

Hillsborough County Public Schools

# Egypt Lake Elementary School



## 2020-21 Schoolwide Improvement Plan

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# Egypt Lake Elementary School

6707 N GLEN AVE, Tampa, FL 33614

[ no web address on file ]

## Demographics

Principal: Holly Magaditsch

Start Date for this Principal: 7/2/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: B (57%) 2017-18: C (49%) 2016-17: C (49%) 2015-16: C (48%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the 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](http://www.floridacims.org).

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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<b>Planning for Improvement</b>	<b>15</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

## Egypt Lake Elementary School

6707 N GLEN AVE, Tampa, FL 33614

[ no web address on file ]

### 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	Yes	94%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

### School Grades History

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

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### SIP Authority

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<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.

All students will be provided equitable experiences which build their foundation for intellectual and social growth.

#### Provide the school's vision statement.

Empowering Learners for Life Long Success

### 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
Tonelli, Kristin	Principal	The principal is responsible for the overall management of the school and the academic success of the students.
Magaditsch, Holly	Assistant Principal	The assistant principal is responsible for the overall management of the school and the academic success of the students.
Neel, Haleigh	Teacher, K-12	Ms. Neel is responsible for teaching Kindergarten students as well as co-chairing the SAC committee.
Rombach, Devin	Teacher, K-12	Ms. Rombach is responsible for teaching kindergarten students and co-chairing the SAC committee.

### Demographic Information

#### Principal start date

Thursday 7/2/2020, Holly Magaditsch

**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.*

6

**Total number of teacher positions allocated to the school**

29

**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: B (57%) 2017-18: C (49%) 2016-17: C (49%) 2015-16: C (48%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

**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	55	65	65	72	71	67	0	0	0	0	0	0	0	395
Attendance below 90 percent	8	8	9	16	9	14	0	0	0	0	0	0	0	64
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 ELA assessment	0	0	0	0	2	20	0	0	0	0	0	0	0	22
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	17	0	0	0	0	0	0	0	20

**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	0	1	0	2	10	0	0	0	0	0	0	0	0	13
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 10/29/2020

**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	70	73	77	82	70	67	0	0	0	0	0	0	0	439
Attendance below 90 percent	4	4	6	7	7	2	0	0	0	0	0	0	0	30
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	28	22	0	0	0	0	0	0	0	50

**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	11	11	3	0	0	0	0	0	0	0	25

**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	2	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	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	70	73	77	82	70	67	0	0	0	0	0	0	0	439
Attendance below 90 percent	4	4	6	7	7	2	0	0	0	0	0	0	0	30
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	28	22	0	0	0	0	0	0	0	50

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	11	11	3	0	0	0	0	0	0	0	25

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	2	0	0	0	0	0	0	0	0	0	2
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

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	57%	52%	57%	57%	52%	55%
ELA Learning Gains	65%	55%	58%	53%	55%	57%
ELA Lowest 25th Percentile	58%	50%	53%	42%	51%	52%
Math Achievement	60%	54%	63%	58%	53%	61%
Math Learning Gains	55%	57%	62%	49%	54%	61%
Math Lowest 25th Percentile	55%	46%	51%	44%	46%	51%
Science Achievement	51%	50%	53%	43%	48%	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	37%	52%	-15%	58%	-21%
	2018	47%	53%	-6%	57%	-10%
Same Grade Comparison		-10%				
Cohort Comparison						
04	2019	57%	55%	2%	58%	-1%
	2018	64%	55%	9%	56%	8%
Same Grade Comparison		-7%				
Cohort Comparison		10%				
05	2019	60%	54%	6%	56%	4%
	2018	46%	51%	-5%	55%	-9%
Same Grade Comparison		14%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	55%	54%	1%	62%	-7%
	2018	51%	55%	-4%	62%	-11%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	43%	57%	-14%	64%	-21%
	2018	60%	57%	3%	62%	-2%
Same Grade Comparison		-17%				
Cohort Comparison		-8%				
05	2019	63%	54%	9%	60%	3%
	2018	31%	54%	-23%	61%	-30%
Same Grade Comparison		32%				
Cohort Comparison		3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	48%	51%	-3%	53%	-5%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	20%	52%	-32%	55%	-35%
Same Grade Comparison		28%				
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	36	58		39	45	45	18				
ELL	57	67	50	57	55	57	49				
BLK	33	63		47	63		50				
HSP	60	64	52	59	52	50	52				
WHT	71	85		82	77						
FRL	54	65	60	59	55	58	47				
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	31	58	42	31	35	23	7				
ELL	55	64	59	50	49	30	22				
BLK	40	68		33	58		8				
HSP	60	63	59	52	54	42	28				
WHT	50	42		75	50						
FRL	54	60	54	50	53	38	21				
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	31	24	10	35	30						
ELL	57	53	42	58	54	46	24				
BLK	41	55		37	25						
HSP	59	54	36	61	50	44	37				
WHT	61	38		71	83						
FRL	55	53	43	57	45	42	40				

### 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)	N/A
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	456
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	56
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	51
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	56
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
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	79
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	57
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.**

Third grade reading had the greatest gap when compared to the state average. There was an ESE vacancy last year and there were novice teachers on the third grade team. Those third graders are now fifth graders.

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

Third grade reading showed the greatest decline from the prior year. There was an ESE vacancy and novice teachers on the third grade team. Those third graders are now fifth graders.

**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.**

Third grade reading showed the greatest decline from the prior year. There was an ESE vacancy and novice teachers on the third grade team. Those third graders are now fifth graders.

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

Fifth grade math scores increased by 33%. Weekly planning sessions were held by the math coach.

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

There are 10 students in fourth grade with prior year retentions.

There are 40 students with less than 90% attendance.

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

1. Students will be engaged in high quality core instruction that is aligned to standards and is responsive to current class data trends.
2. Students will be involved in daily small group lessons based on individual student data in reading and math.
- 3.
- 4.
- 5.

### Part III: Planning for Improvement

**Areas of Focus:**

**#1. Instructional Practice specifically relating to Small Group Instruction**

**Area of Focus Description and Rationale:** Classroom walkthrough data showed a lack of small group instruction last year. There were times instructional decisions were made without consulting student data or grade level trends. Student learning will be positively impacted when student data is used to plan effective small group instruction.

**Measurable Outcome:** 37% of third graders demonstrated ELA proficiency on FSA in 2018-19 school year. This year, 50% of fifth graders will demonstrate ELA proficiency on the FSA in the 20-21 school year.

**Person responsible for monitoring outcome:** Kristin Tonelli (kristin.tonelli@hcps.net)

**Evidence-based Strategy:** Iready weekly goals will be set with students. Students will receive small group instruction based on Iready data trends where reading strategies will be used.

**Rationale for Evidence-based Strategy:** Teachers can alter the Iready pathways to assign additional practice as well as teacher assigned lessons.

**Action Steps to Implement**

*No description entered*

**Person Responsible** [no one identified]

1. Reading coach will conduct weekly planning sessions in grades 3-5.
2. District resources will be used during these weekly planning sessions.
3. Lesson planning will include Iready small group lessons.
3. Iready progress will be printed each Thursday afternoon and notations made by administration.

**Person Responsible** Holly Magaditsch (holly.magaditsch@hcps.net)

**#2. -- Select below -- specifically relating to**

**Area of Focus Description and Rationale:**

**Measurable Outcome:**

**Person responsible for monitoring outcome:** [no one identified]

**Evidence-based Strategy:**

**Rationale for Evidence-based Strategy:**

**Action Steps to Implement**

*No action steps were entered for this area of focus*

**Additional Schoolwide Improvement Priorities**



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

na

## 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.

PBIS expectations are encouraged and communicated in classrooms and common areas. Points are awarded and students can purchase incentives at the class and school level. The guidance counselor plans small group guidance lessons. Weekly positive referrals are recognized, as well as monthly character celebrations. The social worker plans attendance incentives and manages individual attendance contracts.

Parents are invited to be a part of SAC and Parent/Family engagement events. All communication is provided in Spanish and English.

Community partners donate supplies to our students such as Advent Hospital Carrollwood and Tampa Bay Harvest.

### **Parent Family and Engagement Plan (PFEP) Link**

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