

Hillsborough County Public Schools

Ruskin Elementary School



2020-21 Schoolwide Improvement Plan

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Ruskin Elementary School

101 E COLLEGE AVE, Ruskin, FL 33570

[no web address on file]

Demographics

Principal: Jeanine Saddler

Start Date for this Principal: 10/5/2015

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)	100%
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* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (46%) 2017-18: C (45%) 2016-17: D (34%) 2015-16: C (47%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
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 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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Ruskin Elementary School

101 E COLLEGE AVE, Ruskin, FL 33570

[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	90%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	86%

School Grades History

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

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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.

Ruskin Elementary School Rockets: where positivity and academic excellence are out of this world!

Provide the school's vision statement.

We support the District's vision of Preparing Students for Life, and are working to ensure that our students leave our school equipped with the tools they need to graduate on time. Our District's graduation rate goal is 90% by 2020. With that in mind, we have developed the following Vision for our school:

The Ruskin Elementary School staff, parents, and community are 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
Salgado, Rebecca	Principal	Instructional Leader of the building
Vega, Joy	Instructional Coach	<p>Reading Coach:</p> <ol style="list-style-type: none"> 1. Assists school administrators and teachers with analysis with school, class, and individual student data to determine needs in Reading and ELA. 2. Model and conduct focus with school personnel to collect and analyze data to plan for instruction and professional development. 3. Provide daily support to classroom teachers based on the analysis on student performance data. 4. Models effective instructional strategies for teachers through co-teaching in classrooms, coaching, mentoring, and facilitating professional learning communities. 5. Supports teachers with planning instruction to meet students' needs through differentiated standards based instruction. 6. Works with teachers to ensure that research based reading programs and strategies are implemented with fidelity and adjusted to meet student needs. 7. Develops and delivers school-based professional development in reading content and instructional strategies based on targeted school needs and identified teacher needs. 8. Participates in the development and facilitation of learning communities for the purpose of professional study and collaborative work.
Walker, Cara	Instructional Coach	<p>Math Coach:</p> <ol style="list-style-type: none"> 1. Assist school administrators and teachers with analysis of school, class and individual student data to determine needs in mathematics. 2. Conducts focus walks with state, district, and/or school-based personnel to collect and analyze data to plan for instruction and professional development. 3. Assists mathematics teachers in planning for differentiated standards based instruction and assessment; use of pacing charts and instructional strategies and materials, and use of data from formative and district monthly assessment to improve instruction. 4. Provides classroom support by observing, modeling effective instructional strategies, co-teaching, coaching, and providing specific feedback to teachers. 5. Develops and delivers school and district based professional development in mathematics content and instructional strategies based on identified and targeted teacher, school and/or district needs. 6. Provides follow-up support for teachers at the school level for district professional development in mathematics. 7. Develops and facilitates professional learning communities for professional student and collaborative work.
Rios, Patricia	Instructional Coach	<p>ESOL Resource Teacher:</p> <ol style="list-style-type: none"> 1. Maintain and monitor the implementation of the ESOL program, including professional development of school personnel. 2. Responsible for ensuring the comprehensive program of ESOL within the school, as well as compliance with Full-Time Equivalency rules and guidelines from the Florida Department of Education and the United States Department of Education.

Name	Title	Job Duties and Responsibilities
		<ol style="list-style-type: none"> 3. Provides coaching to classroom teachers and effectively implement district-provided resources. 4. Develops and conducts professional development for classroom teachers and bilingual education paraprofessionals in specified English language acquisition strategies, best practices, and specific instructional resources. 5. Serves as a support to the Parent Leadership Council. 6. Maintains and monitors implementation of English Language Learner (ELL) Program Guidelines and Procedures, inclusive of full time equivalent (FTE) auditing and compliance. 7. Demonstrates a strong working knowledge of best practices in the content area of English language acquisition instruction. 8. Conducts data conferences with classroom teachers to interpret data and plan instruction. 9. Models effective teaching techniques when presenting to groups and other professionals. 10. Assists the ELL supervisor in developing model lesson plans and curriculum development. 11. Meets regularly with building administrators regarding classroom practices and provides ongoing feedback with specified the ELL supervisor.
Giblin, Anna	Teacher, K-12	<p>ELA Teacher Leader-</p> <ol style="list-style-type: none"> 1. Works in conjunction with the Reading Coach to: <ul style="list-style-type: none"> -develop and conduct staff development for classroom teachers. -provide instructional coaching to ELA teachers. -analyzes student data and recommends interventions. -analyzes observational data and conferences with teachers accordingly, both individually and in groups. -provides follow-up and implementation support for professional development activities. 2. Develops and supports demonstration classrooms in core content classes. <ul style="list-style-type: none"> -Designs and implements appropriate instruction of content area(s)/course(s) assigned in accordance with state standards, district curriculum, and students' needs. 3. Engages in continuous improvement by attending professional development in all content areas and attends monthly professional learning communities (PLCs) to stay current with best practices and standards.
Subianto, Sandra	Teacher, K-12	<p>Math Teacher Leader-</p> <p>Works in conjunction with the Math Coach to:</p> <ul style="list-style-type: none"> -develop and conduct staff development for classroom teachers. -provide instructional coaching to Math teachers. -analyzes student data and recommends interventions.

Name	Title	Job Duties and Responsibilities
		<p>-analyzes observational data and conferences with teachers accordingly, both individually and in groups.</p> <p>-provides follow-up and implementation support for professional development activities.</p> <p>2. Develops and supports demonstration classrooms in core content classes.</p> <p>-Designs and implements appropriate instruction of content area(s)/course(s) assigned in accordance with state standards, district curriculum, and students' needs.</p> <p>3. Engages in continuous improvement by attending professional development in all content areas and attends monthly professional learning communities (PLCs) to stay current with best practices and standards.</p>
Welch, Eileen	Teacher, ESE	<p>ESE Specialist-</p> <p>1. Provides support and/or direct instruction to students with disabilities based upon site needs.</p> <p>Site support schedules will vary depending upon needs of the students as documented in the Individual Education Plan (IEP).</p> <p>2. Assist with the organization, management, and coordination of supports and services provided to students with disabilities.</p> <p>3. Demonstrates advanced knowledge and practices of instructional and behavioral strategies.</p> <p>Collaborates with the school team (teachers and paraprofessionals) to implement best practices of data collection, analysis, inclusive practices, and responsive instructional decisions for students with disabilities. Monitors and supports the efficacy of instruction provided to students with disabilities in general education and ESE settings.</p> <p>4. Designs and delivers job-embedded professional development (curriculum, behavior, compliance etc.) in coordination with the General Director of ESE, Area Leadership Teams, and ESE program staff to ensure that school staff maintain updated skills and knowledge of ESE-related best practices.</p> <p>5. Assists administrators in ensuring implementation of ESE supports and services align with requirements of the Individuals with Disabilities Education Act (IDEA), state statutes, district procedures, and full-time equivalency (FTE) accounting and reporting.</p> <p>6. Effectively collaborates and communicates with all stakeholders (e.g. parents, teachers, students, and school/district staff) to facilitate student success aligning with the district's vision of</p>

Name	Title	Job Duties and Responsibilities
		<p>increasing graduation rates. Communicates with stakeholders to establish and maintain good relations with school and district personnel, as well as parents/guardians of students with disabilities.</p> <p>7. Serves as a liaison between the school and parents, district staff, and community groups or agencies.</p> <p>8. Collaborates with the principal and area ESE team to develop supportive systems that build teacher capacity and improve effective case management practices (e.g. progress monitoring, data collection, eligibilities, IEPs, and internal/external articulation).</p> <p>9. Demonstrates personal and professional growth and expertise by remaining current with state and national associations, certifications, and professional trends. Attends required and optional trainings related to job skills and/or provides follow-up with district-level training to maintain professional certification.</p>
<p>Fedele, Rebecca</p>	<p>Assistant Principal</p>	<ol style="list-style-type: none"> 1. Makes or shares in the making of decisions in a timely manner, using appropriate levels of involvement so that actions may be taken and commitments made by self and others. 2. Acts in accordance with the shared vision and mission of the district and school; cares about the organization's reputation and is aware of the effect his/her decisions make on the organization. 3. Influences the school stakeholders by a variety of means, such as persuasive argument, setting examples, or using expertise; is able to present ideas to others in an open, informative, and non-evaluative manner; is able to write clearly and concisely. 4. Uses data to implement curriculum and instructional supervision; gathers, analyzes and uses data from varied and multiple sources to build relationships, form concepts, and create hypotheses; analyzes alternatives and perspectives when solving a problem or making a decision. 5. Demonstrates readiness to initiate action and takes responsibility for leading and enabling others to improve the circumstances being faced or anticipated. 6. Organizes cooperatively with staff and other stakeholders to design and implement ways to reach the goals and mission of the school. 7. Skillfully facilitates others working together effectively; shows concern for diverse perspectives, as well as empathy for other's feelings; is adaptable. 8. Discovers, understands, verbalizes accurately, and responds

Name	Title	Job Duties and Responsibilities
		<p>empathetically to perspectives, thoughts, ideas, and feelings of others.</p> <p>9. Establishes systematic processes to receive and provide feedback about the progress of work being done.</p> <p>10. Leads by example, setting goals that encourage self and others to reach higher standards.</p> <p>11. Holds high and positive expectations for the growth and development of all stakeholders, including self.</p> <p>12. Understands the effects of his/her behavior and decisions on all stakeholders, both inside and outside the organization.</p> <p>13. Entrusts routine and non-routine assignments to others, giving them authority and responsibility for accomplishment.</p> <p>14. Assists with oversight of and responsibility for the school's instructional program and its results.</p> <p>15. Assists with oversight of and responsibility for the safety and discipline of school's students.</p> <p>16. Assists with oversight of and responsibility for the school's human resources selections, management, and development.</p> <p>17. Assists with oversight of and responsibility for the school's business and research efforts.</p> <p>18. Assists with oversight of and responsibility for the accuracy and timeliness of the school's records and reports.</p> <p>19. Assists with oversight of and responsibility for the school's administration and operation.</p> <p>20. Assists with oversight of and responsibility for the school's property and physical plant.</p> <p>21. Assists with the provision of leadership in the development or revision and implementation of the School Improvement Plan.</p>

Demographic Information

Principal start date

Monday 10/5/2015, Jeanine Saddler

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.*

9

Total number of teacher positions allocated to the school

46

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)	100%
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* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (46%) 2017-18: C (45%) 2016-17: D (34%) 2015-16: C (47%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
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	100	101	119	118	107	145	0	0	0	0	0	0	0	690
Attendance below 90 percent	36	37	38	39	34	31	0	0	0	0	0	0	0	215
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	11	39	0	0	0	0	0	0	0	50
Level 1 on 2019 statewide Math assessment	0	0	0	0	9	34	0	0	0	0	0	0	0	43

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	2	1	7	11	0	1	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	2	0	0	0	0	0	0	0	0	0	2

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	117	126	138	145	113	144	0	0	0	0	0	0	0	783
Attendance below 90 percent	32	28	23	20	12	21	0	0	0	0	0	0	0	136
One or more suspensions	0	0	2	1	1	5	0	0	0	0	0	0	0	9
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	39	29	29	0	0	0	0	0	0	0	97

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	8	0	4	0	0	0	0	0	0	0	12

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	6	7	14	0	0	0	0	0	0	0	0	0	27
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	117	126	138	145	113	144	0	0	0	0	0	0	0	783
Attendance below 90 percent	32	28	23	20	12	21	0	0	0	0	0	0	0	136
One or more suspensions	0	0	2	1	1	5	0	0	0	0	0	0	0	9
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	39	29	29	0	0	0	0	0	0	0	97

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	8	0	4	0	0	0	0	0	0	0	12

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	6	7	14	0	0	0	0	0	0	0	0	0	27
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	33%	52%	57%	30%	52%	55%
ELA Learning Gains	48%	55%	58%	43%	55%	57%
ELA Lowest 25th Percentile	57%	50%	53%	41%	51%	52%
Math Achievement	44%	54%	63%	35%	53%	61%
Math Learning Gains	52%	57%	62%	34%	54%	61%
Math Lowest 25th Percentile	53%	46%	51%	22%	46%	51%
Science Achievement	32%	50%	53%	32%	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	28%	52%	-24%	58%	-30%
	2018	32%	53%	-21%	57%	-25%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2019	39%	55%	-16%	58%	-19%
	2018	36%	55%	-19%	56%	-20%
Same Grade Comparison		3%				
Cohort Comparison		7%				
05	2019	31%	54%	-23%	56%	-25%
	2018	27%	51%	-24%	55%	-28%
Same Grade Comparison		4%				
Cohort Comparison		-5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	41%	54%	-13%	62%	-21%
	2018	29%	55%	-26%	62%	-33%
Same Grade Comparison		12%				
Cohort Comparison						
04	2019	40%	57%	-17%	64%	-24%
	2018	43%	57%	-14%	62%	-19%
Same Grade Comparison		-3%				
Cohort Comparison		11%				
05	2019	40%	54%	-14%	60%	-20%
	2018	40%	54%	-14%	61%	-21%
Same Grade Comparison		0%				
Cohort Comparison		-3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	30%	51%	-21%	53%	-23%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	28%	52%	-24%	55%	-27%
Same Grade Comparison		2%				
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	14	40	50	28	49	48	8				
ELL	27	46	51	41	56	56	25				
BLK	24	41		39	43	50	19				
HSP	30	49	52	44	56	54	32				
MUL	46			54							
WHT	50	56		43	34		54				
FRL	32	47	57	43	52	53	30				

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	12	42	40	18	58	59	6				
ELL	24	48	54	35	60	56	16				
BLK	36	53		36	61		29				
HSP	30	51	56	40	61	56	27				
WHT	48	39		40	48		47				
FRL	33	49	51	40	60	51	28				

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	7	31	29	12	14	8					
ELL	19	35	44	31	32	24	15				
BLK	28	43		31	26						
HSP	26	41	43	33	34	23	27				
WHT	51	47		45	39		47				
FRL	29	41	42	34	33	22	31				

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

ESSA Federal Index	
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	45
Total Points Earned for the Federal Index	364
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
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Students With Disabilities	
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Federal Index - Students With Disabilities	34
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	
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Federal Index - English Language Learners	43
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	
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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	
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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	
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Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
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Federal Index - Hispanic Students	45
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	50
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	47
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	45
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.

Our science achievement level was at 32% This has been a trend since 2016. We did have an increase of 2%. Exposure to content and higher level vocabulary are contributing factors.

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

According to the data our math learning gains had a decrease of 8%. This decline was due to resources that were available to the students and the level of rigor in the classroom.

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.

ELA Achievement had the greatest gap when compared to the state average. Some contributing factors are exposure to on-level text, students' background knowledge and rigor in the classroom.

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

ELA Bottom Quartile showed the most improvement. Purposeful planning and standard driven instruction helped our students show the gains.

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

Kindergarten had the highest absentee percentage

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

1. Teachers provide daily learning opportunities in all content areas in which students and teachers are listening, speaking, reading, and writing using content specific language and vocabulary.
2. Evidence of standards based instructional planning and delivery that demonstrates rigorous learning opportunities for all students in each content area and includes appropriate scaffolds and/or extensions based on formative data.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: 1. Teachers provide daily learning opportunities in all content areas in which students and teachers are listening, speaking, reading, and writing using content specific language and vocabulary.
2. Evidence of standards based instructional planning and delivery that demonstrates rigorous learning opportunities for all students in each content area and includes appropriate scaffolds and/or extensions based on formative data.

Measurable Outcome: During the 2020-2021 school year, we will look at school-wide data to monitor learning gains and proficiency for students and reflect on accountability and the direct impact on student achievement. Special attention will be paid to data relating to our Black/African American, ELL, and SWD populations. Our teachers will actively participate in grade level professional learning communities and team planning sessions with instructional coaches and administrators focused on building foundational skills in all content areas. During planning sessions, strategies to support/improve learning gains for Black/African American, ELL, and SWD students will be identified and integrated into instructional plans.

Person responsible for monitoring outcome: Rebecca Salgado (rebecca.salgado@hcps.net)

Evidence-based Strategy: Data- Decision Making based on FSA, ASQI, and SCIP, Iready; Emphasis on foundational skills across all content areas (vocabulary, number sense) .

Rationale for Evidence-based Strategy: According to statewide assessments,(FSA, IReady, Formatives, foundational skills (vocabulary, number sense) instruction is one of the barriers that need to be addressed if we want our students to close the achievement gap.

Action Steps to Implement

1. Weekly Instructional Walks conducted by the leadership team with feedback to teachers.
2. Academic Coaches (Reading Coach, Math Coach, and teacher leaders) supporting planning sessions and PLCs.
3. Data chats by grade level every 4-6 weeks.
4. Professional Development including trainings, materials and supplies (based on data and teacher input).
5. During planning sessions, strategies to support/improve learning gains for Black/African American, ELL, and SWD students will be identified and integrated into instructional plans.

Person Responsible Rebecca Salgado (rebecca.salgado@hcps.net)

Additional Schoolwide Improvement Priorities

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

- 1) Implement a culture of learning in which every stakeholder feels accountable.
- 2) Continue implementing data-driven planning sessions and content specific PLCs

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 staff, students, parents, and the community will work together to develop skills and habits for personal and academic success. We work hard at building positive relationships with our families and community partners. We encourage parents to participate in all of our events by sending home flyers, making parent link phone calls and posting everything on our website and social media. We make every effort to communicate every child's progress to the parents by sending home quarterly progress alerts and having parent teacher conferences in person, phone call, or via zoom.

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: Standards-aligned Instruction	\$0.00
Total:			\$0.00