

Hillsborough County Public Schools

# Grady Elementary School



## 2020-21 Schoolwide Improvement Plan

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# Grady Elementary School

3910 W MORRISON AVE, Tampa, FL 33629

[ no web address on file ]

## Demographics

Principal: Michael Campbell

Start Date for this Principal: 6/2/2020

<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>	No
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	25%
<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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (72%) 2017-18: A (66%) 2016-17: A (76%) 2015-16: A (76%)
<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, [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](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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## Grady Elementary School

3910 W MORRISON AVE, Tampa, FL 33629

[ 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	No	28%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	40%

### School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

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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.

Grady Elementary will provide all students with the knowledge, skills, and supports necessary to excel as a successful and responsible citizen.

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

Grady Elementary School will be a leader in 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	Title	Job Duties and Responsibilities
Campbell, Mike	Principal	

### Demographic Information

#### Principal start date

Tuesday 6/2/2020, Michael Campbell

**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.*

3

**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**

46

#### 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>	No

<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	25%
<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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
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<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	86	79	79	72	77	94	0	0	0	0	0	0	0	487
Attendance below 90 percent	0	1	1	0	2	6	0	0	0	0	0	0	0	10
One or more suspensions	0	0	1	0	0	1	0	0	0	0	0	0	0	2
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	4	7	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide Math assessment	0	0	0	0	5	5	0	0	0	0	0	0	0	10



**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	1	0	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	

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

Tuesday 6/2/2020

**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	81	78	82	70	75	89	0	0	0	0	0	0	0	475
Attendance below 90 percent	0	3	3	4	0	2	0	0	0	0	0	0	0	12
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	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	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	1	0	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	81	78	82	70	75	89	0	0	0	0	0	0	0	475
Attendance below 90 percent	0	3	3	4	0	2	0	0	0	0	0	0	0	12
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	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	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	1	0	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	83%	52%	57%	84%	52%	55%
ELA Learning Gains	73%	55%	58%	79%	55%	57%
ELA Lowest 25th Percentile	58%	50%	53%	62%	51%	52%
Math Achievement	81%	54%	63%	89%	53%	61%
Math Learning Gains	73%	57%	62%	70%	54%	61%
Math Lowest 25th Percentile	65%	46%	51%	67%	46%	51%
Science Achievement	74%	50%	53%	84%	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	72%	52%	20%	58%	14%
	2018	82%	53%	29%	57%	25%
Same Grade Comparison		-10%				
Cohort Comparison						
04	2019	81%	55%	26%	58%	23%
	2018	77%	55%	22%	56%	21%
Same Grade Comparison		4%				
Cohort Comparison		-1%				
05	2019	85%	54%	31%	56%	29%
	2018	71%	51%	20%	55%	16%
Same Grade Comparison		14%				
Cohort Comparison		8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	81%	54%	27%	62%	19%
	2018	86%	55%	31%	62%	24%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2019	86%	57%	29%	64%	22%
	2018	83%	57%	26%	62%	21%
Same Grade Comparison		3%				
Cohort Comparison		0%				
05	2019	74%	54%	20%	60%	14%
	2018	83%	54%	29%	61%	22%
Same Grade Comparison		-9%				
Cohort Comparison		-9%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	72%	51%	21%	53%	19%
	2018	88%	52%	36%	55%	33%
Same Grade Comparison		-16%				
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	42	47	20	53	70		36				
ELL	80	85		80	85						
ASN	88			94							
BLK	57	62		39	50						
HSP	80	63		78	73	64	63				
MUL	71			82							
WHT	89	81	65	88	75	82	81				
FRL	66	56	52	67	60	45	58				
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	52	41	18	65	68	60					
ELL	46	60		62	70						
ASN	100			100							
BLK	42	17		53	50						
HSP	68	50	40	76	66	57	82				
MUL	79	80		93	80						
WHT	87	51	50	92	61	33	93				
FRL	63	47	31	71	53	48	75				
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	33			63							
ASN	93			93							
BLK	54			54							
HSP	70	75		79	76						
WHT	90	80	64	94	66	71	85				
FRL	70	78	64	73	66	60	73				

### 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	72
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	507
Total Components for the Federal Index	7

ESSA Federal Index	
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	45
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	83
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	91
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	52
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	70
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	77
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	80
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	58
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.**

Bottom Quartile - ELA: We had students who struggled in the area of reading. We had difficulty moving these students forward. We changed how we delivered instruction to help close the gap.

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

Science - 5th grade

Each year a new set of 5th graders enter the grade. We also had a new 5th grade teacher. We changed the way we did ELP as well.

**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.**

Bottom Quartile - ELA: Although we went up significantly in this area, it was greatest gap when compared to the state average. Students with reading difficulties have trouble being able to read and answer questions on grade level texts. Some struggling readers would give up and not give their best effort.

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

Learning gains - ELA: We went up 21 points in this area. We changed how students were taught using performance scales. We also used the achievement level descriptors to help with our planning of the lessons.

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

Students who had a course failure Level 1 on the FSA.

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

1. Bottom Quartile Learning Gains - Reading and Math
2. SWD Proficiency and Learning Gains
- 3.
- 4.
- 5.

## Part III: Planning for Improvement

### Areas of Focus:

#### #1. Instructional Practice specifically relating to

<b>Area of Focus</b>	Students will be taught to the full extent of the standard, so that all students can make a learning gain for the 2020-2021 school year. By planning what is expected, teachers will be able to zero in on what each student needs.
<b>Description and Rationale:</b>	

<b>Measurable Outcome:</b>	The bottom quartile on the 2020 FSA for both ELA and Math will be 70%.
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<b>Person responsible for monitoring outcome:</b>	Mike Campbell (mike.campbell@sdhc.k12.fl.us)
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<b>Evidence-based Strategy:</b>	Teachers will create performance scales to help students see where their learning will take them. Teachers will also see where to plan for each lesson.
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<b>Rationale for Evidence-based Strategy:</b>	Performance scales help provide a blueprint for the teacher and the students as to where their learning is going and what is to be expected.
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#### Action Steps to Implement

1. Create performance scales.
2. Create learning objectives.
3. Have teachers create learning activities that align with the objective/standard.
4. Have teachers create assessments that align with the objective/standard.
5. Teach lesson.

<b>Person Responsible</b>	Mike Campbell (mike.campbell@sdhc.k12.fl.us)
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### Additional Schoolwide Improvement Priorities

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

n/a

## 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.

Grady gets to know all of its students on a personal level. The teachers know each of the student's strengths and areas of focus. The teachers are focus on knowing the child outside of school and what makes each student tick. The faculty is willing to go above and beyond to help our students succeed. Parents are updated with how their child is performing. Teachers are available to parents for conferences or answering any questions they may have. Parents are also included in all programs, assemblies, and events held at Grady.

Grady also has a strong relationship with the PTA. Grady works with the PTA to accomplish other goals/ initiatives to move student/school achievement forward.

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

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

### **Part V: Budget**

**The approved budget does not reflect any amendments submitted for this project.**

1	III.A.	Areas of Focus: Instructional Practice:	\$0.00
Total:			\$0.00