor the targeted interventions

Person Responsible Colleen Wilkinson (cgwilkin@pasco.k12.fl.us)

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus

Description and Rationale: Only 38% of the SWD subgroup are meeting proficiency.

Measurable Outcome: In the 2020-2021 school year 48% of Multi-Racial students will be meeting proficiency.

Person responsible for monitoring outcome: Colleen Wilkinson (cgwilkin@pasco.k12.fl.us)

Evidence-based Strategy: For ELA and Math essential standards are chosen, taught, and assessed. Targeted interventions are developed, implemented, and monitored.

Rationale for Evidence-based Strategy: Strategy was selected because it aligned with our District Key priorities of high impact instruction and data driven decisions.

Action Steps to Implement

1. Essential Standards are determined for ELA and Math by PLCs
2. PLCs will determine how they will assess the essential standard
3. PLCs will choose a date to analyze the data and develop tier II interventions
4. PLCs will monitor the targeted interventions

Person Responsible Colleen Wilkinson (cgwilkin@pasco.k12.fl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

- PD around determining essential standards and monitoring student learning**
- PD around core actions in ELA and Math**
- PD around understanding the rigor of the standard**

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 ensuring all stakeholders are involved.

School Actions

- School teams develop and sustain a culture of collective responsibility evident through the SuP, mission, vision, core values, goals, and intentional PD.

Leadership Teams will:

- Establish a School Leadership Team (SLT) that acts as the guiding coalition and distributes leadership for sustained school success.
- Form collaborative teacher teams (PLCs) and create time for PLCs (virtual and traditional) to collaborate and commit to team norms that encourage equitable participation in a safe and supportive environment.
- Develop plan to welcome students and staff back to school, address potential trauma, and ensure access to needed mental health supports.
- Use of SAC and PTA feedback to improve communication and connection with students, families, and communities.
- Create systems to ensure students are engaged in planning and setting goals for the future. Use MAPS assessments and Great Minds math assessments to have students set and monitor goals to create opportunities for student and staff celebrations.
- Develop a deep understanding of individual and team strengths

PLC/Teacher will:

- Utilize the SEL 20 Day Planner to welcome students back to school and build routines for a Compassionate Classroom.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.